



MISSISSIPPI STATE
UNIVERSITY

MISSISSIPPI STATE UNIVERSITY
MASTER OF
LANDSCAPE ARCHITECTURE
SELF EVALUATION REPORT
2014



INTRODUCTION

INTRODUCTION

1. History of Program.

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

1878	Establishment of Mississippi's Agricultural and Mechanical College as a Land Grant school
1879	Course started in Landscape Gardening
1920	Authorization to offer a degree in Horticulture
1932	Institution name changed to Mississippi State College
1920-64	Two additional courses in Landscape Design offered in Horticulture
1958	Institution name changed to Mississippi State University
1959	Olmsted Brothers retained to prepare Campus Development Plan
1964	Landscape Architecture curriculum originated in Horticulture
1967	LA degree changed from B.S. to B.L.A. and the prefix to LA courses changed from HO to LA
1967	First B.L.A. degree awarded
1971	Curricula developed in Landscape Contracting and Parks and Recreation Administration
1973	BLA Program received two-year initial accreditation
1975	Charles Parks became full time Department Head. LA program received 5-year accreditation period, and Department of Landscape Architecture was authorized in the College of Agriculture
1979	Consolidation of scattered LA Department facilities into Montgomery Hall
1980	BLA Program re-accredited for 5-year period
1985	BLA Program re-accredited for a 3-year provisional period
1986	Charles Parks retired as Department Head
1987	Calvin Bishop, FASLA, appointed as acting Department Head
1988	BLA Program re-accredited for 5-year period
1989	Cameron Man, FASLA became Department Head

1992	BLA Program re-accredited for 5-year period
1996	College of Agriculture and Home Economics renamed College of Agriculture and Life Sciences
1997	BLA Program re-accredited for 5-year period.
2000	M.L.A. program begins
2002	First M. L. A. degree awarded
2003	Department of Landscape Architecture moved to the Landscape Architecture facility (current facility)
2006	Cameron Man, FASLA, retired as Department Head
2006	Dr. Lynn Reinschmiedt, Associate Dean for the College of Agriculture and Life Sciences, appointed as acting Department Head
2007	Sadik Artunc, FASLA, became Department Head
2008	Master of Landscape Architecture granted initial accreditation
2008	Bachelor Program in Landscape Contracting and Management re-accredited
2009	BLA Program re-accredited for 2-year provisional period
2010	Department adopted new Mission, Goals and Objectives
2010	New BLA curriculum adopted
2011	BLA Program re-accredited for 6-year period
2013	New MLA curriculum adopted

2. Response to Previous LAAB Review.

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

A. Recommendations Affecting Accreditation

Standard 1

Revise the mission and goals to more clearly align with the missions of the College of Agriculture and Life Sciences and the University and to guide strategic decisions regarding curriculum and other departmental decisions.

Response:

The Department's mission and goals were revised in 2010 and now align more appropriately with the College of Agriculture and Life Science's mission and the mission of the University.

The Department of Landscape Architecture's mission is to foster the will and ability to plan, design, build and manage regenerative communities. We have found this mission and the associated goals and objectives to be very useful in guiding recent curriculum changes, faculty assignments and other department decisions.

Standard 3

Revisit and revise the graduate curriculum to increase the rigor of leveling course work and more closely align advanced graduate coursework and student capstone efforts with the MLA program mission statement and proposed research directions of the faculty.

Response:

The graduate curriculum was revised for fall of 2013. The new curriculum takes into account comments made during the last accreditation report and more closely aligns with the mission and research interests of the faculty. The new and old curriculums are both included in the appendix. Below is a summary of the major changes.

- Addition of a non-thesis option (including new courses in Exterior Design/Build, Ecological Planting Design, Construction Documentation and a final Case Study Studio)
- Addition of a course in Design Theory and Criticism (for thesis and non-thesis students)
- Addition of a seminar in Contemporary Design Issues (for thesis and non-thesis students)
- Revision to the studio courses to add hours and broadly focus on issues related to water, health and habitat
- Reduction in the number of elective hours

One aspect of the curriculum that was not altered was the leveling coursework, although we are still considering ways to improve the experience for leveling students. We have found that the leveling year is quite rigorous and very challenging for students who do not have a design background, especially in terms of the time required. This past year, we offered some Directed Individual Studies in the summer for the new research assistants in order to reduce their workload during the school year. This may not be possible every year and we are open to suggestions regarding this aspect of the curriculum.

B. Suggestions for Improvements

Standard 2

Consider a twelve-month appointment for the graduate program coordinator so that recruiting and program planning can continue during the summer months while freeing the department head to pursue international recruiting and other program priorities.

Response:

The new Graduate Coordinator (Michael Seymour) has a twelve-month appointment with the Extension service. This has allowed us to complete a number of program-related tasks over the summer months.

Standard 3

Develop a thorough and consistently administered process for archiving and retrieving student work that can assist students in the preparation of professional portfolios, provide a teaching resource for the faculty and permit the program to better present and promote its graduate-level educational and research missions.

Response:

We have instituted a new process for archiving student work digitally, which is represented in the examples of student work that are provided with this report. The new process requires each faculty

member to complete a digital file of student work using an established format. These files are to be completed at the end of each semester for each course taught. This system seems to be working efficiently, although we are open to additional suggestions for improvement.

Standard 8

The development of positive relations to the University, the community and the profession should be articulated in the program mission and objectives.

Response:

This is addressed under the third goal of the department: “Serve, and build relationships with the public, the landscape architecture and landscape contracting professions, and allied professions.”

3. Describe current strengths and opportunities.

New Curriculum

The new MLA curriculum took considerable time and effort to develop, but we believe that it will help us to attract, retain and graduate more students. The new curriculum is innovative in a number of ways. It provides a thematic focus for the design studios that will now address issues related to water, health and habitat. The new non-thesis track includes courses in ecological planting design, construction documents, contemporary design issues, exterior design/build and a final studio that includes research and design. The new curriculum will make the program a bit more challenging to manage and coordinate, but it should be more closely adapted to students’ needs and we think it will result in students who are more well prepared for their future in the profession.

Current Student Body

We currently have a diverse and highly qualified group of students, including two leveling students who have already earned a PhD. For the first time, we have more women than men in a class (leveling year) of the MLA program and also have more international students than we have had previously including students from Jordan, Turkey and China. The current students are quite eager, very intelligent and a pleasure to work with. We are expecting great things from them and looking forward to seeing what they will accomplish.

College and University Support

We receive strong support from the College of Agriculture and Life Sciences and the University. The College has recently assisted us by fully funding our teaching assistantships so that these students will no longer have to pay any portion of tuition or fees. The College also has been very supportive of replacing retiring faculty with new hires. We are currently conducting a search for a new faculty member to replace Pete Melby, who retired in the spring of 2013. We also have a good relationship with the Graduate School who manage the application process and a number of valuable programs for graduate students including a training program for teaching assistants.

International Recruiting

We have had recent success in recruiting international students. We have three students from Jordan, one from Turkey and seven from China.

Alumni Support

We have good support from recent alumni and have formed a Facebook group where faculty, students and alumni can interact.

New Website and Blog

We have an updated website and a new blog. The website includes all standard official information and is easier to update now that there is a dedicated person at the college who handles all revisions; they can

usually make adjustments in a day or two. The blog was instituted in order to provide more in-depth information and quick news updates and is used as a way to create additional content for the website.

Design/Build Opportunities

One of our department's strengths is the interaction between the three programs and their students. Having a landscape contracting program means that we have a closer connection to construction and management and we have made efforts to build upon this strength by incorporating a new Design/Build class into the curriculum. This class was taught once over the summer of 2012 and was quite successful and popular (despite the heat). Students in this course (and several others) worked on the Oktibbeha County Heritage Museum landscape and earned a 2013 Award of Excellence in student collaboration from national ASLA.

4. Describe current weaknesses and challenges.

In-state Recruiting

Our main recruiting efforts have been through the Internet as we have a new website and a regularly updated blog. These have helped us to recruit students outside the state and internationally. Once students know about the profession of landscape architecture, we believe we have a reasonable chance of attracting them but we haven't yet made a concerted effort to publicize our program in-state. We have recently received a grant from the Graduate School to create new promotional materials and distribute them to a variety of universities throughout the state.

On-going Support for Highly Qualified Students

We have a very qualified and eager group of students that we would like to retain. Although we have good support through assistantships, it will be very difficult to determine which students receive support over the coming years as our student body grows. This is a good challenge to have, but we wish that we could support more of the quality students that we've attracted.

Support for International Students

We are attracting growing numbers of international students. While this is good for our program overall, it creates multiple, new challenges. In many cases, international students need additional English instruction; this can then make their schedules difficult to coordinate. They also need more assistance with finding housing, locating a roommate, finding a bank and the like.

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

Changes since the last accreditation visit:

- Taze Fulford, Timothy Schauwecker and Michael Seymour have been promoted to Associate Professor with tenure
- Michael Seymour was appointed the Graduate Coordinator in spring of 2011
- Dr. Chuo Li was hired in the fall of 2011
- Elizabeth Payne Tofte was hired in the fall of 2012
- The previous Graduate Coordinator Wayne Wilkerson left the Department to become Director of the Mississippi Water Resources Research Institute and is retiring in the spring of 2014
- Pete Melby retired in the spring of 2013

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

- Introduction
 - Written by Michael Seymour, reviewed by students and faculty
- Standard 1: Program Mission and Objectives
 - Written by Michael Seymour and Sadik Artunc, reviewed by students and faculty
- Standard 2: Program Autonomy, Governance & Administration
 - Written by Sadik Artunc, reviewed by students and faculty
- Standard 3: Professional Curriculum
 - Written by Michael Seymour, reviewed by students and faculty
- Standard 4: Student and Program Outcomes
 - Written by Michael Seymour, reviewed by students and faculty
- Standard 5: Faculty
 - Written by Bob Brzuszek, reviewed by students and faculty
- Standard 6: Outreach to the Institution, Communities, Alumni & Practitioners:
 - Written by Brian Templeton, reviewed by students and faculty
- Standard 7: Facilities, Equipment and Technology
 - Written by Jason Walker, reviewed by students and faculty
- Addenda A Program Details
 - Prepared by Sadik Artunc, reviewed by students and faculty
- Addenda B Curriculum
 - Prepared by Michael Seymour, reviewed by students and faculty
- Addenda C Student Information
 - Prepared by Office of Institutional Research, reviewed by students and faculty
- Addenda D Alumni Information
 - Prepared by Brian Templeton, reviewed by students and faculty
- Addenda E Faculty Information
 - Data provided by departmental faculty, prepared by Michael Seymour and Bob Brzuszek
- Addenda F Facilities Information
 - Prepared by Jason Walker, reviewed by students and faculty
- Student Work for Accreditation Review
 - Format and Final Document Prepared by Cory Gallo (faculty). Course work provided by department faculty.



1. PROGRAM MISSION & OBJECTIVES

1. PROGRAM MISSION and OBJECTIVES

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

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

A. Program Mission

1. State the current program mission and date adopted.

The mission of the Mississippi State University Department of Landscape Architecture is to foster the will and ability to plan, design, build and manage regenerative communities. This mission was adopted on January 26th of 2010.

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

The mission reflects the department's holistic approach to the landscape. We believe that planning, design, construction and management are inextricably linked and an understanding of each is necessary to implement regenerative landscapes. Fostering the "will and ability" requires teaching, research and service, which is how our mission complements the college and university missions.

The landscape architecture department's mission compliments the university's mission by embracing the land grant's role of teaching, research and service for the people of Mississippi, the region, and the world.

B. Educational Goals

1. State the academic goals of the program.

Goal 1: Teach students the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.

Goal 2: Create new knowledge in landscape planning, design, and management of built and natural environments.

Goal 3: Serve, and build relationships with the public, the landscape architecture and landscape contracting professions, and allied professions.

Goal 4: Create a place and culture that advances our mission.

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

The academic goals are related to the program's mission in a fairly obvious way. Goal number one addresses the education of students in the knowledge, skills and abilities necessary to achieve the mission. Goal number two addresses the creation of new knowledge to help accomplish the mission. Goal three is intended to advance the mission through building relationships and partners while goal number four is intended to provide a tangible and inspiring example of our stated mission and design philosophy.

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

The department mission and goals are evaluated annually, immediately following the spring semester. Landscape Architecture Academic Operating Procedure (LA AOP 01.02) defines the procedure and responsibilities for periodically reviewing and revising the department's mission statement and goals.

C. Educational Objectives

1. List the educational objectives of the program.

Goal 1: Teach students the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.

- 1.1 Develop and maintain a curriculum that facilitates the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.
- 1.2 Focus courses on developing critical thinking skills for creative problem solving through the design process.
- 1.3 Teach the artful synthesis of social and ecological processes as related to planning, designing, building and managing regenerative communities.
- 1.4 Encourage and support the teaching of special topics within the Department.
- 1.5 Develop and enhance faculty knowledge, skills and abilities and, therefore, their success as teachers.
- 1.6 Relate and build coursework on prior courses to reinforce content and processes.
- 1.7 Provide opportunities for outside experts to engage in the program.
- 1.8 Provide and create service-learning opportunities for students.
- 1.9 Facilitate and provide internship opportunities for students.
- 1.10 Facilitate and create opportunities for students to find employment after graduation.

Goal 2: Create new knowledge in landscape planning, design, and management of built and natural environments.

- 2.1 Promote and maintain a departmental research agenda related to our mission.
- 2.2 Facilitate and enhance networking among academic research peers.
- 2.3 Promote scholarly interaction between faculty and graduate students.

Goal 3: Serve, and build relationships with the public, the landscape architecture and landscape contracting professions, and allied professions.

- 3.1 Communicate the work of faculty, staff and students to the public and profession.
- 3.2 Educate the public about the landscape architecture profession and landscape contracting and management industry.
- 3.3 Promote involvement of faculty and staff in professional activities.

Goal 4: Create a place and culture that advances our mission.

- 4.1 Encourage faculty, staff and student compositions that are reflective of Mississippi's diverse population.
- 4.2 Create a facility that serves as a learning laboratory for our academic and research programs.

- 4.3 Actively assess departmental effectiveness.
- 4.4 Encourage collaboration between landscape architecture and landscape contracting programs.

- 2. Describe how educational objectives fulfill the academic goals.

As shown above in question C.1, each departmental objective has been developed to respond to an associated goal. The comprehensive list of objectives was developed with full faculty participation to respond directly to the established goals. A series of short-term actions have been developed to help accomplish each objective.

D. Long Range Planning Process

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

The University has gone through changes in its leadership at various levels (President, Provost and Executive Vice-President, Vice-President for Agriculture, Forestry and Veterinary Medicine, and Dean for the College of Agriculture and Life Sciences) for various reasons including but not limited to budget cuts and adjustments that generated merging administrative leadership of Colleges of Agriculture and Life Sciences and College of Forest Resources. As a result of these changes there have been an extensive and intensive process for strategic long term planning which affect strategic plans from top down.

The university and the college recently finalized long range planning or strategic planning.

The university's plan entitled "State of Excellence 2012-2013" and may be viewed at:

<http://www.msstate.edu/web/excellence/>

The Strategic Plan for the College of Agriculture and Life Sciences and its research unit Mississippi Agricultural and Forestry Research Experiment Station has been completed shortly after the University's plan and may be viewed at:

http://mafes.msstate.edu/faculty-staff/pdf/strategic_planning.pdf

Department Level:

The Department Head developed a preliminary long-range planning document (or a vision) shortly after his appointment in 2007 and shared this document with the faculty, students, administration, alumni and supporters of the Department. This document has been used for subsequent discussions to develop the Departmental mission, goals and objectives that have recently been finalized and included in the applicable sections of this SER. Both faculty and the Department Head view this plan as well as mission and objectives as a dynamic working document and intend to review and respond annually on its progress and attainment.

The current Department Head also submitted a plan for an ideal department size in terms of student and faculty numbers to the College Dean upon his appointment in the spring 2007. This plan suggested a total of 15 faculty members and 225 students as the ideal size for the Department. These numbers were generated based on having two sections per semester for the BLA and one sections per semester for the MLA and LCM programs with 15 students in each section. The Department Head also developed a recruiting plan and submitted to the Office of the Dean. This plan is annually re-visited and updated.

One action item of the long range-plan that relates to objective 4.2 is the completion of the landscape architectural facilities complex by acquiring both state and private funding to develop the fourth and final building. The Department has worked with the architectural firm that developed the original plans for our buildings to generate a draft program and preliminary plan to begin formal request for state funding as well as to be used for private fund raising.

The Department recently finalized a long range planning document entitled “Department of Landscape Architecture Strategic Plan for Excellence: 2013-2018.” This document builds upon the Departmental mission, goals and educational objectives, and follows the strategic university and college. Our Strategic Plan for Excellence has four pillars which becomes a foundation for goals and objectives toward successful implementation:

1. Teaching and learning
2. Research and creative endeavors
3. Service, outreach and engagement
4. Encourage globalization and international endeavors

We see these pillars contributing collectively and simultaneously to our goals and objectives. Please refer to the Department of Landscape Architecture Strategic Plan for Excellence: 2013-2018 given in the Appendix.

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

Department Level:

LA AOP 01.02 – The department’s Mission Statement Review Policy defines the procedure and responsibilities for periodically (every four years) reviewing and revising, as needed, the department’s mission statement. The evaluation process includes faculty, administration, student representatives, and advisory board representatives to assess the mission, goals and objectives.

The evaluation process includes but not limited to annual review of all courses and academic activities taken place during the academic year at the end of each academic year. Faculty present their courses, projects, strengths, weaknesses, opportunities and challenges that experienced, and adjustments planned for the following year. Faculty seek and receive feedback from other faculty who teach previous or preceding courses in the sequence. At the conclusion of these reviews, a general assessment toward attainment of the academic mission takes place followed by a discussion of avenues of advancement and enhancement.

The student evaluations of the faculty and their courses may also be utilized as appropriate when the nature of information is not confidential and/or personal.

The Department Head also shares results of the exit interviews from graduating students as appropriate when the nature of information is not confidential and/or personal.

The Department is in the process of developing a plan to for an annual survey which will be given to all students to seek feedback for academic issues including but not limited to curricular (teaching, faculty, research, service and outreach, etc.) and extra-curricular (service and outreach, career placement and advising, job fairs, conference travels, etc.) matters.

All of the Departmental Policies and Procedures are posted on the Departmental Web Page and they are available to faculty, students and public at large at:

<http://www.lalc.msstate.edu/policies.asp>

Following is the list of current policies and procedures:

- [LA AOP 01.01 Principles for Department Governance](#)
- [LA AOP 01.02 Mission Statement Review Policy](#)
- [LA AOP 11.01 Curriculum Review Policy](#)
- [LA AOP 11.02 Course Substitution Policy](#)
- [LA AOP 11.03 Pre-Requisites Policy](#)
- [LA AOP 12.02 Student Advising and Mentoring](#)
- [LA AOP 12.03 Bachelor of Landscape Architecture Mid-performance Review](#)
- [LA AOP 12.04 Department Grade Requirement](#)
- [LA AOP 13.01 Guidelines for Adjunct Faculty, Visiting Faculty, Visiting Scholar and Visiting Executive](#)

The Department views promotion and tenure policies and procedures as an integral part of the long range planning process. Therefore, they are also available for viewing at:

<http://www.lalc.msstate.edu/documents/policies/ptguidelines.pdf>

University Level:

As part of the university accreditation process, the Department submits an annual assessment of the selected departmental goals and their assessments. We have selected to operate with the following university goals:

Enhance student growth and development by providing excellent academic programs, building character, and ensuring an accessible, caring, and diverse environment.

Strengthen pride and involvement with MSU among students, faculty, staff, administrators, alumni, friends, retired faculty, and others who make up the Great Bulldog Nation with a successful athletics program, a vibrant social and cultural environment, and a campus infrastructure and physical appearance that is inviting and pride-inspiring.

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

In addition to the processes indicated above, the Department responds to all recommendations and suggestions from the previous accreditation review and reports on efforts and actions to rectify identified weaknesses. Furthermore, the department also reports on efforts to rectify self-identified weaknesses during the development process of this SER in its applicable sections.

The Department Head regularly attends organized Department Head meetings during the ASLA and CELA annual meetings and reports significant events, developments, issues that were discussed during the national meetings. Then the faculty and the Department Head assess implications of the report for the Departmental mission, plans, goals and objectives. Faculty members who attend professional and scholarly conferences and meetings use the same reporting process.

The evaluation process includes faculty, administration, student representatives, and advisory board representatives, alumni and supporters of the Department as applicable. Since the arrival of the current Department Head in 2007, the faculty has been in a continuous process to assess,

evaluate, update, and enhance all areas of the Department for teaching, research, service and outreach. We have recently completed the process of revising our BLA, LCM and MLA curricula to reflect of these developments.

E. Program Disclosure

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

The department disseminates information in multiple ways. The primary method for information sharing is the department's website (<http://www.lalc.msstate.edu/>) which contains text of the department's mission statement, goals, policies and promotion and tenure guidelines, and other information pertinent to the department. Secondary methods of sharing information include a department Facebook page which is also co-managed by the Student chapter of ASLA, a Land8Lounge site (<http://land8lounge.com/group/mississippi-state-university-alumni>) started and maintained by students, as well as a site for the Student chapter of ASLA (<http://www.msstate.edu/org/asla/>). The Mississippi State University Extension Service is also used to share knowledge through their website (www.msucare.com) to the public.

Summary of Web Links:

Department Web Site:	http://www.lalc.msstate.edu
Department Blog:	http://www.msulalc.blogspot.com
Department Facebook Page:	http://www.facebook.com/-!/pages/Landscape-Architecture-Mississippi-State-University/10441405933
MSU Extension:	http://www.msucare.com
MSU Graduate School:	http://grad.msstate.edu



**2. PROGRAM
AUTONOMY GOVERNANCE
& ADMINISTRATION**

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Program Administration

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

Yes, the Department is a recognized unit with its own administrator and authority within the College of Agriculture and Life Sciences. The Department Head reports jointly to the Dean of the College of Agriculture and Life Sciences, to the Director of Mississippi Extension and to the Director of Agricultural & Forestry Experiment Station (MAFES). Please see the Departmental organization chart in the following pages.

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

Yes, the program administrator is professor and a tenured faculty member in the Department of Landscape Architecture.

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

LA AOP 01.01 – Principles for Department Governance, in accordance with university AOP 01.09 – Principles for University Governance, outlines the primary responsibilities and authority of the department head: “The department head, in regular consultation with the faculty and dean, is responsible for: (1) the implementation of procedures for the selection of personnel and their subsequent annual performance reviews, including the College and University procedures associated with promotion and tenure; (2) working with the departmental faculty in the development, coordination, implementation, and periodic review of academic programs and course offerings; (3) fiscal management of the department budget; and, (4) the provision of quality services to the various clientele the department is designed to serve.”

B. Institutional Support

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

At the present, all of our studios have a student/faculty ratio of 15:1 or smaller.

Although enrollment for both of our undergraduate programs (Bachelor of Landscape Architecture and Bachelor of Landscape Contracting and Management) are low in the department due to the current financial difficulties in the State and the nation, the Graduate (MLA) Program enrollment is up. The MLA Program has gained its initial accreditation as of spring 2008 semester. As one of the results of gaining accreditation, we have observed a significant increase

in our graduate program enrollment. We have also observed that offering thesis and non-thesis tracks for the MLA degree, seems to be having a very positive effect on not only inquiries but also applications and admissions. We are very pleased to note that in addition to increasing graduate student enrollment, and perhaps more importantly, the quality of applicants and admitted students have significantly increased during the last three years. We expect this positive trend to continue in the future.

The Department have had a very strong support by the college and the university even under current financially challenging times when the university was experiencing major budget cuts. We have been allowed to replace the resigned faculty member. We were one of the few departments in the University that were allowed to keep the position of a faculty member who have retired by taking incentive retirement benefits (Retirement of Associate Professor Glenn Cook). Most recently, another faculty member, Professor Pete O. Melby retired at the end of spring 2013 semester. We have been given permission to replace him and currently conducting a national search. Recently, we have learned that Associate Professor Wayne Wilkerson who has been also serving as the Director of the Mississippi Water Resources Research Institute, will be retiring effective January 31, 2014. Preliminary conversations to replace Professor Wilkerson with the Dean have been positive although no final decision has been made. The Department Head and the faculty are grateful for the continuing supports that given to us. At the present, we have nine full-time faculty members (including the Department Head) in the Department. Due to low enrollments of our two undergraduate programs, we have been able to meet 15:1 student/faculty ration in all of our studios. However, when the enrollment levels go up, we will need to have additional faculty members to meet the ratio and the administrative responsibilities while maintaining productivity in scholarly and creative activities to avoid a carrying a heavy teaching load. We are grateful that we are in the process of replacing one of the two lost faculty members. This should alleviate the overload and sustain scholarly and creative productivity until the enrollment levels are up.

2. Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Although we do have a faculty travel budget line, it has not kept up the pace with the increased travel costs. Fortunately, since the arrival of the current Department Head, we have been able to get additional funding for travel from the College and the University on an as needed basis. Moreover, faculty has been able to supplement internal travel funding with outside research funding. We have had excellent participation and representation in several CELA meetings and other national and international conferences since 2007 and during the last five years. Despite these travel successes, the amount of dedicated travel funding available makes attendance at any major scholarly and professional meetings difficult. There is a need for a stable, dedicated fund for faculty travel, which would improve the department's budget planning and increase the department's visibility in scholarly activities. As the State and the University are getting out of the current prolonged tight economic times, we have plans to seek an increase in all of our dedicated funds through the regular budget appropriations.

The Department has no dedicated funds to ensure a sustained program of speakers and out of state critics. In particular, we are hard pressed to attract minority role models as guest speakers or critics without being able to cover their travel costs and honorariums. At the present, in collaboration with the Student Chapter of ASLA and the PLANET and their faculty advisors (Professor Cook until his retirement and now Professor Fulford for the ASLA, and Dr. Schauwecker for the PLANET), the Department invites alumni and professionals to campus for presentations twice monthly. Often, these visitors cover their own travel expenses. It is desirable to establish a permanent funding to create a program of nationally and internationally recognized

guest speakers. We have been working with the MSU Foundation to seek donors and outside funding for such proposes. The Department head also has prepared and submitted several funding requests directly to other potential external donors that have been identified by our alumni.

One shining example of outside funding is the identification and attainment of funding for the proposed Wetland Education Theater. Project Wetland Education Theater (WET) is a collaborative effort between the College of Forest Resources and the Department of Landscape Architecture at Mississippi State University. Located on open land east of Landscape Architecture and north of Thompson Hall, this effort endeavors to develop functional wetland ecosystems and associated upland communities in the heart of MSU's campus. Connected by a flowing, serpentine walk and bridge network, numerous covered structures will dot the site, providing highly variable, related interpretive displays for visitors. Unique "council squares" and an impressive outdoor classroom will provide spaces for small group discussions or large gatherings. The entire site will showcase native plant species as they would exist in natural wetland, slope, and upland settings. Even prescribed burning will be used in portions for disturbance just as it once did throughout the Blackbelt Prairie. (<http://www.wet.msstate.edu/>). What has begun as a collaborative interdisciplinary student project, has been able to generate interest and adequate funding support for professional design and implementation and is expected cost \$2.2 million. Once completed, this project will be used for teaching, research, service and outreach and expected to generate national and international interest and following.

The College and the Division of Agriculture, Forestry and Veterinary Medicine jointly have been very supportive of faculty development through several major initiatives including but not limited to funded workshops for grant writing and development, workshops/courses for leadership development, conference support for academic development and dissemination of research and scholarly work. Several faculty members have taken advantage of these opportunities.

The Department provides the entire faculty with the necessary hardware/software and other technical equipment as well as technical support through the University. The hardware and software are updated periodically, as often as three years, and/or as funds become available. All new faculty are provided with the desired hardware/software at the start of their employment.

