

ACADEMIC PROGRAM REVIEW
Department of Landscape Architecture
November 13-15 2017

Self-Evaluation Report

DEPARTMENT OF LANDSCAPE ARCHITECTURE

School of Architecture + Planning
University of New Mexico

UNM Academic Program Review
November 13-15, 2017

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INTRODUCTION

A. Program Summary

The Department of Landscape Architecture in the School of Architecture + Planning at the University of New Mexico, offering a Master of Landscape Architecture (MLA) degree, is fully accredited by the Landscape Architectural Accreditation Board (LAAB). The graduate professional degree prepares graduates to enter the profession and discipline of landscape architecture. The Department is one of three professional degree departments in the School.

The MLA degree program accepts applications from students with previous degrees in non-design disciplines to a three-year program of study, and students with degrees in some design disciplines to a two-year program of study. There is an undergraduate concentration in Landscape Architecture offered in the Bachelor of Arts in Architecture, and the Bachelor of Arts in Environmental Planning in Design programs in the School of Architecture + Planning, and students who complete this concentration may apply for a two-year MLA program.

The MLA program has a strong focus in design theory and application, particularly in urban environments. The design studio sequence has been developed to challenge students with issues and ideas of increasing complexity as they move through the program. The general design approach incorporates issues of environment and culture, and how the careful synthesis of these leads to powerful, inspiring and resilient places. By the end of their programs of study students develop very high-level design and graphic representation skills. Our students have won over seventeen national and international design competitions. The design sequence is supported by coursework in history and theory, construction technology, digital and graphic representation, environment/ecology, professional practice and research. In their final year students have the opportunity to pursue individual areas of interest as they develop and carry out their thesis research projects.

The Department of Landscape Architecture has four full time faculty, two half time faculty, one Professor in Practice, one Research Associate Professor and five adjunct faculty. There is a mix of in state, out-of-state and international students, who make up a vibrant, engaged and interesting student community.

In the fall of 2009 two full-time faculty were hired: Hyejung Chang and Katya Crawford. In 2012 due to a competitive hiring process the program added an additional full time FTE line for Chris Wilson who was being paid from endowed funds. In addition the Department received another line for a Director position allowing Professor Simon to maintain a Landscape Architecture faculty appointment and transition to Associate Dean. After a national search Eric Bernard was hired in fall of 2012 as LA Director. In the fall of 2013 the Department was provided an additional 0.5 line as part of a Provost's initiative to interdisciplinary programs allowing Catherine Harris to join the tenure track faculty. In fall of 2015 Sue Frye was brought into the program to a .5 FTE lecturer position.

In 2014 Hyejung Chang resigned to take a position at Clemson, and in 2015 Eric Bernard resigned to take a position at Trust for Public Land. Alf Simon stepped back in as program Director.

Several improvements have been made in the development, delivery and sequencing of courses to address concerns based on program reviews by the collective faculty and on student feedback. The

faculty have recently engaged in curriculum review designed to achieve a high level of integration of the pedagogical streams within the curriculum. Key issues have been identified to improve the content, consistency and linkages between courses and connections to faculty scholarly/research pursuits. Since 2000 the delivery of the technical course content has been carried by very capable practicing professionals teaching in temporary part-time faculty roles in courses offered weekly in the evenings. This process maintains great connections to, and relationships with, practicing professionals. The professionals teaching part time are very dedicated and are encouraged to participate as much as their time allows in the shared governance of the Department. With existing skills in design, representation, history, and theory the next strategic full time hire could be for a faculty to teach and coordinate digital technology across the curriculum and who also has a specialty in one or more of the SAP strategic areas.

The Studio T model that incorporated a structured thesis/final project process was implemented and has improved faculty load issues. Large graduating classes in 2012, 2013 and 2014 challenged the model where a committee still reviews unique projects proposed by each student. Lower enrollment numbers for the spring 2015 and spring 2016 cohorts will allow the model to work per the initial plan without overly taxing the faculty. Overall the model has greatly improved both on-time and overall graduation rates. The thesis model continues to be discussed as part of the ongoing curriculum review in order to ensure that our students can find a good fit between their research engagement and their needs as graduating landscape architects entering professional life.

The School of Architecture and Planning embarked on a strategic plan revision in January 2013 that was introduced to the full faculty as a series of strategic initiatives in the fall of 2014. The four strategic initiatives involve: the planning and design of healthy environments; indigenous places; arid and water scarce regions; and innovation in integration of information, visualization and fabrication. The Department of Landscape Architecture is developing strategies to leverage faculty and student scholarship and research to work collaboratively within and beyond the institution to address critical issues in these realms.

The Department and the School have developed productive relationships with the City of Albuquerque, the State MainStreet Program, the City of Rio Rancho, The Albuquerque Metropolitan Arroyo and Flood Control Authority (AMAFCA), the South Sandoval County Flood Control Authority, Bernalillo County Open Space Division and the National Park Service.

B. History of Program

1937 Architecture was offered as a concentration in the College of Fine Arts, and at the end of World War II, building and technology pulled the program to the College of Engineering.

1957 The Colleges of Engineering and Fine Arts formed a special division of architecture.

1967 The first professional degree in Architecture was accredited

1968 The Master of Architecture Degree was accredited

1972 Professor Craig Andrews began teaching a series of landscape architecture classes at what was then the Department of Architecture within the University of New Mexico's College of Fine Arts.

1975 The School of Architecture and Planning was designated as an autonomous Professional School along with the Schools of Law, Medicine, Engineering and Nursing.

1975 Professor Don Schlegel, the Department Chairman for Architecture, hired Baker H. Morrow, an Albuquerque landscape architect in private practice, to teach a seminar called "New Directions in Landscape Architecture" for the spring semester. Mr. Morrow's seminar was popular, and the chairman asked him to teach another in the fall of 1975 to be entitled "Public Landscape Architecture." In subsequent years, Mr. Morrow, teaching continuously as a Lecturer in Landscape Architecture, developed a series of courses (eventually numbering six-to-eight) that would allow students to pursue landscape architecture as a minor while working on their degrees in either Planning or Architecture in the School.

1975, 1978 New Mexico's landscape architects drafted bills to enact licensing for landscape architects and presented them to the State. As title and practice acts, they constituted progressive legislation. They were opposed by a number of architects, including several from the School, and were narrowly defeated both times.

1978 The Department of Architecture split off from the College of Fine Arts, becoming the School of Architecture. Mort Hoppenfeld the new Dean of Architecture, asked Mr. Morrow to develop a curriculum for a new Bachelor's degree in Landscape Architecture (BLA), which he completed late that year. The faculty of the School of Architecture reviewed the curriculum and approved it in principle in 1978 and 1979. However, the architecture program faculty were ambivalent about supporting its immediate funding, and so it was tabled "for the foreseeable future."

1981 Dean George Anselevicius assumed leadership of the School. Professor Edith Cherry, the Director of the Architecture Program, and Professor Richard Anderson, the Director of the Planning Program, worked with the Dean and Mr. Morrow to revise the 1978 landscape architecture curriculum and create a new bachelor's degree proposal in landscape architecture for the School. This was not approved.

1982 The Community and Regional Planning Program was officially added as a degree-offering program in the School. The name of the School was changed to the School of Architecture and Planning to reflect the two distinct programs.

1984 The new proposal for an LA program was completed after many months of work and was presented to the School faculty during a daylong retreat. Once again the architects rejected it on the grounds that it would draw from their resources and was not warranted by need. The planning program, however, disagreed. Approval was possible because of funding support from the JB Jackson Endowment. Director Anderson immediately worked with Mr. Morrow to create a specialization in Landscape Planning within the master's degree in Planning. Mr. Morrow became an official member of the Planning faculty and directed this concentration within Planning for the next several years.

1985 New Mexico's landscape architects had rewritten their proposed licensing act and introduced it in the New Mexico Legislature's session. With snowballing support, it passed four committee hearings and the full House of Representatives and Senate and was signed by the Governor by March, 1985. The new State Board of Landscape Architects had licensed some 250 landscape architects by 1986. With a new landscape architects' licensing act in hand, the demand for licensing began to play an increasing role in Mr. Morrow's attempts to persuade the School to establish a degree in landscape architecture.

Late 1980s The architecture program had added a specialization in Landscape Design to their graduate curriculum in Architecture.

1994 The new Dean of the School, Professor Richard Eribes, called for the creation of a degree program in landscape architecture at a faculty retreat. The faculty, including the architects and the planners, concurred, and by April of 1995 the proposed degree was included in the School's Mission Statement. Dean Eribes then asked Mr. Morrow, who had been promoted to Associate Professor in 1990, to perform a feasibility study for the new degree and appointed him Founding Director. Professor Morrow wrote the new MLA curriculum, including complete syllabi for 13 new courses and the University Catalogue copy. Interim Dean Ric Richardson, who had succeeded Dean Eribes, secured a promise from the University Provost to allow an unfilled faculty position to be used to support a Landscape Architecture initiative in the School.

1998-89 The School faculty approved the new program after two years of intense debate and review, and on the heels of the final, 125-page feasibility report. With the full support of the architecture and planning faculty at last, Interim Dean Richardson, Associate Professor Steve Schreiber (the new Director of the Architecture Program), and Professor Morrow then set out to get the program approved by the UNM Faculty Senate (three hearings), the University Board of Regents (three hearings), the University Administration, and in 1999 and 2000 with the arrival of the new Dean of the School, Professor Roger Schluntz, the State Commission on Higher education (four hearings), the State Board of Finance, and the Governor.

2000 The Master of Landscape Architecture (MLA), the only degree of its kind in New Mexico, was finally approved on June 29, some 22 years after a Landscape Architecture program was first proposed, was first proposed, becoming the first new LA program in North America in the Twenty First century.

Following a national search Professor Alf Simon, FCSLA, a distinguished landscape architect and educator from the University of Manitoba, was hired in the late summer of 2000 to become the first Director of the program.

Professor Simon immediately revised the graduate program and curriculum to develop a robust MLA degree program and to meet the LAAB candidacy requirements. He also worked with the Community and Regional Planning Program to re-design the School's undergraduate Environmental Design degree to serve as an undergraduate feeder for the MLA. A number of talented and experienced landscape architects were hired to teach part-time and fill out the new curriculum.

2001 At the request of the LA Program Director, LAAB sent a reviewer to the School for a pre-accreditation/candidacy visit. Rob Thayer from UC Davis visited the program in April, 2001.

2002 Chris Wilson was hired as the first JB Jackson Professor of Cultural Landscape Studies and joined the faculty of the LA Program.

2003 The program hosted its first accreditation visit in March, 2003, and was subsequently granted a six-year initial accreditation.

2004 Following the LAAB team exit interview with the Provost, the LA Program was given a faculty line for a new full time contract position. A search was conducted and Joni Palmer was hired as a contract faculty for a one-year period, and renewed for an additional year.

2006 The Provost approved the transformation of the full time contract position to a full time tenure track position. A search was conducted and Anne Godfrey was selected as a new tenure track faculty member in the LA Program.

2007 The landscape architecture program held its first foreign studies studio in the Brenta Valley in the Veneto region of Northern Italy.

A new building for the School of Architecture + Planning, George Pearl Hall, was completed and the move took place from November, 2007 to January, 2008.

2008 Program Director Alf Simon was appointed Associate Dean of the School in addition to his role as Director

Anne Godfrey resigned for personal reasons, leaving an unfilled tenure track position. Judith Wong was hired as a full time contract faculty for 2008-2009. With much help from the Dean of the School of Architecture + Planning, the Provost approved a new full time tenure track position for Landscape Architecture, in addition to the position vacated when Anne Godfrey left. A search for two tenure track positions was initiated in Fall 2008.

2009 the Master of Landscape Architecture Program hosted its second accreditation visit and was granted a full six-year accreditation visit. This was combined with an APR.

SA+P hired a full time graduate advisor, Beth Rowe. Beth has proven to be an outstanding advisor and was recognized with the first UNM excellence in advising award in 2013

Tenure Track Assistant Professors Hyejung Chang and Katya Crawford were hired as full time faculty in the Landscape Architecture Program starting in the Fall Semester of 2009.

Baker Morrow was appointed as UNM's first 'Professor of Practice'.

2010-2011 the School's undergraduate Bachelor of Environmental Design (BAED) degree curriculum was changed and due to resource limitations was not as integral or capable as a feeder for the MLA program.

2010 Dean Roger Schluntz stepped down and Professor Geraldine Forbes was named Dean of the School of Architecture + Planning

2012 Alf Simon stepped down as LA Director to focus on duties as Associate Dean. The Provost approved a national search for a Director and Eric Bernard, formerly at KSU, was hired as the Director of the program.

School of Architecture and Planning established CityLab with the City of Albuquerque as an urban design experience leveraging interdisciplinary solutions to the growth of the City and revitalization of its urban core.

2013 Assistant Professor Catherine Harris was hired as part of UNM's new interdisciplinary hire program in Art and Ecology 0.5 FTE and Landscape Architecture 0.5 FTE.

The School of Architecture and Planning embarked on developing a new strategic plan.

2014 Assistant Professor Hyejung Chang accepted a faculty position at Clemson University and resigned.

LA Administrative Assistant Trish Walters resigns and is replaced by a temporary Assistant.

2015 Assistant Professor Katya Crawford received tenure and promotion to Associate Professor

Associate Professor Eric Bernard stepped down as Director of the LA program and resigned from UNM. Professor Alf Simon stepped down from the Associate Dean position to become Director of the Landscape Architecture Program.

Monique Rubio was hired as the LA Administrative Assistant

2016 The LA Program hosted its third LAAB accreditation visit and was fully re-accredited for a six year period

2017 The three professional Programs in the School of Architecture + Planning become Departments

C. Department Administration

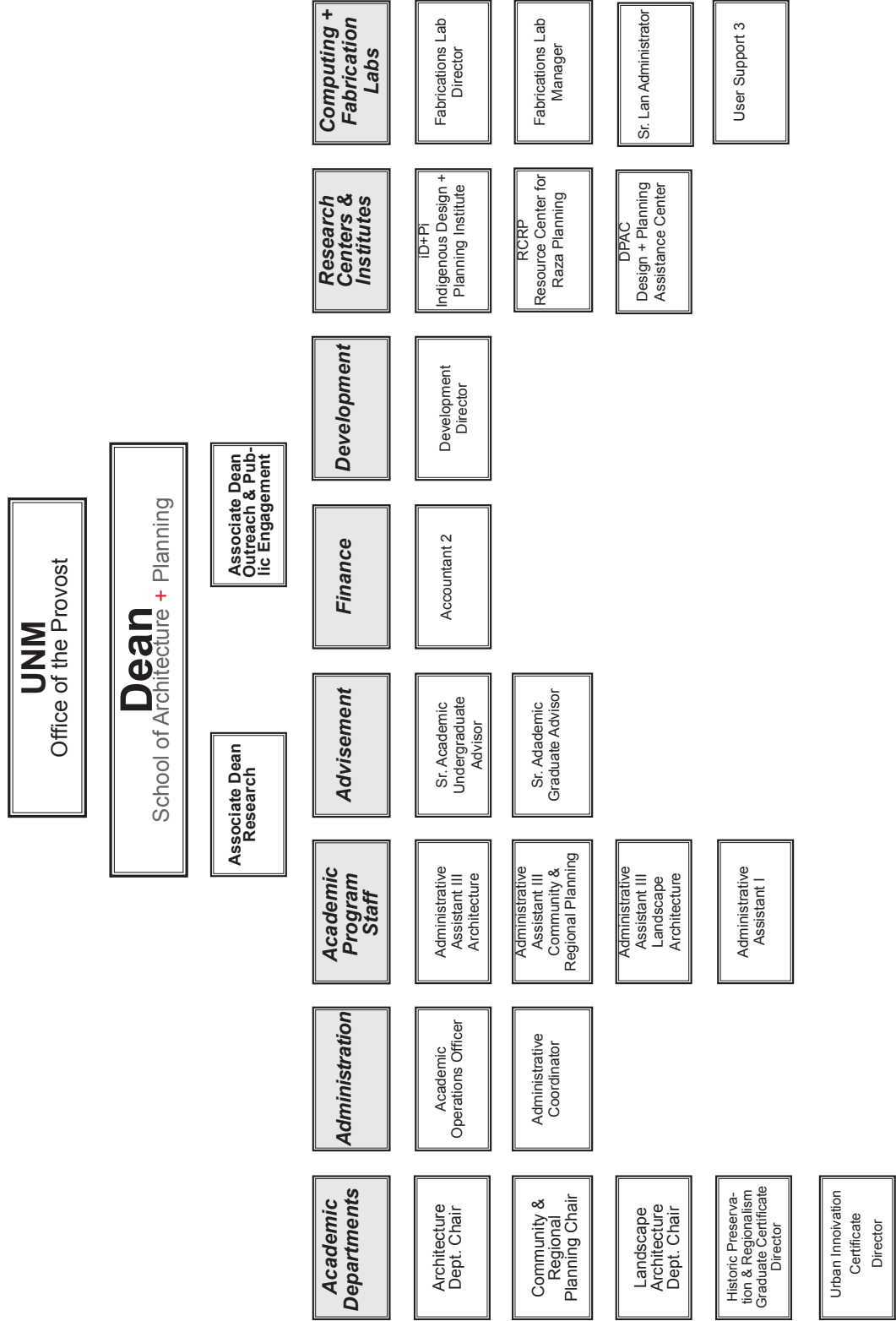
The Department of Landscape Architecture is an autonomous professional degree program residing administratively within the School of Architecture and Planning. See Appendix I for the Department of Landscape Architecture Bylaws.