Until recently, new faculty hires were provided with graduate teaching assistants for the first two years without a monetary start-up package and moving expenses. This was based on the previous perception that the departmental research through outside grants and funds did not generate an overhead for the college of university. However, this has changed. Our most recent hires, Dr. Chou Li and Ms. Elizabeth Payne have been offered significant start-up packages as a part of their offer. We are grateful that the college, the Agricultural & Forestry Experiment Station (MAFES), and the university (through the Office of Vice President for Research and Development), have agreed to provide a start up fund for our most recent new hire. We are proud the fact the faculty's sustained involvement and hard work in generating funded and non-funded research now being recognized by the administration.

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

The Department offers annual scholarships and financial aid up to \$20,000. The College offers annual scholarships in excess of \$2,500,000. These numbers may fluctuate based on interest rates related to overall health of the economic environment of the nation. Students are also encouraged to apply and are assisted in applying for scholarships from national and state sources including but not limited to ASLA, CELA, PLANET, National and State Garden Clubs Federation, suppliers and manufacturers (Toro, Rain Bird, et. al.). In addition, students are eligible to seek funding from the Student Government Association for organized trips to ASLA, LABASH, PLANET, and CELA.

Students are provided guidance for internship and work-study opportunities and applications. The Department has begun encouraging our students to seek one full year internship and co-op opportunities after they complete their junior year in undergraduate programs and after they complete second year of the graduate program. To date, four students worked as full-time interns with the EDSA in the Ft. Lauderdale Office (2008, and 2009), and two students worked as full-time interns in Thailand (2010). And, one graduate student worked as a full-time intern in Tokyo Japan. We hope that more of our students will seek and secure such opportunities once the economy fully recovers nationally and globally.

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

Yes, the Department currently has two full-time staff member to assist the Department Head and faculty for necessary tasks to accomplish program missions and goals.

C. Commitment to Diversity

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

The department of landscape architecture is fully committed to exercising university AOP 03.02 – Equal Opportunity Statement that “formally reiterates and reaffirms its commitment to the principles of equal opportunity, affirmative action and diversity.”

The department has hired two female faculty members since the last MLA accreditation. The Department Head, in consultation with the Office of Institutional Diversity and Equity, extended special invitations to recruit qualified minorities and asked them to apply for both of these searches. One African American female was invited for on-campus interviews. The Department Head maintained contact with the invitees from these earlier searches and followed their professional development. One of these invitees has applied for the current search and has been selected for the on-campus interviews.

The number of ethnic minorities and female students have been increasing, slowly, but consistently. These increases may be attributed to visits to high schools with minorities, speaking before students on the campus who have not declared their major, and other speaking engagements in the various academic departments as guest lecturers by the faculty and the Department Head. Another key factor may be an increased service-learning projects and engagements in under-served communities by the faculty and receiving local, regional, and national awards that increased public visibility of the department and the profession. Having two female faculty members seem to be positively influencing inquiries, admissions, and retention of female students.

Finally, the Department Head and the Graduate Program Coordinator regularly participate in workshops and training that are offered by the College, the University, The Graduate School and the Office of Institutional Diversity and Equity for both existing and new programs, initiative and incentives.

D. Faculty Participation

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

The faculty makes recommendations on the allocation of resources to the extent allowable by the governing rules and regulations of the University. Department Head consults with the faculty as needed and seeks feedback for major resource allocations and budget decisions. The Department Head share the annual budget and resource allocations to the faculty during the first faculty retreat that usually takes place at the start of the academic year or fall semester in August. As such, the faculty are, fully, informed of the amount and dedicated allocations for the entire budget for travel and subsistence, contractual services, commodities, equipment, and supplies for various classes. In situations of special circumstances, the Department Head reviews requests on a case by case and if necessary seeks and/or facilitates additional funding from the College or University.

The faculty have the primary responsibility to develop, implement evaluate, and modify the program's curriculum and operating practices. The faculty most recently fully participated and completed development of Departmental mission, goals and objectives, modification of the curricula, and operating practices.

The Department Head allows a very liberal and democratic faculty participation and process in course scheduling and determination of faculty teaching assignments. Faculty members fully participate in:

- Review and discussions of the course schedules from previous semesters.
- Identification and mitigation of issues, constrains and opportunities from the perspectives of students and faculty.
- Making necessary adjustments for fair and equitable assignments reflecting administrative assignments, nature of the courses, research productivity, service and outreach activities, committee assignments, et.al.

Through this participatory process, we have been able to meet needs of both students and faculty.

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

The criteria and procedures for annual evaluation and promotion and tenure of faculty have not been changed since the arrival of the current Department Head. They are available to all faculty and staff on the University and Departmental web pages. The new faculty and staff are provided with this information at the beginning of their employment.

The Office of the Provost and Executive Vice-President has recently initiated a review and modification of the annual evaluation process. This process has been discussed at the levels of deans, directors and department heads. Following further deliberation and discussion by the administration, the entire faculty and the University Faculty Senate, the new guidelines will become effective in May 2014 as a part of the University Governance Process. The College P&T Committee is currently reviewing this new policy in order to update the College guidelines and policies. Most of the critical changes are related to comprehensive departments which have tenured, tenure-track, and non-tenure track faculty, and the composition of committees for tenure and promotion reviews. As all of our current faculty are tenured or tenure track and we do not have any faculty members who have majority extension or majority research appointments. Therefore, the Departmental guidelines and policies will be effected minimally.

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

As started above, all new faculty and staff receive an orientation at the beginning of their employment that covers policies, expectations and procedures for annual evaluations, tenure and

promotion to all ranks, and all the benefits that they are entitled. Furthermore, the faculty are assigned a more experienced faculty member from the Department as a mentor to guide their development during the early years. New faculty members are also encouraged to (and assisted) in identification and attainment of a senior faculty member from the university community as an informal mentor.

The Department Head, as a part of the annual evaluation, meets with each faculty member to review their annual performance and attainment of goals and objectives established by the faculty member and/or the Department Head. The Department head reviews the goals and objectives established by the faculty member and communicates his expectations for the following year. A discussion of success and suggestions for advancement and enhancement, as well as a discussion of weaknesses and suggestions for mitigation and elimination are communicated as a part of the annual evaluation.

E. Faculty Numbers

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

Yes, the department has nine (9) Fulltime faculty members including the Department Head. Eight faculty members have professional degrees in landscape architecture. One faculty member has Ph.D. in an allied profession (Biological Sciences).

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

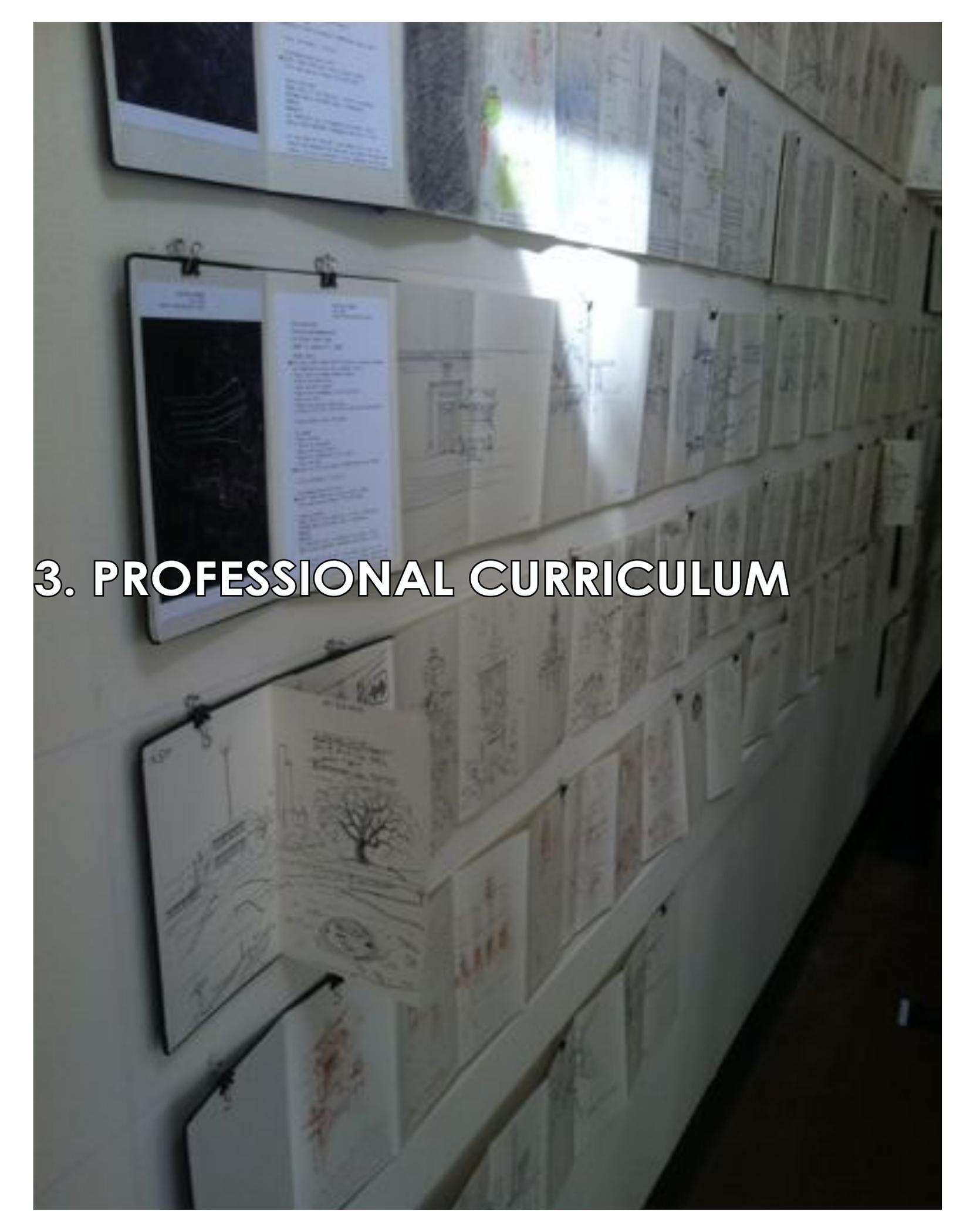
Yes, the department has nine (9) Fulltime faculty members. Eight faculty members have professional degrees in landscape architecture. One faculty member has Ph.D. in an allied profession (Biological Sciences).

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

Yes, strategic plan and long-range plan includes action items for addressing the adequacy of the number of faculty.

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

Yes, especially after the expected hiring of a new faculty members who will join the Department at the beginning of fall 2014 semester. This will bring our total to ten faculty members. We are also guardedly optimistic that we will be able to replace the most recently announced retiring faculty member (Wayne Wilkerson) as mentioned previously. This would bring our total to eleven faculty members.



3. PROFESSIONAL CURRICULUM

3. PROFESSIONAL CURRICULUM

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

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

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

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

Paragraph b is relevant to this review.

A. Mission And Objectives

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

The Department adopted a new MLA curriculum for the fall of 2013. We believe that this new curriculum is more closely aligned with our mission, goals and objectives. Below are a few examples of improvements that have been made in an effort to align our curriculum more closely with our purpose and values:

a. Addition of non-thesis option

If we are to foster the will and ability to plan, design, build and manage regenerative communities, we must prepare and enable students to succeed as professionals. In the summer of 2012, the faculty completed a review of the program's graduation rates and time to completion for the MLA program. This investigation suggested that many students were completing their coursework and then not completing the degree or taking a number of extra semesters to finish their thesis. For this reason, the non-thesis option was added; this option is most useful for students who are interested in professional practice. The courses that have been included in the non-thesis option are designed to bolster non-thesis students' practical knowledge and are also available to thesis-option students as potential electives. The non-thesis option culminates in a terminal studio that includes case study research and design.

Resulting Modifications:

Addition of the non-thesis option that includes the following additional courses:

LA 6124 Landscape Architecture Construction V: Construction Documents

LA 6443 Exterior Design/Build Studio

LA 6514 Ecological Planting Design

LA 8545 Landscape Architecture Graduate Studio IV: Case Study Research

b. Modification of design courses to increase hours and focus on key environmental issues

The chief complaint regarding our existing curriculum is the small number of hours dedicated to the design studios. This was mentioned in the 2008 MLA Accreditation Report and has been an on-going concern of both students and faculty. The increase in hours will allow us to investigate design problems and issues in further depth. Thematically, these courses have been modified to broadly consider issues related to water, health and habitat as we believe that an understanding of these topics is critical for future landscape architects.

Modification of LA 8512 to LA 8513 to increase hours and focus on water-related issues

Modification of LA 8522 to LA 8523 to increase hours and focus on health-related issues

Modification of LA 8532 to LA 8533 to increase hours and focus on habitat-related issues

c. Increased emphasis on theory and criticism

The addition of the courses covering design theory and criticism and contemporary design issues is intended to bolster the history, theory and criticism portion of the curriculum as we did not offer any graduate-level courses in that subject area. The Design Theory and Criticism course is intended to provide students with a strong theoretical grounding in their first semester of graduate study. The Seminar in Contemporary Design Issues occurs in the final semester and is intended to improve students' debate and advocacy skills prior to entering the profession.

Resulting Modifications:

Addition of LA 6113 Design Theory and Criticism

Addition of LA 8751 Seminar in Contemporary Design Issues

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

The department uses a range of sources to identify the learning outcomes appropriate for graduating students. Sources that the department consults regularly include the following:

- Landscape Architecture Accreditation Board (LAAB) standards
- The Landscape Architecture Body of Knowledge Study (LABOK)
- Council of Landscape Architectural Registration Boards (CLARB) Task Analysis Surveys
- Sustainable Sites Initiative, Guidelines and Performance Benchmarks
- American Society of Landscape Architects (ASLA) surveys and reports
- Practitioner and Alumni Feedback

In addition, our faculty has considerable experience in private practice and regularly present and attend such conferences as the Council of Educators in Landscape Architecture annual conference, the ECLAS annual conference, the Environmental Design Research Association annual conference and ASLA annual meeting. This variety of resources and contacts allow us to stay up-to-date on the latest technology, research findings and educational techniques as well as providing us with perspective upon the learning outcomes expected of our graduating students.

B. Program Curriculum

1. How does the program curriculum include coverage of:

History, theory and criticism.

Natural and cultural systems including principles of sustainability.

Public policy and regulation.

Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.

Site design and implementation: materials, methods, technologies, applications.

Construction documentation and administration.

Written, verbal and visual communication.

Professional practice.

Professional values and ethics.

Plants and ecosystems.

Computer applications and other advanced technologies.

New Curriculum:

<u>Subject Area:</u>	<u>Applicable Courses:</u>
a. History, theory and criticism.	<u>3-year program:</u> LA 1423 History of Landscape Architecture <u>2-year program:</u> LA 6113 Design Theory and Criticism LA 8751 Seminar in Contemporary Design Issues
b. Natural and cultural systems including principles of sustainability.	<u>3-year program:</u> LA 1333 Landscape Systems and Plant Communities <u>2-year program:</u> LA 8711 Seminar in Watershed Planning LA 8721 Seminar in LA Management
c. Public policy and regulation.	<u>2-year program:</u> LA 8533 Graduate Studio III: Habitat LA 8731 Seminar in Community Based Planning
d. Design, planning and management.	<u>3-year program:</u> LA 2554 Design Studio I LA 2654 Design Studio II <u>2-year program:</u> LA 6443 Exterior Design/Build Studio (non-thesis option) LA 8721 Seminar in LA Management LA 8513 Graduate Studio I: Water LA 8523 Graduate Studio II: Health LA 8533 Graduate Studio III: Habitat LA 8545 Graduate Studio IV: Case Study (non-thesis option)
e. Site design and implementation: materials, methods, technologies, applications.	<u>3-year program:</u> LA 2554 Design Studio I LA 2654 Design Studio II LA 2554 LA Construction I: Materials LA 2644 LA Construction II: Grading <u>2-year program:</u> LA 6443 Exterior Design/Build (non-thesis option) LA 8513 Graduate Studio I: Water LA 8523 Graduate Studio II: Health LA 8533 Graduate Studio III: Habitat LA 8545 Graduate Studio IV: Case Study (non-thesis option)
f. Construction documentation and administration.	<u>3-year program:</u> LA 2544 Construction I : Materials LA 2644 Construction II : Grading

	<u>2-year program:</u> LA 6124 Construction V : Construction Documentation (non-thesis option)
g. Written, verbal and visual communication.	<u>3-year program:</u> LA 4723 Professional Practice in LA (Written) LA 1533 Presentation Methods and Media (Visual) <u>2-year program:</u> LA 8741 Proposal Writing Seminar (Written) LA 8751 Seminar in Contemporary Design Issues (Verbal)
h. Professional practice.	<u>3-year program:</u> LA 4723 Professional Practice of LA
i. Professional values and ethics.	<u>3-year program:</u> LA 4723 Professional Practice of LA
j. Plants and ecosystems.	<u>3-year program:</u> LA 1433 Landscape Systems and Plant Communities <u>2-year program:</u> LA 6514 Ecological Planting Design (non-thesis option)
k. Computer applications and other advanced technologies	<u>2-year program:</u> LA 1223 Use of Computer in LA

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

For first professional degree students, the program begins with undergraduate-level courses that are designed to provide basic knowledge, skills and abilities necessary for the graduate-level courses. The graduate-level courses are sequenced so that students first learn about design theory in their first semester when they also take the first design studio and seminar and a course in research methods. These courses are designed to provide students with necessary information, knowledge and skills to decide whether they wish to pursue the thesis or non-thesis option. In the second semester, students take a studio focused on health, a seminar in landscape management and a proposal-writing seminar. During the proposal seminar, they complete a proposal for their thesis or terminal project. That same semester, thesis students take a course in statistics while non-thesis students take a course in ecological planting design. In the third semester of graduate-level courses, all students take the third studio that is focused on issues related to habitat and a seminar in community-based planning. All students also take an elective and non-thesis students take a course in construction documentation. In the final semester, all students take a final seminar in contemporary issues. Thesis students take no additional coursework, but must complete 6 thesis hours. Non-thesis students must take a final studio and a design/build course. We believe that this sequencing of courses is logical as it provides basic skills, knowledge and abilities at the outset and then provides students with the additional tools they need to be successful based upon their interests.

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

Student work is reviewed at the end of semester faculty meeting during which each faculty member presents examples from their courses and identifies any potential issues regarding gaps in students' knowledge, skills or abilities. For thesis students, there is also a three-member thesis committee that must accept the final product. For non-thesis students there is an additional faculty advisor (aside from the course instructor) who reviews student work in the final studio.

In addition to faculty assessments, graduate students have in recent years won a number of awards including an Award of Honor and an Award of Merit from the Mississippi Chapter of ASLA. And in 2013, both graduate and undergraduate students won an Award of Excellence in Student Collaboration from national ASLA. We have also had a recent graduate who became a Presidential Management Fellow in 2012 and three students who have gone on to pursue advanced degrees. Our graduate students also have been consistently successful presenting at academic conferences such as CELA, where in the last two years alone, our students were first author on five presentations, second author on six and third author on three.

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

Our old curriculum provided more elective hours, but we found that students were not able to take full advantage of those hours due to time conflicts with the landscape architecture studio courses they were required to take. The idea with having so many elective hours was that students would be able to take electives useful for their thesis, but the reality was that they would end up being forced to take whatever graduate-level course would fit their schedule. With the new curriculum, we have reduced the number of required elective hours and increased course offerings in the department. New courses in design theory, ecological planting design, construction documents and design/build are suited to our students' academic interests and provide them with a more thorough background and understanding of the profession. It is still quite possible for students to pursue other academic interests by taking courses in the summer or in addition to their other courses, especially if they have chosen the thesis option.

C. Syllabi

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

Each syllabus in the department conforms to the University Academic Operating Policy and Procedure [AOP 13.03-Faculty Responsibilities in Instruction and Curriculum](#) that states, "Develop a syllabus for each class to serve as an academic contract with the students in his/her classes. Within the syllabus, the faculty member should clearly state the learning objectives for the course, assignments and exams, standards of achievement, methods of evaluation (including the relative importance to be assigned to various factors), and the date of the final examination. The course syllabus should be presented at the first class meeting to all students, and there should be no variation from the syllabus. The syllabus must contain a statement that makes reference to the MSU Honor Code (see [AOP 12.07](#))."

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

Each syllabi in the department identifies levels of student accomplishment in accordance with [AOP 12.12-Credit, Grades, and Academic Standing](#). The grading scale articulates A – Excellent work, B–Good work, C-Satisfactory work, D-Poor work and F-Failure. Each grading scale includes a written description that articulates A, B, C, D, and F work. Each syllabus includes student-learning objectives for each course.

D. Curriculum Evaluation

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

Individual courses follow the learning objectives of the course syllabi. At the end of each school year, all faculty members present the outcomes of their courses including the strengths and weaknesses and proposed improvements for the future. At the curriculum level, the department's curriculum committee is tasked with continual review of all three curricula as defined by Department Policy LA AOP 11.01.

2. How does the program demonstrate and document ways of:
 - a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?

The program assesses student achievement of course and program objectives during the end of semester faculty meeting. At this meeting, faculty members discuss the progress made by each class. Examples of work are retained and presented to other faculty members for review and discussion.

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

Instructional methods are reviewed and improved in a variety of ways. Individual courses are reviewed by student surveys, which are administered at the end of each class. Results are provided to faculty members and are a required part of annual evaluations and the promotion and tenure process. Faculty review and comment on one another's instructional methods during the end of semester faculty reviews. In addition, the university's Center for Teaching and Learning provides peer evaluators from outside the department who are available to review individual faculty member's instructional methods. Finally, a number of the faculty members are involved in teaching-related research, which has assisted the department in review and improvement of instructional methods.

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

Faculty members regularly attend and present peer-reviewed research at national and international conferences including CELA, ECLAS, EDRA and ASLA. Concerning teaching, the university's Center for Teaching and Learning provides regular workshops on evolving technologies and innovative teaching methods, which are available to all faculty members.

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

Courses are assessed through student course evaluations that occur at the end of each semester. Program and curriculum reviews are handled through student exit surveys that are administered by the Office of Institutional Effectiveness and Research and provided to the department over the summer. Regarding the most recent curriculum revision, a draft was presented to students for review and feedback prior to its submission to the University Committee on Courses and Curricula.

E. Augmentation of Formal Educational Experience

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

The Department has two, twelve-month research assistantships that pay \$20,000 per student. These research assistantships are used to recruit new students to the program and are non-renewable. The Department also has four nine-month teaching assistantships.

While there are no internship requirements and we do not offer a regular off-campus study for graduate students, we try to make students aware of opportunities as they arise and they frequently take advantage of these opportunities. The department also provides regular opportunities for students to participate in informal education experiences. Recent examples include:

- In spring of 2014, one graduate student is completing a semester-long internship at EDSA in Fort Lauderdale, Florida
 - In 2013, one graduate student completed a summer internship at Kalu Yala (a sustainable community project) in Panama.
 - In 2011, one graduate student participated in the Toyota design charrette in Blue Springs, MS.
 - In 2010 and 2011, one graduate student served as a Historic Preservation Intern with the National Park Service.
 - In the fall of 2013, two graduate students participated in construction of an art piece constructed of palettes in the courtyard of the landscape architecture facility.
 - The department provides periodic job skills workshops that include resume development, portfolio creation and the staging of mock interviews.
 - The student chapter of ASLA has regular lunch-time lectures from regional practitioners and a yearly presentation is done by the state licensing board about the importance of licensure.
 - Graduate students have also participated in Design Week each year where they have had the opportunity to work as part of a design team and learn from a visiting landscape architect. These projects address a wide variety of issues and sites from the LA courtyard to a sustainable resort in St. Croix.
2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

There isn't a formal mechanism for evaluating these opportunities, but the students are generally frank and forthcoming about their usefulness. These types of opportunities are usually discussed during each semester's advising session.

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

One of the ways these experiences are reported is through the department blog. Five graduate students have been interviewed for the blog and there is considerable detail about their experiences during their time in the graduate program. We are currently working on adding several from students who will be graduating in the spring. See the links below for examples:

[Rob Anders](#)
[Frank Barbour](#)
[Jesse English](#)

[Kenny Langley](#)
[Jeremy Murdock](#)

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

N/A

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

N/A

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

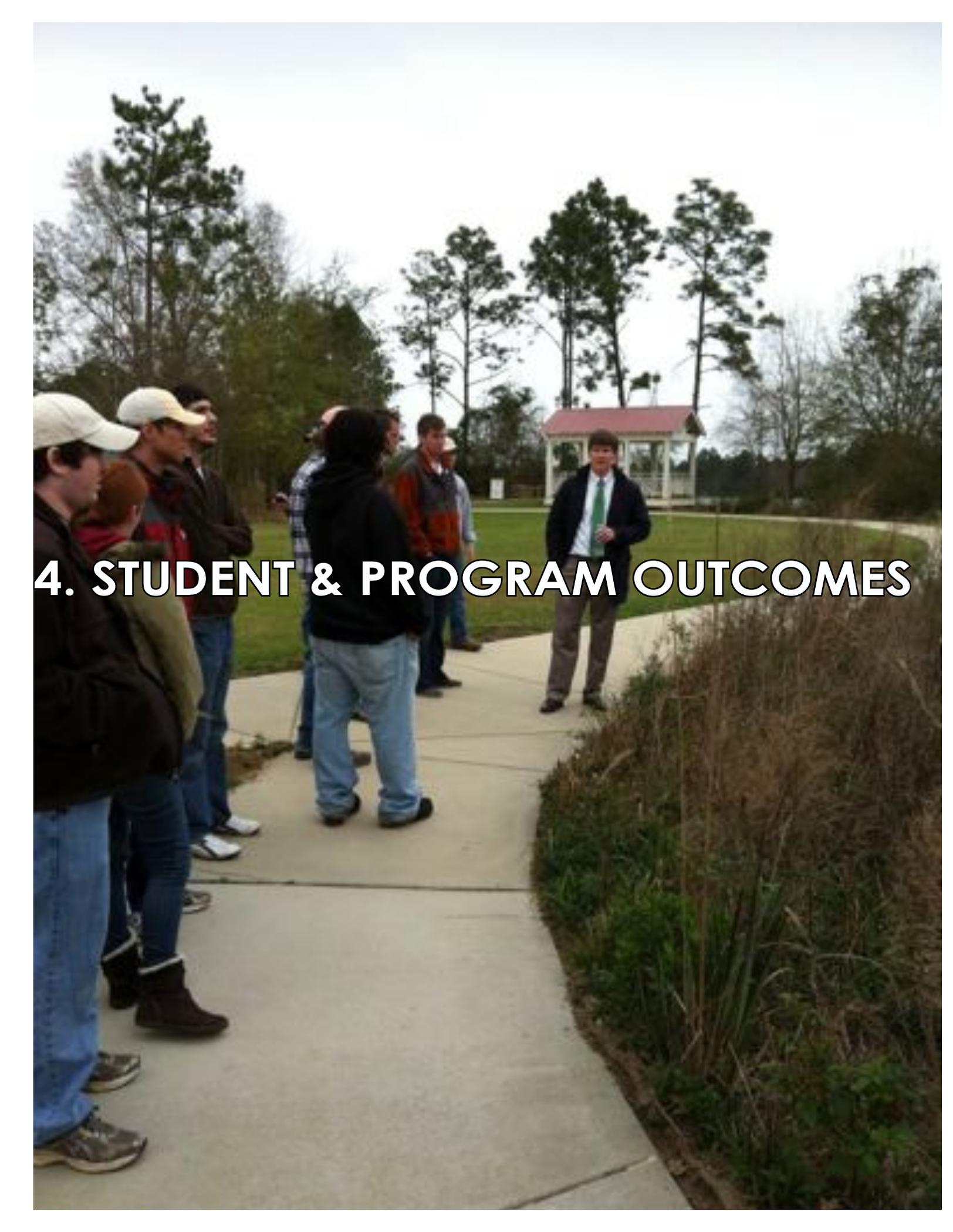
1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

During the first semester of graduate coursework, students take LA 8613 Research Methods, which provides an introduction to methods used in landscape architecture. During the following semester, students take LA 8741 Proposal Writing Seminar during which they develop a proposal for their thesis or terminal project.

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

Each thesis requires a Thesis Committee composed of a minimum of three members of the graduate faculty (one committee member can be from outside the department). In order to be appointed to the graduate faculty, a faculty member must meet the MSU Graduate School's requirements (see <http://www.grad.msstate.edu/faculty/>). Committee members are tasked with ensuring that the student's thesis meets the department's standards for scholarship, independent thought and academic writing.

For non-thesis option students, there is a final studio course that requires each student to complete a case study of an existing design (using the established methodology) and a design project of similar size and scope. Students develop a proposal for this studio during the Proposal Writing Seminar and are required to have an additional advisor (other than the instructor) who has approved the proposal and project.

A group of people, including several men in casual attire like jackets and caps, are gathered on a concrete path on a golf course. One man in a dark jacket and light-colored pants is standing and speaking to the group. In the background, there is a white clubhouse with a red roof and several tall pine trees under an overcast sky. The scene is outdoors on a grassy area.

4. STUDENT & PROGRAM OUTCOMES

4. STUDENT and PROGRAM OUTCOMES.

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

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

A. Student Learning Outcomes

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

We believe that it does. Obviously, there is always more that students could be learning and we strive to continue to improve the program and curriculum in order to prepare them for the profession. In the past, there has been concern about the student's knowledge of construction documents and planting design should they choose to work in private practice. The addition of two new courses to address these topics should help us to rectify this issue.

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

At the course level, final assessment is provided by the course instructor (or instructors) but may also be informed by peer and self-evaluations, guest critics and the input of other faculty. At the program level, faculty review student work from each class at the end of semester meetings. These examples are reviewed and discussed in order to determine areas for improvement and to determine what topics may need increased emphasis in subsequent courses.

3. How do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

Students are required to demonstrate their achievement of the program's learning objectives in a variety of ways. Faculty make use of exams, readings, quizzes and papers like any other department, but the most valuable tool that is used are the multi-faceted design projects assigned in our studios and some of our lecture classes. A typical design project includes precedent and historical research, context analysis, site inventory and analysis, program inventory and analysis, concept narrative, horizontal and vertical design drawings, construction-oriented design drawings and written and verbal project presentation. Through these types of complex design projects, students are provided the opportunity to demonstrate their achievement of the program's learning objectives and are challenged to think critically and creatively.

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

The program uses a variety of assessment techniques in an effort to assess students' understanding of the program's learning objectives. Below is a list of some of the most frequently used evaluation techniques for design studio projects:

- **One-on-One Desk Critique:** *Critique in the studio between the professor(s) and student during the design process.*
- **One-on-One Evaluation:** *Critique of a completed project involving the student and the professor(s).*
- **Studio Pin-up:** *Informal studio critiques in the design process typically involving the entire class or large groups within the class. These critiques could involve the professor(s), additional faculty, or invited guests.*
- **Traditional Design Jury:** *Oral and graphic presentation of a completed project to a jury of qualified professionals, which could include professors, additional faculty, invited professionals or other guests as well as an audience consisting of the student's classmates.*
- **Verbal Peer Evaluation:** *Verbal critiques of a project by one or more of the student's classmates.*
- **Written Evaluation by the Professor:** *An in-depth, written critique of a project by the professor(s).*
- **Written Peer Evaluation:** *Written critiques of a project by one or more of the student's classmates.*
- **Written Self Evaluation:** *Written critique of the student's own project.*

The faculty also makes use of more traditional forms of assessment such as tests, quizzes and papers. Using a variety of assessment formats and a broad spectrum of evaluation techniques, the faculty is able to achieve a more comprehensive understanding of students' achievement of the learning objectives.

B. Student Advising

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

The Graduate Coordinator holds advising sessions during the university's designated advising period. All students are notified through email and encouraged to sign up for a meeting. The Graduate Coordinator keeps a file and spreadsheet on each student in the program to track their progress and ensure that decisions are documented. These advising sessions typically include more than just discussion of course selection as student are asked about thesis or non-thesis options, summer internships and general career direction. Thesis students are encouraged to also discuss their choice of electives with the chair of their thesis committee.

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

The only formal mechanism is the exit survey conducted by the Office of Institutional Effectiveness and Research. The current system is simple and seems to be functioning efficiently.

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

We believe they are. Mentoring regarding academic and career development really begins before a student is enrolled as we attempt to determine if this program is appropriate for their career path. Because we are a small program in a small facility, we see the students quite often and normally come to know them quite well. This helps us to guide their development. We also keep in touch with many of them through a Facebook group and email.

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

We believe that they do. The state licensing board comes to make a presentation each year about the importance of licensure. Students also take a professional practice class that covers most of the basics regarding professional opportunities. We have had a number of recent students pursue advanced educational opportunities. For the most part, they seem to be very savvy and focused regarding their future career prospects.

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

Overall, student course evaluations and advising sessions seem to indicate satisfaction towards their coursework and the program.

C. Participation in Extra Curricular Activities

1. What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

Our graduate students primarily participate in the student chapter of ASLA, although they have the opportunity to be involved in the numerous student-based organizations at the university. Many of our graduate students are international or non-traditional students and they are challenged to maintain a work/life balance (like the rest of us) so during the semester they don't participate in as many events as they might like.

2. To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activities of other professional societies or special interest groups?

We usually have a few students who attend the ASLA annual meeting and have had a sizable group (10-12) that has attended LABASH the past few years (although only a few of those were graduate students). Some students also attend the annual Twin States ASLA conference (Alabama and Mississippi) and the regular student ASLA chapter meetings. The Department and student chapter of ASLA also host an end of year banquet that includes student award and scholarship presentations, alumni recognitions and a keynote speaker; the banquet is usually well attended by graduating students.



5. FACULTY

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

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

A. Credentials

1. Is the faculty's balance of professional practice and academic experience appropriate to the program mission?

The majority of the Department's faculty members have strong connections to the region and extensive cumulative years of teaching and professional practice. Nine of the thirteen tenure/tenure-track faculty members (total since last accreditation) are licensed P LA's, and two have Ph.D.s (an additional member is on Ph.D. track). Five of the six instructors utilized during this period are also certified PLA's. Recent faculty hires were selected with demonstrated experience in our program's mission and yet also broaden available expertise in other areas.

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

Course content is matched to faculty expertise and interest as scheduling allows. Construction courses are primarily taught by PLA's with a strong background in construction and detailing, landscape ecology and planting design are taught by faculty with degrees in horticulture and biology, and computers by a technology specialist. Faculty must be fluid to address course instruction as needed but are usually allowed to teach in their area of specialization.

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

Part-time and adjunct faculty report directly to the Department Head. Instructors are utilized for courses once or twice during an average semester, and while invited to participate in department events, are usually not involved in formal department tasks. This is mostly due to their involvement in running their own private practices or driving distances to campus. Some part-time faculty have served as members of the Department's advisory board. Any issues that may arise with their courses are transmitted to the faculty by the Department Head. Brian Templeton, full-time Extension associate, actively participates as a voting member in faculty meetings, and assists in events, retreats, and for special needs.

B. Faculty Development

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

All full-time faculty are tenured or tenure-track and follow the University requirements for promotion and tenure. The University promotion and tenure stipulations, as well as the Department's P & T guidelines, require recommended amounts of expected published research and service. Faculty members regularly publish in peer-reviewed journals, proceedings, abstracts, and at conference presentations and workshops. Because we are in the College of Agriculture and Life Sciences, we have a strong relationship with Agricultural Communications which routinely sends out press releases to local and state media about our events, research, and service activities. Also, the University Press is regularly contacted for distributing high profile projects and activities. One of our staff members is the Communications Chair for the state ASLA chapter, and ensures regular communications to state professionals. The Department also has active Facebook, Twitter, LinkedIn, and blog pages, with strong alum and non-alum followings.

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Opportunities for personal and professional development are strongly encouraged and accommodated in the department. Nine-month faculty have a standard contract allowing for 60% teaching, and 40% for research/service. Twelve-month faculty generally have a 75% teaching appointment, with 25% for administration, research or service. These percentages are changeable and allow for many growth opportunities. Percentages may be altered (bought out) by semester to accommodate for new projects or administrative responsibilities. Licensure for landscape, architecture, planning, LEED, and other related professions are highly recommended in our department, and CELA registration fees and travel have been traditionally provided for by the department. The University provides leadership trainings for interested faculty to improve their administrative skills. Applications for sabbaticals are strongly encouraged by the Department Head and provide for new research opportunities.

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

Teaching effectiveness for faculty and instructors are regularly evaluated both formally and informally through several methods. Each semester, students provide course instructor evaluations (both ranking scores for topics and open-ended questions) which are submitted directly to the Office of Institutional Research and Effectiveness. These are used to compare teaching and laboratory evaluations for department, college, and university averages. Once a year, faculty submit an annual review to the Department Head that shows all evidence of teaching, research, and service for that year. The Department Head ranks the information and provides feedback to the faculty, which are then sent to the Dean. These evaluations are aggregated for all promotion and tenure. Also, the faculty meets for a year-end review of all classes, and present their course content and project examples. This usually results in spirited discussions of any particular problems or course successes. New faculty hires are assigned a mentor in the department to informally assist for reviews and consulting. The faculty sometimes take advantage of independent evaluations which are provided by the Center for Teaching and Learning, which send education specialists to conduct in-class teaching evaluations. The Department, College, Honor Societies, and University all offer opportunities for faculty to apply for peer-reviewed teaching awards, which the MSU faculty have regularly taken advantage of.

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

Student evaluations are taken seriously at the University, and recurring student concerns are noted at the Department Head and Dean levels. These concerns are usually addressed during the annual individual faculty review meeting. Annual reviews include questions on faculty goals for the coming year and for areas of improvement, and recommendations and advice, as well as

evaluations of how previous goals were met are given by the Department Head. The Department Head maintains an open-door policy for students and encourages student feedback. Students are also given exit interviews by the Department Head during their final semester to summarize their curriculum, and for any suggested improvements. Department and College promotion and tenure committees use student, peer, and administrative assessments as measures of individual teaching effectiveness which can result in areas of concern, or possibly denial of contract extension or advancement. Results of all faculty evaluations rest primarily with the Department Head for improvement. Faculty within the department play a strong role in program improvement, and a department committee exists for curricula development. Faculty retreats are scheduled annually, and both short- and long-term department goals are established.

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

The faculty regularly attend and present at relevant academic conferences and the department provides a varying amount of annual conference travel funding (\$1600 in 2013-14). Equipment is typically purchased in years of department or college budget surplus. The office of the Provost provides some funding for faculty and students regarding international travel for research and conferences, and the Department Head has at times provided money from his own start-up to fund travel for students and faculty. The University has several endowed grants that faculty can annually apply for travel and equipment. Primarily, professors are expected to secure their own funding for travel and equipment through grants, earned income from projects, or outside funding sources.

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

As mandated by the Mississippi State University Office of the Provost, and stated in the Faculty Handbook (2013):

Annual Faculty Evaluation and Review

At the time of initial appointment, each faculty member is informed in writing by the department head or unit administrator whether the appointment is tenure-track or non-tenure-track and referred to the Promotion and Tenure Procedures section of the Faculty Handbook, as well as college and departmental promotion and tenure policies (e.g. appropriate websites with online versions of these documents). The new faculty member will agree by signature to the understood and agreed upon terms of employment. During the probationary period, the department head counsels each faculty member annually about progress toward promotion and tenure. This annual evaluation comprises a written review of the previous year's progress and a written agreement about the faculty member's objectives, responsibilities, and expectations for the coming year, and the department head's or director's assessment of progress toward tenure.

Promotion

Promotion from assistant professor to associate professor, or from associate professor to professor, is normally only be considered after a faculty member has served at least five years in rank so that sustained productivity at MSU can be demonstrated. A faculty member must apply for and be recommended for tenure by the president during the sixth full contract year of employment in a tenure-track position. Failure to earn tenure at the end of the sixth full contract year results in a terminal contract in the seventh full contract year. The probationary period for tenure-track faculty begins at the start of the faculty member's first full contract year.

Awards

As stated earlier, recognition for outstanding teaching is rewarded at the Department, College, University, and Honor Society levels. In the Department, students nominate a teacher-of-the-year

by democratic vote, and professors nominate a faculty member-of-the-year by vote. Awardees are recognized at the annual department banquet. The College of Agriculture and Life Sciences encourages faculty to submit for teaching, research, or service awards which are given annually. Professors Seymour and Gallo won the College's Excellence in Teaching award and the overall College award and Professors Brzuszek and Walker won the Excellence in Teaching award. Faculty are encouraged to submit nominations at the University level for teaching recognition through the prestigious Grisham Master Teacher Award. Professor Seymour was the recipient of the Grisham Master Teaching Award in 2011. In the past few years, a new financial bonus award from the University, called the State Pride Award, has been provided to outstanding faculty. Gamma Sigma Delta is an International Honor Society for the Colleges of Agriculture and Life Sciences and recognizes outstanding teaching through its annual awards program. Professors Brzuszek and Seymour have received this teaching award through the MSU chapter.

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

University and professional service opportunities for faculty are very abundant, perhaps overabundant. For student undergraduate advising, each faculty member is assigned a portion of advisees each year. Faculty retain these same advisees for the student's entire academic career to enhance mentorship and consistency. Freshman and transfer students are advised by twelve-month faculty during the summer months. Department, College and University service is expected, and is accounted for promotion and tenure applications. There are 20 departmental committees and each faculty member is assigned their fair share. The Department maintains a strong relationship with the Mississippi ASLA chapter and is a permanent member of its board. The College and University also require members for committees and boards, and Landscape Architecture faculty are elected or appointed regularly for service. Current faculty members sit on the University's Robert Holland Faculty Senate, Grievance Boards, Master Planning Committee, Library boards, and numerous others. For the College, faculty are involved in the Promotion and Tenure Committee, Honor Societies, Excellence in Teaching, Sustainability Committee, and Courses and Curricula. Mississippi State is one of seven Southeastern Conference universities recognized nationally for community service activities. The university is among only 100 institutions selected for the 2012 President's Higher Education Community Service Honor Roll with Distinction.

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

The Office of Institutional Research and Effectiveness at Mississippi State University has developed a statistical profile of the faculty salaries of the university, by rank and discipline, that compares MSU salaries to the Southern University Group (SUG) mean. 2013 data reveal an MSU Mean Salary (based on 9-month) for professors to be \$77,423, associate professors \$68,837, and assistant professors \$62,941. The 2013 SUG mean data shows professors in the region to average \$98,390, associate professors \$74,653, and assistant professors \$62,941 annually. While MSU assistant professor salaries are on par with other universities in the region, it is slightly behind in associate and full professor salaries. MSU President Keenum has acknowledged this as a university priority, and stated in September 2013 that faculty salaries have increased overall for the third year in a row, despite the lack of any state appropriation for that purpose. However, compared with other peer institutions in the South, he said MSU faculty salaries need to increase to remain competitive.

2. What is the rate of faculty turnover?

The Mississippi State University Department of Landscape Architecture has experienced only a slight shift in faculty since the last graduate accreditation. Two senior faculty (Cook and Melby), each having over 30 years teaching experience in the department, retired in 2011 and 2013. MSU offered financial incentives for retirement, which were taken advantage of by faculty. Professor Cook has since returned to teach Planting Design and other courses on a part-time basis. Their retirements have opened the opportunity to hire a new faculty member, Elizabeth Tofte, and we are currently in a search for the second position replacement. Assistant Professor Company, and prior graduate program advisor, left the department in 2011 for family reasons and is now a planner in Vermont. His position was replaced by Dr. Chuo Li. Associate Professor Wayne Wilkerson, also prior graduate program advisor, became the full-time Director of the MSU Mississippi Water Resources Institute in 2013 and has transferred from the Department. His position replacement has not yet been authorized by the Dean.



**6. OUTREACH TO
INSTITUTION
COMMUNITIES
ALUMNI & PRACTITIONERS**

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

STANDARD 6: *The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.*

INTENT: *The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.*

A. Interaction with the Institution, and Public

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

Service learning is an important part of our curriculum and is incorporated in a number of ways, but primarily in the design studio courses. Requests are often made to the department office, which are then directed to the Department Head. Depending upon the nature of the request (and if the project includes educational opportunities and does not conflict with local landscape architecture practice), the Department Head sends these requests out to faculty and staff. Similarly, faculty and staff are contacted through individual requests and report these requests to the Department Head for consideration.

The department has also instituted a Design/Build Studio course (required for non-thesis students) which includes service-learning opportunities for our students. The projects are located on MSU's main campus or in the City of Starkville to negate the need for travel and lodging and so as to not conflict with other courses in the students' curriculum. A pilot version of this course was offered in conjunction with the School of Architecture in the College of Architecture, Art, and Design. This course was open to both undergraduate and graduate students and co-taught by faculty of the Department of Landscape Architecture and the School of Architecture. Students enrolled in that course represented four major courses of study: Landscape Architecture, Landscape Contracting and Management, Architecture, and Building Construction Science. The constructed project from that course (The Oktibbeha County Heritage Museum) has received multiple awards: 2013 *Merit Award for Public Service* from the MS Chapter ASLA and the national 2013 *Award of Excellence for Student Collaboration* from ASLA. The Design/Build course has now been added as a required course for students who pursue the non-thesis option.

Service learning activities are also a very significant portion of the graduate design studios (LA 8513, LA 8523 and LA 8533) and incorporated in the final design project for non-thesis students (LA 8545). In recent years, Department faculty have worked closely with an alum who works for the John C. Stennis Institute of Government and Community Development which has resulted in a number of service-learning projects in various small towns in Mississippi such as Leland and Water Valley. We hope that this relationship will help us continue to identify appropriate service learning projects in the future.

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

Service activities are typically documented in each faculty member's required annual review and promotion and tenure package. These service learning activities are promoted in a variety of ways including the department website, Twitter, blog and Facebook pages and college and university press releases.

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

The mission statement of Mississippi State University includes the delivery of teaching, research and service, including service provided to the public. As a result, all faculty provide some public service interactions. This may include giving public presentations at local, state or regional workshops, conferences or symposia; serving on local community boards; or providing public outreach. Three departmental employees have full or partial appointments with the Mississippi State University Extension Service.

Faculty members also serve on a variety of university committees such as the University Instructional Improvement Committee and the CALS Promotion and Tenure Committee (see Individual Teacher Records for more information). And faculty have been involved in a number of public service positions in recent years including a current faculty member who is an elected member of the Starkville Board of Alderman. Faculty have been involved in many other public service activities (see Individual Teacher Records) and we feel that this is one of the strengths of our department.

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

Service effectiveness is evaluated by the Department Head as part of individual annual evaluation reporting forms and by promotion and tenure committees for faculty promotion packages. Employees with appointments to the Mississippi State University Extension Service record their service activities through a quarterly reporting system. This includes documenting all presentations, media and services provided. Administrators with the Extension Service review this documentation regularly as part of program effectiveness. Finally, all aspects of program effectiveness are reviewed and discussed during department planning sessions and the retreats held at the beginning and end of each school year.

B. Interaction with the Profession, Alumni and Practitioners

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

In 2007, the Department instituted an annual awards and recognition system. These awards recognize significant accomplishments of faculty, students, alumni and supporters of the program. The award program seeks nominations and at the end of spring semester recipients are formally recognized during an awards banquet. Members of the college and university administration are invited and attend this banquet.

Three awards recognize alumni: (1) Most Outstanding Alumni, elected by the faculty. This award recognizes an alum/alumna that has contributed to the Department, the profession, and the public at large and whose activities gained a national reputation and recognition in professional societies and/or media. (2) Alumni Member of the Year, elected by the faculty to recognize an alum/alumna that has contributed to the Department, the profession, and the public at large and whose activities gained a regional reputation and recognition in professional societies and/or media. (3) Alumni Benefactor, elected by the faculty to recognize an alum/alumna that has consistently contributed to the department in tangible (cash) and/or intangible (non-cash) means and ways.

Two awards recognize supporters and friends of the department: (1) Friend of the Department, elected by the faculty to recognize a friend of the department that has contributed to the Department, the profession, and whose activities facilitated the department, faculty or students in both tangible and intangible ways and means. (2) Benefactor of the Department, elected by the faculty to recognize a friend (person or company) that has consistently supported the department in tangible (cash) and/or intangible (non-cash) means and ways, i.e. cash for scholarships and other type of departmental endowments, equipment and material donations, guest lectures, hosting/sponsoring student and faculty events, et. al.

In addition to the awards programs, alumni and practitioners are often guest speakers in lectures and studios. For example, this year's Design Week featured BLA alum Christian Preus as guest lecturer and facilitator and a group of practitioners, alumni and local leaders as a design jury. While we are somewhat challenged by our location, we try to provide our students with regular opportunities to benefit from interactions with practitioners and experts from a variety of fields.

2. Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

We have a variety of ways to get in touch with alumni. The alumni association keeps a basic registry of alumni. The Department has recently focused on keeping up with alumni through social media including a Facebook alumni group, a Twitter account and a blog with alumni interviews.

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

Sometimes. We use a variety of methods to keep in touch with alumni and probably rely more on the Facebook group, the website and the blog to keep in touch. There aren't a tremendous number of alumni of the MLA program so at the moment it hasn't been unmanageable. However, we are always looking for ways to improve our contact with alumni and would welcome any suggestions.

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

A Departmental Advisory Committee was proposed in Fall 2010 to replace separate advisory boards for all the programs. The department head and faculty supported this proposal and a new policy for the formation of the Advisory Committee was proposed to faculty on January 7, 2011. The new advisory committee met in the fall of 2013.

The program interacts with alumni via the Fall Interview Days event that is held each year. Each year, alumni (via their firms) are notified of the event and invited to attend. The event gives employers the opportunity to interact and interview students for internships and permanent positions.

Student career advising is provided for students through a strong working relationship with the Career Services Center at Mississippi State University. Career counselors from the Career Center give presentations in classes and to the Student Chapter of ASLA.

Alumni, practitioners and allied professionals actively support student activities in the department. Alumni and practitioners have donated funds in support of student organization trips to the American Society of Landscape Architects annual meeting, LABASH, and the Professional Landcare Network's Student Career Days. One prominent alumni, Robert Poore is currently working with faculty on the

design and management of the LA Facility landscape. Poore is developing Construction Documents for the development of the Wetland Education Theatre adjacent to the facility.

Alumni have also been guest critics during Design Week which is held each spring. Alum Robert Poore was the guest in 2012 and Christian Preus was the facilitator in 2013.

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

Currently, the primary means of assessing alumni and practitioner engagement has been through informal feedback via written and verbal correspondence, practitioner feedback at Fall Interview Days, and feedback from members of the advisory committee. This is also a topic of discussion at the beginning and end of year faculty meetings. Although we do not have a formal process for assessing this aspect of our program, our alumni seem to be very engaged and excited about staying involved and up to date regarding the program. We welcome additional suggestions.

A photograph of a workshop or classroom setting. In the foreground, a young man with brown hair, wearing a red, white, and blue plaid shirt, is seated at a table. He is looking towards the camera with a slight smile. On the table in front of him are several large sheets of paper with architectural drawings, including site plans and floor plans. He is holding a black pen over the drawings. To his right, another young man with dark hair and a beard, wearing a dark grey polo shirt, stands and looks down at the drawings. In the background, there are other people working at tables, some with computers. A silver and black thermal cup sits on the table. The overall atmosphere is one of collaborative learning and design.

**7. FACILITIES,
EQUIPMENT & TECHNOLOGY**

7 ■ FACILITIES, EQUIPMENT & TECHNOLOGY

STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

INTENT: *The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.*

A. Facilities

1. How are faculty, staff, and administration provided with appropriate office space?

The Department of Landscape Architecture is housed in a three building mini-campus on the southwest portion of the campus at Mississippi State University (Figure 1). Building C is designated as the administration building, and contains faculty and administration offices, a jury/gallery space, and storage space for records and supplies. Each faculty office is approximately 9.5 feet by 14.25 feet, which translates into approximately 135 square feet (Table 1). The office of the department head is slightly larger, at 12.75 feet by 20.75 feet. Each office has at least one Ethernet 10/100 connection operational. The building was hardwired so that each office has four potential connections available if needed. Every faculty and administrative office in Building C contains at least one desktop Windows based computer. In addition, the faculty has laptop computers for professional use.

The following pages have graphics showing the basic layout of each building as well as a spreadsheet of room dimensions.



Figure 1. Department of Landscape Architecture Mini-Campus

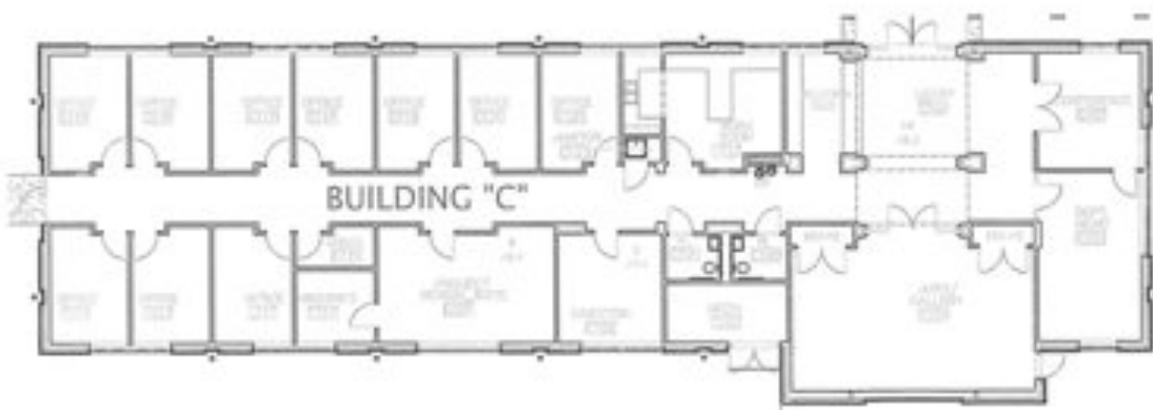


Figure 2. Building C – Administration Building

	X dimension	Y dimension	Sq. feet	Exclusive/ shared use
Building A				
Studio One - A100	64.75	49	3172.75	Shared *
Shop - A109	16.00	22.5	360.00	Shared *
			0.00	
Studio Two - A200	64.75	59.25	3836.44	Shared
Lecture 1 - A204	17.66	22.66	400.18	Shared *
Plot Room - A203	9.33	22.66	211.42	Shared *
Archive room - A202	9.33	9.33	87.05	Shared *
Seminar Room - A210	16.00	16.66	266.56	Shared *
Lecture 2 - A209	27.66	22.66	626.78	Shared *
Building B				
Freehand Studio - B100	32.66	52.66	1719.88	Shared *
Building C				
Lobby - C100	22.66	21.8	493.99	Shared *
Reception - C101	8.60	12.25	105.35	Shared *
Conference - C102	12.75	14.25	181.69	Shared *
Dept. Head - C103	12.75	20.75	264.56	Exclusive
Jury/Gallery - C104	29.25	18.6	544.05	Shared *
Director LC - C108	12.75	13.25	168.94	Exclusive
Project Room - C109	21.50	13.25	284.88	Shared *
Archives - C110	9.50	8.75	83.125	Shared *
Office - C112	9.50	14.25	135.38	Exclusive
Office - C113	9.50	14.25	135.38	Exclusive
Office - C114	9.50	14.25	135.38	Exclusive
Office - C115	9.50	14.25	135.38	Exclusive
Office - C116	9.50	14.25	135.38	Exclusive
Office - C117	9.50	14.25	135.38	Exclusive
Office - C118	9.50	14.25	135.38	Exclusive
Office - C119	9.50	14.25	135.38	Exclusive
Office - C120	9.50	14.25	135.38	Exclusive
Office - C121	9.50	14.25	135.38	Exclusive
Workroom - C122	12.25	14.25	174.56	Shared *

* Shared with Landscape Architecture (undergraduate) and Landscape Contracting

Table 1. Space allocation for each building in the mini-campus

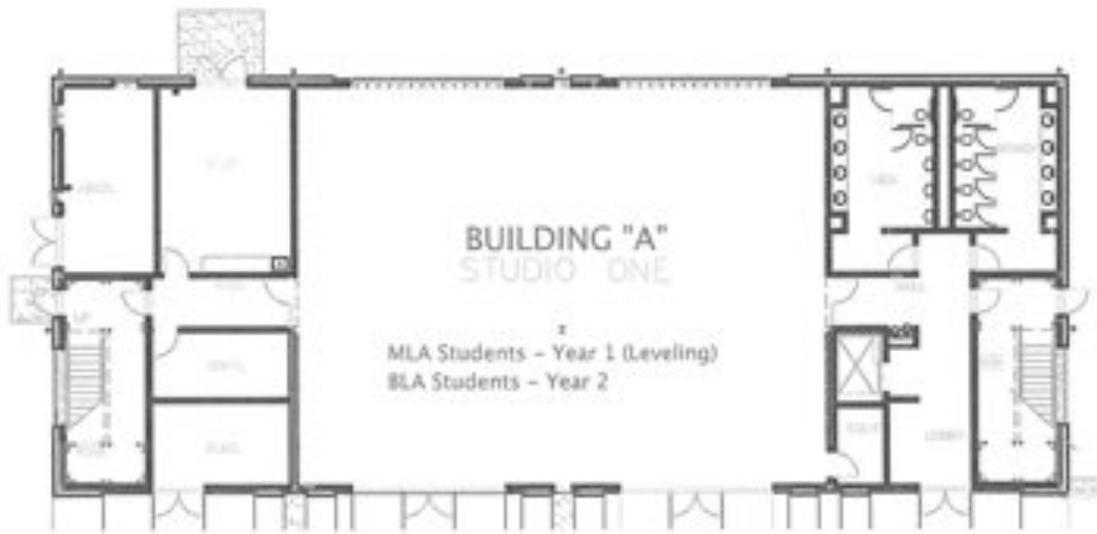


Figure 3. Building A – First Floor (Studio One)



Figure 4. Building A – Second Floor (Studio Two)



Figure 5. Building B – Freehand Studio

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

Both Studio One and Studio Two in Building A have permanent workstations that are assigned to students. Currently, Studio One serves as the permanent workspace for Year 1 MLA (Leveling) Students and Year 2 Undergraduate Students (Figure 3). Studio Two serves as the permanent workspace for Years 2 and 3 in the MLA program and Years 3 and 4 in the BLA program (Figure 4). Building B-Freehand Studio serves as a hot lab workspace for Year 1 students in the BLA program (Figure 5).