The Department Chair has responsibility for budget items relating to its operations and faculty hiring, while the Dean oversees the general School budget. The Department also maintains control over curriculum and curriculum development, hiring instructional personnel and graduate student assistants, the admissions process, bylaws and operating policies, class scheduling and management of the LA scholarships and spending accounts for the scholarship endowments and the unrestricted Department endowment fund. The responsibilities of the Chair are outlined as:

- represent the Department to the School, University and outside community
- serve on the Executive Committee of the School
- provide leadership regarding all aspects of the Landscape Architecture Department, and consider input from faculty, students and staff
- call meetings of the Faculty during the academic semester
- determine teaching loads and service assignments in collaboration with the Department Faculty and communicate them to each member
- manage scheduling of classes
- manage the budget
- devise an annual hiring plan in cooperation with the Faculty
- facilitate regular curriculum review and ensure that adopted curriculum requirements and staffing needs are met
- maintain a current committee description, including the method of selection, and responsibilities of, standing and ad hoc committees, as approved by the Faculty
- evaluate the Faculty annually in accordance with the School's "Form A" submitted by each Faculty member, including the dimensions of teaching, research and creative work, and service. Merit pay increases, if any, will be based on this evaluation.
- oversee Department publications
- support faculty development in teaching, research and community service.
- coordinate efforts for recruiting students and faculty

- advise incoming students
- teach a course load consistent with other Department Chairs
- serve on thesis / project committees
- supervise assigned graduate and administrative assistants
- perform other functions as agreed upon with the Faculty of the Landscape Architecture Department and the Dean.

School of Architecture + Planning Organizational Chart



D. LAAB Accreditation

In 2009 the Department of Landscape Architecture (then a program) hosted a Landscape Architectural Accreditation Board (LAAB) visit in conjunction with an APR. In 2016 the program hosted another LAAB visit (six year cycle) and was fully accredited for another six years. The LAAB report is in Appendix 2.

E. APR

As mentioned above, the LA Program hosted an APR in 2009. The APR report is in Appendix 3.

Landscape Architecture Program APR Update to June, 2009 APR Visit

The Landscape Architecture Program, which started in 2000, went through its first UNM Academic Program Review in April, 2009.

There were two reviewers on the team: Bruce Thomson from the School of Engineering at UNM And Karen Hanna from the College of Environmental Design at Cal Poly, Pomona. The review was carried out in conjunction with a Landscape Architecture Accreditation Board (LAAB) visit that happens on a six-year cycle.

The review was insightful, thorough and fair, and resulted in a number of observations and suggestions for the program to address.

Update to suggestions

- *Develop areas of focus for an agenda of research, scholarship, and creative activities to be used by faculty and students alike to encourage the LAP to develop an identity of academic accomplishment.*

The LA program has developed a strong identity as a design program. Our students have consistently won national and international design competitions every year since the last APR. The Accreditation team that visited in Spring 2016 stated that in their opinion we are one of the strongest design programs in the country.

- *Strategize about the means to support faculty and student engagement in research, scholarship, and creative activities.*

All of our faculty are engaged in some form of scholarship, research or creative activity. The School now has a support staff person to aid faculty on grant preparation and identification, pre-award processes, and post award processes.

- *The LAP, in concert with the School of Architecture, should conduct a strategic planning exercise to update its strategic plan.*

Our strategic plan was updated in 2010 and again in 2014, and we are scheduled to do a thorough review of our strategic direction in February, 2017.

- *It is suggested that the LAP improve its interaction with other departments and programs outside the School of Architecture and Planning at UNM. The LAP should work to develop an externally funded research program and should seek*

collaboration with other programs to develop interdisciplinary research activities of a regional and national significance.

External funding to any significant degree is a difficult proposition for most design programs. Most of the available funding is situated in the sciences, the humanities, and to some degree in the fine arts. We continue to get contracts and grants from agencies such as the National Parks Service.

We now have collaborative agreements to offer a Ph.D. in the Built Environment with the College of Fine Arts, The School of Engineering and with Latin American Studies. These Schools/Departments are the degree-granting agents, but the degree is situated in our School and focused on issues related to our disciplines.

- *Students should be encouraged to take electives outside the School to further deepen their knowledge of topics such as water resources, geography, sustainability, and construction management.*

We encourage students to search out electives across the University that would strengthen their areas of interest.

- *Dr. Simon should be strongly encouraged to apply for promotion to the rank of Full Professor.*

Dr. Simon is now a full Professor.

- *Examine the role and work load of the program Director*

The Director no longer serves as an Associate Dean and takes on an appropriate annual teaching load

- *Develop a succession plan for future leadership of the program*
With the two new tenure track hires the LA program will now have three full time faculty, including the Director, dedicated to the program, and one full time faculty, 85% of whose time is dedicated to the certificate program in Historic Preservation and Regionalism.

In 2012 Professor Simon stepped down as Director following an opportunity from the Provost's office to bring in a mid level faculty to serve as Director. The new Director was here for three years, but unfortunately did not work out. After three years the Dean asked the new Director to step down and reappointed Dr. Simon as Director of the LA Program. The Director that was hired left the University.

Of the two new faculty hired just after the 2009 APR, one has left and the other has now been promoted to Associate Professor.

F. Strengths, Weaknesses and Opportunities of the Department

Current strengths

- Faculty, student and professional community dedication and commitment.
- Excellent support from the Dean to grow the full-time LA faculty.
- Strong relationship with the professional community and significant NMASLA leadership and support.
- Regional location of the School in an area of high cultural and geographic diversity
- Excellent Graduate Advisor.
- Excellent landscape design and theory education evidenced in the success of student and faculty design competition awards.
- Excellent record of student awards in national and international design competitions.
- Support of the greater community and value as a contributor on future design and development issues in the metro region and state.
- Excellent relationships with sister Departments in Architecture and Community and Regional Planning, and with the Certificate programs in Historic Preservation and Regionalism, and Urban and Regional Design.
- Strong outreach engagement with the City of Albuquerque and with rural communities throughout the state.
- UNM values graduate education.
- Diversity in the student body and in the skills and knowledge of the faculty.
- Growing expertise in landscape art and ecology and temporary/tactical urbanism.
- Superb Fine Arts and Design Library in our building.
- Certificate programs in Historic Preservation and Regionalism, and in Urban Innovation.
- Excellent student services in the computing and fabrication laboratories.
- High level of participation and representation in CELA.
- Record of student and alumni placement with leading national and international firms.

Current weaknesses and challenges

- Lack of scholarships, stipends and incentives for prospective and current students to compete for best students.
- Challenges in faculty development due to budget and rapidly increasing technology integration in contemporary practice.
- The current state of the New Mexico economy lagging behind the Nation and region in recovery from the recession and this has had an impact on job availability and Department financial support.
- Lack of New Mexico students and minority students representative of the state.
- Small cohorts entering for 2015 and 2016 graduating classes.

Opportunities

- Integrate the BAEPD and the BAA in the School, as undergraduate feeders to the graduate MLA program. Leverage this link to bring in more graduate students already competent in environmental issues, green design, and related aspects.
- Capitalize on current research, scholarly and studio momentum with the Cities of Albuquerque, Rio Rancho and Santa Fe with sponsored studios and/or externally funded projects.
- Integrate more thoroughly digital technologies across the curriculum to help students build competitive cutting edge digital skills in an evolving profession.
- Become a key go-to research resource in the region for xeric/water sensitive landscapes.
- Increase exposure of the Department nationally and internationally.
- Continue to find opportunities for rich collaboration with the Architecture and Planning Departments.
- Continue to expand the diversity of learning opportunities in the Department.

1. STUDENT LEARNING GOALS and OUTCOMES

A/B. Mission

Department of Landscape Architecture Mission

The Master of Landscape Architecture Degree Program at the University of New Mexico is committed to providing a strong and comprehensive graduate education designed to prepare graduates to enter the profession of landscape architecture as private, public or academic practitioners; and, to promote research and inquiry that contributes to knowledge in the discipline.

The core educational mission of the Department is the investigation of principles and theories of Landscape Architecture, their application as tools for critical thinking and their synthesis in design thinking, both as they apply to issues of the Southwest and in a larger world context of social, cultural, environmental and evolutionary influences on the landscape.

The mission aims directly at the need to provide a graduate landscape architecture program for first professionals as well as advancing professionals for New Mexico, and all states nationally requiring landscape architecture licensure. The Department of Landscape Architecture offers the only professional degree in Landscape Architecture in New Mexico. Landscape Architecture is a discipline uniquely positioned to integrate social, cultural and environmental issues in making the places in which we live, work and play. It is also a discipline that is strongly integrated with other environmental design disciplines including Architecture, Engineering and Planning. The mission and educational mission of the Department align directly with School of Architecture and Planning and University of New Mexico, which are stated as follows.

School of Architecture and Planning Mission

The School's mission is to provide an excellent learning experience that is enabling and inspired by a solid base of scholarship, research, and professional practice. The philosophy of the School is to be responsive to the culture, history, and fundamentals of New Mexico; to know the significance of ecological and social conditions; and to elevate the aesthetic, ethical, and theoretical foundations of our professions.

University of New Mexico Mission

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

C. Educational Goals

1. To ensure that **students** are well prepared to pursue a career in Landscape Architecture as private, public or academic practitioners, and to be future leaders.
2. To maintain a **faculty** group with diverse interests and knowledge, robust scholarly engagement and strong teaching skills.

3. To develop an effective integrated **curriculum** that builds skills and knowledge in creative and systematic ways and that acknowledges changes in the discipline.
4. To maintain effective, creative, respectful and transparent **governance and administration** in the Department.
5. To obtain and maintain up-to-date equipment, teaching spaces, research **facilities and resources** to support the Department of Landscape Architecture.
6. To build strong **relationships** within the university and the community.

The goals are derived from the Department mission and they address the fundamental elements of the Department: students, faculty, curriculum, administration, facilities and relationships. The goals and the associated objectives below elaborate the educational mission of the Department and provide the strategic framework in which the mission can be realized.

The Department annually and/or on a semester-by-semester basis reviews course outcomes related to stated learning objectives and relates these to Department goals. While progress can be measured in student production and outcomes, student feedback is collected at this time through informal discussions and meetings. Discussions are underway to develop a process of student exit interviews and/or surveys.

D. Educational Objectives

Goals	Educational Objectives
1. To ensure that students are well prepared to pursue a career in Landscape Architecture as private, public or academic practitioners, and to be future leaders	<ol style="list-style-type: none"> 1. Provide students with an enriched learning environment that includes opportunities to help build knowledge, values and character 2. Provide quality advisement to all students 3. Ensure that students are aware of related professions in design and environmental disciplines 4. Provide for the needs of returning / continuing (professionals) students and their integration into the MLA program 5. Develop opportunities for student travel 6. Maintain diversity in the student body 7. Encourage students to enter design competitions and participate in conferences 8. Provide students with an opportunity to pursue individual academic goals, interests and research 9. Recruit quality students

<p>2. To maintain a faculty group with diverse interests and knowledge, robust scholarly engagement and strong teaching skills</p>	<ol style="list-style-type: none"> 1. Provide a desirable, collegial and productive working environment for all faculty 2. Recruit new faculty that compliment existing skills 3. Provide opportunities and support for faculty to pursue and integrate their research and teaching interests 4. Maintain diversity in the faculty cohort 5. Provide mentorship and annual feedback to allow faculty to grow and improve 6. Engage high quality, knowledgeable adjunct/part time faculty 7. Encourage inter and multi disciplinary relationships 8. Host visiting faculty that bring new and different ideas to the Department 9. Encourage faculty to attend and present at conferences, go to other Schools as visiting critics and seek out possible short term exchanges
<p>3. To develop an effective integrated curriculum that builds skills and knowledge in creative and systematic ways and that acknowledges changes in the discipline.</p>	<ol style="list-style-type: none"> 1. Maintain a review and evaluation process to ensure the curriculum meets the core knowledge, skills and applications of the discipline and its evolving needs to allow students to pursue employment in the field upon graduation 2. Balance the requirements of a first professional degree program with those of a graduate degree that provides opportunities for areas of research and specialization 3. Integrate design thinking, information technologies, theory and environmental knowledge to graduate students at the forefront in a dynamic profession 4. In addition to the core curriculum, provide elective opportunities for students to expand their knowledge and skills 5. Provide opportunities for students to study the landscape at a variety of scales and geographical locations 6. Provide opportunities for collaboration with other disciplines and units both locally and beyond. 7. Promote extra curricular activities such as symposia and visiting lectures 8. Use our region as a laboratory for exploring and investigating issues, principles and theories critical to the wider discipline 9. Provide a variety of educational opportunities including community engagement, service learning and design-build 10. Provide elective options that allow students to build areas of emphasis and specialization comprising at least 9 credit hours of study. At present these areas include: digital representation / 3D modeling / fabrication; art and ecology; urban design; historic preservation.
<p>4. To maintain effective, creative, respectful and transparent governance and administration in the Department</p>	<ol style="list-style-type: none"> 1. Periodically review and adjust the strategic plan 2. Share the burdens and rewards of administrative duties among faculty and make administrative committee work efficient, communicative, productive and timely 3. Ensure equitable and relevant annual review processes for faculty ensure that review standards for tenure and promotion are specific to Landscape Architecture 4. Ensure that there are sufficient financial resources in the budget to sustain and grow the Department

	<p>5. Develop and implement a suite of effective recruitment strategies</p> <p>6. Communicate regularly and effectively with all faculty, staff and students</p>
<p>5. To obtain and maintain up-to-date equipment, teaching spaces, research facilities and resources to support the Department of Landscape Architecture</p>	<p>1. Ensure that technical assistance and training is readily available to all students and faculty</p> <p>2. Maintain a current and powerful computing and output laboratory for individual and teaching use</p> <p>3. Maintain and continue to develop fabrication facilities that include both digital and analogue processes</p> <p>4. Ensure that library acquisitions continue to meet the needs of the Department</p> <p>5. Ensure that both wired and wireless connections in the building meet the needs of students and faculty</p> <p>6. Ensure that teaching spaces are maintained and have adequate resources for teaching and learning</p>
<p>6. To build strong relationships within the university and the community</p>	<p>1. Interact regularly with related UNM Schools and departments, recognizing and enriching the links between LA and other disciplines</p> <p>2. Serve the communities of New Mexico through outreach that promotes public awareness of the importance of landscapes and Landscape Architecture</p> <p>3. Enlist the aid and support, both political and financial, of UNM and the broader community for the concept of landscape stewardship and the profession of Landscape Architecture</p> <p>4. Build a life-long network of alumni</p> <p>5. Serve graduates as a center for networking, career and professional information, professional development and social contact</p> <p>6. Advocate for high quality campus and urban landscapes</p>

E. Student Learning Outcomes

The educational objectives above are strategic agents designed to result in a set of outcomes. General curriculum learning outcomes are shown below, and **specific student learning outcomes** related to each course, and that are the basis for our assessment process, are shown in Appendix 4.

Curriculum Outcomes		
Verbal And Writing Skills	Graphic Skills	Research Skills
<p>speak coherently and effectively on subject matter contained in professional curriculum and in articulating design ideas</p>	<p>employ appropriate representational media to convey and communicate essential information at each stage of the design process</p>	<p>research as an academic and professional endeavor</p>
<p>write clearly to express ideas, positions and critical commentary</p>	<p>design presentations that are coherent, structured and that tell the 'story' of the project</p>	<p>understand processes and values of research</p>
	<p>use digital technology in effective ways to develop, represent and communicate design ideas</p>	<p>examine fundamental components and tools primarily used in environmental design research</p>
		<p>identify and employ coherent methods of data collection and analysis to inform all aspects of investigation and design synthesis</p>
Critical Thinking Skills	Collaborative Skills	Design Skills & Knowledge
<p>reflect on landscape architecture as a discipline that operates in the context of social, cultural, environmental and aesthetic theory.</p>	<p>identify and assume divergent roles that maximize individual talents, and cooperate with other students when working as members of a design team and in other settings</p>	<p>the fundamentals of visual perception and the systems of order that inform the three dimensional design of outdoor places</p>
<p>develop analytical skills in reading and assessing landscape</p>		<p>the spatial language of the landscape which enables human habitation and interaction at individual, social and cultural levels</p>
<p>develop judgment for decision-making in the process of making landscapes</p>		<p>design as a process of reflection and experimentation</p>

Human Process and Form	Natural Process and Form	Site Planning
landscape architecture as a holistic concept for interpreting and shaping the built environment	regional biomes and plant communities	strategies for identifying, recording and analyzing critical site information
how the great landscape design traditions of the world have interacted with urban design, town planning, regional planning, and vernacular cultural landscapes	the impact of climate change on plant selection	appreciation for quantitative, qualitative and poetic characteristics of a landscape
Landscape Construction	Professional Practice	
the conventions, standards, applications, and restrictions pertaining to landscape construction	the laws pertaining to professional registration, professional service contracts, international trade agreements, and the formation of design firms and related legal entities	
the physical characteristics, qualities, and limitations of the most common materials used in landscape and site construction	the basic principles of office organization business planning and marketing as they apply to the practice of landscape architecture	
the appropriate application of landscape constructional systems and their resistance to potential human and natural destructive forces	the different methods of project delivery, the corresponding forms of service contracts, and types of documentation required to render competent and responsible professional service	
technically precise drawings and specifications of a proposed design for purposes of review and construction	the landscape architect's role in project management and contract administration	
national and regional codes, regulations, and standards applicable to landscape design projects	the ethical issues involved in the formation of judgments in environmental design and landscape architecture practice	
Management and maintenance issues that contribute to the success of landscapes		

F. Outreach, Community and Alumni Activities

Interaction with the Institution, and Public

Community outreach and service learning is valued very highly by the Department of Landscape Architecture, the School and the University. The Design and Planning Assistance Center (DPAC) is the oldest continuously operating community design outreach center operated through Schools of Architecture and planning in the country, and the Department of Landscape Architecture has been heavily involved with the Center since the program's inception in 2000. LA 508 Design Studio 4 is an interdisciplinary studio in which LA students collaborate with graduate students in Architecture and in Planning. The goal of the studio is to engage in service learning normally focused on urban or neighborhood design. We have carried out projects all over the state in many of New Mexico's towns and cities, frequently working with the New Mexico MainStreet program. In recent years we have also established a relationship with the City of Albuquerque that has led to our downtown CityLab studio venue.