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

The University provides an on-site facility support person who is responsible for daily maintenance. Major or significant problems are reported to the University Facility Management section.

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

Each of the three buildings in the Landscape Architecture Complex is ADA compliant. Two buildings are one-story on slab. The third building is a two-story building with an elevator. External sidewalks meet ADA guidelines.

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

To the best of our knowledge, no known problems exist.

B. Information Systems and Technical Equipment

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software?

Software

Most classes, especially the design and construction studios, now require some form of digital submission. The University has site licenses for several software packages, including Autodesk AutoCAD™ and ESRI Arcview/ArcGIS™. Both of these programs are routinely used by landscape architecture practitioners in both the public and private sectors, and are available at no charge to MSU faculty and staff.

MSU students are not included as part of the AutoCAD™ or ESRI™ site license, but do have access to these products through vendor programs designed to allow students one year university licenses. Students also have the option of purchasing the software at a discount, or using the department or library workstations. Other packages used include SketchUp™ and Photoshop™. Several of the undergraduate classes have used a site license, provided at no charge through SketchUp™. There are no site licenses for Photoshop™. It should be noted that all students are required to purchase a laptop computer prior to beginning either the BLA, MLA, or LC programs.

A complete listing of available site licenses may be found at:

<http://www.its.msstate.edu/Services/Software/index.php>

Hardware /Networking

The landscape architecture facility has ample hardwire networking capacity. Building A - Studio One has forty-eight potential Ethernet connections. Building A - Studio Two has sixty potential connections. Building B has 60 potential connections. Building C has at least one network connection in each office. In addition, all of our buildings are linked to the university wireless system.

Plotting

Our students have access to state-of-the-art printing/plotting capabilities housed in a plot lab and maintained by the student chapter of ASLA. These capabilities include:

- 1 Cannon iPF825 large format plotter
- 1 Large format scanner
- 1 HP Designjet 5500 Plotter – Professional quality high speed plots up to 42” width.
- 1 Xerox XES 30001 – wide format black/white copier.
- 1 Epson wide format printer/scanner/fax
- 1 HP CP1700 – 11”x17” color plots.
- 1 Spiral binding

Significant equipment owned/controlled by the program

Teaching/Instruction

Quantity	Description
1	Camcorder/DVD GZ-HD7
1	Video Projector
2	Camcorder EVI-D100
1	Document Camera
6	Digital Projectors
1	HD Video Camera
1	Digital Camera Olympus C-4000
1	Digital Camera Nikon D90
1	Sharp Camera Recorder
1	Digital Camera Nikon 8700

Surveying Equipment

Quantity	Description
1	Bobcat transit
2	Lietz levels
2	Survey rods
1	CST/Berger self-leveling rotary laser

Computer Equipment- Hardware

Quantity	Description
27	Desktop computers with monitors
23	Laptop computers
1	Color 11x17 color printer
1	HP DesignJet 5500 42-inch color plotter
1	Copystar 420i printer/copier/fax/scanner
1	Digitizer
1	GPS Geo Explorer3
4	Ipads
1	Printer Projection 3D
1	Powerslide Scanner

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software?

The university's Information Technologies Services (ITS) department provides maintenance assistance for faculty and staff computers and other electronic devices. This would include operating system upgrades as well as day-to-day issues. New faculty receives, as part of a startup package, an electronic device (desktop or laptop) of their choosing with ITS providing the licensed software used by the university.

ITS provides a yearly list of equipment ready for upgrade or equipment that can no longer be supported by the university. Therefore, the department has made it our practice to replace all equipment that has reached the "can no longer support" phase with new equipment, which is approximately every three years. Historically, the department has been provided with means to update or replace equipment.

Software replacement, maintenance, and updating are described above.

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

The plot room is open for a fixed schedule each semester. These hours are established based on student schedules. The departmental computers, loaded with all the university site licenses, are located in C109 and are available to faculty and staff twenty four hours per day seven days per week. Students may also use these computers during normal business hours. The studios are available to students and faculty 24 hours a day, seven days a week with proper access. Faculty have standard metal keys that provide access to buildings A, B, and C. Students now have electronic access to building A and B, which house studio spaces.

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

All students have access to studio spaces 24 hours per day, seven days per week. Access to these areas provides them work surfaces, as well as networking capabilities. The hardwire access is especially useful when downloading large files. Students also have access to plotting services on a clearly defined schedule.

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

The day-to-day technological needs of our graduate and undergraduate students are built around the laptop computer. We review the purchase guidelines each year to ensure that the hardware that our students are purchasing match the software demands associated with our design and construction sequences. These discussions are held on a regular basis, usually when we have our semester-ending class summaries. We are very sensitive to the escalating cost associated with attending college during this economic downturn. As a result, we attempt to balance rapidly escalating technological advances with class needs and student financial budgets.

C. Library Resources

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

The Department of Landscape Architecture is interdisciplinary in its research and teaching and by that extension, its information resource needs. The Mississippi State University Libraries have over two million volumes covering disciplines and resources of interest to the Department. More specifically, the Architecture, Art and Design Library, which is one of only two branch libraries on campus, serves some of the needs of the Department. The Library faculty member, who is the branch head of that library, works directly with the Department to address information needs. The Mississippi State University Libraries are particularly strong in the biological and agricultural sciences, technology, engineering and forestry. They also contain a good collection of art, sociology, education, and planning resources. All of these collections are of interest to the Department of Landscape Architecture. The Mitchell Memorial Library is a U. S. Government Partial Depository including research materials from the EPA, Census, and Agriculture, to name just a few. The Mississippi State University Libraries have a large journal collection with much of that literature available electronically that faculty and students may access from their offices or homes. For materials needed that we may not own, the university provides interlibrary loan through a number of consortia in which we hold membership and that can provide a twenty-four to forty-eight hour delivery turnaround. In addition, Mitchell Memorial Library includes the Instructional Media Center where students, faculty, and staff can participate in workshops and/or receive one-on-one instruction and access to an open multimedia lab.

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

The Mississippi State University Libraries have a well-established acquisition program that receives direct input from the Department and its Faculty. The Department has a Faculty Representative who works directly with a Library Faculty Liaison. Other faculty may make purchase recommendations through the Faculty Representative and Library Liaison. All faculty members have individual access to the online acquisition system to see what is being purchased and what has been received. The Library Liaison and Faculty Departmental Representative are in communication throughout the year regarding collection development issues as well as program and service issues. The Dean of the Library, Associate Dean for Technical Services, and Collection Department, Associate Dean for Public Services and Systems Administrator meet at least once a year with the Chair, Departmental Library Representative and Library Faculty Liaison for Landscape Architecture to discuss and receive feedback on services, programs and collection development issues.

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

The first contact for the Department in regards to library instruction and workshops is with the Library Faculty Liaison. The Library Liaison is available for class related instruction. In addition, the Library offers a full set of workshops through the Library Instructional Services Programs and the Instructional Media Center (IMC). Use of the latest presentation and design software and hardware is offered through the IMC. Furthermore, the IMC teaches technology related workshops to students and faculty. These workshops cover a broad array of topics ranging from creating flyers and newsletters to building web sites. Course related and special workshops on using the various databases are offered through the Library Instructional Services. Mississippi State University Libraries offers a full complement of electronic databases and indexes for accessing scholarly research materials. In addition, the Library has a federated searching system that allows searching across various databases at one time. This is of particular use for the interdisciplinary research of the Department of Landscape Architecture. A large percentage of the Library's journal literature is available as electronic full-text both current and archival. Access is provided to books and e-books through the online catalog. All electronic access to materials is available to faculty and students from their offices and homes. In addition to the Main Library, facilities include the Architecture, Art and Design Branch Library. Computers for student use are available in both libraries. The Main Library houses one presentation room and three electronic classrooms equipped with student computers and the latest presentation equipment. The Access Services Department provides Electronic Reserve Services for faculty wanting to provide their students with easy access to tests, articles, papers etc. Many departments integrate E-Reserve access with their Blackboard (previously WebCT) courses to integrate the Library content with their course management software.

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

Below is a link to the MSU library Website that describes the hours for the fall 2013 semester. Monday through Thursday regular hours for physical access to the library is limited to 7:00 AM to 1:45 AM. Friday access is 7:00 AM to 7:45 PM. Saturday access is 10:00 AM to 5:45 PM. Sunday access is 1:00 PM to 1:45 AM.

<http://library.msstate.edu/hours/hours.php>

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

In the digital age, very few students require physical access to the library outside of the regularly scheduled library hours. The MSU library is open over 108 hours per week. We are confident that this window of opportunity meets or exceeds the demands of our students to have physical access to the facility.

6. How does the program assess its library resources?

The Landscape Architecture Department does not have its own library. We share a branch facility with the College of Architecture, Art, and Design. The Mississippi State University Libraries have a well-established acquisition program that receives direct input from the Department and its Faculty. The Department has a Faculty Representative who works directly with a Library Faculty Liaison. Other faculty may make purchase recommendations through the Faculty Representative and Library Liaison. All faculty members have individual access to the online acquisition system to see what is being purchased and what has been received. The Library Liaison and Faculty Departmental Representative are in communication throughout the year regarding collection development issues as well as program and service issues. The Dean of the Library, Associate Dean for Technical Services, and Collection Department, Associate Dean for Public Services and Systems Administrator meet at least once a year with the Chair, Departmental Library Representative and Library Faculty Liaison for Landscape Architecture to discuss and receive feedback on services, programs and collection development issues. Newly purchased resources may be added to the branch facility or housed in the main facility at Mitchell Memorial Library.



**ADDENDA-A
PROGRAM DETAILS**

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

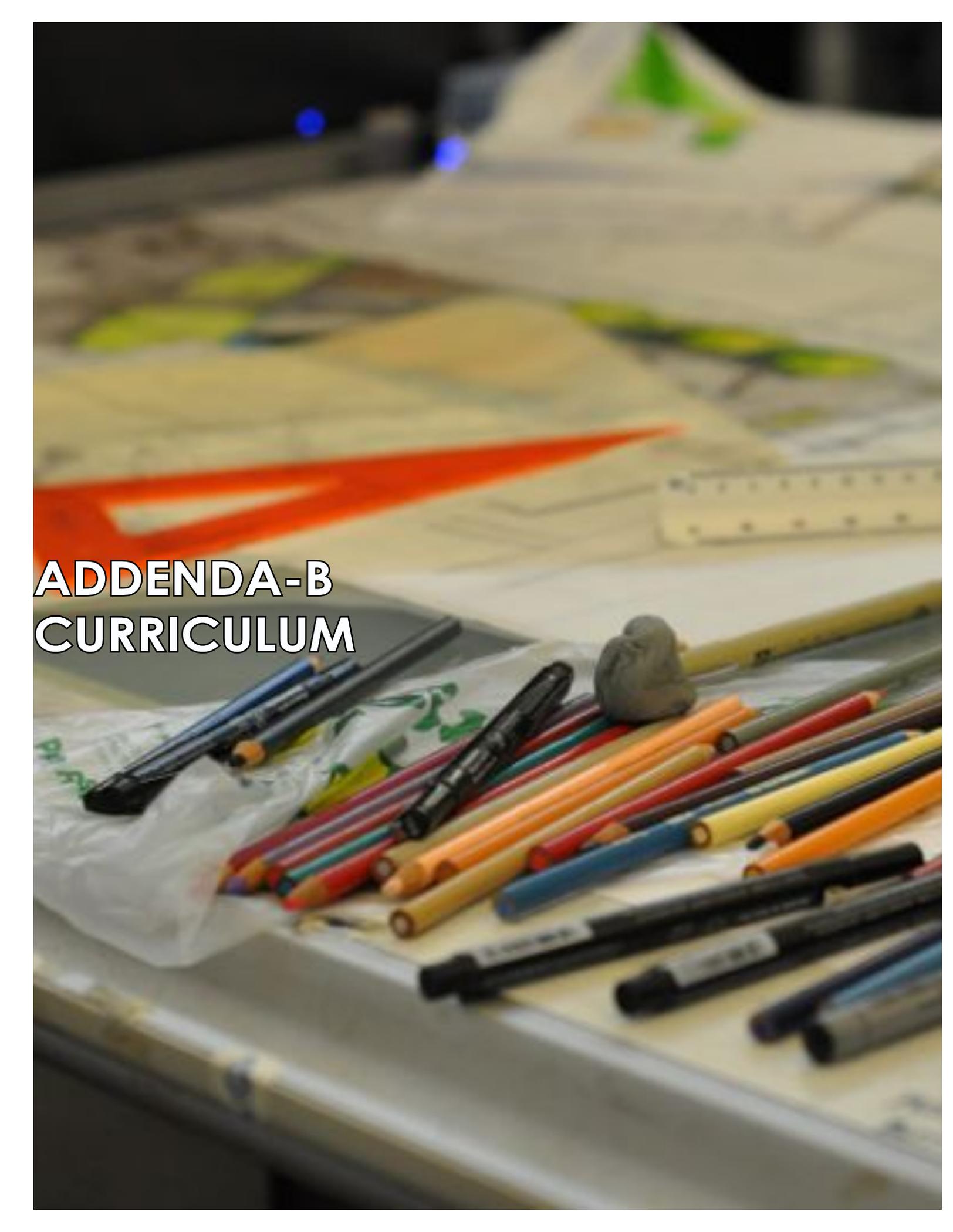
	Current Year 2014-13	Last year 2013-12	2 Years Ago 2012-11	3 Years Ago 2011-10	4 Years Ago 2010-09	5 Years Ago 2009-08
Professors	1	2	2	2	2	2
Associates	5	6	5	6	4	2
Assistants	3	3	4	5	5	7
Instructors/lecturers – tenure track	-	-	-	-	-	-
Guest faculty members/speakers Visiting Scholars	4	2	2	4	4	-
Year-long appointments	-	-	-	-	-	-
One-semester appointments	3	3	3	2	2	1
Speakers	-	-	-	-	-	-
Endowed positions	-	-	-	-	-	-
Undergrad teaching assistantships	-	-	-	-	-	-
Graduate teaching assistantships	4	4	4	4	4	4
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).	3	2	3	2	2	1
Graduate research assistantships (sponsored by outside sources)	1	1	0	1	1	2
Other	-	-	-	-	-	-

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	1	2	2	2	2	2
Associates	5	6	5	6	4	2
Assistants	1	1	3	5	5	7
Instructors/lecturers – tenure track	-	-	-	-	-	-
Guest faculty members/speakers Visiting Scholars	2	1	1	-	1	-
Year-long appointments	-	-	-	-	-	-
One-semester appointments	2	2	1	-	-	-
Speakers	-	-	-	-	-	-
Endowed positions	-	-	-	-	-	-
Undergrad teaching assistantships						
Graduate teaching assistantships	1	1.5	4	3	3	3
Undergrad research assistantships	-	-	-	-	-	-
Graduate research assistantships (sponsored by your institution).	1	2	1	2	1	2
Graduate research assistantships (sponsored by outside sources)	0	0	0	0	1	1
Other						

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	0	0	0	0	0	0
Associates	0	0	0	0	0	0
Assistants	2	2	0	0	0	0
Instructors/lecturers – tenure track	-	-	-	-	-	-
Guest faculty members/speakers Visiting Scholars	2	1	2	4	4	-
Year-long appointments	-	-	-	-	-	-
One-semester appointments	1	2	2	2	2	1
Speakers	-	-	-	-	-	-
Endowed positions	-	-	-	-	-	-
Undergrad teaching assistantships	-	-	-	-	-	-
Graduate teaching assistantships	3	2.5	0	1	1	1
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).	2	0	1	0	1	0
Graduate research assistantships (sponsored by outside sources)	1	1	0	0	0	1
Other						

A close-up photograph of a desk with various school supplies. In the foreground, there is a collection of pens, pencils, and markers. A ruler and a large orange protractor are also visible. The background shows a desk with papers and a green object. The text "ADDENDA-B CURRICULUM" is overlaid on the left side of the image.

**ADDENDA-B
CURRICULUM**

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: 33 (thesis option) or 39 (non-thesis option) credit hours

Elective Units / Credit Hours required to graduate: 3 (thesis or non-thesis) credit hours

Required Courses	Credit Hours
Landscape Architecture	Thesis: 26 Non-thesis: 36
Architecture	
City & Regional Planning	
Natural Sciences	
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	
Statistics	Thesis: 4, Non-thesis: 0
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	Thesis: 3, Non-thesis: 3

2. Typical Program of Study

Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format given below.

Note: This is the new curriculum effective Fall of 2013.

	Fall	Spring
Leveling Year	LA 1333 LA Systems and Plants (3) LA 1533 Presentation Methods (3) LA 2544 Construction I: Materials (4) LA 2554 Design Studio I (4) LA 4723 Professional Practice (3)	LA 1223 Computers in LA (3) LA 1423 History of LA (3) LA 2644 Construction II: Grading (4) LA 2654 Design Studio II (4)

LA Design III: Small Town/Rural Context	LA 4755	Fulford	5	8	23
Directed Individual Study	LA 7000	Schauwecker	1	Varies	1
Research/Thesis	LA 8000	Brzuszek, Fulford, Gallo, Li, Schauwecker, Seymour	Varies	Varies	15 total
Land Arch Grad Studio 1	LA 8512	Wilkerson	2	4	8
Land Arch Grad Studio 3	LA 8532	Fulford	2	4	5
Research Methods in LA	LA 8613	Li	3	3	10
Seminar in Watershed Mgmt.	LA 8711	Wilkerson	1	1	8
Seminar in Community Based Planning	LA 8731	Fulford	1	1	3

Landscape Architecture Courses Spring, 2013

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students
Computers in LA	LA 1223	Fulford	3	5	30 (2 sections)
History of LA	LA 1423	Seymour	3	3	31
LA Appreciation	LA 1803	Rood	3	3 (Online)	74
LA Construction II: Grading	LA 2644	Payne	4	6	26
LA Design II: Neighborhood Context	LA 2654	Walker	4	8	11
Design of the Golf Environment	LA 3603	Cook	3	3	19
LA Case Studies	LA 3652	Brzuszek	2	N/A-Week long trip	9
Planting Design Fund in LA	LA 3653	Brzuszek	3	5	9
Directed Individual Study	LA 4000	Schauwecker, Walker	Varies	Varies	5
LC Internship III	LA 2711	Schauwecker	1	N/A-Internship	2
LC Field Trip I	LA 3721	Schauwecker, Walker	1	1	11
LA Construction IV	LA 4344	Melby	4	4	52
LC Field Trip II	LA 4721	Schauwecker	1	1	10

Landscape Contracting II	LA 4724	Schauwecker	4	6	9
Sustainable Communities	LA 4844	Melby	4	5	28
LA Capstone Studio	LA 4855	Seymour and Li	5	10	20
Special Topic in LA: Design II	LA 4990	Walker	4	8	8
Sustainable Communities	LA 6844	Melby	4	5	8
Research/Thesis	LA 8000	Brzuszek, Fulford, Gallo, Li, Payne, Schauwecker, Seymour	Varies	Varies	17 Total
Land Arch Grad Studio II	LA 8522	Li	2	4	8
Seminar Land Management	LA 8721	Brzuszek	1	1	8
Seminar Land Arch 4	LA 8741	Schauwecker	1	1	10

Landscape Architecture Courses Summer, 2013					
Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students
LA Precedent Studies	LA 2652	Walker	2	N/A-Trip	8
LC Internship I	LA 1711	Schauwecker	1	N/A-Internship	9
LC Internship II	LA 2711	Schauwecker	1	N/A-Internship	4
LC Internship III	LA 3711	Schauwecker	1	N/A-Internship	7
Research/Thesis	LA 8000	Fulford, Payne, Wilkerson	Varies	Varies	3 Total
Directed Individual Study	LA 7000	Gallo, Seymour	Varies	Varies	4 Total



**ADDENDA-C
STUDENT INFORMATION**

C. STUDENT INFORMATION

1. Overview

Include only full-time students recorded as majors in the program being reviewed for the last five years.

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year	0	5	2	2	7	3	9	10
1 Year Ago	4	2	4	1	2	2	10	5
2 Years Ago	5	3	3	1	2	1	10	5
3 Years Ago	8	1	8	3	3	2	19	6
4 Years Ago	9	1	9	3	0	0	18	4

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

<u>0</u> % American Indian	<u>0</u> % Hispanic
<u>10.53</u> % Black (non-Hispanic)	<u>36.84</u> % Caucasian
<u> </u> % Asian or Pacific Islander	<u>52.63</u> % Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	17	14	11	20	19	17
Applications from males	8	6	7	10	12	14
Applications from females	9	8	4	10	7	3

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	19	15	15	25	22	14
Males	9	10	10	19	18	9
Females	10	5	5	6	4	5

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	7	2					10
Males	2	0					7
Females	5	2					3



**ADDENDA-D
ALUMNI INFORMATION**

D. ALUMNI INFORMATION

1. Degrees Awarded

Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

Academic Year	Males	Females	TOTAL
Current Year	5	1	6
1 Year Ago	3	3	6
2 Years Ago	3	1	4
3 Years Ago	3	0	3
4 Years Ago	6	0	6
5 Years Ago	0	1	1
6 Years Ago	2	1	3

2. Record of Advanced Study

Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
Mississippi State University	PhD	1	2010	2013
Virginia Polytechnic Institute and State University	PhD	1	2012	
Mississippi State University	PhD	1	2012	

3. Current Employment

Tabulate the present employment of those having the degree conferred by the program since the last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research	3	1	4
Teaching	0	0	0
Private Practice	7	1	8
Public Practice	1	0	1
Landscape Hort./Design Build	2	1	3
Volunteer Service (Specify)	0	0	0
Other (Specify) Stay-at-home parent, administration/management	2	2	4
Unknown	2	0	2
TOTAL	17	5	22



**ADDENDA-E
FACULTY INFORMATION**

E. FACULTY INFORMATION

1. Previous and Present Faculty

Tabulate faculty and staff specifically assigned and budgeted to the particular program under review. The number listed in the TOTAL column should agree with the information provided for Standard 2C (Faculty Numbers). Use the following format:

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/LA	1	2	2	5
Assoc. Professor/LA	5	6	6	17
Asst. Professor/LA	3	3	3	9
Instructor				
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct	3	4	4	11
TOTALS	12	15	15	42

2. Instructional Assignments

Complete the following table for all full and part time instructors. Begin with the Program Administrator and list in order of rank.