The Department and the School have developed productive relationships with the City of Albuquerque, the State MainStreet Program, the City of Rio Rancho, The Albuquerque Metropolitan Arroyo and Flood Control Authority (AMAFCA), the South Sandoval County Flood Control Authority, Bernalillo County Open Space Division and the National Park Service.

In all cases service activities are documented in published reports that describe the study/project and its outcomes. The reports are normally prepared as a part of a studio or a contract by students, graduate assistants and the faculty of record, and are professionally printed through services such as BLURB.

LA faculty have participated on, and chaired, the Campus Development Advisory Committee and the UNM Design Review Board.

Faculty sit or have sat on a number of UNM committees including Faculty Senate, Teaching Effectiveness, Historic Preservation, Associate Deans for Research, International Student Travel Programs selection, Senate Curriculum Committee

Part time professional faculty have carried out a number of professional projects on the UNM campus

The Department participates in an annual public open house held in the School, and in UNM Day at the State Legislature.

We have established relationships with the City of Albuquerque, Bernalillo County, the City of Rio Rancho, the South Sandoval County Arroyo and Flood Control Authority (SSCAFCA), the Albuquerque Metropolitan Arroyo and Flood Control Authority (AMAFCA), the New Mexico MainStreet Program, 516 Arts

The Department of Landscape Architecture has hosted in the School a number of programs and workshops put on by NMASLA for its members and for the public.

Interaction with the Profession, Alumni and Practitioners

The Department of Landscape Architecture has a very productive relationship with the New Mexico chapter of the American Society of Landscape Architects (NMASLA). Faculty and students participate in their events, symposia and workshops.

- Several professionals serve as adjunct/part-time faculty in the Department and are very involved in issues of Department planning.
- Professionals regularly participate as visiting critics and on studio reviews.
- NMASLA has developed a mentorship program to help LA students.
- NMASLA advises students on portfolios, and on job-seeking strategies.
- Professionals in the community serve as external members on graduate thesis committees.
- Several Alumni and Professionals are members of the Dean's Council. Membership in the Council requires annual dues, and the members act in various ways to help further the mission and goals of the School.

We currently have an alumni database that is primarily used to maintain contact information. We are in the process of developing a much more robust student database that tracks all students from the time they enter the Department and after they graduate. This new database will include fields that enable us to follow the person's professional career path after graduation.

The UNM Alumni Association keeps alumni records, and the School's Development Officer actively uses the School Alumni database to contact alumni for various reasons.

Alumni are contacted to notify them of lectures and other events taking place in the School, and for annual updates on the activities and achievements of faculty and students in the Department.

Professionals who are teaching in the Department as part-time instructors are fully engaged in all Department planning and curriculum review. As mentioned above, the NMASLA is very engaged with students in the Department in various capacities including career advisement and extended learning opportunities. Many of our graduates work in local offices, and are introduced to professionals while they are students through NMASLA events and in studio review sessions.

While we do not have a formal assessment procedure, the continuing and evolving relationship with the professional community, the enthusiasm demonstrated by alumni and professionals for the LA Department and the students, and the students' appreciation of the direct and indirect presence of professionals in the Department, clearly indicates that this relationship is both effective and successful.

G. Long Range Planning Process

The long range planning process has been traditionally part of annual or semi-annual faculty reviews based on course outcomes related back Department goals and long term plans and to evolving needs in the profession. The results of these review sessions have been integrated into annual reports to the Dean that are typically ladder reported to the University reports. This reporting and documentation process has changed substantially in the past 3 years annually with greater emphasis on mid to five year planning horizons.

In the past year and a half faculty discussions have been largely related to the School's Strategic Planning process and initiatives that were first presented to faculty in fall of 2014. The Department of Landscape Architecture has been fusing this conversation with its continuing discussions on program and curriculum planning. The focus has involved all faculty (full and part time), students, staff, alumni and professionals to identify key trends and issues important to consider in the curriculum; faculty development and strategic hiring; integration opportunities for curriculum and creative and scholarly research endeavors; recruiting, especially New Mexico residents and minorities; and Department carrying capacity in light of the SA+P strategic plan.

In Spring 2017 the Department carried out a review of the long-range plan and identified several initiatives that will be carried out in the next three years.

Ensure that students are well prepared to pursue a career in Landscape Architecture as private, public or academic practitioners, and to be future leaders

1. Provide students with an enriched learning environment that includes opportunities to help build knowledge, values and character.
 - Develop colloquium series that focuses on creative ways of world-making
2. Provide students with an opportunity to pursue individual academic goals, interests and research.
 - Continue to discuss and develop the thesis process with goal to helping students produce high quality research projects.
3. Provide quality advisement to all students.
4. Ensure that students are aware of related professions in design and environmental disciplines.
5. Develop opportunities for student travel.
 - Continue to develop annual Paris foreign studies course.
 - Develop a list of venues in North America for shorter field trips
6. Maintain diversity in the student body.
7. Encourage students to enter design competitions and participate in conferences.
 - Formalize a process for student submissions and selections of student work to be entered into the annual ASLA students awards (Catherine + Kathy).
 - Continue to develop Studio 5 as the competition studio.

2. TEACHING AND LEARNING: CURRICULUM

A. Description

The curriculum offers core courses that align with LAAB requirements for first professional degree offerings as well as research preparation/methods and elective courses for specialization.

The 3-year program of study for students entering with non-design degrees comprises **eighty-seven** credit hours, with seventy-five hours of core courses that are discipline-specific, and twelve hours of electives.

The two-year program of study for students entering with design degrees comprises **forty-eight to fifty-seven** credit hours with varying hours of electives.

The curriculum is built around seven key areas: *design and representation, history/theory, construction technology, plants and ecology, professional practice, research and digital technologies*. Each stream fits into the curriculum in an integrated and sequential manner such that students are able to build their knowledge and skills systematically and effectively through their two or three year programs of study. In order to complete their programs of study in the periods stated, students generally need to register for 15 credit hours per semester, including a 6 credit hour design studio. This is the logic behind the courses offered by the Department each semester. Courses in design, representation, history, theory, research and the digital technologies overlay are primarily taught by tenured and tenure track faculty, while courses in construction technology and professional practice are generally taught by adjunct professionals. Courses, taught in the evenings, enable adjunct instructors to participate in the Department. Elective courses offered by LA typically have students enrolled from all three Departments in the School, and frequently students from other Schools or colleges.

NOTE: In Spring 2015 the faculty voted to make a change in the sequencing of some of the courses in the curriculum in response to exit interviews with graduating students.

The Department has maintained a matrix of knowledge, skills and abilities that it values and expects students to achieve at various levels in the program (see Appendix 5). These are continually reviewed in light of changes in technology, new paradigms and directions of the profession, evolving processes of professional engagement, emerging theoretical discourse and advances in knowledge.

B. Department Curriculum

History, theory and criticism are covered in:

LA 561 History and Theory of Landscape Architecture – an intro survey history course)

LA 560 LA in the 20th + 21st Centuries – a continuation of the first history course with emphasis on how the major cultural paradigms and philosophical movements of the 20th + 21st centuries, primarily in the western world, have influenced the design of the environment

LA 563 Landscape Architecture Theory – topics in the theoretical discourse of landscape architecture

Natural and cultural systems including principles of sustainability are covered in:

LA 558 Plants I

LA 559 Plants 2

LA 556 Site and Environment

Design Studios – all studios reference these three conditions

Public policy and regulation is covered in
LA 531 Professional Practice
Design studios

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

LA XXX Studio 0 (pre semester studio)
LA 501 LA Design Studio 1
LA 502 LA Design Studio 2
LA 503 LA Design Studio 3
LA 508 LA Design Studio 4
LA 505 LA Design Studio 5

Site design and implementation: materials, methods, technologies, applications are covered in:
LA 556 Site and Environment
LA 586 LA Construction I: Grading and Drainage
LA 581 Construction Materials and Techniques
Design studios

Construction documentation and administration is covered in:
LA 521 AutoCad for LA
LA 581 Construction Materials and Techniques
LA 586 Construction Documents

Written, verbal and visual communication is applied across the curriculum

Professional practice is covered in
LA 531 Professional Practice

Professional values and ethics is covered in
LA 531 Professional Practice and across the curriculum
Across the Curriculum

Plants and ecosystems is covered in
LA 558 Plants 1
LA 559 Plants 2
LA 556 Site and Environment

Computer applications and other advanced technologies are applied across the curriculum in modules, and in
Studio 0, LA 501, 502, 503, 508, 505 and 597 Design studios
LA 521 AutoCad for LA
LA 556 Site and Environment

Research/Scholarly Methods
LA 596 Thesis Preparation: Research Methods
LA 597 LA Thesis/Project

The course list above shows the distribution of core courses in topic areas. In addition to these courses, elective opportunities in the Department and the School allow students to build knowledge in particular areas. Elective courses change from semester-to-semester, but include:

Historic Preservation and Regionalism

LA 562 Gardens in the Sand: New Mexico's Historic Landscapes
LA 512 Landscapes of Latin America
LA 591 Preservation and Regionalism
LA 512 Cultural Landscape Planning
ARCH 581 Southwest Architecture and Cultural Landscapes
LA 512 The Orphaned Land
ARCH 512 Memory and Architecture

Urban and Regional Design

LA 566 Civic Spaces and Public Art
LA 567 Infrastructure Design & Planning
LA 512 Urban Composition
LA 512 Sustainable Landscape Design
LA 512 Water and the Landscape
LA 512 Creating Change
LA 512 Urban Design Methods
LA 512 Sculptural Infrastructure
ARCH 571 Urban Design Theory
CRP 576 Human Settlements

Digital Representation

ARCH 512 3D Modeling
ARTS 541 Computational Sustainability

Art and Ecology

ARTS 542 Aesthetics of Sustainability Sculptural Infrastructure Art and Ecology
ARTS 543 Aesthetics of Sustainable Landscapes
ARTS 544 Art & Ecology: Creating Change
ARTS 546 Advanced seminar in Art & Ecology

Other

LA 512 Navajo Design and Planning
ARCH 522 Contemporary Architecture
ARCH 563 Modern Architecture
CRP 527 Watershed Management

Each knowledge and skill stream fits into the curriculum in an integrated and sequential manner such that students are able to build their knowledge and skills systematically and effectively through their two or three-year programs of study. The design studio is at the core of the curriculum with studios in each semester that build in scale and complexity. The topical course sequences are shown in the following table.

	Year 1	Year 2	Year 3
<i>Design + Representation</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
	Studio 0 LA 501 LA Studio 1 582 Graphic Representation	LA 503 LA Studio 3	LA 505 LA Studio 5
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
	LA 502 LA Studio 2	LA 508 LA Studio 4	LA 597 Studio T (Thesis/ Project Studio)
<i>History + Theory</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
	LA 561 History + Theory of LA		
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
	LA 560 LA in the 20 th + 21st Centuries	LA 563 Theory of LA + Environmental Design	LA 597 Studio T (Thesis/ Project Studio)
<i>Construction Technology</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
	LA 521 AutoCad for LA LA 581 Materials + Techniques	LA 580 Grading + Drainage	LA 586 Construction Docs
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
			LA 597 Studio T (Thesis/ Project Studio)
<i>Plants + Ecology</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
	LA 556 Site and Environment	LA 503 LA Studio 3	
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
	LA 558 Plants I	LA 559 Plants 2	
<i>Research</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
		LA 503 LA Studio 3 LA 560 LA in the 20 th + 21st Centuries	LA 596 LA Thesis/Project Prep - Research Methods
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
	LA 502 LA Studio 2 LA 560 LA in the 20 th + 21st Centuries	LA 508 LA Studio 4 LA 563 Theory of LA + Environmental Design	LA 597 Studio T (Thesis/ Project Studio)
<i>Professional Practice</i>	<i>Fall</i>	<i>Fall</i>	<i>Fall</i>
	<i>Spring</i>	<i>Spring</i>	<i>Spring</i>
			LA 531 LA Professional Practice
<i>Digital Technologies</i>	Studio Modules		

Three-Year Program Roadmap

3-YEAR PROGRAM For students with non design degrees				
Year	Fall		Spring	
	<i>Course</i>	<i>Credits</i>	<i>Course</i>	<i>Credits</i>
Year 1	LA 501 Graduate Studio 1	6	LA 502 Graduate Studio 2	6
	LA 582 Graphic Communication	3	LA 521 AutoCAD for Landscape Architects	3
	LA 561 History + Theory of Landscape Architecture	3	LA 581 Landscape Construction Materials & Techniques	3
	LA 556 Site + Environment	3	LA 558 Plants 1	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Year 2	LA 503 Graduate Studio 3	6	LA 508 Interdisciplinary Community Studio	6
	LA 560 Land Arch in the 20th + 21st Centuries	3	LA 563 Theory in LA + Environmental Design	3
	LA 580 Landscape Architecture Technology 1 - Grading	3	LA 559 Plants 2	3
	Elective	3	Elective	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Year 3	LA 505 Graduate Studio 5	6	LA 597 Master's Project Studio (Studio T)	6
	LA 596 LA Thesis/Project Preparation	3	LA 531 Professional Practice in Landscape Arch	3
	LA 586 Construction Documents	3	Elective	3
	Elective	3		
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	12
TOTAL 3 YEAR PROGRAM CREDIT HOURS				87

Two-Year Program Roadmaps

2-YEAR PROGRAM For students with Architecture or design degrees				
Year	Fall		Spring	
	<i>Course</i>	<i>Credits</i>	<i>Course</i>	<i>Credits</i>
Year 1	LA 503 Graduate Studio 3	6	LA 508 Graduate Studio 4	6
	LA 556 Site + Environment	3	LA 581 Landscape Construction Materials & Techniques	3
	LA 561 History + Theory of Landscape Architecture	3	LA 558 Plants 1	3
	LA 580 Landscape Architecture Technology 1 - Grading	3	LA 563 Theory in LA + Environmental Design	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Year 2	LA 505 Graduate Studio 5	6	LA 597 Master's Project Studio	6
	LA 596 LA Thesis/Project Preparation	3	LA 531 Professional Practice in Landscape Arch	3
	LA 586 Construction Documents	3	LA 559 Plants 2	3
	Elective	3		
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	12
TOTAL 2 YEAR PROGRAM CREDIT HOURS				57

2-YEAR PROGRAM For students with Landscape Architecture degrees				
Year	Fall		Spring	
	<i>Course</i>	<i>Credits</i>	<i>Course</i>	<i>Credits</i>
Year 1	LA 503 Graduate Studio 3	6	LA 508 Graduate Studio 4	6
	Elective	3	LA 563 Theory in LA + Environmental Design	3
	LA 511 Independent Study	3	Elective	3
	TOTAL CREDIT HOURS	12	TOTAL CREDIT HOURS	12
Year 2	LA 505 Graduate Studio 5	6	LA 597 Master's Project Studio	6
	LA 596 LA Thesis/Project Preparation	3	Directed Seminar Elective	3
	Elective	3	Elective	3
	TOTAL CREDIT HOURS	12	TOTAL CREDIT HOURS	12
TOTAL 2 YEAR PROGRAM CREDIT HOURS				48

C. Program Delivery

Since 2009, seventeen students have won national and international design competitions and each year work seems to move the bar upward. Four students have had papers or posters accepted at CELA to

present their work which has led to additional interest in publishing. Graduating students have found positions in the LA profession locally, nationally and internationally. Although we do not have statistics, anecdotally the students taking the LARE exams have a very high pass rate.

The primary opportunity for students to pursue specific academic interests is in the electives available to students in the Department. The typical program of study includes twelve credit hours of electives (four courses). Students in the Department of Landscape Architecture can complete areas of emphasis in Historic Preservation and Regionalism, Urban and Regional Design, Art and Ecology, Indigenous Design and Planning, 3D modeling, and fabrication.. Students interested in foci other than these can put together a program of electives that will help them gain mastery in a specific area. Some of the elective courses available to students are offered within the School and some in other units including the College of Fine Art, Engineering and Arts and Sciences. Students may also register for a 'Special Topics' course in which they carry out an independent study under the guidance of a faculty member.

The School offers Graduate Certificate programs in Historic Preservation and Regionalism and in Urban Innovation. Each of these requires eighteen credit hours of study, nine of which can overlap with their MLA program.

New technologies - tools of the trade - are emerging rapidly in the digital age and it is difficult for all faculty to keep up with everything. Our faculty are generally technologically competent, and try to keep current with new and emerging technologies. We have initiated a digital technology module in Studios 1,2, and 3.

Our computing lab is current with its software licensing and the latest software applications relevant to our disciplines are available to faculty. We are currently designing a program of computing workshops that will be coordinated by the lab, taught by IT staff and SA+P faculty, and open to students and faculty.

Methodologies and theories in the discipline are embedded in studio instruction and linked to the appropriate courses in the curriculum. Our close involvement with the professional association and the participation of adjunct professionals in course delivery and program planning are critical in helping the Department both to understand the evolving nature of professional practice and to prepare our students to be the leaders in a changing world.

The Department has developed an undergraduate course, *'Imagining Landscape: Making Places by Design'* in which students across the University will be able to register. The Form B for this course has been submitted.

D. Research/Scholarly Methods

As a final requirement for the Master of Landscape Architecture degree, students must complete a thesis/research project that requires a significant research phase with a degree of rigor consistent with master's level graduate study. The intent of the thesis / project is to promote investigation and discovery beyond the course content, such that students can spend the time developing a depth of knowledge in Landscape Architecture issues and project process. The thesis / project is also a process in which students develop discipline, management skills, confidence and a level of maturity expected of a reflective professional.

In their fifth semester, the fall of the third year, students enroll in LA 596 LA Thesis/Project Preparation. In this course students not only explore research methods and the role of research in professional practice, but they also carry out a literature review and research in preparation for the conceptual and detailed design phases of the thesis / project in Semester six. At the end of the course

each student must submit an accepted thesis proposal. This process positions students to be able to complete their programs of study and graduate in the sixth semester.

Studio T, the Thesis / Project Studio in semester six, is designed to build on the research phase in semester five, and to encourage students to engage in project development and management in an organized, productive and timely manner.

In Studio T each student makes formal progress presentations three times during the studio on scheduled dates, and then a final presentation and submission at the end of the studio. Students are required to work with a committee of three and may also use additional consultants. The projects are developed in a document that is built incrementally at each stage of the process from research through topic development and conclusions. A passing final defense and the submission of the final edited document constitutes the completion of the thesis.

A list of students who have graduated from the Department between 2009 and 2017, and the titles of their theses, is shown in Appendix 6.

E. Syllabi

The Department of Landscape Architecture maintains a standard syllabus format that includes sections on: course description, course objectives, learning outcomes, course format, course assignments and submission requirements, weekly course schedule, readings/references, evaluation procedure, an outcomes-evaluation rubric and general policy statements (attendance, conduct, etc.). See Appendix 7 for an example syllabus.

F. Augmentation of Formal Educational Experience

The Department of Landscape Architecture does not have a formal internship component in the core program of studies. While we place high value on the professional internship experience, we have taken the position that graduate students are better served by using their initiative to search out and apply for internship opportunities. To this end we mentor the students in preparing a portfolio, in approaching potential employers and in interviewing. We do receive requests from employers for suggestions of students who would fit their needs, usually for summer employment opportunities, and we follow up on these. The School currently has a contract with the National Park Service to hire four students each summer, with additional contract opportunities in the offing. These positions are awarded on a competitive basis.

Faculty frequently receive grants or contracts that enable them to hire student employees, usually to work on real projects. Depending on the size of the project a faculty might hire three to five graduate students, normally during the summer, to complete a project under their supervision. Examples of this include main street studies or design for storm water management on community sites. If it is a research grant the student will carry out work related to the project, as assigned by the PI.

The School offers foreign studies opportunities that normally take place in the early summer. Destinations for these programs vary and have included Europe, Central America, and South America. From time to time field trips within the US are organized by a faculty member. In recent years these have included Dallas, New York, Los Angeles and New Orleans.

Finally, the School has two travel Fellowships that are awarded to students on a competitive basis.

G. Strategic Plan

Sustain an effective integrated curriculum that builds skills and knowledge in creative and systematic ways and that acknowledges changes in the discipline

1. Maintain a review and evaluation/assessment process to ensure the curriculum meets the core knowledge, skills and applications of the discipline and its evolving needs to allow students to pursue employment in the field upon graduation – and to evaluate the success of the curriculum
 - Develop a rubric-based method for assessing curriculum and initiate it in Spring 2017
2. Integrate design thinking, information technologies, theory and environmental knowledge at the forefront in a dynamic profession
 - Continue to develop the digital modules
 - Continue to develop strategies for integrating the curriculum using formal and informal methods
 - Introduce fabrication as a stronger component in the curriculum
 - Investigate the possibilities of a week-long field course for students – possibly at Sevietta (fall 2017)
3. In addition to the core curriculum, provide elective opportunities for students to expand their knowledge and skills
 - See C.3 above
4. Provide opportunities for students to study the landscape at a variety of scales and geographical locations
 - Continue to evaluate and refine the studio sequence
5. Provide opportunities for collaboration with other disciplines and units both locally and beyond.
 - Pursue the idea of partnering with one or more LA programs for collaborative studios, exchanges, and other events (RISD?)
6. Use our region as a laboratory for exploring and investigating issues, principles and theories critical to the wider discipline
7. Provide a variety of educational opportunities including community engagement, service learning and design-build
 - Continue to advocate for the DPAC studio in Studio 4
 - Continue to engage in ‘pop-up’ design-build projects
8. Provide elective options that allow students to build areas of emphasis and specialization comprising at least 9 credit hours of study. At present these areas include: digital representation / 3D modeling / fabrication; art and ecology; urban design; historic preservation.
 - Formalize concentration areas with lists of potential courses within the School and in UNM at large (Spring 2017)

3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

Curriculum Evaluation

Course/instructor evaluation forms are completed for each course. These are in conjunction with the UNM course evaluation system recently changed from IDEA to Evaluation Kit. Course/instructor evaluation data is reviewed by the Department Director and by the faculty teaching the course. The Director discusses any issues arising from the evaluation with the faculty member and advises them accordingly.

In studio courses interim reviews and final reviews are an opportunity to observe how students are achieving the outcomes described for the studio.

Regular curriculum review is an annual process in which all faculty participate. Reviews are held before the fall semester and with enough time to revise course content and or procedures before the fall semester begins. In these reviews faculty assess whether students are achieving the levels of knowledge and skills that have been articulated for each phase of the program, as evidenced by the student outcomes. In the assessment process the overarching question for the Department of Landscape Architecture remains: *do the outcomes indicate that we are meeting the goals and objectives that we have set out?* The sub questions are:

- Is the curriculum current, coherent, integrative and consistent with LAAB objectives?
- Is the content of each course relevant and strong?
- Are the teaching strategies and techniques effective?
- Are the students meeting and exceeding the expectations for graduate level study in the discipline?
- Are we encouraging students to engage in sound research?
- Are we attracting high quality students?
- Are we creating a healthy academic climate?

(See Appendix 8)

Each course has a rubric of student learning outcomes with an evaluation scale that is completed at the end of each semester (Appendix 4). Studio course outcomes rubrics are completed by all faculty based on final project presentations, and submitted to the instructor of record who fills out the final evaluation based on their experience with the students throughout the semester, as well as the observations of the faculty. For lecture and seminar courses the instructor of record, along with co-instructors if applicable, fills out the learning outcomes evaluative rubric (See Appendix 4)

The evaluation for each course is reviewed by all faculty in a special curriculum retreat at the end of each semester, and adjustments are made as deemed necessary. If there are issues in curriculum or course delivery the Director assesses whether these are related to Department procedure, course content, instructional methods or instructional effectiveness. The appropriate actions are taken, whether it be curriculum adjustments, syllabus adjustments or instructional training for faculty

The Department of Landscape Architecture has carried out a detailed analysis of the overall curriculum on a semester-by-semester basis, defining the learning expectations and outcomes at each stage. This has enabled us to understand how each semester builds on the one before, how the delivery of content can be integrated through the curriculum, and how both cumulative and iterative processes enable students to achieve the stated outcomes by the time of their graduation. A sequencing change was made in Spring 2015 and implemented as a transition year in Fall 2015.

The annual assessment report for the Department of Landscape Architecture is seen in Appendix 8.

4. STUDENTS

A. Admission and Recruitment

In 2012 there were seventy-one students in the Department. In Spring 2017 there are twenty-five students. This trend is not unique to our Department, but is seen throughout the US in Landscape Architecture programs. The reason is not clear but appears to be attributable to the recession that began in 2008 and it has taken a few years for the impact to be seen in enrollments. Many Schools have panicked and in an effort to increase enrollment have very actively recruited in China. The unfortunate result is that in several LA programs over 90% of their students are from China. This is unsustainable for a number of reasons, and this fact is now being recognized.

In the Department of Landscape Architecture at UNM we have always valued a healthy balance of in-state, out-of-state and international students. In light of the enrollment decrease we developed a recruitment plan in 2016-17 and have started to implement the plan. The fruits of this initiative will take a couple of years to materialize, but we are confident that our multi-pronged efforts will ultimately yield increased enrollments. The recruitment plan can be seen in Appendix 9.

B. Enrollment

Current Enrollment

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment	25	33	52	50	62	71
Males	14	14	23	26	26	28
Females	11	19	29	30	36	43

Enrollment Breakdown

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year	7	6	4	2	3	3	14	11
1 Year Ago	8	11	4	6	2	2	14	19
2 Years Ago	12	15	8	8	3	6	23	29
3 Years Ago	9	16	8	7	3	7	20	30
4 Years Ago	14	21	9	5	3	10	26	36
5 Years Ago	17	24	7	12	4	7	28	43

Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications	18	17	18	18	30	39
Applications from males	7	11	9	9	16	16
Applications from females	12	6	9	9	14	23

Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/Pacific	Hispanic	Native American	Other
Total	16	1	1	2	2	0	3
Males	10	0	1	1	1	0	1
Females	6	1		1	1	0	2

Degrees Awarded

Academic Year	Males	Females	TOTAL
Current Year	7	6	13
1 Year Ago	10	10	20
2 Years Ago	2	12	14
3 Years Ago	10	6	16
4 Years Ago	7	10	17
5 Years Ago	8	11	19

C. Advising

The School has a full-time Graduate Academic advisor who keeps regular office hours. The advisor is able to guide students through any technical issues regarding course registration, drop-adds,

withdrawals, necessary forms and graduation procedures. Our Graduate Advisor, who has recently moved on to a position in St. Louis, was selected as the recipient of the Provost's Staff Award of Excellence in 2014.

Specific advising for students' programs of study and professional career advisement is done by LA faculty. The Department Chair acts as the advisor for all of the three-year students during the first year of their program. Faculty coordinators/advisors are assigned to years two and three. Students are asked to meet with the advisor at least once a year. The advisor primarily deals with strategic choices for students based on the student's area of interest and emphasis, and may be the first point of contact for problems of a personal nature that are affecting the student's studies. Students normally find a faculty member with whom they feel comfortable, and whose advice they value, and that faculty member becomes a mentor to the student. Faculty take this role seriously, and it is primarily through this process that academic and career advice is given. In addition, NMASLA has established a mentorship program in which members volunteer to take on a mentorship role with a student.

In addition this advising process in the School there are organizations on campus that offer assistance to students with the goals to promote respect, culturally sensitive environments, and to insure academic success, retention, and graduation. UNM Student Support Services draws upon a holistic framework where committed participants receive individualized support by addressing their educational and personal needs. Support is offered through academic advising, tutoring, mentoring, career advisement, personal guidance, financial guidance, graduate School guidance, workshops and social/cultural events. The Graduate and Professional Student Association (GPSA) has a mission to enhance and empower the lives of graduate students by providing support and access to information about resources available and contact information for appropriate community and University programs. The Graduate Resource Center (GRC) offers a variety of free workshops each semester. Each workshop, presented by either UNM faculty or graduate students, addresses a topic area that is essential to building graduate student academic and professional skills. The Global Education office offers advice, support and resources for international students.

The Department and the student ASLA chapter have an active and productive relationship with NMASLA, and there is an effective participation of NMASLA members as part time instructors in the Department. In addition to the NMASLA mentoring program mentioned above there are several programs and events annually in which NMASLA members and students participate. Through these engagements with the profession and with the content of the Professional Practice course, students are made aware of professional issues, processes and procedures.

D. Graduates

Current Employment

	Males	Females	TOTAL
Advanced Study and Research	2	1	3
Teaching	2	3	4
Private Practice	24	26	50
Public Practice	5	5	10

Landscape Hort./Design Build	7	2	9
Volunteer Service (Specify)			
Other (Specify)	5	8	13
Unknown	13	15	28
TOTAL	48	55	103

Record of Advanced Study

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
Edinburgh	PhD	1	2009	On-going
Columbia	PhD	1	2014	On-going
Central South University (China)	PhD	1	2009	2014

E. Student Participation in Extra Curricular Activities

Because of the very heavy academic workload in the Department, coupled with the fact that many students work part-time and several have families, they tend not to get involved in UNM organizations. Most of the students are members of the Student ASLA chapter.

In studios we frequently work on projects that have community clients, and students attend community meetings, facilitate workshops and charettes, and make presentations to community members. Some of the students are also involved in extra-curricular community projects. Community outreach is valued very highly by the School and the University. The Design and Planning Assistance Center (DPAC) is the oldest continuously operating community design outreach center operated through Schools of Architecture and planning in the country, and the Department of Landscape Architecture has been heavily involved with the Center since the program's inception in 2000.

The visiting lecture series held each semester as well as symposia in the School are excellent learning opportunities for students outside the curriculum.

F. Graduates

Graduates of the Department of Landscape Architecture are currently working all over the world, including in the US, Australia, Canada, China, India, Nepal, Ethiopia, Montenegro, Italy, Greece and Iran. The Department is relatively young, so many of the graduates are in the earlier stages of their careers, but appear to be doing extremely well.

G. Strategic Plan

Recruit a large annual applicant pool and to stabilize enrollment between fifty and fifty-five students

1. Fully implement recruitment plan developed in Spring and Fall 2016 and revised in Spring 2017, and continue to add new strategies

Ensure that students are well prepared to pursue a career in Landscape Architecture as private, public or academic practitioners, and to be future leaders

1. Provide students with an enriched learning environment that includes opportunities to help build knowledge, values and character
 - Develop colloquium series that focuses on creative ways of world-making
2. Provide students with an opportunity to pursue individual academic goals, interests and research
 - Continue to discuss and develop the thesis process with goal to helping students produce high quality research projects
3. Provide quality advisement to all students
4. Ensure that students are aware of related professions in design and environmental disciplines
5. Develop opportunities for student travel
 - Continue to develop annual Paris foreign studies course
 - Develop a list of venues in North America for shorter field trips
6. Maintain diversity in the student body
7. Encourage students to enter design competitions and participate in conferences
 - Formalize a process for student submissions and selections of student work to be entered into the annual ASLA students awards (Catherine + Kathy)
 - Continue to develop Studio 5 as the competition studio

5. FACULTY

A. Credentials

Our mission includes achieving a balance of theory and research at a masters level with professional/procedural knowledge and skills. The history, theory and research content tends to be best taught by full time faculty with extensive academic preparation, and the professional skills and technical courses are best covered by active professionals who apply this knowledge every day. Design is taught by a combination of full time faculty and professionals, and provides students with a reflective and realistic approach to design. At least two of the full time faculty are licensed landscape architects, and all but one of the full time faculty have practice experience. All of the full time faculty hold Masters degrees, and one holds a Ph.D.

As stated in Article II, Section 2 of the Department of Landscape Architecture Bylaws: *“Faculty members of the Department of Landscape Architecture who are eligible to participate in decision-making shall include all full-time members of the Faculty holding professional rank (Professors, Associate Professors, Assistant Professors) or Lectureships (Professional Titles, p. A-27 & A-28 UNM Faculty Handbook). In addition, Faculty members who are part-time and continuing (including Adjuncts, Professors-in-Practice, Joint Appointments in the School or with other Schools) are eligible to participate in decision-making”.*

As further stated in Section 3: *“The Department of Landscape Architecture Faculty shall have the right of review and take action in regard to policies on curriculum, courses, admissions, graduation, defense of thesis or professional project with distinction, scholarships, grievances, scholastic probation, dismissal, new student recruitment, all matters concerning the administrative and general academic policies of the Department and policies on promotion, tenure, merit, faculty position definition, faculty re-appointment and faculty hiring. The Department of Landscape Architecture Faculty will also have the right of consultation with the Chair on budgetary matters. However, actions taken by the Faculty shall be subject to review by the Chair and the authority of the Dean in matters involving finance, personnel, and general administrative policy Department of Landscape Architecture”.*

In summary, all faculty, full and part time, participate in regular faculty meetings, engage in curriculum and program planning, and have full voting rights.