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

Faculty member	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other programs			
Sadik Artunc	MLA	25			75	100
Robert Brzuszek	MLA	75			25	100
Jason Walker	MLA	60		40		100
Tim Schauwecker	PhD	75		25		100
Michael Seymour	MLA	46.9		28.1	25	100
Taze Fulford	MARCH	60		40		100

Cory Gallo	MUD	66.6		33.4		100
Chuo Li	PhD	66.6		33.4		100
Elizabeth Payne	MRP	66.6		33.4		100

3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year, depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

FTE Students: Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

Faculty Member: Sadik Artunc						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Directed Individual Study	LA 4000	FS	-	-	1	-

Faculty Member: Robert Brzuszek						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Systems and Plants	LA 1333	FS	3	5	24	4.8
LA Design I: Site Design	LA 2554	FS	4	8	21	5.6
Research/Thesis	LA 8000	FS	-	-	1	-
LA Case Studies	LA 3652	SS	2	-	9	1.2
Planting Design Fund in LA	LA 3653	SS	3	5	9	1.8
Research/Thesis	LA 8000	SS	-	-	2	-
Seminar Land Management	LA 8721	SS	1	1	10	.83

Faculty Member: Glenn Cook						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Design of the Golf Environment	LA 3603	SS	3	3	19	3.8

Faculty Member: Charles 'Taze' Fulford						
Course Taught	Course	Term	Credit	Contact Hrs	Number	FTE Students

	Number		Hours	/ Week	Of Students	
LA Design III: Small Town/Rural Context	LA 4755	FS	5	8	23	7.67
Research/Thesis	LA 8000	FS	-	-	2	-
Land Arch Grad Studio 3	LA 8532	FS	2	4	5	.833
Computers in LA	LA 1223	SS	3	5	30 (2 sections)	6
Research/Thesis	LA 8000	SS	-	-	2	-
Research/Thesis	LA 8000	ST	-	-	1	-

Faculty Member: Cory Gallo						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Construction III: Hydrology	LA 3534	FS	4	6	26	6.93
Research/Thesis	LA 8000	FS	-	-	3	-
Research/Thesis	LA 8000	SS	-	-	2	-
Directed Individual Study	LA 7000	ST	-	-	1	-

Faculty Member: Kasia Gallo						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Urban Planning	LA 3623	FS	3	3	14	2.8

Faculty Member: Dr. Chuo Li						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Design I: Site Design	LA 2554	FS	4	8	21	5.6
Research/Thesis	LA 8000	FS	-	-	2	-
Research Methods in LA	LA 8613	FS	3	3	10	2.5
LA Capstone Studio	LA 4855	SS	5	10	20	6.67
Research/Thesis	LA 8000	FS	-	-	5	-
Land Arch Grad Studio II	LA 8522	SS	2	4	8	1.33

Faculty Member: Jim Mansfield						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Professional Practice	LA 4723	FS	3	3	30	6

Faculty Member: Pete Melby						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Construction I: Materials	LA 2544	FS	4	6	28	7.47
Directed Individual Study	LA 4000	FS	-	-	1	-
LA Construction IV	LA 4721	SS	4	4	52	13.86
Sustainable Communities	LA 4844	SS	4	5	28	7.46
Sustainable Communities	LA 6844	SS	4	5	8	2.67

Faculty Member: Elizabeth Payne						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Intro to Landscape Architecture	LA 1153	FS	3	6	29 (2 sections)	5.8
LA Construction II: Grading	LA 2644	SS	4	6	26	6.93
Research/Thesis	LA 8000	SS	-	-	1	-
Research/Thesis	LA 8000	ST	-	-	1	-

Faculty Member: Cindy Rood						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Appreciation	LA 1803	FS	3	3	73	14.6
LA Appreciation	LA 1803	SS	3	3	74	14.8

Faculty Member: Dr. Tim Schauwecker						
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Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Systems and Plants	LA 1333	FS	3	5	24	4.8
LC Internship II	LA 2711	FS	1	0	2	.133
LC Seminar II	LA 3701	FS	1	1	14	.93
LC Seminar III	LA 4701	FS	1	1	9	1.27
Directed Individual Study	LA 7000	FS	1	-	1	-
Research/Thesis	LA 8000	FS	-	-	4	-
Directed Individual Study	LA 7000	FS	1	-	1	-
Directed Individual Study	LA 4000	SS	1	-	4	-
LC Internship III	LA 2711	SS	1	0	2	.133
LC Field Trip I	LA 3721	SS	1	1	11	.73
LC Field Trip II	LA 4721	SS	1	1	10	.67
Landscape Contracting II	LA 4724	SS	4	6	9	2.4
Seminar Land Arch 4	LA 8741	SS	1	1	10	.67
LC Internship I	LA 1711	ST	1	0	9	.6
LC Internship II	LA 2711	ST	1	0	4	.26
LC Internship III	LA 3711	ST	1	0	7	.46

Faculty Member: Michael Seymour						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Presentation Methods and Media	LA 1533	FS	3	6	31 (2 Sections)	6.2
Research/Thesis	LA 8000	FS	-	-	3	-
History of LA	LA 1423	SS	3	3	31	6.2
LA Capstone Studio	LA 4855	SS	5	10	20	3.33
Research/Thesis	LA 8000	SS	-	-	4	6.67
Directed Individual Study	LA 7000	ST	-	-	3	-

Faculty Member: Jason Walker

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
LA Design II: Neighborhood Context	LA 2654	SS	4	8	11	2.93
Directed Individual Study	LA 4000	SS	-	-	1	-
LC Field Trip I	LA 3721	SS	1	1	11	.733
Special Topic in LA: Design II	LA 4990	SS	4	8	8	2.13
LA Precedent Studies	LA 2652	ST	2	-	8	1.07

Faculty Member: Wayne Wilkerson						
Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Land Arch Grad Studio I	LA 8512	FS	2	4	8	1.33
Seminar in Watershed Mgmt.	LA 8711	FS	1	1	8	.67
Research/Thesis	LA 8000	ST	-	-	1	-

4. Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

Name	Field/Specialty	Date(s)	Contribution
Yasmin Fozard	Landscape Architecture	11/2011	Lecturer/Faculty Candidate – Public Lecture on Community Service
Dr. Christopher Sass	Landscape Architecture	12/2011	Lecturer/Faculty Candidate – Public Lecture on River Ecology
Dave Armbruster	Landscape Architecture	1/2012	Lecturer/Critic for Design Week from EDSA
Hitesh Mehta	Landscape Architecture	1/2012	Lecturer for Design Week on Ecological Planning and Design Process
MS Licensure Board	Landscape Architecture	11/2012	Lecture on licensure process/LARE Prep
Robert Poore	Landscape Architecture	1/2013	Lecturer/Critic for Design Week
Dr. Jim DelPrince	Floriculture	1/2013	Juror for Design Week
Jacob Gines	Architecture	1/2013	Juror for Design Week
Giusy Pappalardo	Landscape Architecture	2/2013	Fulbright Scholar from Italy – River Ecology and Culture

Leslie Burger	Wildlife Biologist	3/2013	Lecturer LA 8721 Landscape Mgmt.
Harry Sherman	Botanist	3/2013	Lecturer LA 8721 Landscape Mgmt.
Steve Grado	Urban Forester	4/2013	Lecturer LA 8721 Landscape Mgmt.
Tom Howorth	Architecture	4/2013	Project Juror LA 8721 LA Mgmt.
Edward Kemp	Engineer	10/2013	Panel Discussion on Starkville 2050
JoVonn Hill	Ecology and Conservation	10/2013	Panel Discussion on Starkville 2050
Saunders Ramsey	Engineer/Developer	10/2013	Panel Discussion on Starkville 2050
Phil McDade	Landscape Architecture	11/2013	Lecture to LA 2544 on Construction Specifications
Christian Preus	Landscape Architecture	1/2014	Guest Lecture and Design Week Facilitator
Parker Wiseman	Lawyer/Mayor	1/2014	Speaker/Design Week Juror
Edward Kemp	Engineer	1/2014	Speaker/Design Week Juror
JoVonn Hill	Ecology and Conservation	1/2014	Speaker/Design Week Juror
Charles McCall	Landscape Architect	1/2014	Lunch and Learn Lecture
Peter Summerlin	Landscape Architecture	1/2014	Lecture on Representation
Jamey Matte	Public policy/landscape architecture	2/2014	Lunch and Learn Lecture
Ken Polakawski	Landscape Architecture	Scheduled for 3/2014	Lecture on Environmental Design
Kamel Mahadin	Landscape Architecture	Scheduled for 3/2014	Lecture on Development in Aqaba, Jordan

5. Individual Teacher's Record

Name: Sadık C. Artunç, FASLA

Rank: Professor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Michigan	6	M.L.A./1979
University of Istanbul	5	B.S. & M.S./1972

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	2007 – 2011	Construction Design Day One (Freshmen Leadership)
Louisiana State University	1981 – 2007	Design Construction Recreation Planning & Design
University of Michigan	1975 – 1981	Construction Urban Planning & Design Recreation Planning & Design

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

Firm or Agency	Number of Years	Responsibilities
Sadık C. Artunç, FASLA Landscape Architect & Consultant	33	Landscape Architectural Consulting
Planning Director Uludag National Park, Bursa, Turkey	3	Planning and Recreation Design
Forester and Forest Engineer Araç, Kastamonu, Turkey	1	Forester and Forest Engineer

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

Registered Landscape Architect, State of Louisiana, No: A-182

Registered Forest Engineer, Ankara, Turkey.

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

Fellow, American Society of Landscape Architects (ASLA).

Member, Mississippi Chapter of the American Society of Landscape Architects (MS-ASLA).

Council of Educators in Landscape Architecture, Mississippi State University Chapter (CELA).

Council of Landscape Architectural Registration Boards (CLARB).

Council of Landscape Architecture Accreditation Board (LAAB) – Roster of Visiting Evaluators (ROVE).

Member of Africa Education Committee, International Federation of Landscape Architects (IFLA).

Founding Committee Member of the Landscape Architects without Borders (IFLA).

Board Member, the Crosby Arboretum, Mississippi State University, Picayune, MS.

The Turkish Society of American Architects, Engineers, and Scientists (MIM).

Union Chamber of Turkish Engineers and Architects, Chamber of Forest Engineers, Turkey.

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

Book

Chapter entitled “Site Grading Exercises” in “**Grading for Landscape Architects and Architects**” (Also available in German: Geländemoldellierung für Landschaftsarhitekten und Architekten) by Peter Petscheck. Birkhäuser Verlag AG, Berlin, Germany, 2008).

Refereed Journal

Guest/Invited Editor of the fall 2013 Issue of the A/Z ITU Journal of Faculty of Architecture, Volume 11, No. fall 2013, ISBN 1302-8324.*

Refereed Conference Presentations

- “Restoring, Invigorating and Transforming Small Towns through Community-University Partnerships”, panel with S. Artunç, T. Fulford, C. Gallo, and A. Heiselt. In the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Layers: Landscape, City and Community. Hosted by Morgan State University and the University of Maryland, Baltimore, Maryland, March 26-30, 2014.
- “Faculty Mentoring - Open Forum” in the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Space/Time/Place/Duration. Hosted by the University of Texas at Austin, March 27-30, 2013.
- “Preservation of Cultural Heritage through Disaster Management Planning” in the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Urban Nature. Hosted by the University of Southern California, Los Angeles, CA, March 30 – April 2, 2011.
- “Landscape Architectural Trends in the 21st Century: Learning from Academic Job Openings in North America” panel with T. Ozdil, S. Artunç, R. James, N. Wolkman. In the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Urban Nature. Hosted by the University of Southern California, Los Angeles, CA, March 30 – April 2, 2011.
- “Trends in Landscape Architecture Education and Profession for the Closing Panel of the Annual Meeting of the European Council of Schools in Landscape Architecture (ECLAS)”, Panel Facilitator S. Artunç. Panel members: Laurie Olin, FASLA; Patricia M. O’Donnell, FASLA, AICP, IFLA, ICOMOS; Prof. Dr. Veli Ortaçşme; and Prof. Dr. Jeroen de Vries. In the Annual Meeting of the

European Council of Schools in Landscape Architecture (ECLAS), Istanbul Technical University, Istanbul, TR, October 1 – 3, 2010.

- “Who should Teach the Next Generation of Landscape Architects? - Searching for Balance between Academic Aspirations and Professional Needs.” T. Ozdil, S. Artunç, R. James, N. Wolkman. In the Annual Meeting of the European Council of Schools in Landscape Architecture (ECLAS), Istanbul Technical University, Istanbul, TR, October 1 – 3, 2010.
- “Open Forum on the BP Oil Spill: The Profession’s Role in Gulf Coast Remediation.” S. Artunç, C. Danos, J. Dillon, K. Snook. In the Annual Meeting of the American Society of Landscape Architects (ASLA), Washington, D.C. September 12, 2010.
- “Emerging Pedagogies in Education of Landscape Architects” in the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Teaching + Learning in Landscape Architecture. Hosted by Arizona State University, the University of Arizona, the University of New Mexico, Tucson, AZ. January 14-18, 2009.
- “Paradigms for Success: Are Practitioners of the Future Given the Construction Tools to Meet Challenges?”, with Sissi Bruch, Wayne Wilkerson, and Daniel Winterbottom. In the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Teaching + Learning in Landscape Architecture. Hosted by Arizona State University, the University of Arizona, the University of New Mexico, Tucson, AZ. January 14-18, 2009.
- “Leadership in Environmental Stewardship Through Service Learning”, with Mehmet Sabaz. In the Annual Meeting of the Council of Landscape Architects (CELA). The conference theme: Teaching + Learning in Landscape Architecture. Hosted by Arizona State University, the University of Arizona, the University of New Mexico, Tucson, AZ. January 14-18, 2009.
- “Visualizing Change: Methods and Techniques: Another Look at High Definition Synchronous Telepresence, Rich Media, and 24/7 Digital Distance Education”, with Madis Philak, Dean Bruton, Nancy Pollock-Edward, and Martha Skinner. In the Annual Meeting of the Council of Educators in Landscape Architecture (CELA). Hosted by Pennsylvania State University, State College, PA August 16-18, 2007.

Invited Conference Presentations and Lectures

- “The Concept of Sustainability as it is Practiced at the Department of Landscape Architecture at Mississippi State University: From Mission Statement to Applications in Teaching, Research and Practice” the Department of Landscape Architecture, College of Architecture at the Trakya University, Edirne, Turkey, December 25, 2013.
- “Landscape Architecture at Mississippi State University: Practicing What We Preach in Teaching, Research and Outreach” for the Department of Landscape Architecture at Nihon University, Tokyo, Japan, April 25, 2013.
- “Landscape Architecture at Mississippi State University: Practicing What We Preach in Teaching, Research and Outreach” for the Jiangsu Academy of Sciences, Nanjing, P.R. of China, Japan, April 17, 2013.
- “Landscape Architecture at Mississippi State University: Practicing What We Preach in Teaching, Research and Outreach” for the College of Landscape Architecture at the Nanjing Forestry University, Nanjing, P.R. of China, Japan, April 16, 2013.
- “Grading Design for Landscape Architects and Designers: Teaching, Research and Professional Practice” for the College of Landscape Architecture at the Nanjing Forestry University, Nanjing, P.R. of China, Japan, April 16, 2013.
- “Aqaba Biennale for Mediterranean Architecture”, Aqaba, Jordan, February 2013.
- “Grading Design for Landscape Architects and Designers” for the Department of Landscape Architecture, College of Architecture, Istanbul Technical University, Istanbul, TR, December 2009.
- “Imprinting Landscape Architects as Interdisciplinary Leaders: Myth or Truth?” for the Department of Landscape Architecture, Ataturk University, Erzurum, TR, July 2009.

- “Grading Design for Landscape Architects and Designers” for the Department of Landscape Architecture, College of Architecture, University of Jordan; and the Middle East Academy of Landscape Architecture, Amman, Jordan, July 2009.
- “A Sustainable Mississippi” in the Urban Forestry Conference, Meridian, MS, May 21, 2009.
- “Leadership Through Sustainable Community Development” in the Conference for Elected and Public Officials, Mississippi State University, MS, August 11-12, 2008.
- “Imprinting Landscape Architects as Interdisciplinary Leaders: Myth or Truth” For the Annual Meeting of the Turkish Council of Educators in Landscape Architecture (PEMAT). Bilkent University, Ankara, TR, July 2008.
- Education of Landscape Architects in the U.S.A.” for the Yeditepe University, Faculty of Landscape Architecture and Architecture, Istanbul, TT, July 2008.
- “Distance Learning: Pedagogical Evolutions toward Virtual Design Studios” For the Suleyman Demirel University Emerging Technologies and Applications Symposium, Isparta, TR, July 2008.
- “Landscape Architecture and Sustainable Economic Development” in the Economic Development Forum, Mississippi State University, MS, April 2007.

Academic and Professional Workshops

- “LARE Review and Workshop”, an one-day comprehensive review and workshop for sections C and E. Held in cooperation with the Student Chapter of ASLA, Mississippi State University, MS, February 2013.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Texas Chapter of ASLA, Austin, TX, May 2012.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Texas Chapter of ASLA, Houston, TX, May 2011.
- “LARE Review and Workshop”, an one-day comprehensive review and workshop for sections C and E. Held in cooperation with the Student Chapter of ASLA, Mississippi State University, MS, February 2010.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Student Chapter of ASLA, Mississippi State University, MS, April 2008.
- “LARE Review and Workshop”, an one-day comprehensive review and workshop for sections C and E. Held in cooperation with the 2007 Annual Meeting of the American Society of Landscape Architects (ASLA), with S. C. Artunç (Chair), K. Beck, E. Curtin, T. J. Neiman, R. Stonevypher, and K. Williams, San Francisco, CA, October 7, 2007.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Student Chapter of ASLA, Mississippi State University, MS, April 2007.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Texas Chapter of ASLA, Forth Worth, TX March 2007.
- “LARE Review and Workshop”, a two-day comprehensive review and workshop for all sections. Held in cooperation with the Texas Chapter of ASLA, Austin, TX March 2006.
- “LARE Review and Workshop”, an one-day comprehensive review and workshop for sections C and E. Held in cooperation with the 2007 Annual Meeting of the American Society of Landscape Architects (ASLA), with S. C. Artunç (Chair), K. Beck, E. Curtin, T. J. Neiman, R. Stonevypher, and K. Williams, Minneapolis, MN, October , 2006.

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

Contributions to an increased visibility and awareness of the profession through teaching, scholarly, and professional activities through ASLA, CELA, CLARB, and LAAB nationally and through ECLAS and IFLA internationally. Activities include but not limited to:

ASLA - teaching continuing education and leadership courses, working on several national committees for ASLA (LARE and licensure), award juries, conference paper reviewer, speaker, invited speaker as a representative of ASLA.

CELA – promotion and tenure reviews, paper reviews, speaker, research participation.

LAAB - accreditation visits for LAAB.

CLARB – LARE exam workshops, exam reviews.

ECLAS – Conference paper reviews, speaker, Le Notre research participation, promotion and tenure review, conference organization committee.

IFLA – Conference paper review, speaker, committee member for “Landscape Architects Without Borders”

Name: Robert Brzuszek

Rank: Associate Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Louisiana State University	3	MLA 1990
Michigan State University	4	BSc 1984

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Louisiana State University	2	Landscape Plants
Mississippi State University	10	Seminar in Landscape Management Landscape Systems and Plants Case Studies Design I Thesis Creative Concepts Landscape Plants Intersession Crosby Arboretum Landscape Architecture Capstone Studio Plant Specifications for Small Properties

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

Firm or Agency	Number of Years	Responsibilities
The Crosby Arboretum	14	Responsible for the administration, design and implementation, programming and site development of Pinecote, the public native plant center in Picayune, MS.
The Landscape Studio	2	Design and CAD production for residential and municipal projects.
Native Habitats	1	Horticulture, landscape restoration and design consulting
Lynn Green, ASLA consulting.	1	Landscape restoration and design
Everything Green	2	Responsible for the design, cost estimating, production and implementation of landscape plans.

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

Landscape Contracting License, Mississippi Department of Agriculture, 1994 to 2000

QA/QS Certified Monitor, Mississippi Department of Environmental Quality, 1990 to present

Prescribed Burn Manager, Mississippi Forestry Commission, 1994 to present

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

PROFESSIONAL AND PUBLIC SERVICE

International and National level

Gulf Coast Cooperative Ecosystems Studies Unit, 2010 to present

Nature and Ecology Network, Environmental Design Research Association, 2003 to present

Reclamation and Restoration Committee, American Society of Landscape Architects, 2004 to 2005

Mississippi Coordinator, National Association for Interpretation

State and Local level

Chair, City of Starkville Tree Board, 2010 to present

Member At Large, North, MS Chapter American Society of Landscape Architects, 2009 to 2011

Faculty Representative, MS Chapter American Society of Landscape Architects, 2009 to 2011

President, Gamma Sigma Delta Honor Society, Mississippi Chapter, 2006-2007

President, Mississippi Chapter, American Society of Landscape Architects, 2009

Chair, Public Relations Committee, MS Chapter American Society of Landscape Architects 2005 to 2006

Board of Directors, Garden Clubs of Mississippi, Inc. 2005 to present

Advisory Committee, Mississippi Urban Forestry Council, 2004 to present

STUDENT PROJECT EXHIBITIONS

2013 “Building Bridges” (Architectural bridge designs) Special topics course ARC 4990, co-taught with Hans Herrmann, MSU Architecture, Exhibited at The Crosby Arboretum, April 6, 2013.

- Featured in the Crosby Arboretum News Journal Summer 2013.

2012 “Crosby Arboretum Education Center” Graduate Seminar LA 8721. Exhibited at The Crosby Arboretum, March 23, 2012.

- Featured in Picayune Item Newspaper, May 2, 2012
- Final project reviewers included Tom Howorth, Howorth & Associates, Oxford

2011 “Crosby Arboretum Stream Exhibit” Graduate Seminar LA 8721. Exhibited at The Crosby Arboretum, April 3, 2011.

- Final project reviewers included Carol Franklin, founder, Andropogon Associates; Tom Howorth, Howorth and Associates, Oxford; Marlon Blackwell, University of Arkansas
- Featured in the Picayune Item Newspaper, Feb. 1, 2011; April 4, 2011
- Design charette conducted by Duane Dietz and Karen Smith, Jones and Jones, Seattle, WA
- Featured in the Crosby Arboretum News Journal Spring 2011.

2010 Tennessee Williams Park. LA 3555 Fall 2010. Elks Club, Columbus, MS. October 22, 2010

Featured in Architectural Record Blog: Off the Record, available at

<http://archrecord.construction.com/community/blogs/ARBlog.asp?plckBlogPage=B>

Featured in Starkville Dispatch Newspaper. October 14, 2010; October 28, 2010; November 4, 2010

Student posters exhibited at Rosenzweig Arts Center, Columbus, MS Nov. 4- Dec. 1, 2010.2010

“Crosby Arboretum Gumpond Exhibit” Graduate Seminar LA 8721. Mississippi ASLA Twin States Conference. March 28, 2010. Picayune, Mississippi.

2007 “Floriscapes” Design 1 Project Exhibit. Mississippi State University Library. Oct. 25-Nov. 20, 2007.

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

PUBLISHED REFEREED ARTICLES AND CONFERENCE PROCEEDINGS

Clary, R.M., Brzuszek, R.F., & Fulford, C.T. 2011. Measuring creativity: A case study probing rubric effectiveness for evaluation of project-based learning solutions. *Creative Education*. 2(4) 333-336

Brzuszek, R., Harkess, R., Stortz, E. 2011. Perceptions of the importance of horticultural knowledge by practicing landscape architects in the southeastern United States. *HortTechnology*. February 2011. 21: 126-130

- Listed as one of the Top 10 HortTechnology Articles read in February 2011. ASHS.

Schauwecker, T., Brzuszek, R., Cooke, B., Grala, K. 2011. Historical Forest Patterns and the Analysis of Site-Scale Forest Gradients for Natural Area Management. *Natural Areas Journal*. 31(1) 500-507

Murdock, J., Brzuszek, R., Schauwecker, T. 2010 Self-Evaluation of a Statewide Conservation Planning Program: Perceptions of an Extension Partner. *Journal of Extension*. 48(6).

Brzuszek, R., Harkess, R., Kelly, L. 2010. Survey of Master Gardener Use of Native Plants in the Southeastern United States. *HortTechnology*. April 2010 20(2): 462-466.
Cited in McMahan (2011).

Brzuszek, R., Walker, J., Schauwecker, T., Company, C., Foster, M., Grado, S. 2010. Planning Strategies For Community Wildfire Defense Design In Florida. *Journal of Forestry*. July/August 2010 108(5): 250-257. Journal impact factor 1.26 (2007).
Listed as a reference through the Fire Research Institute.

Brzuszek, R., Harkess, R. 2009. Green Industry Survey of Native Plants in the Southeastern United States. *HortTechnology*. 19(1) 168-172. Journal impact factor 1.798 (2007).

- Article was selected as a feature in American Society of Horticultural Science Press Releases (http://www.ashs.org/index.php?option=com_newsfeeds&view=newsfeed&id=9&Itemid=105)
- Cited in McMahan (2011).

Clary, R., Brzuszek, R., Wandersee, J. 2009. Students' Geocognition of Deep Time, Conceptualized in an Informal Educational Setting. *Journal of Geoscience Education*, 57(4): 275-285

Brzuszek, R., Fulford, T., Roberts, H., Schauwecker, T. 2009. Comparison of Water Quality Program Efforts for Non-Governmental Organizations within Northern Gulf of Mexico Watersheds. *Journal of Extension*. 47(6). Available electronically at <http://www.joe.org/joe/2009december/rb6.php>

Brzuszek, R.; Clark, J. 2009. Visitor Perceptions of Ecological Design at The Crosby Arboretum, Picayune, Mississippi. *Native Plants Journal*. 10(2): 91-105.

- Featured in Scientific Commons at <http://en.scientificcommons.org/>
- Cited in Jorgensen & Gobster (2010).

Brzuszek, R., Harkess, R., Kelly, L. 2010. Survey of Master Gardener Use of Native Plants in the Southeastern United States. *HortTechnology*. April 2010 20(2): 462-466.

Fulford, C.T., Brzuszek, R. 2010. Out of Your Box: Fostering Creativity in Beginning Design Students *Proceedings of 2010 Council of Educators in Landscape Architecture*.

Brzuszek, R., Walker, J., Schauwecker, T., Company, C., Foster, M., Grado, S. 2010. Planning Strategies For Community Wildfire Defense Design In Florida. *Journal of Forestry*. July/August 2010 108(5): 250-257. Journal impact factor 1.26 (2007).

Clary, R., Brzuszek, R. 2009. Gulf Coast Watersheds and Water Education: Outreach Alignment and Best Practices. *Proceedings of the 2009 Mississippi Water Resource Research Institute*. P. 158-170.

Brzuszek, R., Fulford, C.T., and Roberts, H. 2008. Evaluating Program Efforts of Non-Governmental Organizations for Watersheds Within the Northern Gulf of Mexico. *Proceedings of Bays and Bayous Symposium*, 10.

Brzuszek, R., Clary, R. How Big is Big? 2008. The Translation of the Enormity of Geologic Time in an Informal Learning Environment. *Design Principles and Practices: An International Journal*. Vol. 2.

Brzuszek, R., Walker, J. 2008. Trends in community fire ordinances and their effects on landscape architecture practice. *Landscape Journal*. 27(1) 142-153

Brzuszek, R., Fulford, T., and Roberts, H. 2008. The Role of Non-Governmental Organizations and their Efforts Concerning Regional Water Quality within the Eastern Gulf of Mexico. *Proceedings of the 39th Annual Conference of the Environmental Design Research Association*, 264-265

Brzuszek, R., Harkess, R., and Mulley, S. 2007. Landscape Architects' Use of Native Plants in the Southeastern United States. *HortTechnology*. 17(1) 78-81.

Walker, J. and Brzuszek, R., 2005. The Wildland-Urban Interface and the Design Profession. *Architectural Research Centers Consortium Proceedings*. 121-125.

PUBLISHED REFEREED PROCEEDINGS

Brzuszek, R., 2013 Teaching How Water Works: Informal Science Education through Exhibit Design. 2013. Proceedings of the 2013 Mississippi Water Resource Research Institute

Brzuszek, R., Schauwecker, T., Lackey, G., and B. Kurtaslan. 2013. Re-presenting Nature: Developing a Stream Swamp Forest Interpretive Exhibit. 2013 Council of Educators in Landscape Architecture, Austin, TX

Gallo, W, Brzuszek, R., Fulford, T., and Lunstrum, K. 2013. (CELA) Paper, Council of Educators in Landscape Architecture (CELA) Paper, Masstricht.

Brzuszek, R., Clary, R. 2011. Designing the Educational Landscape. 2011 National Association for Interpretation. 16-17 Refereed.

Fulford, T., Brzuszek, R., Clary, R. 2011. Getting Creativity out of Design Students 2011 Council of Educators in Landscape Architecture. Refereed.

Fulford, C., Brzuszek, R. 2010. Out of your box: Fostering creativity in beginning design students. 2010 *Council of Educators in Landscape Architecture*. Refereed.

Clary, R., Wandersee, J., Brzuszek, R. 2010. A Cretaceous moment: Incorporating local geology to promote viewer understanding of the earth science literacy principles. 2010 Geological Society of America Proceedings.

Clary, R., Wandersee, J., Brzuszek, R. 2010. Students Geocognition of Deep Time, Conceptualized in an Informal Educational Setting. *2010 National Association for Research in Science Teaching*. p. 24.

Roberts, H., Brzuszek, R., Schauwecker, T., Wilkerson, W. 2009. Perceptions and utilization of riparian buffers by farming interest in the Big Sunflower Watershed. *2009 Council of Educators*. p. 270.

Clary, R., Brzuszek, R. 2008. Geology and design: Characteristics of successful landscape designs for incorporation of geologic time in informal education sites. *33rd International Geological*.

Roberts, H., Brzuszek, R. 2008. Perceptions and utilization of riparian forest buffers by farming interest located in the Big Sunflower watershed. *2008 American Water Resources Association*.

Brzuszek, R., Clary, R. 2008. How Big is Big? The Translation of the Enormity of Scale and Geologic Time in an Informal Learning Environment 2nd *International Conference on Design*.

Schauwecker, T., Seymour, M., Langley, K., Brzuszek, R., and Company, C. Ecological services and land use codes: Evaluating the effects of municipal policy on environmental outcomes. *2008 Conference on Ecosystem Services*

Brzuszek, R. 2007. Do They Get It? Visitor Experience at the Crosby Arboretum: A Case Study of Place Based Design. *Ecological Landscaping: From Scientific Principles to Public Practices and Policies*.

Brzuszek, R., Walker, J. 2007. A Survey of Community Wildland//Urban Fire Ordinances and their Impacts Upon the Design Profession. *Council of Educators in Landscape Architecture*.

Brzuszek, R., Schauwecker, T. 2007. Determining Historical Forest Patterns from General Land Office Records. *Council of Educators in Landscape Architecture*.