Budgeted Faculty Resources

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors	2	2	2	2	1	1
Associates	1	1	1	1	0	0
Assistants	1.5	.5	2.5	2	2	2
Adjuncts / Part time	7	8	6	6	6	6
Lecturer .5 FTE	1	1	1			
Year-long	0	0	0	0	0	0

appointments						
One-semester appointments	0	0	0	0	0	0
Endowed positions	1	1	0	1	1	1
Graduate teaching assistantships	0	0	0	0	0	0
Graduate research assistantships (sponsored by your institution).	10	12	10	6	7	9
Graduate research assistantships (sponsored by outside sources)	2	4	5	5	3	3

B. Faculty Assignments

Faculty member	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other Departments			
Alf Simon	MLA, Ph.D.	40	10	20	30	100
Katya Crawford	MLA	60		30	10	100
Chris Wilson	MA	20	30	40	10	100
Kathy Kambic	MLA/MARCH	60		40	10	100
Catherine Harris	MLA	25	25	40	10	100
Baker Morrow	MA	25		20		45
Sue Frye	MLA	40			10	50
Judith Phillips	BSc	25				25
Kristina Werenko	MLA	25				25
Brian Verardo	BLA	25				25
Gregg Miller	BLA	25				25
Amy Bell	MLA	25				25
Kim Sorvig	MLA	25				25

The full time faculty receive teaching assignments that match their strengths and knowledge, and that can complement their research foci. Part time faculty from the professional community are selected to teach courses that match their professional expertise. This combination enables us to cover the curriculum completely.

Courses taught by Faculty 2016-17

Alf Simon

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
LA Studio 4	LA 508	S 2017	6	12	5
LA Thesis Prep	LA 596	F 2016	3	3	14
(plus thesis and topics students,					

Katya Crawford

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Competition Studio	LA505	F16	6	12	13
Graphic Communication	LA482/582	F16	3	2.5	15
Note on sabbatical in Spring 2017					

Chris Wilson

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Hist of LA	LA	FS	3	3	12
Hist + Theory of LA	LA 461/561	F16	3	3	15
LA in the 20 th + 21 st Centuries	LA 560	F16	3	3	8
(plus thesis and topics students,					

Kathy Kambic

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Competition Studio	LA505	F16	6	12	13
Site + Environment	LA556	F16	3	2.5	20
LA Studio 2	LA402/502	S17	6	2.5	9
Water in the Landscape	LA512	S17	3	2.5	6
(plus thesis and topic students)					

Catherine Harris

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
LA Studio 3	LA 503	F16	6	12	7
Theory of LA + Environmental Design	LA 563	S17	3	2.5	6
(plus thesis and topic students)					

Sue Frye

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
LA Design Studio 1	LA 401/501	F16	6	12	5
Studio T: Master's Project	LA 597	S17	6	12	12
(plus thesis and topic students)					

Baker Morrow

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Plants Des. I	LA558	S17	3	2.75	15
Professional Practice	LA 531	S17	3	2.75	13
(plus thesis and topic students)					

Francisco Uvina

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Sem: Mexico: An Arch & History	Arch 462	Summer 16	3	2.5hrs	5
T: Landscape Architecture (capstone project)	LA 511	Summer 16	3	2.5	1 grad
Design Fundamentals	Arch 109	Fall 16	3	2.5	13undergrad
Alternative Mat. & Const.	Arch 462/662 CRP 570 LA 512	Fall 16	3	2.5	6 undergrad 6 grad
T: Landscape	LA 511	Fall 16	3	2.5	4 grad

Architecture (capstone project)					
Plng. Issues in Chicano Comm	LA 512 Arch 462/662 CRP 486/586	Sp 17	3	2.5 hrs	5 grad 9 undergrad
Zuni Studio (co-teaching)	Arch 402	Sp 17	3	2.5	7 undergrad
T: Landscape Architecture (capstone project)	LA 511	Sp 17	3	2.5	2 grad
Problems	Arch 461	Sp 17	3	2.5	1 undergrad

Amy Bell

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
AutoCad for LA	LA521	S17	3	2.5	12

Judith Phillips

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Plant Materials in Landscape Design II	LA559	S17	3	2.5	8
plus thesis students					

Kristina Werenko

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Construction Documents	LA 586	F16	3	3	12

Brian Verardo

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Landscape Architecture Technology I: Grading and Drainage	LA580	F16	3	2.5	7

Gregg Miller

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students
Landscape Construction Materials and Techniques	LA-581	S17	3	3	5

C. Faculty Development

Opportunities for faculty development is an area currently under discussion in the School. The UNM standard faculty load is two + two, or six contact hours per semester and twelve contact hours per academic year. Similarly, the typical graduate student load in most units is twelve credit hours per semester.

Like in most design Schools students in the LA Department of Landscape Architecture take six credit hour studio courses; these add to the number of hours in their semester load, and add significantly to the contact hours for faculty. The standard load for LA students is fifteen credit hours per semester, and the current standard faculty load in the School is one studio and one lecture or seminar course per semester, or a total of nine contact hours per semester and eighteen contact hours per academic year. In fact, because studios actually require twelve contact hours per week (three full afternoons) the actual faculty load is fifteen contact hours per semester and thirty contact hours per year.

The contact hours plus the course preparation hours and committee assignments tend to comprise approximately 75% of the week. This doesn't leave a lot of research and faculty development time during the semesters, and since faculty are on nine month contracts and not paid during the summer months, the argument that the research component of their annual contract should be carried out in the summer is thin.

Department and School administrators normally receive a course reduction to compensate for the considerable time devoted to administrative duties.

The issue of heavy teaching loads is acknowledged by the Dean and, as stated, under discussion in the School. It is unclear whether the disproportionate teaching load for design Schools is fully understood by the Provost's office.

Full time faculty are encouraged to attend national and international conferences and workshops related to their areas of specialty and research. Faculty seeking funding for conferences generally submit a request to the Chair. While resources are tight faculty normally receive partial or full funding for at least one conference per year if they are presenting a paper.

Each faculty is supplied with a computer that is updated on a three or four year cycle. Software is supplied through the computer lab IT staff who order site licenses for software each year. Technical support for computer hardware and software is provided by the IT staff.

Specialized equipment needed for faculty research is normally purchased with funds available in research grants or contracts.

D. Research and Creative Work

All of the core LA faculty are actively pursuing research, creative work and community engaged scholarship. Please see F. below: Individual Teacher's Records.

E. Faculty Retention

Salaries for newly hired faculty are slightly below the UNM average, but are in line with other LA programs in the region. Salaries for more senior faculty are tied to the salary received when they were hired and have increased in accordance with the maximum allowable increments over the years. Like in other institutions this can cause some disparity. In 2012 the Provost identified a fund to try and equalize faculty salaries that have been most affected over the years and LA faculty benefitted from this initiative.

In cases where a faculty receives an offer from another institution the Provost's office will review the situation and when appropriate may make a counter offer in an effort to retain the faculty at UNM. This happened with one LA faculty in 2012 and we were successful in keeping the faculty member here.

Since the LA Program's inception in 2000, a tenure track faculty hired in 2006 left in 2008 for personal reasons, a tenure track faculty hired in 2009 left in 2014 to take a position at Clemson University, and a tenure track faculty hired in 2012 left in 2015 to take a position at Trust for Public Land.

Landscape Architecture is a relatively small Department. Every faculty knows every student, and students know that faculty are highly approachable. Students are normally able to identify a faculty member with whom they feel comfortable discussing whatever is on their minds.

F. Individual Teacher's Records

Alf Simon

Rank: Professor

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
Arizona State Univ.	1.5 (residency)	Ph.D. 2002
U. of Manitoba	4	MLA 1983
U. of Manitoba	4	B.A. 1968

Teaching Experience:

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
U. of Manitoba	10	Design, Site Planning, Theory Research Methods, Seminars
U. of New Mexico	17	Design, Theory, Site Planning, Research Methods

Practice Experience

Firm or Agency	Number of Years	Responsibilities
Independent Design Projects	25	Project design
Llewellyn Simon Associates	5	Principal
Lombard North Group	3	Project LA

Professional Registration:

Landscape Architect, Manitoba, Canada

Professional & Academic Activities.

2015-	Director, Landscape Architecture Program
2000-2012	Director, Landscape Architecture Program
2004-2015	Associate Dean – School of Architecture + Planning
2015	Consultant with AIO Engineering for NMDOT Moriarty Main Street Revitalization project
2015	Inducted as a Fellow of CELA
2015	Recipient of NMASLA Community Leadership Award
2015-	CELA LACES representative
2015-	UNM Faculty Senate Curriculum Committee
2011-12	UNM Faculty Senate
2009-17	Various UNM Committees
2009-17	LAAB Accreditation visits

Publications.

2016	Travelling Across America in One Place: The Phenomenon of the Interstate Village. Architecture + Engineering
2015	National Park Service, Trails Division - contract
2014	NEA grant (with the City of Albuquerque) International District in Albuquerque
2013	New Mexico MainStreet (PI) Design study for Moriarty, NM
2012	The Interstate Village – funded research study
2012	New Mexico MainStreet (PI) Design studies for Las Cruces, Dona Ana, Mountainview Neighborhood
2011	New Mexico MainStreet (PI) Urban Design studies for Belen, Truth or Consequences, Nob Hill - Albuquerque
2011	The Design Competition and Studio Pedagogy. Paper presented at CELA 2011, Los Angeles (with Katya Crawford)
2010	The Dialectical Region. Paper presented at CELA 2010, Maastricht, Netherlands (with John Barney)
2010	Historic Structures Reports, Colter Hall + Victor Hall, Grand Canyon, National Park Service
2009	The Transformation of the Santa Fe Railyards, Competitions Magazine, Winter 2009
2009	Invited Speaker: Canalscape Symposium, Phoenix, Arizona, Arizona State University
2010	Your Town Grant, Taos New Mexico, National Endowment for the Arts
2009	<i>Building to Endure: Design Lessons of Arid Lands.</i> Co authors/eds. Alf Simon and Paul Lusk, UNM Press
2009	New Mexico Department of Transportation - Sustainable Roadways in New Mexico

Contributions

My contribution to advancing knowledge in the profession over the last five years has been thorough teaching, Department and School administration, research, community outreach and conference papers. My doctorate in cultural geography, overlaps with my primary interests in landscape studies, and, I feel, brings a very important perspective to the LA discipline that I am able to bring to my teaching.

I have presented papers at a number of conferences talking about ideas and issues that address 'landscape'. As architects of this landscape our discipline needs to consider the rich synthesis of cultural, environmental and technological systems expressed in beautiful and inspiring ways. I have tried to explore this idea with students through teaching, research and mentoring

Katya Crawford

Rank: Associate Professor

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
The Evergreen State College	4	BA, 1992
UNM, School of Architecture & Planning	3	MLA, 2005

Teaching Experience:

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
UNM School of Architecture & Planning	10 (4 as adjunct)	Design Studios Graphic Communication History and Theory Site and Environment Study Abroad

Practice Experience

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Spade Design Build	4	Landscape Design

Built projects:

Mother and Daughter Garden, Albuquerque
King's Garden, Albuquerque
Benson Residence, Albuquerque
Chan + McGee Residence, Albuquerque
Devon Garden, Albuquerque
Spring Residence, Albuquerque

Professional & Academic Activities.

Offices held + committee memberships:

2016-2017. President, Council for Educators in Landscape Architecture

2015-2016. President Elect, Council for Educators in Landscape Architecture
(standing committees: operations and management, conferences, budget +finance, student awards, strategic planning)

2013-2015. Treasurer, CELA

2012. Regional Director, CELA

2011- 2015. Senate Graduate Committee, Member

Sub-committee: Dean's Dissertation Fellowship and Popejoy Prize

2009-2012, 2014. Exhibitions Committee, Chair

2010- present. Student ASLA Faculty Advisor

2012-2014. Office for Effective Teaching + Culture of Teaching and Learning Committee

2011. Tau Sigma Delta Honor Society Faculty Advisor

Exhibitions + Competitions

2017. A Map of My Own: Personal Cartographies, African American Performing Arts Center Gallery, group exhibition for Women and Creativity

2016. Equivalence, UNM Rainosek Gallery and Fay Jones School of Architecture with Phoebe Lickwar

2015. From the Ground Up: Design Here and Now 516 ARTS, Albuquerque

2015. Nest. Group Exhibition, Richard Levy Gallery, Albuquerque

2015. Coordinates, Group Exhibition, Richard Levy Gallery, Albuquerque

2014. Solids + Voids Group Exhibition 516 ARTS with Susan Frye and Alf Simon

2014. WRAP with Susan Frye | Honors Award | CELA Exhibit, Morgan State University, Baltimore

2014. Surface Layers CELA Exhibit, Morgan State University, Baltimore

2012. Foxes in the Garden with Susan Frye | Winner Chaumont-sur-Loire International Garden Festival, France

2012. Cinco Cero Cinco. Group Exhibition. Arts League of Michigan, Detroit

2011. Negotiating the Horizontal. Group Exhibition. Rainosek Gallery, Albuquerque

Publications.

Crawford, Katya and Phoebe Lickwar. "Looking Up, Looking Down."

Journal of Landscape Architecture 9.3 (2014).*

Crawford, Katya "The Thirty-Second Landscape." *Aether: The Journal of Media*

Geography. Vol. X 2012. NE 68182-0199 2013 *

Foxes in the Garden, Chaumont Sur-Loire International Garden Festival, France. 2012. Winner with Susan Frye. *

Contributions.

In the last five years I have presented 10 papers at conferences, had 12 exhibitions and 12 students/student teams have placed in international competitions. I have published two articles and placed (First and Third) in three competitive international competitions. I have lectured and been invited as a design critic to five universities across the country and in Australia. I have also juried the student design awards competition for the national ASLA. These accomplishments all center on the innovative teaching methods in the creative design process for landscape architecture. I am deeply committed to innovative and high quality education, with the goal of producing excellent students who possess a love for design and the skills to address the complex issues of our time. My service with CELA, ASLA, UNM and community engagement all reinforce this objective.

Catherine Page Harris

Rank: Assistant Professor

Department or unit Interdisciplinary Appointment, Art & Art History and Landscape Architecture

Education:

Institution	Number of Years Attended	Degree/Date Granted
Harvard University	4	BA in Literature, Cum Laude, '88
University of California at Berkeley	3	MLA, Honors, '97
Stanford University	2	MFA, 2005

Teaching Experience: (College level)

Institution	Years Taught	Subjects
UC Berkeley, adjunct	1	First Year Graduate and UG landscape studio
Stanford University	.33	Art Studio Elective
University of New Mexico	2	Adjunct, Landscape Architecture Studio & Theory
University of New Mexico	3	Art & Ecology Studio & LA electives
University of New Mexico	2	Landscape Architecture Studio

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Wallace Roberts & Todd	.5	Production
Patricia O'Brien Landscape Architecture	5	Project Management, Design
Harris Designs	10	Self employed designer

Professional Registration:

Landscape Architecture license, California, lapsed

Professional & Academic Activities.

Exhibitions

LandShape	LandShape Symposium	North Jutland, DK	2015
Transport: What Moves Me	Albuquerque Balloon Museum	Albuquerque, NM	2015
Home ECONomics	Wignall Museum	Rancho Cucamonga, CA	2014
High Desert Test Site	Montessa Park	Albuquerque, NM	2013
The Artists' View	Santa Fe Art Institute	Santa Fe, NM	2013
The Artists' View	Highland University Art Gallery	Las Vegas, NM	2013
Waterline	Storefront Lab, Deep Craft	San Francisco, CA	2012
Transformative Surfaces	UNM Art Museum	Albuquerque, NM	2012
ISEA Machine Wilderness	Downtown Action Team Space	Albuquerque, NM	2012
Maquette, Seed Table	Matters Show, The Bakery Collective	Los Angeles, CA	2011
Dipodemys merramai	Sevilleta National Wildlife Refuge	Socorro, NM	2011

Grants, funded residencies, etc

Barrett Honors Thesis External Reviewer	Arizona State University, School of Architecture	Tempe, AZ	2015
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Wallenberg Studio Reviewer	University of Michigan, School of Architecture	Ann Arbor, MI	2013
Frontier Fellow	Epicenter	Green River, UT	2013
Research Development Grant, with Michaela Pride (PI) and others	UNM School of Architecture and Planning	Albuquerque, NM	2012
CFA Research Grant	University of New Mexico	Albuquerque, NM	2011
PLAND residency with Topographia Collective	PLAND	Tres Piedres, NM	2010-2011
Arts and Humanities at the LTER	Andrews Experimental Forest	FR 130, Oregon	2010
Arts and Humanities at the LTER	Workgroup	Estes Park, CO	2010
Interdisciplinary Research Grant	University of New Mexico	Albuquerque, NM	2010
Foodshed Field School, Bruce Milne (PI) and others	USDA	Albuquerque, NM	2010-2012
CFA Seed Grant	College of Fine Arts, University of New Mexico	Albuquerque, NM	2010

Collaborative Projects

	with			
GROW	Food Class & Seed Broadcast	Santa Fe Art Institute	Santa Fe, NM	2015
Travelling Tamales	Food Class Fall	SITE Santa Fe	Santa Fe, NM	2014
MPEG9: LUNCH	Food Class Spring	SITE Santa Fe	Santa Fe, NM	2014
Cube	Creating Change	Streetcorner	Marfa, TX	2014
Inflatables	Creating Change	Epicenter	Green River, UT	2013
Algaic Infrastructure	Nina Dubois, Alex Webb	High Desert Test Site	Albuquerque, NM	2013
At the Same Table	Sam Martin	Highland University Gallery	Las Vegas, NM	2013
reflection	Sam Martin	Santa Fe Art Institute	Santa Fe, NM	2013
Eden in Iraq	Meridel Rubenstein, Mark Nelson	Machine Wilderness	Albuquerque, NM	2012
Topographia	Mary Tsiongas, Lee Montgomery, Jessamyn Lovell	PLAND	Tres Piedres, NM	2011
Bat Box	Jessica Blake, Bill Gannon	Bosque School	Albuquerque, NM	2010

Publications

Publications

*Landscape Research Record No. 2, Morphogenesis in the Landscape	2014
Media-N, trans-species habitat essay	2013
Between Ecological Art & Design, Infrastructural Intervention, Arid Journal	2013
Dipodomys merriami: Desert Rat, Arid Journal	2012
Trans-species Habitat: ISEA Machine Wilderness Catalog essay	2012

Survival Kit Collective, Grassroots Modernism, Journal of Aesthetics and Protest, Issue #8, 2011/12
 Walking and the Artist Residency or the 21st Century Flaneur, CELA 2009

Public Lectures and Presentations at Professional Meetings
 Trans-species Repast: Current work, SEED Talks, Marble House Project, VT 2015
 Trans-species Repast: Family Dinner, (Dessert Served) LandShape, Hanstholm, DK 2015
 Trans-species Repast: Eating the Landscape, HEAD, Geneva Switzerland 2015
 Morphogenesis in the Landscape: Algaic Infrastructure, CELA 2014
 Pechakucha ABQ, Algaic Infrastructure 2013
 Pechakucha ABQ, Something Small: trans-species habitat 2013
 Current Work, ISEA Machine Wilderness, individual presentation 2012
 Trans-species Habitat, ISEA Machine Wilderness, sub theme address 2012
 Landscape in Motion, for Landscape and Culture Panel, curated by Kelly Wacker, SECAC 2011
 Art and Landscape, Celebrando, Arid Land Institute 2011

Contributions.