Brzuszek, R., Schauwecker, T. 2007. Determining Historical Forest Patterns from General Land Office Records. *Emerging Issues Along Urban/Rural Interfaces*.

Brzuszek, R., Walker, J. 2007. A Survey of Community Wildland/Urban Fire Ordinances and their Impacts Upon the Design Profession. *Emerging Issues Along Urban/Rural Interfaces*.

Brzuszek, R., Walker, J., Schauwecker, T. 2006. To Build or To Burn: Conflicts of Development and Wildfire. *Environmental Design Research Association*.

Brzuszek, R. 2005. Do They Get It? Visitor Experience at the Crosby Arboretum: A Case Study of Place Based Design. *2005 Council of Educators in Landscape Architecture*.

O'Callaghan, A., Brzuszek, R., Devitt D., Ryan, M., Bennett, D. 2005. Water in the West and its Effects on the Rest. *HortScience*. Vol 40(4).

Walker, J., Brzuszek, R., Summerlin P. 2005. The Wildland-Urban Interface: Where Economic Development and Cultural Influences are Impacting Sense of Place. *Council of Educators in Landscape Architecture*.

MSU EXTENSION PUBLICATIONS (PEER REVIEWED)

Kelly, L., Brzuszek, R., and P. Drackett. 2011. Home Landscape Design. Mississippi State University Extension Service Publication 2698. 2013 Extension Communications Blue Ribbon Award, "Home Landscape Design," American Society of Horticultural Science; 2012 Communication Award, Regional Award in Communication Media, "Home Landscape Design," The National Association of County Agricultural Agents

Kelly, L., Brzuszek, R., and A. Tullos. 2006. Mississippi Recreational Gardens: Establishing a Backyard Wildlife Habitat. *Mississippi State University Extension Service* Publication 2402. Funded through Natural Resources Enterprises Grant.

Brzuszek, R. 2004. Native Shrubs for Mississippi Landscapes, Mississippi State University Extension Service, Publication 2334.

Brzuszek, R. 2003. Native Trees for Mississippi Landscapes, Mississippi State University Extension Service. Publication 2330.

PUBLISHED REPORTS

Brzuszek, R. 2012. Mississippi Trees. Funded through a grant from the Mississippi Forestry Commission, the USDA Forest Service, and the Southern Group of State Foresters. Primary author and producer of illustrations.

Duerksen, C., Elliott, D., Anthony, P. 2011. Addressing Community Wildfire Risk: A Review and Assessment of Regulatory and Planning Tools. Fire Protection Research Foundation. National Fire Protection Association. Technical advisor.

Brzuszek, R., Walker, J., Schauwecker, T., Foster, M., Company, C. 2008. Wildfire planning strategies for community design: A guide for Southeastern developers and planners. Funded through USDA grant.

Wilkerson, G.W., Brzuszek, R. 2006. GAP and BBN Evaluation for Multi-Purpose Impoundment. Submitted to GeoResources Institute, Mississippi State University.

Wilkerson, G.W.; Brzuszek, R. 2005. Using the General Land Office Records to Enhance Identification of Cultural Landscapes in Northern Mississippi. Submitted to US Dept.of the Interior. Funded through US Dept. of Interior grant.

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

My research primarily concerns wildland/urban interface issues, public perception of ecological design, and teaching innovations. I have developed and advanced new knowledge for the profession of landscape architecture concerning community design and wildfire safety. This research has resulted in four peer reviewed articles in leading journals; four proceedings; one grant; and six professional conference presentations.

Name: Charles Taze Fulford III

Rank: Associate Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Mississippi State University	5 Bachelor of Landscape Architecture	1997
University of Idaho	3 Master of Architecture	2002

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	2006 to present	Landscape Architecture

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

Firm or Agency	Number of Years	Responsibilities
William Maclay Architects and Planners, Waitsfield, Vermont		Project Manager/Planner
Dan Mullin Architecture – Moscow, Idaho		Intern Architect
Sherlock, Smith, & Adams – Birmingham, Alabama		Project Manager
Caribbean Landscapes Inc. – Nassau, Bahamas		Project Manager

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

N/A

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

- 2013 Awarded faculty member of the year by the student body of Landscape Architecture for the year of 2012-2013.
- 2013 Awarded National Endowment for the Arts “Our Town” grant for the “Jim Henson Creative Park” in Leland, MS.
 - <http://arts.gov/national/our-town/grantee/2013/mississippi-state-university-mississippi-state-ms>
- 2012 Thesis Chair for Charles McCall, Mississippi State Chapter of ASLA Student Research Category Honor Award for “Cultural prelidiction on design in planning ecological sanitation in Northern Uganda”.
- 2010 Thesis Chair for Spence Kellum, MLA Thesis title: “On the design-build of small pavilions”. Received Mississippi Chapter of AIA Merit Award for “Mockbee Arena” unbuilt project resulting from research done in thesis.
- 2012 Professor of Record for Adam Martin, Mississippi State Chapter of ASLA Public Design Category Merit Award for “Grocery Street Community”.
- 2010 Professor of Record for Michael Miller & Katrisha Langberg, Mississippi State Chapter of ASLA Public Design Category Honor Award for “Tenn-Tom River front”.
- 2010 Professor of Record for Kyle Cooper and Dale Brasher, Mississippi State Chapter of ASLA Public Design Category Honor Award for “Riverside Infill Development”.
- 2010 Professor of Record for Andrew Butas and Ralph Dollar, Mississippi State Chapter of ASLA Public Design Category Honor Award for “Possum Harbor”.
- 2010 Professor of Record for Ali Fratesi and Jamey Matte, Mississippi State

- Chapter of ASLA Public Design Category Merit Award for “Rainwater Riverfront Community”.
- 2010 Professor of Record for Mariah Baird and A. J. Colasurdo, Mississippi State Chapter of ASLA Public Design Category Merit Award for “Columbus River Overlook”.
- 2010 Professor of Record for Grat Parsons and Brandon Shotts, Mississippi State Chapter of ASLA Public Design Category Merit Award for “Pure Banks - Columbus Infill Project”.
- 2009 Professor of Record for David Russell, winner of Mississippi State Chapter of ASLA Merit Award in the category of Planning.
- 2011 Designer, Conceptual design for Plymouth Bluff Integrated Chimney Swift Tower, Green roof, and bench.
- Interviewed by WCBI-TV Columbus, MS. for Plymouth Bluff Ecological Demonstration Bench.
- 2013 Coordinator, Faculty Search Committee for Department of Landscape Architecture
- 2009 Awarded faculty member of the year by the student body of Landscape Architecture for the year of 2008-2009.
- Member, Department Promotion and Tenure Committee
- Member, Mid-performance review committee
- Member, Department Library Committee
- Member, College of Ag and Life Science Committee on Courses and Curricula
- Past Board Member, Gaining Ground Sustainability Institute
- Member, City of Starkville Master Plan committee
- Member, Mississippi State University Eco-team
- Reviewer: USGBC’s Greenbuild 2009 Conference Abstract and paper Submissions
- Reviewer: 2009-2012 Council of Educators in Landscape Architecture Abstract Submissions
- Reviewer, CELA conference papers, sustainability track
- Manuscript Reviewer, Prentice Hall, Multiple reviews
- Committee Member, Wetland Education Theater
- Member: LEED for Neighborhood Development corresponding committee
- Course Reviewer: USGBC Education Provider Program
- Committee Member: Website Design, Department of Landscape Architecture
- Technology Coordinator: Department of Landscape Architecture
- Faculty Co-Coordinator: Student Chapter of ASLA
- Formed and maintains departmental Facebook Page:
<http://www.facebook.com/pages/Mississippi-City-MS/Landscape-Architecture-Mississippi-State-University/10441405933#>

Publications.

Renee M. Clary, Robert F. Brzuszek, C. Taze Fulford, 2011 Measuring Creativity: A Case Study Probing Rubric Effectiveness for Evaluation of Project-Based Learning Solutions. *Creative Education* Vol. 2 No. 4, p.333-340.

Lackey, G., Fulford, C.T. 2011, *Singing the Blues: the condition of Creativity in Mississippi and its Connection to the Built Environment*, EFLA (European Federation of Landscape Architects) Tallinn, Estonia.

Fulford, C. T., Brzuszek, R. Clary, R., Gainer, D., Lackey, B., 2013 *Influencing the Story: Literal versus Abstract Instruction*. *Proceedings: CELA Urban Nature*, 181.

- McCall, C., Fulford, C.T., Schauwecker, T.J., Brzuszek, R., Ecological Sanitation in Northern Uganda: Understanding Community Predilection as part of the Design Process. Proceedings: CELA 2011 Urban Nature. Abstract and Presentation.
- Fulford, C. T., Sheridan, R. 2010. The New Vernacular: The Yestermorrow Model of Design Build. Proceedings: ECLAS 2010 Cultural Landscape. Peer Reviewed Paper and Presentation.
- Schauwecker T., Walker J., Fulford C., Seymour, M. 2010. The Water Looks Clean: Public Perception of Water Quality and Stormwater Design Techniques in Mississippi and Alabama. Proceedings: CELA 2010 Landscape Legacy, 62.
- Fulford III, C., Brzuszek, R. 2010. Out of your box: Fostering creativity in beginning design students. Proceedings: CELA 2010 Landscape Legacy, 107.
- Fulford, C.T., Sheridan, R. 2009. Utilizing an Ecological Worldview in Design Pedagogy: The Yestermorrow Model. Design Principles & Practices: An International Journal, Vol. 3 Number 3: 227-236.
 ** Article is referenced as a tool at http://www.tickle-project.eu/toolbox/material/matrics_netherlands/tool7.html by the TICKLE Project (Teachers Intercultural Competencies as Keystone to Learning in Europe) a collaborative of eight European Universities and is sanctioned by the European Union.
- Walker, J., Fulford C.T. 2009. Assessing Integrating Sustainability Concepts into a Beginning Design Studio. Design Principles & Practices: An International Journal, Vol. 3 Number 3: 15-30.
- Brzuszek, R., Fulford, T., Schauwecker, T. and Roberts, H. 2009. Comparison of Water Quality Program Efforts for Non-Governmental Organizations within Northern Gulf of Mexico Watersheds, Journal of Extension. Forthcoming.
- Brzuszek, R., Fulford, T., Schauwecker, T. and Roberts, H. 2009 Collaboration is Key: A Grass Roots and Agency Approach to Effective Watershed Management, Proceedings: CELA 2008-2009 Teaching + Learning Landscape, 224-228.
- Brzuszek, R., Fulford, T., and Roberts, H. 2008 The Role of Non-Governmental Organizations and their Efforts Concerning Regional Water Quality within the Eastern Gulf of Mexico, Proceedings of the 39th Annual Conference of the Environmental Design Research Association, 264-265.
- Brzuszek, R., Fulford, C.T., and Roberts, H. 2008. Evaluating Program Efforts of Non-Governmental Organizations for Watersheds Within the Northern Gulf of Mexico. Proceedings of Bays and Bayous Symposium, 10.

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

During the past five years I have contributed on many fronts to the profession of landscape architecture. I feel that by taking part in workshops dedicated to sharing information concerning storm water management has offered both professionals and the lay person a new way of looking at how we manage runoff in the landscape:

Facilitator. Langley, K., Fulford, C.T., Sansing, M., McLemore, S. 2011, Sustainable Living Strategies & Design Workshop. Mississippi University for Women's Science Enrichment Program, July 18-22nd, Plymouth Bluff Center, Mississippi.

Walker, J.B., Schauwecker, T., Seymour, M., Brzuszek, B., Wilkerson, G.W., Fulford, C.T., Company, C., Langley, K., Moore, A., and Levy, M. 2009. Responsible Site Design: Implementing Innovative Stormwater Management Strategies. Mississippi Water Resources Conference, August 5-7, Tunica, MS.

Walker, J.B., Schauwecker, T., Seymour, M., Brzuszek, B., Wilkerson, G.W., Fulford, C.T., and the Center for Watershed Protection 2008. Responsible site design: Implementing innovative post-construction stormwater management strategies. The workshop is in cooperation with the Northern Gulf Institute, a National Oceanic and Atmospheric Administration Cooperative Institute and the Coastal Training Programs at Grand Bay and Weeks Bay Estuarine Research Reserves. Spanish Fort, Alabama.

Walker, J.B., Schauwecker, T., Seymour, M., Fulford, C.T., 2008. Land Use Codes and ecological services: Actively engaging the opportunities and constraints of restoring ecological function through responsible site design. The workshop is in cooperation with the Northern Gulf Institute, a National Oceanic and Atmospheric Administration Cooperative Institute. Workshop conducted at the ACES conference on ecological services. Naples, Florida.

I have also been an invited speaker to cover topics such as LEED for Neighborhood Development on several occasions:

Facilitator. Mississippi Community Action Team (MSCAT) 2013, Your Town Workshop for Community Leaders, Louisville, MS. May

Facilitator. Mississippi Community Action Team (MSCAT) 2012, Your Town Workshop for Community Leaders, Louisville, MS. May

Facilitator. Mississippi Community Action Team (MSCAT) 2011, Your Town Workshop for Community Leaders, Louisville, MS. May 24-26.

Invited Lecture. Principles of Development for Sustainable Communities. Engineers/Surveyors Professional Development Seminar. Itawamba Community College. April 15th, 2011.

Fulford, C.T., 2010, LEED for Neighborhood Development. Gaining Ground Sustainability Institute Conference for Real Estate Agents. Oct. 2010

Fulford, C. T., 2009. LEED for Neighborhood Development. Urban Forestry Workshop. City of Meridian, Mississippi. May 21, 2009.

Fulford, C. T., 2009. Green Buildings. ENS 2102 Introduction to Environmental Science Class, Department of Plant and Soil Sciences, Mississippi State University. April, 2009.

Reviewing abstracts for the Greenbuild conferences and abstracts for the Council of Educator's in Landscape Architecture conferences give me the opportunity to review cutting edge technologies and practices used in the built environment. I have traveled to conferences in Europe to have dialog with landscape architects from other places to share research that I have done on what Sterling refers to as an "Ecological Worldview", the topics of creativity, and design pedagogy. The sharing of this knowledge with students, professionals, and the public sheds light both on the profession of landscape architecture and basic good design that takes the social and environmental context into consideration.

Name: Cory Gallo

Rank: Assistant Professor

Education: (College and higher)

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
University of Michigan	2	Master of Urban Design/2003
Louisiana State University	5	B. Landscape Architecture/2000

Teaching Experience: (College level)

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
Mississippi State University	5	Hydrology, Grading, Materials, Pro Practice, Watershed Management, Graduate and Undergraduate Design

Practice Experience:

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
JJR, Ann Arbor, MI	8	Associate, Landscape Architect
GreenWorks P.C., Portland, OR	2	Landscape Designer

Professional Registration: Give profession and state/province(s).
Landscape Architect, State of Michigan

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

2013	CALS Associate Dean Search Committee/Member
2013	MSU Maroon Edition Planning Committee/Member
2011-present	MSU Department of Landscape Architecture Shop Committee/Chair
2011-2012	MSU Energy Committee/Member
2011	MSU Day-One for Incoming Freshmen/Community Team Leader
2011	MSU Department of Landscape Architecture Accreditation Committee/Member
2010-present	MSU Department of Landscape Architecture Scheduling Committee/Member
2010-2013	MSU Department of Landscape Architecture Scholarship Committee/Member
2009	MSU Campus Master Plan Selection Committee/Advisor
2009-2010	MSU Office of Vice President of Finance & Administration Summer Appointment
2009	City of Starkville Stormwater Management Advisory Committee/Member
2012	Invited Paper Reviewer. Journal of Landscape and Urban Planning
2012	Invited Abstract Reviewer. Balkan Environmental Association Annual Conf.
2012	Invited Abstract Reviewer. Council of Educators in Landscape Architecture (CELA)
2009,2012,2013	Portfolio and Resume Workshop for Student Chapter of ASLA
2011	Invited Abstract Reviewer. Council of Educators in Landscape Architecture (CELA)
2010-present	Mississippi ASLA Awards Committee/Member
2010	Weekend Photoshop and Digital Rendering Workshop for Student Chapter of
2009	Weekend Portfolio and Resume Workshop for Student Chapter of ASLA

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

Herrmann, H., and C. Gallo. 2013. *Teaching Interdisciplinary Sustainability: Probing the Margins of Traditional Design/Build Education*. To be published in the proceedings of the Annual

Conference of the European Council of Landscape Architecture Schools (ECLAS), Hamburg, Germany, September 22-25.

*Gallo, C., B. Wethington., and E. Overbey. 2013. *Policy Equals Practice: How Portland's Policies Facilitate Sustainable Stormwater Design*. Practicing Planner Journal, 11:2.

*Gallo, C., A. Moore, and J. Wywrot. 2012. *Comparing the Adaptability of Infiltration Based BMPs to Various U.S. Regions*. Journal of Landscape and Urban Planning, 106:4, 326-335.

*Gallo, C., S. Powney, and E. Overbey. 2012. *Sharing Knowledge Through Multi-disciplinary Design-Build Projects*. Proceedings of the Annual Conference of the European Council of Landscape Architecture Schools (ECLAS), Warsaw, Poland, September 19-22.

*Gallo, C., R. Brzuszek, and K. Kraszewska. 2011. *Teaching Stormwater Design that Works*. Proceedings of the Annual Conference of the Council of Educators in Landscape Architecture (CELA), Los Angeles, CA, March 30 - April 2.

Gallo, C. 2011. *New Paradigms Require New Tools*. International Federation of Landscape Architects (IFLA) Newsletter. 95:4-6.

Gallo, C. 2009. *A Rain Garden in Starkville*. Proceedings of the bi-annual Greening of the Campus Conference, Indianapolis, IN, September 20-24.

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

- Researched the tools and policies, which promote sustainable stormwater design.
 - Published 3 articles and presented at 8 academic conferences on the topic.
 - Presented at the 2013 Twin States ASLA Conference.
 - Presented on a 2013 national ASLA PPN webinar.
- Researched and implemented sustainable stormwater teaching approaches including design-build projects.
 - Published 4 articles and presented at 5 academic conferences on the topic.
 - Raised over 60,000 in funds to created the only sustainable stormwater demonstration site in the North Mississippi region.
 - Work by students won 4 Mississippi ASLA awards and the 2013 ASLA Award of Excellence for Collaboration.
- Researched soil media mixtures' influence on nutrient removal and flow attenuation in bio-retention facilities.
 - Presented at 4 academic conferences on the topic and have one article in review.
 - Developed inter-disciplinary research team to explore the topic.
 - Awarded 58,000 grant for research and graduate assistantships.

Name: Chuo Li

Rank: Assistant Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Illinois at Urbana -Champaign	7	PHD/2011
University of Wisconsin— Madison	2	MA/2004
Roskilde University, Denmark	1	International Master/2002
Sichuan University, China	4	BE/1999

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	2011-present	Landscape Architecture
University of Illinois at Urbana and Champaign	2010-2011	Landscape Architecture Heritage Seminar
Fujian Institute of Civil Engineering and Architecture, China	1999-2001	Architecture

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

Firm or Agency	Number of Years	Responsibilities
National Park Service	0.25	Intern GIS technician
Fujian Forestry Architectural Design Institute, China	0.25	Intern Architect

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

N/A

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

Professional Membership

- American Society of Landscape Architects (ASLA)
- Council of Educators in Landscape Architecture (CELA)
- The International Association for the Study of Traditional Environments (IASTE)
- The Association of Asian American Studies (AAAS)
- The Alliance for Historic Landscape Preservation (AHLP)
- Vernacular Architecture Forum (VAF)

Academic Honors

- University Fellowship, University of Illinois at Urbana-Champaign, 2010
- Human Dimensions of Environmental System Scholarship, University of Illinois at Urbana-Champaign, 2008

Service

- Department of Landscape Architecture
 - Grants, Outside Funding and Research Development Committee Member
 - Library Coordinator
- Mississippi State University
 - Representative of the Division Faculty Senate in DAFVM

Invited Reviewer

- Council of Educators in Landscape Architecture (CELA) 2013 Conference. Reviewer for People-Environment Relationships Track. 2013.
- Council of Educators in Landscape Architecture (CELA) 2012 Conference. Reviewer for People-Environment Relationships Track. 2012.

Invited Speaker

- “The Politics and Heritage of Race and Space in San Francisco’s Chinatown,” Friday Forum of Tau Sigma Delta (TSD), Department of Architecture, Mississippi State University, 2013.

Invited Panelist

- “The Great Exchange,” Roundtable Discussion, published by Daniel Jost in *Landscape Architectural Magazine*, Feb. 2013, Vol. 103, No. 2, pp.114-122.
- National Organization of Minority Architecture Students (NOMAS) Symposium, Department of Architecture, Mississippi State University, 2012.

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

*Li, Chuo, (Accepted, In Press), “Ethnicity, Culture, and Park Design: Case Studies of Urban Parks in American Chinatowns,” *Journal of Urban Design*.

*Li, Chuo, 2012, “The Myth of Tradition in New York Chinatown,” *2012-2013 Traditional Dwelling and Settlements Working Paper Series (WPS)*, International Association of the Study of Traditional Environment (IASTE).

*Li, Chuo, 2012, “The Politics and Heritage of Race and Space in San Francisco’s Chinatown,” *On Location: Heritage Cities and Sites*, ed. D. F. Ruggles (New York: Springer), pp.37-59.

*Li, Chuo, 2011, “Ethnicity and Community in the Heritage Process: The Case of America’s Last Rural Chinatown in Locke, California,” *Antipoda* 12, pp. 67-90.

Research Grant Awards

Co-PI, “Infrastructure and Livable Community,” Cross College Research Grant Award, Mississippi State University, \$2,000, 2012-2013.

Conference Presentations

Li, Chuo, Guangqing Chi, and Robert Jackson, 2013, “A Comparative Study of Perceptions and Barriers to Walking in Residential Neighborhoods,” in *Council of Educators in Landscape Architecture (CELA) Annual Conference 2013* (People-Environment Relationships Tract).

Li, Chuo, 2012, “The Myth of Tradition in New York Chinatown,” in *Biennial Conference of The International Association for the Study of Traditional Environments* 2012.

Li, Chuo, 2012, “Toward Democracy in Urban Public Spaces: Park Design and Cultural/Ethnic Differentiation in American Chinatowns,” in *Council of Educators in Landscape Architecture (CELA) Annual Conference 2012* (People – Environment Relationships Tract).

Li, Chuo, 2010, “Whose Chinatown? – Heritage Politics in America’s Last Rural Chinatown,” Poster presentation in *Annual Meeting for The Alliance for Historic Landscape Preservation 2010, Enchanted Landscapes: Exploring Cultural Traditions and Values*, Albuquerque, New Mexico.

Li, Chuo, 2008, “The Politics of Race and Space: A Spatial Inquiry of Urban Chinatowns in North America,” in *Association for Asian American Studies Conference 2008*, Chicago.

Li, Chuo, 2008, “Re-visioning Chinatown,” poster presentation in *Environmental Horizons Sustainability Summit, Environmental Councils Annual Conference*, University of Illinois at Urbana-Champaign.

Li, Chuo, 2008, “The Politics and Heritage of Race and Space in San Francisco’s Chinatown” in *The Collaborative for Cultural Heritage and Museum Practices (CHAMP) Conference*, University of Illinois at Urbana-Champaign.

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

My research is focused on politics of cultural heritage, landscape history, ethnic community, and social and cultural factors in landscape design. In the last five years, I have advanced new knowledge of the profession of landscape architecture concerning the equal right of marginalized social groups to access, use, and be represented in our cultural landscape. I have published four referred articles and presented eight conference papers on these topics.

Name: Elizabeth Payne (Tofte)

Rank: Assistant Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of Edinburgh	7	PhD in LA/ABD
University of Idaho	4	BArch/1987
Washington State University	5	MRP/1986
Washington State University	5	BSLA/1979

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	2012-present	Landscape Architecture
Utah State University	2010-2012	Landscape Architecture
Washington State University	2000-2005	Landscape Architecture

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

Firm or Agency	Number of Years	Responsibilities
EPLA	9	Principal of Planning and LA firm
The Office of Robert Perron	2	Project Manager
Integrus Architects	1	Architect Intern
LUEY Architects & Planners	3	Landscape Architect
Fred Glick Associates	2	Landscape Architect
Washington State University	1	Land Use Planner
Yakima Valley Conference of Governments	1	Land Use Planner
Tri-County Economic Development Agency	3	Land Use Planner

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

National Council of Landscape Architectural Registration Boards:

States of Idaho, Montana, Washington, and Oregon

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

Professional Membership

- Landscape Institute (LI)
- Council of Educators in Landscape Architecture (CELA)
- Environmental Design Research Association (EDRA)

Service

- Department of Landscape Architecture
 - Currently act as advisor for women students in Landscape Architecture
 - Currently act as Study Abroad Contact person
 - Served on 2013 Portfolio Review Committee
 - Graduate Student Mentor, USU Sustainability Planning Conference Committee, spring 2012
 - WILA Mentor, Women in Landscape Architecture Group, USU, Academic years 2010 to and 2011-2012

- Mississippi State University
 - Currently serve on College of Agriculture and Life Sciences Promotion and Tenure Committee.
 - Currently serve on Graduate School Graduate Coordinator Advisory Council.
- Utah State University
 - Utah State University Alumni Advisory Board Meeting, fall 2010-11
- State and National
 - ASLA Professional Practice Survey and Review, subcommittee member, May 2011

Invited Reviewer

Connectivity and the Arts: Reinforcing the Urban Landscape Structure in the Arts District of Salt Lake City, November 18 and 21, 2011

EDRA43Seattle, Emergent Placemaking, May 30-June 2, 2012, fall 2011

CELA 2012: Council of Educators in Landscape Architecture Conference, Design Education and Pedagogy Track, fall 2011

CELA 2011: Council of Educators in Landscape Architecture Conference, Design Education and Pedagogy Track, fall 2010

Premise On-line Design Journal, internal reviewer, winter 2009

Competitions

- LA Design Week 2013, 1st Place Winner, Master plan for the Landscape Architecture Facility Courtyard. Facilitator: Mr. Robert Poore, ASLA Landscape Architect for the MSU WET Project,
- Walt Disney Parks Imagineering Competition, finalists, January 2012
- Walt Disney Parks Imagineering Competition, awarded semi-finalists, May 2011
- Women in Landscape Architecture Student Group, Utah State University Center for Women and Gender, Women's History Month Showcase, Honorable Mention, March, 2011

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

Blossom, Nancy H., Isil Oygur and Elizabeth Payne Tofte, Methodological Foundations of Design Pedagogy: The Scholarship of Teaching and Learning in Design, DRS Cumulus, 2nd International Conference for Design Education Researchers, Oslo, 14-17 May 2013

Blossom, N., Oygur, I., and Payne-Tofte, E. "Constructing Knowledge on Design Pedagogy: The Scholarship of Teaching and Learning in Design" under review, Design Studies, August 2011.

Tofte, E. Boyer's Model of Scholarship: Assessing the Nature of Design Studio Activities, peer-reviewed CELA 2011 Conference Proceedings, April 2011

Payne Tofte, E. and N. Blossom, "Differentiating Pedagogical Scholarship in Design Journal Articles", article submitted to Design Studies for peer-review, spring 2010

Funded Research

An Experiential Learning Garden: A Collaborative Approach to Child, Family and Community Well-Being, Cross-College Grant 2012-13, \$2,000

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

MLA Committee Member

Dustin Langford. MLA. *Aquaponics and Home Landscape*. Member. 2013

Invited Presentations

Everyone Needs a Landscape Architect, Architecture Appreciation, MSU School of Architecture, November 7, 2013

Principals of Landscape Architecture, Garden Clubs of Mississippi Lectures, Lake Tiak-o-Khata, Louisville, MS, November 5-6, 2013

Public Landscapes, Garden Clubs of Mississippi Lectures, Lake Tiak-o-Khata, Louisville, MS, November 5-6, 2013

An Experiential Learning Garden: A Collaborative Approach to Child, Family and Community Well Being Awarded second place in Southeastern Early Childhood Association's Exemplary Outdoor Classroom Contest, Dr. Julie Parker with Dr. Lori Staton and Dr. Gaea Wimmer from School of Human Sciences and Dr. Lynn Darling, Director, Early Childhood Institute and Elizabeth Payne, Landscape Architecture Department summer 2013

Blossom, Nancy H.; Oygur, Isil; Payne Tofte, Elizabeth, "Methodological Foundations of Design Pedagogy: The Scholarship of Teaching and Learning in Design", The 2nd International Conference for Design Education Researchers, Full Paper DRScumulus2013: Final Version 538 Received 2.15.13, Conference dates: 14-17 May 2013, Oslo, Norway, hosted by Oslo and Akershus University College of Applied Sciences. Dr. Oygur presenting

Elizabeth Payne Tofte, Dustin Langford, "Time to Garden: Reemergence of the Vegetable Garden" Oral Presentation, Submission ID: 258 [over 450 abstracts submitted] Presentation and Abstract Proceedings March 27-30, 2013, Dustin Langford, Research Assistant presenting

Elizabeth Payne Tofte, Barbara Lien, "Swale Demonstration Project: A Case for the Use of Alternate Plants" Consultant to Spokane County Stormwater Utility [over 450 abstracts submitted] Oral Presentation, Submission ID: 283 Presentation and Abstract Proceedings March 27-30, 2013, E. Payne Tofte presenting

Everyone Needs a Landscape Architect, Architecture Appreciation, MSU School of Architecture, November 8, 2013

"Identifying Emerging and Cross Disciplinary Approaches to Teaching and Learning Problem Solving in the Design Studio" abstract submission to ERDA 43Seattle, May 30-June 2, 2012

Critical reflective practice and the accreditation of experiential learning, 2nd International Conference on Professional Doctorates, abstract submission to the University of Edinburgh, April 20-21, 2011

The Scholarship of Teaching and Learning: A Retrospective Analysis, with N. Blossom, and I. Oygur, The Inland Northwest Research Symposium, April 11, 2011

Assessing scholarly design studio activities using Boyer's Model of Scholarship, 2011 CELA Conference Presentation and Paper Submission, paper accepted for publication in Conference Proceedings, March 30-April 1, 2011

The Nature of Teaching Professional Practice: Identifying trends in course offerings in Schools in the US and Canada, 2011 CELA Conference Poster Submission, poster accepted for presentation at conference March 30-April 1, 2011

The Life of Beatrix Jones Farrand, Women in Landscape Architecture (WILA) Symposium, March 2011

Managing Your Thesis: A timeline for reducing uncertainty, Elizabeth Payne, *Premise*, a peer-reviewed on-line design journal, Spring 2010

Boyer's Model of Scholarship: Assessing the nature of design studio activities, *Premise Journal*, 2010

"A Critique of Design Pedagogy: Scholarship of Teaching and Learning in Design", research by Blossom, N., I. Oygur, and E. Payne Tofte, Academic Showcase, Washington State University, Pullman, Washington, poster presentation, March 26, 2010

"Enhancing Design Studio Pedagogy: Understanding differences between academic practitioners' and design students' preferences for problem-solving tools", Peer-reviewed Graduate Research Seminar, College of Art, Edinburgh, Scotland, poster and podium presenter, January, 2010

"Assessing Students' Problem-solving Preparedness: Toward Politic Interdisciplinary Collaboration", 6th Annual Juried Research Student Symposium, Architectural Humanities Research Association Conference, Welsh School of Architecture, Cardiff, Wales, podium presenter December 12, 2009

"Play as a Creative Problem-solving Tool: Linking Play and Architecture Education," Interview with Dr. R. Parnell, University of Sheffield, joint presentation, 2009

"Illuminating Glaucoma-Altered Vision through Light Box Images", The 2008 Inland Northwest Health Sciences Research Symposium, juried sessions, poster and podium presenter, runner up, April 24-25, 2008

Name: Timothy J. Schauwecker

Rank: Associate Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Mississippi State University- Biological Sciences	4	Ph. D. 2001
Mississippi State University Biological Sciences	3	M.S. 1996
Mississippi State University Landscape Contracting and Management	6	B.S. 1992

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	11	Biology, LA, LCM
Longwood Gardens	5	Professional Gardener prgm
Southwestern College	2	Biology

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

Firm or Agency	Number of Years	Responsibilities
Land Restoration Associates	5	Habitat restoration
Chambers Group	1	Biological monitor

Professional Registration: Give profession and state/province(s).
Licensed Specialty Contractor (C-27), State of California, 2001-2005

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

PROFESSIONAL ASSOCIATION SERVICE:

Professional Landcare Network (PLANET):

Student Chapter Advisor, Professional Landcare Network (PLANET) (2005-present)

Accreditation Committee member, Professional Landcare Network (PLANET) (2005-present)

Faculty Presentation Coordinator, Professional Landcare Network (PLANET) Green Industry Conference (2007- 2010)

Coordinated Student Chapter involvement in PLANET Day of Service, April 20, 2009

Accreditation team member, Professional Landcare Network (PLANET) North Metro Area Technical College initial accreditation visit, May 2008

Panelist, Industry Recruiting and Awareness Panel Discussion, PLANET Green Industry Conference, Louisville, KY, October 24, 2008

Mississippi Native Plant Society:

Vice-President, Mississippi Native Plant Society (2008-2013)

Council of Educators in Landscape Architecture:

Reviewer for session proposals and abstracts for Council of Educators in Landscape Architecture (CELA) Annual Conference 2007-2010, 2012-2013

Session Moderator, 2010 Council of Educators in Landscape Architecture (CELA) Annual Conference, Maastricht, the Netherlands.

Manuscripts reviewed

Journal manuscript reviewed:

2 manuscripts for the upcoming edited volume of the Southeastern Prairie Symposium (2012)

“Factors influencing fire-induced red cedar mortality in Blackland Prairie” – Southeastern Naturalist

“Historical distribution of prairies in Arkansas” – Proceedings of the Southeastern Prairie Symposium

UNIVERSITY SERVICE:

Chair, Internal Review Committee for the Five-Year Program Review of the Undergraduate Program of the Department of Wildlife, Fisheries, and Aquaculture (Fall 2013-Spring 2014)

MSU Institutional Effectiveness Review Committee, Nominated for 2013-2014 Term

MSU Admissions and Scholarships, Scholarship Appeals Committee

MSU Division of Agriculture, Forestry, and Veterinary Medicine:

Faculty Senate, Division of Agriculture, Forestry and Veterinary Medicine (DAFVM) (2008-2010)

Parliamentarian, Division of Agriculture, Forestry, and Veterinary Medicine (DAFVM) Faculty Senate (2009)

Department of Landscape Architecture:

Department of Landscape Architecture Department Head Search Committee (2007)

Department of Landscape Architecture Faculty Search Committee (2008)

Department of Landscape Architecture Curriculum Committee (2005 – present)

Landscape Contracting and Management Program:

Coordinator, Landscape Contracting and Management Advisory Committee (2005 – present)

PEER REVIEWED WORKSHOPS:

Schauwecker, T. 2012. Workshop I - Prairie Green Roof Workshop. Southeast Prairie Symposium, Starkville MS, May 15 2012.

Loehrlein, M., VanDer Zanden, A. M., Castle, E. and T. Schauwecker. 2010. Teaching Sustainable Landscaping Practices in the College Classroom: Topics and Methods. American Society of Horticultural Science Annual Meeting workshop, August 4, 2010. Title of workshop presentation: Efficient Sustainability Instruction: A Discussion of ACCEPTs, a Multi-University Collaboration to Offer Online Courses in Horticulture and Sustainability.

Walker, J. B. and T. Schauwecker. 2008. A Conference on Ecosystem Services (ACES) Workshop: Using Science for Decision Making in Dynamic Systems. Presented on the topic: Land Use Codes and Ecological Services: Actively engaging the opportunities and constraints of restoring ecological function through responsible site design.

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

*Dollar, J. G., T. J. Schauwecker, S. K. Riffell, and L. W. Burger, Jr. Accepted. Responses of Forb Communities to Management of Grassland Buffers. Submitted to the Proceedings of the Southeastern Grassland Symposium, J. G. Hill (ed.)

*Dollar J. G., T. J. Schauwecker, S. K. Riffell, and L. W. Burger, Jr. Accepted. Effects of Landscape History on Forb Communities in Semi-Natural Grassland Buffers. Submitted to the Proceedings of the Southeastern Grassland Symposium, J. G. Hill (ed.)

*Gray, M. T. and T. J. Schauwecker. Accepted. The Use of General Land Office Survey Notes to Locate Prairie Patches in The Jackson Prairie Region. Submitted to the Proceedings of the Southeastern Grassland Symposium, J. G. Hill (ed.)

*Schauwecker, T., R. Brzuszek, W. Cooke, and K. Grala. 2011. Historical forest patterns and the analysis of site-scale forest gradients for natural area management. *Natural Areas Journal* 31: 43-50.

*J. Murdock, and R. Brzuszek and T. Schauwecker. 2010. Evaluation of a Statewide Conservation Planning Program: Perceptions of an Extension Partner. *Journal of Extension* [On-line] 48(6). Available at: <http://www.joe.org/joe/2010december/a3.php>

*Brzuszek, R., T. Schauwecker, J. Walker, C. Company, M. Foster, and S. Grado. 2010. Planning strategies for community wildfire defense design in Florida. *Journal of Forestry* 108(5): 250-257.

Schauwecker, T., J. Walker, C. Fulford, and M. Seymour. 2010. The water looks clean: Public perception of water quality and stormwater design techniques in Mississippi and Alabama. *Proceedings of the 2010 Annual Meeting of the Council of Educators in Landscape Architecture*.

Gray, T. and T. Schauwecker. 2010. Land over time: Dynamics of a physiographic boundary in Mississippi. *Proceedings of the 2010 Annual Meeting of the Council of Educators in Landscape Architecture*.

*Brzuszek, R., T. Fulford, H. Roberts, and T. Schauwecker. 2009. Comparison of Water Quality Program Efforts for Non-Governmental Organizations within Northern Gulf of Mexico Watersheds. *Journal of Extension*. 47(6). Available electronically at <http://www.joe.org/joe/2009december/rb6.php>

Brzuszek, R. F., T. Fulford, T. J. Schauwecker, and H. Roberts. 2008. Collaboration is key: A grass roots and agency approach to effective watershed management. *Proceedings of the Council of Educators in Landscape Architecture 2008-2009 Annual Conference*.

PEER REVIEWED ABSTRACTS/PRESENTATIONS:

Brzuszek, R., T. Schauwecker, and G. Lackey. 2013. Re-presenting Nature: Developing a Stream Swamp Forest Interpretive Exhibit. *Council of Educators in Landscape Architecture Annual Meeting, Austin TX, March 30*.

Schauwecker, T., J. Walker, and G. Lackey. 2013. The Stormwater Treatment Chain: Quantifying the effects in the southeastern United States. *Council of Educators in Landscape Architecture Annual Meeting, Austin TX, March 30*.

Lackey, G. M. and T. Schauwecker. 2012. Discovering Applications for Prairie Systems: An Ecological Approach to Designing for Urban Biodiversity. *Southeast Prairie Symposium, Starkville MS, May 16*.
Gray, M. T. and T. Schauwecker. 2012. The Use of General Land Office (GLO)Records to Locate Prairie Patches. *Southeast Prairie Symposium, Starkville MS, May 16*.

J. G. Dollar, S.K. Riffell, T. J. Schauwecker and L. W. Burger, Jr. 2012. Effects of landscape history and disturbance on forb communities in semi-natural grasslands. Southeast Prairie Symposium, Starkville MS, May 16.

Lackey, G. M. and Timothy J. Schauwecker. 2012. Discovering Appropriate Native Plant Communities for Extensive Green Roof Applications. Council of Educators in Landscape Architecture Annual Meeting, Champaign-Urbana IL, March 29.

Kordon, S. R. M. Anders, J. Walker, T. J. Schauwecker. 2012. The Effect of Slope and Media Depth on Growth Performance of Sedum Species in a Green Roof System in Mississippi's Semi-tropical Climate. Council of Educators in Landscape Architecture Annual Meeting, Champaign-Urbana IL, March 30.

Schauwecker, T. R. Brzuszek, K. Lunstrum. 2012. Gradient Analysis, Adaptive Management, and a Review of the Original Assumptions in the Development of the Crosby Arboretum Master Plan. Council of Educators in Landscape Architecture Annual Meeting, Champaign-Urbana IL, March 30.

Schauwecker. 2010. Efficient Sustainability Instruction: A Discussion of ACCEPTs, a Multi-University Collaboration to Offer Online Courses in Horticulture and Sustainability. American Society of Horticultural Science Annual Meeting, Palm Desert, CA. August 4, 2010. HortScience 45(8):S39-40. (Abstr.)

Schauwecker, T.J, Walker, J.B., Fulford, C.T., and Seymour, M. 2010. The water looks clean: public perception of water quality and stormwater design techniques in Mississippi and Alabama. Presented at the Council of Educators in Landscape Architecture (CELA) Annual Conference, Maastricht, the Netherlands.

Walker, J.B., Fulford, C.T., Seymour, M., and Schauwecker, T.J. 2010. Is that visually desirable? A perception study of stormwater management facilities. Presented at the Council of Educators in Landscape Architecture (CELA) Annual Conference, Maastricht, the Netherlands.

Gray, T. and T. Schauwecker. 2010. Land over time: Dynamics of a physiographic boundary in Mississippi. Presented at the 2010 Annual Meeting of the Council of Educators in Landscape Architecture.

Schauwecker, T., Brzuszek, R., Fulford, C.T., Langley, K. and Company, C. 2009. Evaluation of non-governmental organization approaches to effective outreach and watershed improvement. Presented at the Northern Gulf Institute (NGI) Annual Conference. Mobile, Alabama.

Schauwecker, T., Walker, J.B., Seymour, M., Moore, A., Wilkerson, G.W., and Levy, M. 2009. Land use codes and ecological services: actively engaging the opportunities and constraints of restoring ecological function through responsible site design. Presented at the Northern Gulf Institute (NGI) Annual Conference. Mobile, Alabama.

Schauwecker, T., G.W. Wilkerson, and H. Avery. 2009. Low Impact Development and conservation planning: bridging the gap between agricultural conservation and urban encroachment. Council of Educators in Landscape Architecture Annual Meeting, Tuscon AZ, January 14-17, 2009.

Roberts, H.R., T. Schauwecker, R. F. Brzuszek, and G. W. Wilkerson. 2009. Perceptions and utilization of riparian forest buffers by farming interests located in the Big Sunflower watershed. Council of Educators in Landscape Architecture Annual

Meeting, Tuscon AZ, January 14-17, 2009.

Schauwecker, T., W. Wilkerson, J. Murdock, and A. Moore. 2009. Field verification of hydrologic models and the application of decision support systems in the conservation planning process. 2009 USDA-CSREES National Water Conference, February 9-12, St. Louis, MO.

Langley, K., T. Schauwecker, W. Wilkerson, and J. Walker. 2009. The effect of policy and land use change on water quality in a coastal watershed city: an analysis of Covington, Louisiana. Mississippi Water Resources Conference, Tunica, MA, August 5-7, 2009.

Gray, M. T. and T. Schauwecker. 2009. The use of the historical record and graphical information systems to generate a suitability map for prairie restoration in Mississippi. Natural Areas Conference, Vancouver WA, September 15-18, 2009.

Schauwecker, T. J. 2009. Training Landscape Managers to Think and Manage Sustainably. Green Industries Conference, Breakfast of Champions. October 28-30. Louisville, KY.

PEER-REVIEWED CONFERENCE POSTER PRESENTATIONS:

Schauwecker, T.J., J. Walker, and G. Lackey. 2012. Evaluation of the stormwater treatment chain: runoff coefficients and hydrographs for green roofs and flow-through planters. Poster presented at the 2012 Land Grant and Sea Grant National Water Conference, Portland OR, May 22, 2012.

Diaz, J., T. J. Schauwecker, G. Salazar-Mejia, S. Guzman, and Javier Salazar. 2012. National and International Collaboration to Enhance Participation of Underrepresented Groups in Engineering and Sciences by Developing Green Infrastructure Research Studies at Mississippi State University (MSU). Bays and Bayous Symposium, Biloxi MS, November 15, 2012.

J. Upchurch, R. Brzuszek, P. Collins, T. Schauwecker. The selection, propagation, and establishment of native forb species as sustainable ornamental components of prairie habitat highway medians and gardens. Mississippi State University Summer 2011 Undergraduate Research Symposium, August 1, 2011.

Langley, K., Schauwecker, T., Seymour, M., Walker, J.B. and Levy, M. 2009. Ordinances and water quality in the Northern Gulf of Mexico: comparisons, correlations and case study. Presented at the Northern Gulf Institute (NGI) Annual Conference. Mobile, Alabama.

Langley, K., Schauwecker, T., Walker, J.B., Seymour, M., and Levy, M. 2009. Ordinances and water quality in the Northern Gulf of Mexico: comparisons, correlations and case study. Presented at the Council of Educators in Landscape Architecture (CELA) Annual Conference. Tucson, Arizona.

INVITED PRESENTATIONS:

Schauwecker, T.J. 2012. PLACE: Gardening with your ecological heritage in mind. Colorado State University Department of Horticulture and Landscape Architecture, Fort Collins CO, March 14.

Schauwecker, T. J. 2012. Cost Estimating: The Foundation of a Profitable Landscape Company. Mid South Green Industry Conference, Pearl, MS, June 19.

Schauwecker, T. 2010. Sustainable Communities and Low Impact Development. Strategic Conservation Planning Using a Green Infrastructure Approach, Natural Resources (Green) Infrastructure Training workshop. New Albany, MS. July 20, 2010

Schauwecker, T. 2010. Redesign. National Garden Clubs, Inc., Landscape Design Study Program. Louisville, MS. July 12, 2010.

Schauwecker, T. 2010. Sustainability in the online classroom: Strategies for developing effective eCourses. PLANET Student Career Days Faculty Forum. Chattahoochee Area Technical College, April 7, 2010

Schauwecker, T. 2009. Evaluation of Non-governmental organization approaches to effective outreach and watershed improvement. Northern Gulf Institute Annual Conference 2009, Mobile, AL May 19-21, 2009.

Schauwecker, T. 2009. Land use codes and ecological services: actively engaging the opportunities and constraints of restoring ecological function through responsible site design. Northern Gulf Institute Annual Conference 2009, Mobile, AL May 19-21, 2009.

Schauwecker, T. 2009. Successional Landscapes. Mississippi Master Gardener State Conference. Mississippi State University Campus, May 16, 2009.

Schauwecker, T. and H. Roberts. 2009. A stakeholder approach to understanding perceptions and utilization of riparian forested buffers by farming interests in the Big Sunflower watershed. Arkansas Water Resources Conference, Fayetteville, AR April 14-15, 2009.

UNPUBLISHED REPORTS:

Schauwecker, T., and M. T. Gray. 2010. Control of woody vegetation in Jackson Prairie relict sites in the Bienville National Forest. Final report submitted to the Mississippi Nature Conservancy. April 30, 2010.

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

My involvement in advancing the knowledge or capability of the profession of landscape architecture includes the teaching of an introductory ecology course for all students in the Department of Landscape Architecture (LA, LCM, MLA levelers) as well as other valuable courses, research programs leading to new knowledge of green infrastructure elements, and service to the community through projects with students and community volunteers.

Name: Michael W. Seymour

Rank: Associate Professor

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Louisiana State University	4	Master of Landscape Architecture
Centenary College of Louisiana	4	Bachelor of Fine Arts

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	8	Presentation Methods and Media History of Landscape Architecture Design of the Golf Environment Capstone Studio
Louisiana State University (Instructor)	1 semester	Basic Design for ID/LA Students

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Lucido and Associates, Stuart, FL	5	Project Manager
Eduardo Jenkins, Baton Rouge, LA	.5	Project Designer
Arts Council of Greater Baton Rouge	1	Arts District Director

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

Landscape Architect, State of Mississippi, #470

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

Graduate Coordinator, Department of Landscape Architecture, Mississippi State University. 2011-present.

Chair, Visiting Evaluation Team for Landscape Architecture Accreditation Board (LAAB). 2013. Penn State University Master of Landscape Architecture program.

Excellence in Teaching Award, Council of Educators in Landscape Architecture (CELA), 2012.

Visiting Evaluator for Landscape Architecture Accreditation Board (LAAB). 2012. Texas Tech University Bachelor of Landscape Architecture program.

Grisham Master Teacher Award, Mississippi State University, 2011

National Landscape Architecture Registration Exam (LARE), 2011. Cut Score Committee Member for Sections C (Site Design) and E (Grading, Drainage and Stormwater Management), Invited by Council of Landscape Architecture Registration Boards (CLARB), July 27-July 31.

National Landscape Architecture Registration Exam (LARE), 2009. Cut Score Committee Member for Sections C (Site Design) and E (Grading, Drainage and Stormwater Management), Invited by Council of Landscape Architecture Registration Boards (CLARB), January 22-26 in Charlotte, NC.

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

*Seymour, M. and Rogers, A. 2014. *Courthouse Squares and the Virtues of Old Urbanism*, The International Journal of Architectonic, Spatial and Environmental Design, (Accepted-in press).

*Seymour, M. and Walker, J. 2011. *Cityplace and the Role of Public/Private Partnerships in Placemaking*, The International Journal of the Constructed Environment, Volume 1, Issue 3, pp. 19-35.

*Seymour, M. and Chance, S. 2010. *Assessment Formats: Student Preferences and Perceptions*, The International Journal of Learning, Volume 17, Issue 10, pp. 137-154.

*Seymour, M. 2010. *Practice makes Practitioner: The Role of Peer and Self Evaluations in Design Education*, Design Principles & Practices: An International Journal, Volume 4, Issue 5, pp. 43-52.

*Schauwecker, T., Walker, J., Fulford, T. and Seymour, M. 2010. *The Water looks Clean: Public Perception of Water Quality and Stormwater Design Techniques in Mississippi*, Proceedings of the Annual Conference of the Council of Educators in Landscape Architecture (CELA), Maastricht, The Netherlands, May 12-14. (Paper No. 26).

*Seymour, M. 2009. *E-History: The Role of Virtual Globe Models and Classroom Communication Systems in Active Learning*, Proceedings of the Annual Conference of the Council of Educators in Landscape Architecture (CELA). Pages 25-32. (Available online at: <http://www.thecela.org/pdfs/cela-conf-2008-09-proceedings.pdf>).

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

In the last five years, my efforts have been focused on the scholarship of teaching in landscape architecture and historic landscapes. I have published several refereed articles on these topics and have been an author on a number of refereed conference presentations. I have presented peer reviewed research in the U.S., The Netherlands and Turkey and have served as a visiting evaluator for the LAAB and on the CLARB Cut Score Committee for the national licensing exam. I hope that these efforts have contributed to our department's national reputation and that they have helped to advance the body of knowledge of our profession.

Name: Jason B. Walker

Rank: Associate Professor

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
Virginia Polytechnic Institute and State University	2	MLA / 2001
Mississippi State University	4	BLA / 1997

Teaching Experience: (College level)

Institution	Years Taught	Subjects
Mississippi State University	10	Landscape Architecture

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
The Landscape Studio	2	Project Manager/Designer
John Broadbooks, ASLA	2	Site planner/Designer

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

Landscape Architecture, State of Mississippi #403

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

A. Mississippi State University

- 2010-2012 Member, Environment & Sustainability Certificate Advisory Committee
- 2009-2011 Member, Mississippi State University Environmental Collaborative Committee

B. Department of Landscape Architecture

- 2011-2013 Chair, Department of Landscape Architecture Curricula Committee
- 2013 Member, Department of Landscape Architecture 50th Anniversary Celebration Committee
- 2011-2013 Member, Department of Landscape Architecture Wood Shop Committee
- 2011-2012 Member, Department of Landscape Architecture Advising and Mentoring Committee
- 2011-2012 Member, Department of Landscape Architecture Mid-Performance Review Committee
- 2011 Chair, Department of Landscape Architecture Faculty Search
- 2010 Coordinator, BLA Accreditation committee
- 2010 Chair, Department of Landscape Architecture Faculty Search

2013,2009-2010 Member, Department of Landscape Architecture Faculty Development Promotion and Tenure Committee

2009-2010 Member, Department of Landscape Architecture Grants, Outside Funding and Research Development Committee

C. Public Service

2013 City of Starkville Elected Official, Alderman Ward 4, Starkville, Mississippi

2009-2012 Commissioner on the City of Starkville's Planning and Zoning Commission, Starkville, Mississippi

2011 Board member Gaining Ground Sustainability Institute of Mississippi

2010 Co-chair Sudduth Elementary P.T.A. SEEDS Garden, Starkville, Mississippi

D. Professional Association Service

2013 Reviewer, Council of Educators in Landscape Architecture Annual Conference Abstract and Paper submissions

2012 Reviewer, Council of Educators in Landscape Architecture Annual Conference Abstract and Paper submissions

2011 Associate Editor, *The International Journal of the Constructed Environment*, Volume 1, Issue 1

2011 Reviewer, Council of Educators in Landscape Architecture Annual Conference Abstract and Paper submissions

2010 Moderator, Council of Educators in Landscape Architecture Annual Conference

E. Service Projects

2013 Fire Station One Park Master Plan, Starkville, Mississippi

2012 Equipment leader for the Sudduth Elementary Friendship Playground Project, Starkville, Mississippi

2012 Starkville School District Studio School Summer Camp, coordinated the design and implementation of traffic calming street art at the University Drive – Maxwell Street intersection, Starkville, Mississippi

2011 West Point Studio School Summer Camp, Mississippi State University

2010 Sudduth Elementary Teaching and Learning Garden, Starkville, Mississippi

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

*Seymour, M. and Walker, J.B. 2011. CityPlace and the Role of Public-Private Partnerships in Placemaking. *The International Journal of the Constructed Environment* 1(3): 19-36.

*Schauwecker, T.J, Walker, J.B., Fulford, C.T., and Seymour, M. 2010. The water looks clean: public perception of water quality and stormwater design techniques in Mississippi and Alabama. *Council of Educators in Landscape Architecture Proceedings*, 1-8.

*Brzuszek, R., Walker, J.B., Schauwecker, T., Company, C., Foster, M. and Grado, S. 2010. Planning strategies for community wildfire defense design in Florida. *Journal of Forestry* 108(5): 250-257.

*Walker, J.B. and Fulford, C.T. 2009. Assessing integrating sustainability concepts into a beginning design studio. *Design Principles and Practices: An International Journal* 3(3): 15-30.