I have been working with both Morphogenesis – the derivation of form from biota – and Trans-species thought – the psychological proposition that human and non human brains function similarly – to generate new methods of looking at the landscape.

My morphogenesis work resulted in a published article about the functions of modularity and design adaptable to different sites.

My work on trans-species is going to be collected in a book length manuscript discussing how the landscape would look if we adopted a non-hierarchical relationship to resources.

Susan Frye

Rank: Lecturer III

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
University of New Mexico	3	MLA 2008
Minneapolis College of Art & Design	3	BFA 1977
University of Illinois, Urbana	1	

Teaching Experience:

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
UNM Landscape Architecture Program	8	Design Studios
UNM Study Abroad Course	1/2	French Landscape and Urban Design

Practice Experience:

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Lee Gamelsky Architects PC	30	Co-Owner

Professional & Academic Activities.

Foxes in the Garden, with Katya Crawford
Chaumont-sur-Loire International Garden Festival, France, 2012

From the Ground Up: Design Here and Now
516 Arts, Albuquerque, 2015

WRAP, with Katya Crawford
Richard Levy Gallery, Albuquerque, 2015

WRAP with Katya Crawford, Honors Award
CELA Exhibition, Morgan State University, Baltimore, 2014

Presentation at UNM SAAP on Chaumont sur Loire installation.
Presentation to AIA Albuquerque Professional Development luncheon on Chaumont sur Loire installation.

Member of ASLA 2010 – 2017

Exhibitions Committee, UNM SAAP, 2016

Baker H. Morrow, FASLA

Rank: Professor of Practice

Education:

<i>Institution</i>	<i>Number of Years Attended</i>	<i>Degree/Date Granted</i>
University of New Mexico	4	B.A, August, 1968
University of New Mexico	3.	M.A., December, 1997
	5	

Teaching Experience: (College level)

<i>Institution</i>	<i>Years Taught</i>	<i>Subjects</i>
TSAHA (Tmg. Schl. For Anim. Hlth. Assts.) 1969 (UN, FAO, Mogadiscio, Somalia, East Africa)	1968-	Fld. Wildlife Survs., Eng.
University of New Mexico, SAAP sems.) University of Pennsylvania (guest lecturer)	1975-present (81 2009-	Landscape Architecture Hist. of SW Landsc. Arch.
Goucher College (Vstg. Assoc. Prof.)	2003-	M.A. Thesis Comrn. Chair
2004		

Practice Experience

<i>Firm or Agency</i>	<i>Number of Years</i>	<i>Responsibilities</i>
Morrow Reardon Wilkinson Miller, Ltd.	42.5	Pres., Chrnn. of the Bd., Ldscp. Arch.

Professional Registration

Licensed Landscape Architect in New Mexico, license no. 2

Professional & Academic Activities

Chair, University Press Committee, 2014-2015

Director, Registry of Historic Landscapes, NM, ongoing (1980-present)

Publications.

Books: *Alvar Nunez Cabeza de Vaca: The South American Expeditions, 1540-1545** (translator, 2011; winner: publication award, Spanish Ministry of Culture); *Best Plants for New Mexico Gardens and Landscapes, Keyed to Cities and Regions,** revised and expanded edition, 2015 Book chapter: "The Appreciation and Use of the Ancient Pueblo Landscape" for *Contemporary Indigenous Architecture*, edited by Ted Jojola and Eleni Bastea, December, 2013

Book reviews: Review of *Landscapes Beyond Land: Routes, Aesthetics, Narratives** by Arnar Anderson et al, eds., for the Journal of Anthropological Research, August, 2013; review of *Time and Time Again: History, Rephotography, and Preservation in the Chaco World** by Peter Goin and Lucy Lippard, for the New Mexico Historical Review, August, 2013

Contributions

My office and I have completed over 600 new projects (25-30 award-winners) in the past five years, including, among others, comprehensive Main Street and plaza improvements for a number of New Mexico's rural towns--- Jal, Eunice, Truth or Consequences, Raton and others, thus introducing landscape architecture as a useful tool for rural development and civic upgrades at *any* scale.

I am actively involved with the SHPO in developing New Mexico's State Historic Landscape System as a tourist draw and a mechanism for the study and preservation of the state's most important designed and vernacular historic landscapes. Many of these landscapes are several hundred or a thousand years old, and they constitute a cultural patrimony that is unique in the United States.

I am currently working on two new books, *Taos Gardens* and *Select Feature Plants for the Southwest Landscape*, that will expand on a number of my earlier studies in landscape architecture

Chris Wilson

Rank: Professor of Landscape Architecture

Education:

Institution	Number of Years Attended	Degree/Date Granted
Yale University	1970-74	BA, 1974
University of New Mexico	1977-81	MA, 1981

Teaching Experience:

Institution	Years Taught	Subjects
University of New Mexico	1982-present	History of built enviro., Historic Preservation
Colorado College	1987, 1990	Architectural History

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Freelance writer, consulting preservationist	15	Research, writing, field survey, planning, comm/eco development

Professional & Academic Activities.

Jury Member, Advocacy Award, Vernacular Architecture Forum, 2017.

PhotoPaysage/LandscapeRepresentation conference, Albuquerque, October, 2015. Co-organized with Frédéric Pousin and the *Ecole nationale supérieure du paysage de Versailles*.

President, Vernacular Architecture Forum, 2013 to 2015.

Editorial Board, *Public History in Historical Perspective Series*, University of Massachusetts Press, 2007 to 2015.

Editorial Board, *Buildings and Landscapes: Journal of the Vernacular Architecture Forum*, 2007 to 2013.

"Vernacular in Place: Old and New Topographic Photography," co-curated with Miguel Gandert. UNM Art Museum, October - December, 2015. In conjunction with *PhotoPaysage* Conference.

The Plazas of New Mexico Traveling Exhibition, co-curated with Miguel Gandert. University Museum, New Mexico State University, February - May, 2013; Mesa Library, Los Alamos, December, 2012- January, 2013; Eastern New Mexico University, February - March, 2012; School of Architecture and Planning Gallery, University of New Mexico, October, 2011.

Current professional memberships: Congress for the New Urbanism, National Trust for Historic Preservation, Society of Architectural Historians, and Vernacular Architecture Forum.

Publications. Refereed publication identify with an asterisk.

* "Une vie sur le chemin de l'étranger." *Les Carnets du paysage* [Journal of L'Ecole nationale supérieure du paysage de Versailles], no. 30, Autumn 2016. Translated by Jean-Marc Besse.

* "Put on your Hipster Hat." In Marla Miller and Max Page eds. *Bending the Future of Historic Preservation: Compelling Ideas for the Next Fifty Years of Historic Preservation in the United States*. Amherst: University of Massachusetts Press, 2016.

Drawn to Landscape: The Pioneering Work of J. B. Jackson. Edited with Janet Mendelsohn. (Charlottesville: GFT Publishing/University of Virginia Press, 2015). Including essays, "A Life on the Stranger's Path," and "Landscape Legacy."

The Roque Lobato House, Santa Fe, New Mexico. (Santa Fe: Schenck Publishing, 2014). Edited with Oliver Horn.

* *The Plazas of New Mexico*. (San Antonio: Trinity University Press, 2011.) Edited with Stefanos Polyzoides, contemporary photography by Miguel Gandert.

Contributions to the knowledge base of landscape architecture over the past five years:

The History and Theory of Cultural Landscape Studies. Through the *PhotoPaysage* conference, and the book, *Drawn to Landscape*, helped advance the international discourse on the topic.

Fostering Contemporary Landscape Studies. Did so was president of the Vernacular Architecture Forum and as a member of the editorial board for its journal, *Buildings and Landscapes*.

The Plazas of New Mexico. Through the book, website, talks and traveling exhibition developed and disseminated foundational knowledge on the key public spaces of the state as background for the revitalization of traditional community spaces, and the design of new public spaces in the Southwest.

Kathleen Kambic

Rank: Assistant Professor

Education:

Institution	Number of Years Attended	Degree/Date Granted
University of Virginia	7	BS Arch MArch MLA

Teaching Experience:

Institution	Years Taught	Subjects
University of New Mexico	1	Landscape Architecture
University of Colorado Denver	2	Landscape Architecture
University of Colorado Boulder	6	Landscape Architecture Architecture Planning Western History

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
EDAW/AECOM	1.5	Staff Designer
NBWL	5 (not continuous)	Intern, Staff Designer

Professional & Academic Activities.

- What's up Paris? reTHINKING Competitions 2016 – First Prize
 - ARTiculation: Hornachuelos Reactivation reTHINKING Competitions 2016 - Third Prize
 - High Density on High Ground Competition for New Orleans, 2006: exhibitor (top 20)
- New Life on the River's Edge: Strategies for Re-Connection and Re-Construction, Schwartz Kinnard Architects.*
- AWRA Student Networking Event. November, 2015. Panelist at the American Water Resources Association networking event to help students learn more about how to get a job in public and private sectors dealing with water management.
 - ALEF: Americas Latino EcoFestival: Climate of Hope. October 2015. Topic coordinator for a youth training program to help students understand their roles and opportunities to address climate change.
 - Global Health Connections Global Water Challenge, Chowdry Middle School at the Colorado Academy. December 2014. Judged student presentations on international water challenges.

Publications.

- * “Urban Water Visibility in Los Angeles: Legibility and Access for All.” in *A Political Ecology of Women, Water, and Global Environmental Change*. Buechler, Stephanie J, and Anne-Marie Hanson, eds. 3/2015; 58-76.
- Review of *Sweet & Salt: Water and the Dutch* by Tracy Metz and Maartje van den Heuvel (eds.). In *JoLA - Journal on Landscape Architecture* 11/2013; 8(2):86-87.

Contributions

- Panel presenter at multiple conferences, including AAG, CELA, EDRA and NGM
- Developed specialized courses on water and infrastructure as related to landscape architecture
- Cross-disciplinary teaching appointments for outreach
- Team member for curriculum development at CU Boulder

Gregory Miller ASLA**Rank: Adjunct Assistant Professor****Education:**

Institution	Number of Years Attended	Degree/Date Granted
Texas A&M University	5	BLA / May 1997

Teaching Experience:

Institution	Years Taught	Subjects
University of New Mexico	12	Site and Environment, Irrigation Design, Water and the Landscape, Materials and Techniques

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
The Landscape Group, Inc.	4	Principal Landscape Architect
MRWM Landscape Architects, Ltd	15	Principal Landscape Architect

Professional Registration:

Licensed Landscape Architect – New Mexico, Texas, Arizona, Colorado, California, Ohio, Illinois

Professional & Academic Activities.

American Society of Landscape Architects – Current National President-Elect, Vice President of Membership 2012/2013, Audit Committee 2014/2015

Publications.

Projects: Officer Daniel Webster Children’s Park, West I40 Median Landscape, Four Hills Park, Isleta Pueblo Hwy 47 Landscape, Paseo del Norte / I25 Landscape

Reports: City of Albuquerque Park Design Guidelines and Maintenance Master Plan, City of Albuquerque Standard Specifications and Construction Details, Downtown Albuquerque Street Tree Study

Contributions.

Mr. Miller has design dozens of parks, streetscapes, health care, and educational facilities within the past five years. His integrative design methods led to the creation the Park Design Guidelines for the Parks and Recreation Department. His projects have been featured in two national trade magazines. He has been a guest speaker at the Think Trees Conference, ASLA Annual Meeting, Transportation Research Board, the Illumination Design Conference, Great Plains Green Conference. He is a keynote speaker at the Play for All Conference in June, 2017.

Brian Verardo, PLA,ASLA,LEED,AP BD+C

Rank: Adjunct Assistant Professor

Education:

Institution	Number of Years Attended	Degree/Date Granted
Colorado State University	5	BSLA/May, 1997

Teaching Experience

Institution	Years Taught	Subjects
University of New Mexico	2008-present	Landscape Construction Materials and Techniques Landscape Architecture Technology I: Grading and Drainage Professional Skills in Landscape Architecture

Practice Experience

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Consensus Planning, Inc.	5.5 Years	Landscape Architect/Project Manager
Morrow Reardon Wilkinson Miller, Ltd.	14 Years	Principal Landscape Architect

See attached CV for additional details

Professional Registration:

Landscape Architect licensed in:

State of Arkansas Registration #9064
State of Iowa Registration #00608
State of Kansas Registration #766
State of Kentucky Registration #763
State of Missouri Registration #LA-2010007138
State of Nevada Registration #812
State of New Mexico Registration # 309
State of South Carolina Registration #1234
State of Utah Registration #7319855

Council of Landscape Architectural Registration Boards (CLARB) #6928

Professional & Academic Activities.

- American Society of Landscape Architects, ASLA
- New Mexico Chapter of ASLA, Secretary (2000); Past President (2003)
- Council of Landscape Architectural Registration Boards L.A.R.E. Exam Committee Member for Section 4 (Grading, Drainage, and Construction Documents), 2010 to 2016.

Contributions.

In addition to teaching in the Department of Landscape Architecture at UNM, I have served as a grader for the Landscape Architect Registration Exam (LARE) and recently completed a six year term as a member of the CLARB Exam Committee (2010 - 2016) where I worked with other licensed landscape architects from the US and Canada on developing new exam content for Section 4 (Grading, Drainage, and Construction Documents) of the LARE.

Judith Philips

Rank: Adjunct Assistant Professor

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
St Bonaventure University	1	
State University of NY at Buffalo	2	

Teaching Experience:

Institution	Years Taught	Subjects
University of New Mexico	15	Arid-adapted Plants for LA

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
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Owner, Judith Phillips Design Oasis, design and consulting service specializing in ecosystem inspired landscapes. Design projects include 2000+ residential landscapes in New Mexico, Colorado and Arizona. Public projects include:

- Visitor's Center Habitat Gardens at Bosque del Apache National Wildlife Refuge and Visitor's Center Expansion 1990, 2008
- Socorro General Hospital Healing Garden, Socorro, NM 2007
- Landscape master plan supported primarily by harvested rain water at Santa Fe Waldorf School, Santa Fe, NM 2009.

As a consulting member of design teams, projects include:

- Los Poblanos Inn and Organic Farm expansion: landscape plant selection, Dennis McGlade, Olin Studio, Philadelphia PA principal planners 2015-2017
- Manuelito and Glenrio Rest Area renovation and landscaping, John Barton AIA, principal architect and planner 2005
- Courtyard landscapes for The Belvedere, a town house/lofts development Albuquerque, NM, The Hartman + Majewski Design Group and HeadsUp Landscape Contractors 2006
- Los Poblanos Inn and Cultural Center renovation and expansion; landscape plant selection, Olin Studio, Philadelphia PA principal planners 2008-2010

Professional & Academic Activities.

Board member New Mexico Water Assembly 2015 to present

Founding member Friends of Valle del Oro National Wildlife Refuge 2013 to present

Founding Board Member Xeriscape Council of New Mexico, 1989 to present

Land and Water Summit Speakers Committee Chair 2012 to present

Recommended Plants Database for the NM Office of the State Engineer 2011

Founding Board Member, Amigos de Sevilleta National Wildlife Refuge 2007-2011

Nature's Notebook Team, Rio Grande Botanic Garden 2015 to present

BioBlitz Plant Inventory Team member 2016 to present

Publications.

Growing the Southwest Garden. Judith Phillips. Timber Press. Portland, OR 2015.

Arizona and New Mexico Getting Started Garden Guide. Mary Irish and Judith Phillips. Cool Springs Press, Quarto Publishing Group. Minneapolis, MN 55401. 2014.

Xeriscaping, The Complete How-To Guide. Revised for the Albuquerque Bernalillo County Water Utility Authority, 2010

Contributions.

Regional speaker on water conservation, native plants, habitat gardening and related subjects at Santa Fe Botanical Gardens, New Mexico Land and Water Summit, Think Trees, Denver Botanic Gardens Speaker

Series Programs, New Mexico and Texas Native Plant Society Programs, Master Gardener's Programs in NM, CO, AZ and NV, Denver Pro Green, Desert Green and similar venues.

Amy Bell

Rank: Adjunct Assistant Professor

Education:

<u>Institution</u>	<u>Number of Years Attended</u>	<u>Degree/Date Granted</u>
University of New Mexico	3	Master of Landscape Architecture/2008
University of Santa Barbara	5	BA Environmental Studies & Geography/2008

Teaching Experience:

<u>Institution</u>	<u>Years Taught</u>	<u>Subjects</u>
University of New Mexico	5	AutoCAD for Landscape Architects
University of New Mexico	5	AutoCAD for Landscape Architects

Practice Experience

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Groundwork Studio	3	Principal
MRWM Landscape Architectus	9	Senior Landscape Architect

Professional Registration: Give profession and state/province(s).
Landscape Architect licensed in: NM #475; TX #3010, CO #1215

Professional & Academic Activities.

Member, American Society of Landscape Architects (ASLA)
Past President, New Mexico Chapter of ASLA
Board Member, New Mexico Urban Forest Council
Board Member, Think Trees New Mexico

Publications.

“Soil and the City.” Online blog series. <https://fbtarch.com/soil-city-episode-1-can-soil-get-groove-back/>

“The Environment of Education.” *Taproot Journal*. Coalition for Education in the Outdoors, State University of New York at Cortland. Winter 2004: 11-16

Contributions.

Amy sees the role of the landscape architect as one of leadership in making connections across disciplines, to create and fulfill the types of projects our communities need most. Her work focuses on projects that improve public and educational landscapes in the Southwest. Through her service as past president and as an active member of the New Mexico Chapter of the American Society of Landscape Architects Amy has led the planning and realization of several important community events such as the annual “Multi-modal Extravaganza” (a bike, walk, bus and train tour around Albuquerque or Santa Fe to

highlight Complete Streets efforts), and the annual Green Infrastructure Conference (bringing together local experts in rainwater engineering and design). As Student Chapter Liaison, Amy initiated NMASLA's student mentorship program and has worked with UNM Landscape Architecture students to implement projects such as the recent #treetags installation and Park(ing) Day. Amy's award-winning "Soil and the City" blog series also took a new approach to addressing the often scientific and dry topic of soil health and its connections to our culture and community health.

Kim Sorvig

Rank: Research Associate Professor

Education:

Institution	Number of Years Attended	Degree/Date Granted
Univ. Penn	3 years	Masters Landscape Architecture & Regional Planning, 1986
Royal Botanic Gardens, Kew, London	3 years	Kew Diploma, Honors (~ masters level), 1981
Colorado State Univ.	4 years	BA Humanities 1975

Teaching Experience:

Institution	Years Taught	Subjects
UNM	Since 1990, full and part-time	Graduate design studio; envir. issues (intro + advanced section); Meaning & Place; Nature in Architecture, LA, and Planning; Sustainable Landscape; and various other graduate seminars

Latin American teacher training 1 to 3-week seminars to help establish licensure and curriculum; twice in Mexico, once each Panama and Brazil, twice in Colombia. By invitation and in some cases with CELA backing.

Teaching assistantships at Penn and Kew (above), total 2.5 years

Practice Experience:

Firm or Agency	Number of Years	Responsibilities
Synterra, Philadelphia PA	5 years	Senior Project Designer: Range of design, CDs, site inspection, etc.
Consultant	1980s until 2013	Some design projects. "Green" or sustainable building codes and related policy documents for several cities and counties, and draft of similar policy for US Forest Service. Cultural Landscape Inventories and related research and documentation for US National Park Service, as part of Aspen Cultural Resource Management (Santa Fe) team.

Professional Registration:

Pennsylvania
New Mexico
(both on inactive status)

Professional & Academic Activities.

Contributing Editor, *Landscape Architecture Magazine*, ASLA since approx. 1987

Publications.

Sustainable Landscape Construction: A Guide to Green Building Outdoors Island Press

co-author with J. Wm. Thompson. First edition 2000, Second edition 2007

Third edition, 2017, in progress (KS as sole author)

I have also over 100 publications, most in *Landscape Architecture*, some in *Planning* (APA), and some in *Landscape Journal*. The latter are refereed.

Contributions.

Sustainable Landscape Construction has readership in every English-speaking country (and more than 20 others), and has been optioned for translation. It continues to influence practitioners and students toward consideration of tangible steps toward resource conservation, alternative energy application, and ecosystem restoration and protection. It is fairly often cited, and tables and charts from it have been reprinted in various other works (sometimes without permission, which must be the ultimate sign of having Arrived.)

I remain active in citizen lobbying about fracking in New Mexico; pro bono, I helped draft the Santa Fe County oil and gas ordinance, which is considered a national model. My LAM article on the landscape-practice impacts of fracking has opened a critical discussion in the profession about how landscape architects could, should, but seldom do have influence in surface impact planning and mitigation in oil and gas boom situations. It has generated invitations to speak on the topic, including at the 2014 ASLA conference. It has the distinction of being the only LAM article ever reprinted in the national magazine *Utne Reader*.

Other articles have raised issues that are often marginalized in the profession, including an extended review of *Owning The Earth*, by Arlo Linklater, on the cross-cultural variants of land tenure and their relationship to history and economics. I feel it is essential to encourage landscape professionals to think about such issues, and to place the usual discourse about design into these larger contexts.

By participating in teacher-training courses in Latin America (see above) I believe I have made an on-going contribution to the establishment of landscape architecture as a licensed profession and a degree-granting curriculum in countries where such standards have not previously existed. I give the host universities as well as CELA a great deal of credit for forward-thinking programs, and like to think that my contributions will shape thinking about land-use, design, and construction in Latin America for generations to come.

Francisco Uviña-Contreras

Rank: Lecturer III

Education:

Institution	Number of Years Attended	Degree/Date Granted
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Univ. of New Mexico	BA in Arch.	May 1994 (minor in Art History)
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Univ. of New Mexico	Masters of Arch.	May 2009
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UNM	Preservation Graduate Certificate	Dec. 2009
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Teaching Experience:

Institution	Years Taught	Subjects
University of New Mexico	8 years	Arch. Design Studios (Grad and Undergrad) Community and Regional Planning Historic Preservation Chicano Studies

Colorado University, Denver 1 semester Construction

ISAD (Instituto Superior de Arquitectura y Diseño) Chihuahua, Mexico
1 week Intensive Earthen Architecture Course

Santa Fe Art Institute Design Workshop, Santa Fe, NM (Co-instructor for a 4 week intensive design studio and design build project for high School students), Summer 2014.

Practice Experience:

<u>Firm or Agency</u>	<u>Number of Years</u>	<u>Responsibilities</u>
Cornerstones Community Partnerships	14 years	Design, Historic Preservation work, Community work and organizing/participating in hands on workshops (local and international),
Town of Bernalillo Work and Youth Training	7 years	Design, Historic Preservation Consultation

Professional & Academic Activities.

ICOMOS International Council of Monuments and Sites Earthen Arch. Committee
Earth USA Conference Organizer and member
Horizontes Revista (Mexican Arch. Magazine) Review Board
Barelas Community Coalition (Board Member)
Member of TICRAT, *Taller Internacional sobre la Conservación y Restauración de la Arquitectura de Tierra*, International Earthen Architecture Workshops to assist communities in the United States and Mexico, 1994 to present.
Red-PROTERRA, (member of the scientific committee), Latin American Earthen Architecture Organization
PHI-USA, Patrimonio Historic+Cultural Iberoamericano, US Coordinator for the School of Architecture and Planning, University of New Mexico

Publications.

Cultural landscape strategies for restoration of the plaza del Cerro, chimayó, new mexico
M. Gonzales, J. Rivera¹, M. Avila & F. Uvina
¹University of New Mexico, Community and Regional Planning, USA.
²University of New Mexico, College of Education, USA.

M. Gonzales et al., Int. J. of Herit. Archit., Vol. 1, No. 1 (2017) 68–77
© 2017 WIT Press, www.witpress.com
ISSN: 2058-8321 (paper format), ISSN: 2058-833X (online), <http://www.witpress.com/journals>
DOI: 10.2495/HA-V1-N1-68-77

Arquitectura de Tierra en Nuevo México, Participación Comunitaria Yuxtapuesta por una Arquitectura de Alto Costo, Efthimios Maniatis and Francisco Uviña-Contreras
SIACOT, International Earthen Conservation of Earthen Architecture, Cuenca Ecuador, Nov. 2015.

Rinaldi, M.; Uviña, F. (2013). Earthen architecture, a catalyst for a youth development program in the town of bernalillo, new mexico: its history and recent accomplishments. In: 7th International Earthbuilding Conference. Earth USA, Santa Fe, New Mexico, 2013.

Contributions.

Historic Preservation and Regionalism Graduate Certificate has been placed under the Department of Landscape Architecture and as the interim Director for the Historic Preservation and Regionalism Program I will be extensively collaborating with all departmental plans and goals. I have been part of a

few landscape architecture design studio reviews and have assisted in the international recruitment, especially in Mexico.

Kristina Werenko

Rank: Part-time temporary faculty

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted
University of New Mexico	3	MLA 2010
University of New Mexico	4	BA English 2003

Teaching Experience: (College level)

Institution	Years Taught	Subjects
University of New Mexico	1	Construction Documents for LA's

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
MRWM Landscape Architects	8	Project Manager

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

Landscape Architect licensed in: New Mexico, #504

Professional & Academic Activities.

Member, American Society of Landscape Architects (ASLA) – since 2010

Past Secretary of New Mexico Chapter of ASLA – 2015-2016

Past Member-at-Large of New Mexico Chapter of ASLA - 2012-2015

Contributions.

Over the past five years I have worked on projects for a range of public and private clients. I managed the Sustainable SITES process for a new U.S. Port of Entry in New Mexico, learning the rating system and how it applies to landscapes and sites. Since I began teaching Construction Documents for Landscape Architects I have worked with fourteen students in helping them develop their technical skills related to AutoCAD, grading and drainage, construction detailing, and construction document production.

G. Strategic Plan

Maintain a faculty group with diverse interests and knowledge, robust scholarly engagement and strong teaching skills

1. Provide a desirable, collegial and productive working environment for all faculty
2. Recruit new faculty that compliment existing skills
3. Provide opportunities and support for faculty to pursue and integrate their research and teaching interests
 - Allow faculty to propose and teach one elective each year that supports their

research focus

4. Maintain diversity in the faculty cohort
5. Provide mentorship and annual feedback to allow faculty to grow and improve
6. Engage high quality, knowledgeable adjunct/part time faculty
7. Encourage inter and multi disciplinary relationships
8. Host visiting faculty that bring new and different ideas to the Department
 - Look into possible formats for visiting faculty such as one week intensive visits, semester-long visits and multiple visits during a semester
9. Encourage faculty to attend and present at conferences, go to other Schools as visiting critics and seek out possible short term exchanges
 - Develop a list of topics and faculty and circulate the list to other Schools.

6. RESOURCES AND PLANNING

A. Resource Allocation

The Department budget is allocated by the Dean and the SA+P managing accountant housed in the Provost's office. The Chair is given the annual budget to review and is allowed the opportunity to discuss the budget and, if appropriate, to make a case for budget revisions.

The majority of the LA budget is fixed in salary lines. The Chair has the discretion to allocate the operating part of the budget to different expense categories. As can be seen in the Department budget below, the operating amount is quite small but the Chair is able to allocate it to run the Department effectively.

B. Department of Landscape Architecture Budget for 2017-18

Department of Landscape Architecture 515251 I&G

SALARY EXPENSES	
Faculty Salaries	423,646
Faculty Temp Part Time Salaries	30,000
Support Staff Salary	25,205
GA TA RA PA Salaries	30,000
TOTAL SALARY EXPENSES:	508,851
OTHER EXPENSES	
Office Supplies General	500
Business Food *	
Computer Supplies <\$5,001	4,900
Travel	4,000
Recruitment	3,000
Dues Memberships	3,200
Conference Fees	2,400
Banner Tax (1%)	180
Foundation Surcharge (.05%)	2,634
TOTAL OTHER EXPENSES:	18,000
<ul style="list-style-type: none"> • No food is allowable on I&G for FY18 per the FY18 Budget guidelines, another source of funding must be used for this expense. 	

There are few income sources aside from the I+G budget. Large grants are not common in the LA discipline. Most faculty grants and contracts are small and yield little F+A return. Lump sum contracts for projects usually include some money to be put into an LA operating index that can be accessed for various needs. Most of the funds from contracts and grants are used to support graduate research assistants and in some cases faculty summer salary. The Department of Landscape Architecture has an endowment that yields approximately ten thousand dollars per year in an Endowment Spending account. When additional funds are needed for faculty travel to conferences or for equipment these normally are drawn from either the LA operating index or the LA Endowment spending index. We also have an index for international programs. This course has been held at the very end of the Spring semester and there is generally an annual roll over that accumulates in the account to help fund the next year.

C. Staff

The Department of Landscape Architecture has one full time staff, Monique Rubio, who is an Administrative Assistant III. Monique handles the administrative duties for the Department of Landscape Architecture, as well as for the Historic Preservation and Regionalism program (HPR), a separate unit housed in the Department. Part of Monique's salary is funded from the HPR budget.

Monique is very capable and takes care of the needs of both units efficiently and effectively.

D. Library Resources

The LA Program began working with the then Fine Arts Library in 2000 to begin to build a collection. This process continues, although the call numbers that define Landscape Architecture do not cover the range of published works that our discipline actually uses. We do continue to identify new titles that we would like to have added to the collection, but some of these call numbers are housed in other collections located in other branches. The range of disciplines whose collections are accessed by LA Faculty and students include Geography, Engineering, Environmental Science, Biology, Sociology, Soil Science, and others. See *Appendix 11* for a library report on available resources.

The Department of Landscape Architecture monitors library needs on an annual basis as we identify titles for new acquisitions. We also receive feedback from students who identify needs in the collection relative to their curricular needs. When faculty prepare reading/reference lists for their courses they are able to determine if their lists are covered by the library collections.

Prior to the start of Fall semester the Department of Landscape Architecture has a new student orientation during which the library resources are introduced. Some courses, particularly the history and research courses, include dedicated sessions on the effective and productive use of library resources.

The Library hours are as follows:

Sunday	Noon - 8pm
Monday	8am - 9pm
Tuesday	8am - 9pm
Wednesday	8am - 9pm
Thursday	8am - 9pm
Friday	8am - 6pm
Saturday	10am - 6pm

E. Strategic Plan

Obtain and maintain up-to-date equipment, teaching spaces, research facilities and resources to support the Department of Landscape Architecture

1. Ensure that technical assistance and training is readily available to all students and faculty
2. Maintain a current and powerful computing and output laboratory for individual and teaching use
3. Maintain and continue to develop fabrication facilities that include both digital and analogue processes
4. Ensure that library acquisitions continue to meet the needs of the Department
 - Submit annual book acquisition requests to the library
5. Ensure that both wired and wireless connections in the building meet the needs of students and faculty
6. Ensure that teaching spaces are maintained and have adequate resources for teaching and learning

7. FACILITIES

A. Facilities

Classroom spaces are shared among all Departments and Programs in the School. The Studios are in an open plan with studio areas determined each semester in a collaborative process among the three Department Chairs.

All full time faculty have their own office space located on either the second or third level of the building. 0.5 FTE faculty share an office space with one other faculty. A common faculty office space can be used by part time faculty.

The Department Chair has an office in the Administrative suite on the first floor, along with the other Department Chairs, Deans, Administrative Assistants and Student Advisors.

Each student occupies a studio desk that is for their exclusive use throughout a given semester. Because studio locations change from semester-to-semester, students need to vacate their work space at the end of each semester and occupy a new one at the start of the next semester.

All students in the School are given the same amount of space in the studio. Students not enrolled in a studio can request that a space be assigned to them, and as long as there are extra desks on the studio floors these requests are granted. In all cases when a student has needed a desk there has been one available for them.

The facilities in the building are adequate to meet all of the Department's needs.