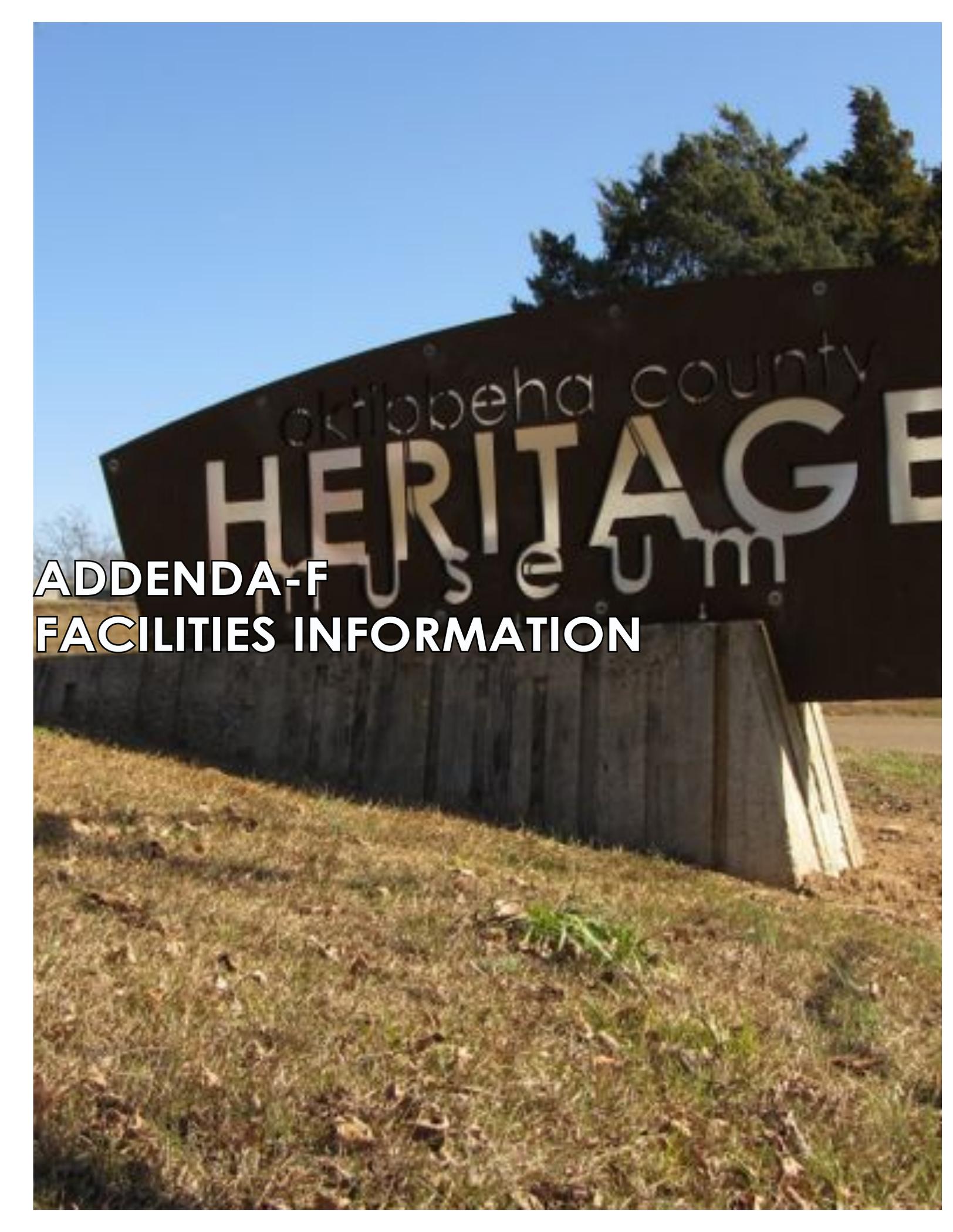
*Powers, M.N. and Walker, J.B. 2009. Twenty-five years of *Landscape Journal*: an analysis of authorship and article content. *Landscape Journal* 28(1): 96-110.

Walker, J.B., Schauwecker, T., Seymour, M., and Wilkerson, G.W. 2009. Responsible site design: implementing innovative post-construction stormwater management strategies. The workshop is in cooperation with the Northern Gulf Institute, a National Oceanic and Atmospheric Administration Cooperative Institute and the Coastal Training Programs at Grand Bay National Estuarine Research Reserve. Workshop conducted at the Grand Bay NERR. Moss Point, Mississippi.

Walker, J.B., Schauwecker, T., Seymour, M., Fulford, C.T., and Wilkerson, G.W. 2009. Responsible site design: implementing innovative post-construction stormwater management strategies. The workshop is in cooperation with the Northern Gulf Institute, a National Oceanic and Atmospheric Administration Cooperative Institute. Workshop conducted at the 2009 Mississippi Water Resources Conference. Tunica, Mississippi.

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

During the last five years, I have contributed to advancing the knowledge of the landscape architecture profession through the scholarship of teaching and learning in the design studio and through efforts related to community planning and design for sustainable development. Over that period, I have published numerous refereed articles and authored many refereed conference presentations. My contributions have been presented in the United States and Internationally. Furthermore, I believe that one of my most significant contributions to the advancement of the profession was through the 2009 co-authored publication “Twenty-five years of *Landscape Journal*: an analysis of authorship and article content.”



**ADDENDA-F
FACILITIES INFORMATION**

F. FACILITIES INFORMATION

Instructions

1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

Program Facilities

Room #	Size (SF)	Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
A100	3172.75	50	MLA/BLA Studio	Shared
A109	360	6	Shop	Shared
A200	3836.44	50	MLA/BLA Studio	Shared
A204	400.18	8	Lecture 1/MLA	Shared
A203	211.42	1	Plot Room	Shared
A209	626.78	35	Lecture 2	Shared
A202	87.05	0	Archive Room	Shared
A210	266.56	12	Lecture 3 (seminar)	Shared
B100	1719.88	75	Freehand Studio	Shared
C100	493.99	4	Lobby	Shared
C101	105.35	4	Reception	Shared
C102	181.69	1	Office	Exclusive
C103	264.56	1	Dept Head Office	Exclusive
C104	544.05	25	Jury/Gallery	Shared
C108	168.94	1	Director LC Office	Exclusive
C109	284.88	2	Project Room	Shared
C110	83.125	0	Archives	Shared
C112	135.38	1	Office	Exclusive
C113	135.38	1	Office	Exclusive
C114	135.38	1	Office	Exclusive
C115	135.38	1	Office	Exclusive
C116	135.38	1	Office	Exclusive
C117	135.38	1	Office	Exclusive
C118	135.38	1	Office	Exclusive
C119	135.38	1	Office	Exclusive
C120	135.38	1	Office	Exclusive
C121	135.38	1	Office	Exclusive
C122	174.56	2	Workroom	Shared



Figure 1. Department of Landscape Architecture Mini-Campus

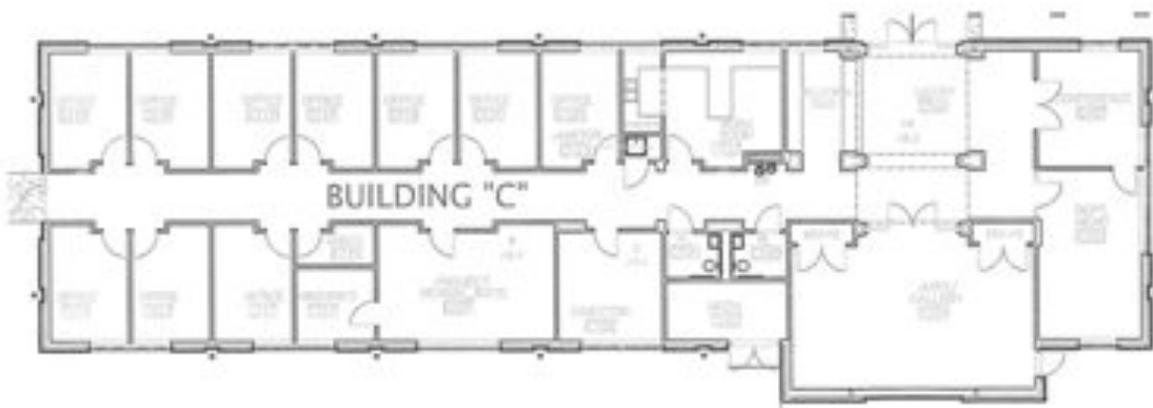


Figure 2. Building C – Administration Building

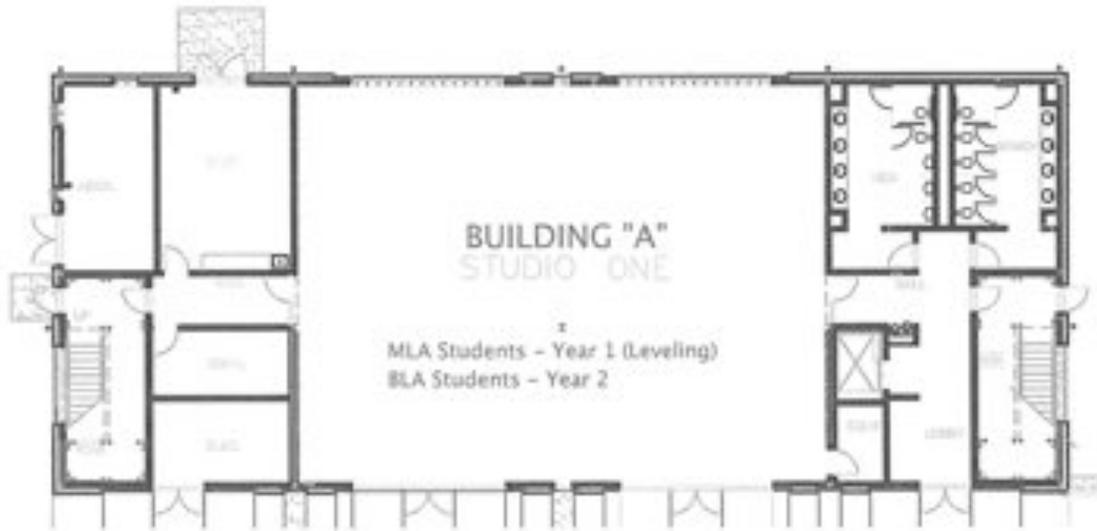


Figure 3. Building A – First Floor (Studio One)



Figure 4. Building A – Second Floor (Studio Two)



Figure 5. Building B – Freehand Studio

APPENDIX



DEPARTMENT OF LANDSCAPE ARCHITECTURE STRATEGIC PLAN FOR EXCELLENCE

College of Agriculture and Life Sciences Mississippi State University

2013-2018

VISION

The vision of the Mississippi State University Department of Landscape Architecture is to be a leader in teaching, research and creative endeavors, and service, outreach and engagement in the fields of landscape architecture, landscape contracting and management.

MISSION

The mission of the Mississippi State University Department of Landscape Architecture is to foster the will and ability to plan, design, build and manage regenerative communities. This version was adopted by department on January 26, 2010.

Our Strategic Plan for Excellence has four pillars which becomes a foundation for goals and objectives toward successful implementation:

1. Teaching and learning
2. Research and creative endeavors
3. Service, outreach and engagement
4. Encourage globalization and international endeavors

We see these pillars contributing collectively and simultaneously to our goals and objectives. Therefore, instead of listing our goals and objectives separately under each pillar, they are listed together and one time to avoid duplication. The following table summarizes the relationship between objectives and four pillars.

GOALS/OBJECTIVES/PILLARS SUMMARY TABLE

GOAL #	OBJECTIVE #	DESCRIPTION	P I L L A R S			
			#1 Teaching and Learning	#2 Research and Creative Endeavors	#3 Service, Outreach and Engagement	#4 Encourage Globalization and International Endeavors
1.		Teach students the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.				
	1.01.	Develop and maintain a curriculum that facilitates the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.	H	H	M	H
	1.02.	Focus courses on developing critical thinking skills for creative problem solving through the design process.	H	H	M	M
	1.03.	Teach the artful synthesis of social and ecological processes as related to planning, designing, building and managing regenerative communities.	H	H	H	M
	1.04.	Develop and enhance faculty knowledge, skills and abilities and, therefore, their success as teachers.	H	H	M	M
	1.05.	Encourage and support the teaching of special topics within the Department.	H	H	M	M
	1.06.	Relate and build coursework on prior courses to reinforce content and processes.	H	M	L	L
	1.07.	Provide opportunities for outside experts to engage in the program.	H	H	M	H
	1.08.	Provide and create service-learning opportunities for students.	H	H	H	M

H = High Relationship M = Moderate Relationship L = Low Relationship

GOALS/OBJECTIVES/PILLARS SUMMARY TABLE

GOAL #	OBJECTIVE #	DESCRIPTION	P I L L A R S			
			#1 Teaching and Learning	#2 Research and Creative Endeavors	#3 Service, Outreach and Engagement	#4 Encourage Globalization and International Endeavors
1.	1.00	Teach students the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.				
	1.09.	Facilitate and provide internship opportunities for students.	H	M	M	M
	1.10.	Focus courses on developing critical thinking skills for creative problem solving through the design process.	H	H	L	L
2.	2.00	Create new knowledge in landscape planning, design and management of built land and natural environments.				
	2.01.	Promote and maintain a departmental research agenda related to our mission.	H	H	M	M
	2.02.	Facilitate and enhance networking among academic peers.	H	H	H	M
	2.03.	Promote scholarly interaction between faculty and students both graduate and undergraduate.	H	H	M	M

GOALS/OBJECTIVES/PILLARS SUMMARY TABLE

GOAL #	OBJECTIVE #	DESCRIPTION	P I L L A R S			
			#1 Teaching and Learning	#2 Research and Creative Endeavors	#3 Service, Outreach and Engagement	#4 Encourage Globalization and International Endeavors
3.	3.00	Serve and build relationships with public, the landscape architecture and landscape contracting professions, and allied professions.				
	3.01.	Communicate the work of faculty, staff and students to the public and profession.	H	H	H	M
	3.02.	Educate the public about the landscape architecture profession and landscape contracting and management industry.	H	H	H	M
	3.03.	Promote involvement of faculty and staff in professional activities.	M	H	H	M
4.	4.00	Create a place and culture that advances our mission.				
	4.01.	Encourage faculty, staff and student compositions that are reflective of Mississippi's diverse population.	H	M	L	H
	4.02.	Create a facility that serves as a learning laboratory for our academic and research programs.	H	H	H	H
	4.03.	Actively assess departmental effectiveness.	H	H	H	H
	4.04.	Encourage collaboration between landscape architecture and landscape contracting programs.	H	M	M	L

Goal 1: Teach students the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.

Objectives under this goal are:

- 1.01. Develop and maintain a curriculum that facilitates the knowledge, skills and abilities needed to plan, design, build and manage regenerative communities.

Metrics & Action: Maintain accreditation; receive national recognition; maintain high employment rate and placement; utilize Departmental advisory committee for assessment of the curricula; conduct periodical review and assessment of the curricula.

- 1.02. Focus courses on developing critical thinking skills for creative problem solving through the design process.

Metrics & Action: Maintain accreditation; receive national recognition; maintain high employment rate and placement; utilize Departmental advisory committee for assessment of the curricula; conduct periodical review and assessment of the curricula.

- 1.03. Teach the artful synthesis of social and ecological processes as related to planning, designing, building and managing regenerative communities.

Metrics & Action: Maintain accreditation; receive national recognition; maintain high employment rate and placement; utilize Departmental advisory committee for assessment of the curricula; conduct periodical review and assessment of the curricula.

- 1.04. Encourage and support the teaching of special topics within the Department.

Metrics & Action: Update the content of course work; create opportunities for teaching special topics courses and experiential learning; utilize the Design Week and/or other short-term teaching opportunities with guest lecturers and design critiques.

- 1.05. Develop and enhance faculty knowledge, skills and abilities and, therefore, their success as teachers.

Metrics & Action: Increase awareness and use of services and opportunities provided by the University and Teaching Center; encourage faculty participation in continuing education opportunities related to teaching within the University and the profession at large.

- 1.06. Relate and build coursework on prior courses to reinforce content and processes.

Metrics & Action: Utilize the findings of end of the semester and end of the academic year reviews and assessment of the courses; create formal and informal exchange of current and past course experiences among the faculty; explore means and ways of utilizing course evaluations toward improvement of content and teaching methods.

- 1.07. Provide opportunities for outside experts to engage in the program.

Metrics & Action: Continue to bring outside experts and professionals to lead annual design week activities, continue annual collaboration to sponsor joint lecture with the School of Architecture, coordinate lectures and workshops sponsored by student clubs (Student Chapter of ASLA and Student Chapter of PLANET), and seek sustainable funding sources for annual lecture series within the department and college.

- 1.08. Provide and create service-learning opportunities for students.

Metrics & Action: Continue to employ project-based learning opportunities for service-learning, continue and enhance collaboration and cooperation with the Stennis Institute and CASLE. Continue and enhance interdisciplinary and multi-disciplinary collaborative service-learning opportunities with allied professional programs and disciplines such as Architecture, Graphic Design, Wildlife and Fisheries, and Civil Engineering. Continue and enhance collaboration and cooperation with public agencies such as city governments, state government, and non-for-profit organizations.

- 1.09. Facilitate and provide internship opportunities for students.

Metrics & Action: Continue and enhance the established collaboration and cooperation with the University Career Center to host annual career day program. Develop, nurture and maintain effective partnerships both on and off campus to attract more employers from design, planning and design build practices to participate in our events to employ our students. Facilitate and encourage international internship opportunities. Continue to use assessment measures in place and respond to comments by employers to enhance preparation of our students.

- 1.10. Facilitate and create opportunities for students to find employment after graduation.

Metrics & Action: Continue and enhance the established collaboration and cooperation with the University Career Center to host annual career day program. Develop, nurture and maintain effective partnerships both on and off campus to attract more employers from design, planning and design build practices to participate in our events to employ our students. Facilitate and encourage international employment opportunities. Continue to use assessment measures in place and respond to comments by employers to enhance preparation of our students.

Goal 2: Create new knowledge in landscape planning, design and management of built land and natural environments.

Objectives under this goal are:

- 2.01. Promote and maintain a departmental research agenda related to our mission.

Metrics & Action: Periodically update departmental research agenda to reflect faculty interests, priorities of the College and the University, and the current and emerging knowledge, skills and abilities of the profession and allied professions.

- 2.02. Facilitate and enhance networking among academic peers.

Metrics & Action: Take advantage of the scholarly and annual meetings as well as the technology and social media to develop and enhance networking among academic peers, and allied professionals. Expand networking to include graduate and undergraduate students and alumni to facilitate collaboration and cooperation.

- 2.03. Promote scholarly interaction between faculty and students both graduate and undergraduate.

Metrics & Action: Promote and enhance scholarly and creative endeavor collaboration and interaction with students, take advantage of initiatives by the college and university to fund scholarly and creative collaboration and interaction. Promote and enhance faculty/student collaboration for presentation in regional, national and international scholarly and professional meetings.

Goal 3: Serve and build relationships with public, the landscape architecture and landscape contracting professions, and allied professions.

Objectives under this goal are:

- 3.01. Communicate the work of faculty, staff and students to the public and profession.

Metrics: & Action Promote and enhance faculty/student collaboration for presentation in regional, national and international scholarly and professional meetings. Maximize and coordinate PR activities to communicate achievements of faculty and students through the college, university and professional outlets and press. Enhance coordination and collaboration with the University Relations, the professional/scholarly networks. Take advantage of formal and informal public presentations to promote and communicate the work of faculty, staff and students to the public and profession.

Pursue, enhance and employ project-based learning opportunities for service-learning, continue and enhance collaboration and cooperation with the Stennis Institute and CASLE. Continue and enhance interdisciplinary and multi-disciplinary collaborative service-learning opportunities with allied professional programs and disciplines such as Architecture, Graphic Design, Wildlife and Fisheries, and Civil Engineering. Continue and enhance collaboration and cooperation with public agencies such as city governments, state government, and non-for-profit organizations.

- 3.02. Educate the public about the landscape architecture profession and landscape contracting and management industry.

Metrics & Action: Maximize and coordinate PR activities to communicate achievements of faculty and students through the college, university and professional outlets and press. Enhance coordination and collaboration with the University Relations, the professional/scholarly networks. Take advantage of formal and informal public presentations to promote and communicate the work of faculty, staff and students to the public and profession.

Pursue, enhance and employ project-based learning opportunities for service-learning, continue and enhance collaboration and cooperation with the Stennis Institute and CASLE. Continue and enhance interdisciplinary and multi-disciplinary collaborative service-learning opportunities with allied professional programs and disciplines such as Architecture, Graphic Design, Wildlife and Fisheries, and Civil Engineering. Continue and enhance collaboration and cooperation with public agencies such as city governments, state government, and non-for-profit organizations.

- 3.03. Promote involvement of faculty and staff in professional activities.

Metrics & Action: Encourage involvement of faculty and staff in professional activities by giving credit in annual evaluations, by giving appropriate and applicable release time for involvement of faculty and staff in professional activities.

Encourage involvement of faculty and staff beyond the project-based learning opportunities for service-learning, continue and enhance collaboration and cooperation with the Stennis Institute and CASLE for professional activities. Continue and enhance interdisciplinary and multi-disciplinary collaborative service-learning opportunities with allied professional programs and disciplines such as Architecture, Graphic Design, Wildlife and Fisheries, and Civil Engineering. Continue and enhance collaboration and cooperation with public agencies such as city governments, state government, and non-for-profit organizations.

Goal 4: Create a place and culture that advances our mission.

Objectives under this goal are:

- 4.01. Encourage faculty, staff and student compositions that are reflective of Mississippi's diverse population.

Metrics & Action: Encourage and value gender, cultural, and ethnic diversity. Utilize resources and assistance within the college and university to enhance diversity. Maximize collaboration with internal and external resources to enhance recruiting in the state, nation and globally to increase diversity.

Enhance and continue to seek short and long term opportunities to demonstrate value and benefits of gender, cultural, and ethnic diversity for faculty and students by study abroad programs, visiting scholar and visiting student programs (both national and international), Fulbright Fellowship Programs.

Take advantage of existing international academic exchange agreements for faculty and student exchange opportunities. Seek new international agreements with other countries for teaching, research, and creative activities for faculty and students.

Seek and develop collaborative teaching, research, creative activity, service and outreach programs with landscape architecture programs in the region.

Seek and develop funding for guest lecture series to emphasize gender, cultural, and ethnic diversity while exhibiting the current and emerging state of the art in the profession.

4.02. Create a facility that serves as a learning laboratory for our academic and research programs.

Metrics & Action: Following is a primary list action items that are used toward creation of a facility that serves as a learning laboratory for our academic and research programs.

- Maintain a professional appearance and atmosphere of our facilities both interior and exterior that adheres and demonstrates the Departmental Mission Statement.
- Maintain safe, universally accessible, functional and visually attractive facilities that are open to all students and faculty 24/7.
- Encourage both curricular and extra-curricular uses of facilities by students, faculty, professionals, allied professionals, scholars, and public to increase opportunities and networking for teaching, research, creative activities, service and outreach.
- Take advantage of several hands-on courses, including but not limited to the Exterior Design Build Studio (LA 4443) to plan, design, build and manage landscapes within the immediate vicinity of our facilities through collaboration and cooperation with the Campus Services and Physical Plant Administration.
- Take advantage of several hands-on courses, including but not limited to the Exterior Design Build Studio (LA 4443) to plan, design, build and manage landscapes within the university campus through collaboration and cooperation with the Campus Services and Physical Plant Administration.
- Take advantage of project-based learning, service-learning to plan, design, build and manage landscapes within the region and the State through collaboration and cooperation with the local public and semi-public agencies and authorities.
- Take advantage of research and demonstration plots available at the South and North Research Farms to create collaboration with graduate and undergraduate students through collaboration and cooperation with the Mississippi Agriculture and Forestry Experiment Station Administration (MAFES) for disciplinary, multi-disciplinary and interdisciplinary teaching, research and other scholarly and creative endeavors.

In order to create a facility that serves effectively and efficiently, it is important to provide adequate space (size), variety in terms of teaching (lecture + studio + shop + Exhibit & Gallery + Jury Space + faculty office + demonstration plots) and research (research office & lab + shop + research plots) based functions, and finally state of the art furnishing and equipment. Our facilities were dedicated in 2003 and need additional lecture spaces and studios to accommodate current needs. One action item of the long range-plan that relates to objective 4.02 is the completion of the landscape architectural facilities complex by acquiring both state

and private funding to develop the fourth and final building. The Department has worked with the architectural firm that developed the original plans for our buildings to generate a draft program and preliminary plan to begin formal request for state funding as well as to be used for private fund raising. The original plans included a fourth building which was cut as the bids came above the allocated funds. Currently, the most immediate need is having access to modern lecture rooms that are equipped with the technology to cover all of our larger lecture courses and/or accommodating more than one course simultaneously at given times.

Additional space will be necessary in order to accommodate the ideal size of the department. The Department Head submitted a plan for an ideal department size in terms of student and faculty numbers to the College Dean upon his appointment in the spring 2007. This plan suggested a total of 15 faculty members and 225 students as the ideal size for the Department. These numbers were generated based on having two sections per semester for the BLA and one sections per semester for the MLA and LCM programs with 15 students in each section. The attainment of this plan is on hold based on the current enrollment levels, fiscal status of the State and the University.

The Department Head also developed a recruiting plan and submitted to the Office of the Dean. This plan is annually re-visited and updated. It must be noted the most of the nation's landscape architecture programs have been observing low or lower enrollment and applications in the U.S.A. This has been observed by the Department Head observed during meetings and discussions of the Department Heads during the Annual ASLA and CELA Conferences. During the 2013 Annual Meeting in Boston, at the request of this Department Head and support of numerous department heads, the ASLA Committee on Education (CoE) has agreed to conduct a survey of the best management practices used by landscape architecture programs around the nation and share the results in order to assist for better recruitment efforts.

4.03. Actively assess departmental effectiveness.

Metrics & Action: Following is a primary list action items that are used for assessment of departmental effectiveness. The findings and results of each item then are used toward implementation of measures to enhance and increase departmental effectiveness for teaching, research, creative activities, service and outreach.

- Conduct end of the semester course and student progress assessments. Faculty present their courses, projects, strengths, weaknesses, opportunities and challenges that experienced, and adjustments planned for the following year. Faculty seek and receive feedback from other faculty who teach previous or preceding courses in the sequence. At the conclusion of these reviews, a general assessment toward attainment of the academic mission takes place followed by a discussion of avenues of advancement and enhancement.
- Conduct mid-performance review of students.
- Participate in the annual Institutional Effectiveness Assessment.
- Conduct course/faculty evaluation for each course, every semester by students. The student evaluations of the faculty and their courses may also be utilized as appropriate when the nature of information is not confidential and/or personal.
- Conduct exit interviews with graduating students (Department Head). The Department Head also shares results of the exit interviews from graduating students as appropriate when the nature of information is not confidential and/or personal.

- Conduct exit interviews with graduating students (University). Results are shared with each department as applicable.
- Conduct annual faculty evaluations (Faculty-Department Head-Dean).
- Conduct alumni surveys (Department and College).
- Utilize Departmental Advisory Board for departmental assessments.
- Utilize professional and scholarly network for departmental assessment (formal and informal).
- Develop and submit annual program assessment reports to the Landscape Architectural Accreditation Board (LAAB).
- Maintain accreditation and participate in periodical accreditation reviews as set forth by the LAAB.
- Conduct periodical (every four years) policy reviews for the departmental mission statement (LA AOP 01..02); curricula (LA AOP 11.01); course substitution (LA AOP 11.02); pre-requisites (LA AOP 11.03); student advising and mentoring (LA AOP 12.02); mid-performance review (LA AOP 12.03); minimum departmental grade requirement (LA AOP 12.04); student work documentation (LA AOP 12.05); guidelines for adjunct-visiting faculty, visiting scholar and visiting executive appointments (LA AOP 13.01).

4.04. Encourage collaboration between landscape architecture and landscape contracting programs.

Metrics & Action: Following is a primary list action items that are used for encouragement and enhancement of collaboration between landscape architecture and landscape contracting programs.

- Continue utilizing early level courses for joint teaching for landscape architecture (BLA and MLA) and landscape contracting programs. Conduct comparative assessment of performances of different groups toward enhancing overall student performance and accomplishments.
- Continue utilizing annual design week experience via vertical team approach that provide team working for all levels and all three programs (BLA, LCM and MLA).
- Encourage cross and/or elective participation in required curricular field trips (LA 2652 – Landscape Architecture Precedent Studies, LA 3652 - Case Studies of Executed Works in Landscape Architecture, LA 3721– Landscape Contracting Field Trip I, and & LA 4721 – Landscape Contracting Field Trip II) as well as study abroad trips to all students in BLA, LCM and MLA Programs.
- In addition to curricular opportunities and activities listed above, encourage collaboration in extra-curricular and non-curricular activities such as student club activities of ASLA and PLANET, service-learning and post-service learning activities for social interaction, community building and networking.
- Encourage collaborative participation in celebration of accomplishments of students and alumni in events such as Annual Awards Banquet. Seek and develop incentives for participation to provide access for (costly) celebrations which may be inaccessible for some students. Seek funding sources and avenues to lower the cost of such events to enable greater participation.