Floor	Room #	Net Usable Sq Ft	Normal Max Users	Description	Shared (S) Exclusive (E)
01	101		196	auditorium	S
	101B	109	2	projection room	S
	104	177		storage	S
	105	93	15	FabLab	S
	105A	65		FabLab	S
	106	1,889		FabLab	S
	107	100	1	office	S
	108	271		FabLab	S
	108A	57		FabLab	S
	112	1,976		circulation / exhibit area	S
	113	896		lobby	S
	114	296		reception	S
	115	117	1	office	S
	116	164	1	office	S
117	108	1	office	S	

	118	179	1	office	S
	119	108	1	office	S
	120	158	1	office	S
	122	120	1	office	S
	124	151	1	office	S
	126	151	1	office	S
	128	151	1	office	E
	130	119	1	office	S
	132	160	1	office	S
	134	283	1	office	S
	136	141	1	office	S
	138	85		copy room	S
	139	108		corridor	S
	140	248		lunch room	S
	141	80		kitchenette	S
	142	346	10	conference room	S
	145	1,707		gallery	S
	146	95		storage	S
02	200	154		open studio	S
	201	691		open studio	S
	202	470		open studio	S
	203	126	1	office	S
	205	122	1	office	S
	207	121	1	office	S
	209	351		open studio	S
	210	358		open studio	S
	211	852		open studio	S
	212	888		open studio	S
	213	852		open studio	S
	215	446		open studio	S
	217	788	20	seminar	S
	218	682		open studio	S
	223	126	1	office	S
	225	126	1	office	E
	227	126	1	office	S
	228A	141		storage	S
	228B	42		storage	S
	229	124	1	office	S
	231	122	1	office	S
	233	226	4	office	S
	235	124	1	office	S
	237	127	1	office	S

	239	127	1	office	E
	240	1,961		open studio	S
	241	68		open studio	S
	242	1,770		open studio	S
	244	1,817		open studio	S
	246	1,762		open studio	S
	247	154	1	office	S
	248	1,401		open studio	S
	249	135	1	office	S
	250	1,043		open studio	S
	251	138	1	office	S
	253	119	1	office	S
	255	134	1	office	E
	257	138	1	office	S
	259	136	1	office	S
	261	136	1	office	S
03	300	152		open studio	S
	301	125	1	office	S
	302	122	1	office	S
	303	121	1	office	S
	304	1,935		open studio	S
	305	333		open studio	S
	306	136	1	office	S
	307	136	1	office	S
	308	138	1	office	E
	310	134	1	office	S
	311	119	1	office	S
	312	149	1	office	S
	314	148	1	office	S
	316	232	2	office	E
	321	1,917		open studio	S
	322	984		open studio	S
	327	333	10	seminar	S
B0	P102	160		storage	S
	P103	1,021		lobby	S
	P104		40	classroom	S
	P105	1,353	25	classroom	S
	P107	132		storage	S
	P110	1,384	35	computer lab	S
	P112	196	1	office	S
	P113	180	1	office	S

P114	58		server room	S
P116B	661	15	computer lab	S
P117	621		lobby /commons	S
P118	254		printing room	S
P120	277		research room	S
P121	103		storage	S
P122	127		storage	S
P123	110		storage	S
P124	129		storage	S
P128	239		storage	S
P130	624	18	seminar	S
P131	1,886		lobby	S
P133	900	20	classroom	S
P135A	816	20	classroom	S
P135B	601	18	classroom	S
P137	1,245		research room	S
P139	592	20	classroom	S

B. Information Systems and Technical Equipment

The School's computing lab has fifty+ computers available for student use, all imaged with a wide variety of current software. The lab also has printing, plotting and scanning services. The computing lab renews site licenses for all software on an annual basis. The site licenses are sufficient to allow faculty to have the software that they need on their office computers. The lab computers are typically renewed on a three-year cycle. Plotters, printers, scanners and servers in the lab are renewed as necessary. The computing lab and the studios are open to students 24/7.

Equipment and software needs are assessed in conjunction with the regular curriculum and program planning review processes. Needs identified in accordance with emerging technologies and curriculum shifts are discussed, and a determination is made whether these can be purchased as a part of the School's Computing or Fabrication Lab acquisition programs, or whether the Department of Landscape Architecture needs to identify sources of funding for purchases. Most of the digital representation, modeling and fabrication capacity has not been fully utilized by LA students, but this is changing as we integrate a more robust digital technologies overlay into the curriculum. We do have a wish list of resources and equipment including a 3D scanner and high quality dynamic digital component libraries that would enrich the LA curriculum.

The Department of Landscape Architecture has a mandatory laptop purchase policy for all incoming students. Computer specifications are designed to be consistent with memory and processing requirements for a range of graphics and modeling applications and for the management and application of large data sets.

Most of the software for student computers are available for free or at low student pricing. The one exception to this is the Adobe Creative Suite.

Faculty each have their own computers that are purchased by the Department.

Current Computing Lab Software Resources are shown below:

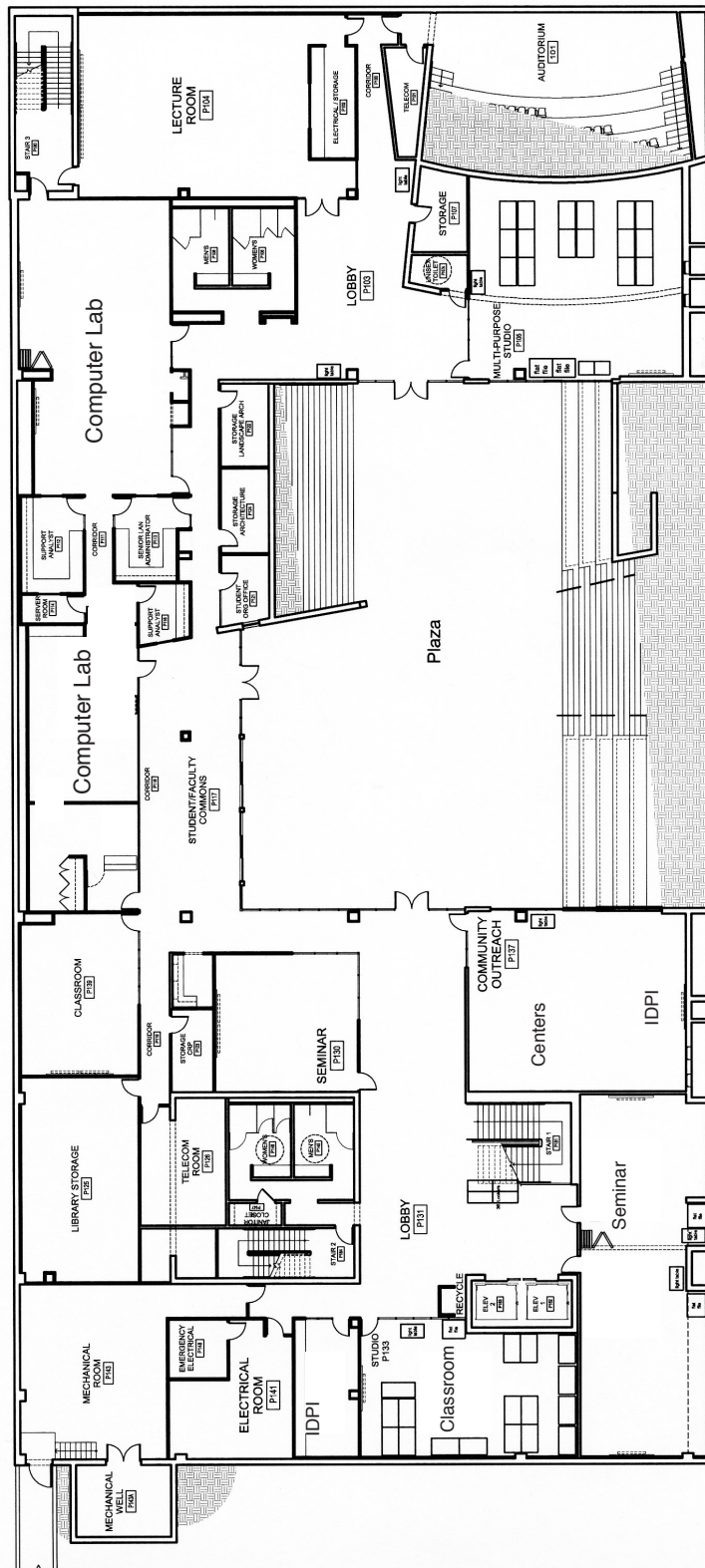
Macintosh Workstations:	Windows Workstations:
Mac OS X Mavericks	Windows 7 64 Bit
Adobe Creative Cloud Suite:	Autodesk Suite 2015:
• _Photoshop	• _AutoCad
• _Illustrator	• _Revit
• _In Design,	• _AutoCad Civil 3d
• _Flash	• _3DS MaxDesign
• _Dreamweaver	• _Maya
• _Fireworks	• _Mudbox
• _After Effects	• _Ecotect
• _Premier	ArcGIS 10.2.2
• _Adobe Acrobat Pro XI	Rhino 5.0
	Grasshopper (incl. multiple plug-ins)
MS Office 2011	VRay for Rhino
Sketch-Up Pro 2014	SketchUp Pro 2014
iMovie	MS Office 2013
Pages	• _Word
Numbers	• _Excel
Keynote	• _Power Point
Autodesk Maya 2015	• _Outlook
Autodesk AutoCad for Mac 2015	• _Access
	RhinoCAM (5 floating licenses)
	Atlas TI

C. Facility Management and Planning

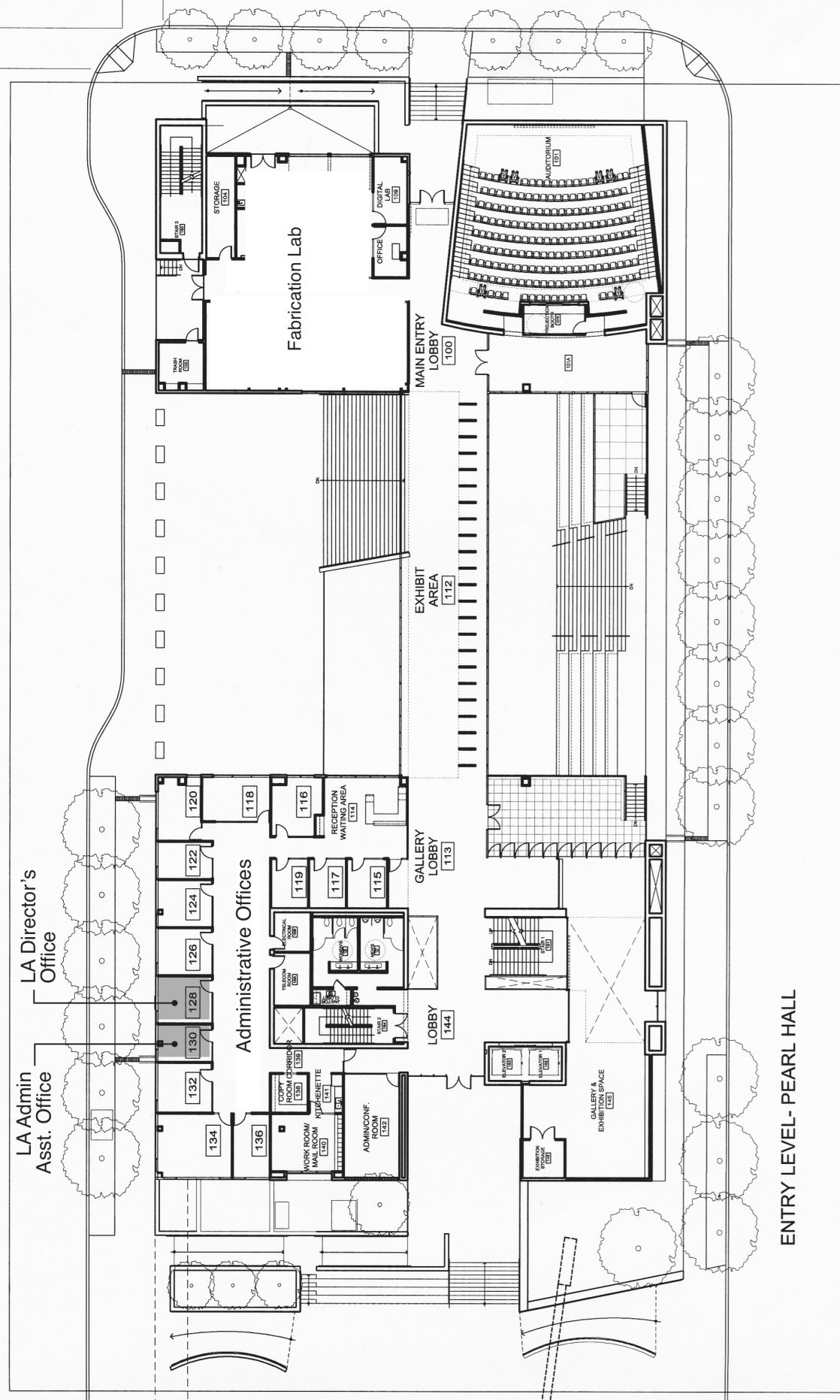
Within its annual budget the School sets aside funds for facilities renewal and improvement. Although the building is relatively new, we have consistently made changes needed to accommodate the needs of the programs. This has included furniture replacements, audio/visual equipment updates, and the maintenance and expansion of the WiFi and wired access in the studios.

The computing and fabrication laboratories are well maintained and constantly upgraded to provide high quality teaching and learning opportunities for all programs.

D. Building Plans



LOWER LEVEL-PEARL HALL



LA Admin Asst. Office

LA Director's Office

Administrative Offices

Fabrication Lab

MAIN ENTRY LOBBY 100

EXHIBIT AREA 112

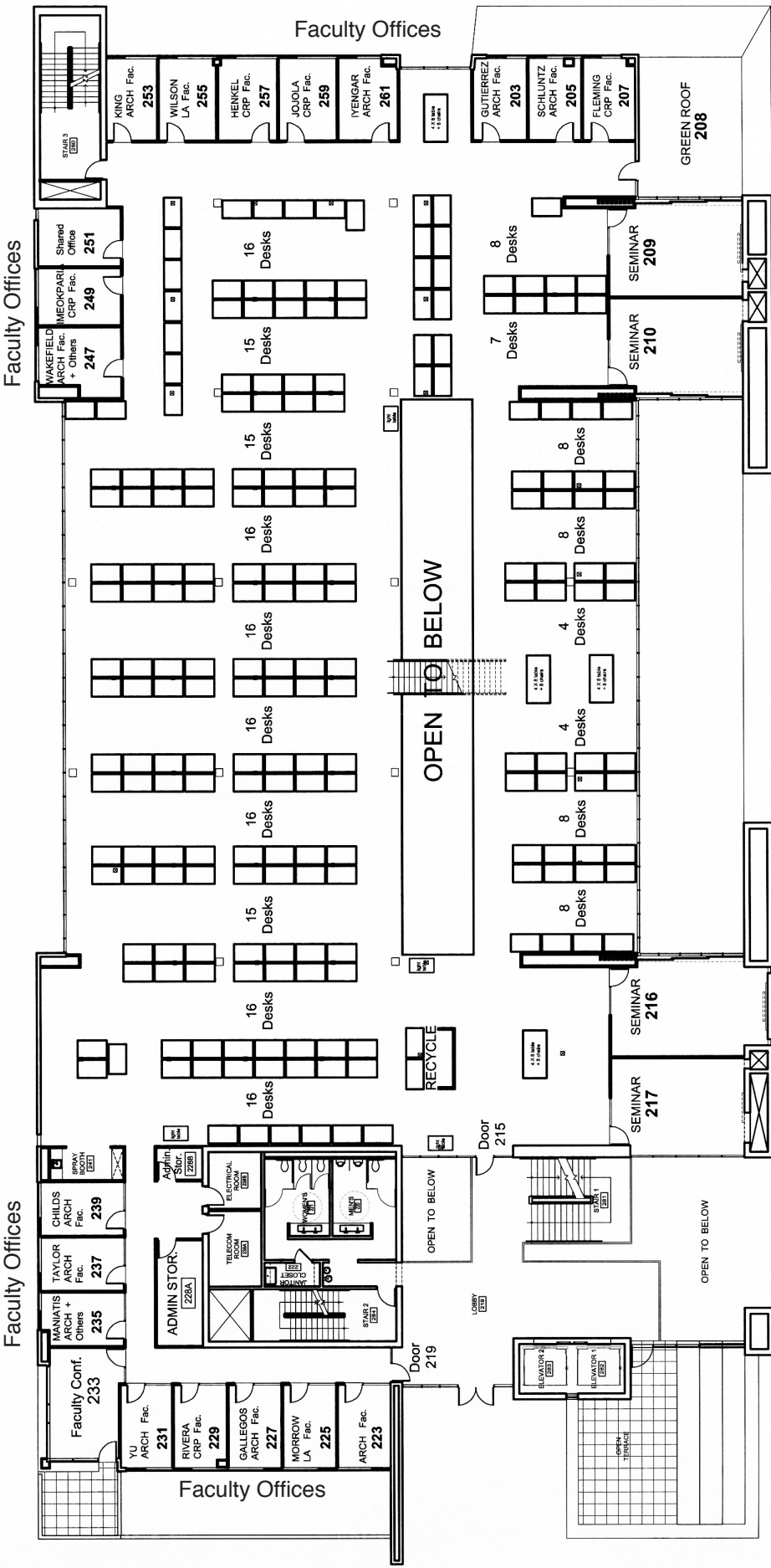
GALLERY LOBBY 113

LOBBY 144

AUDITORIUM 105

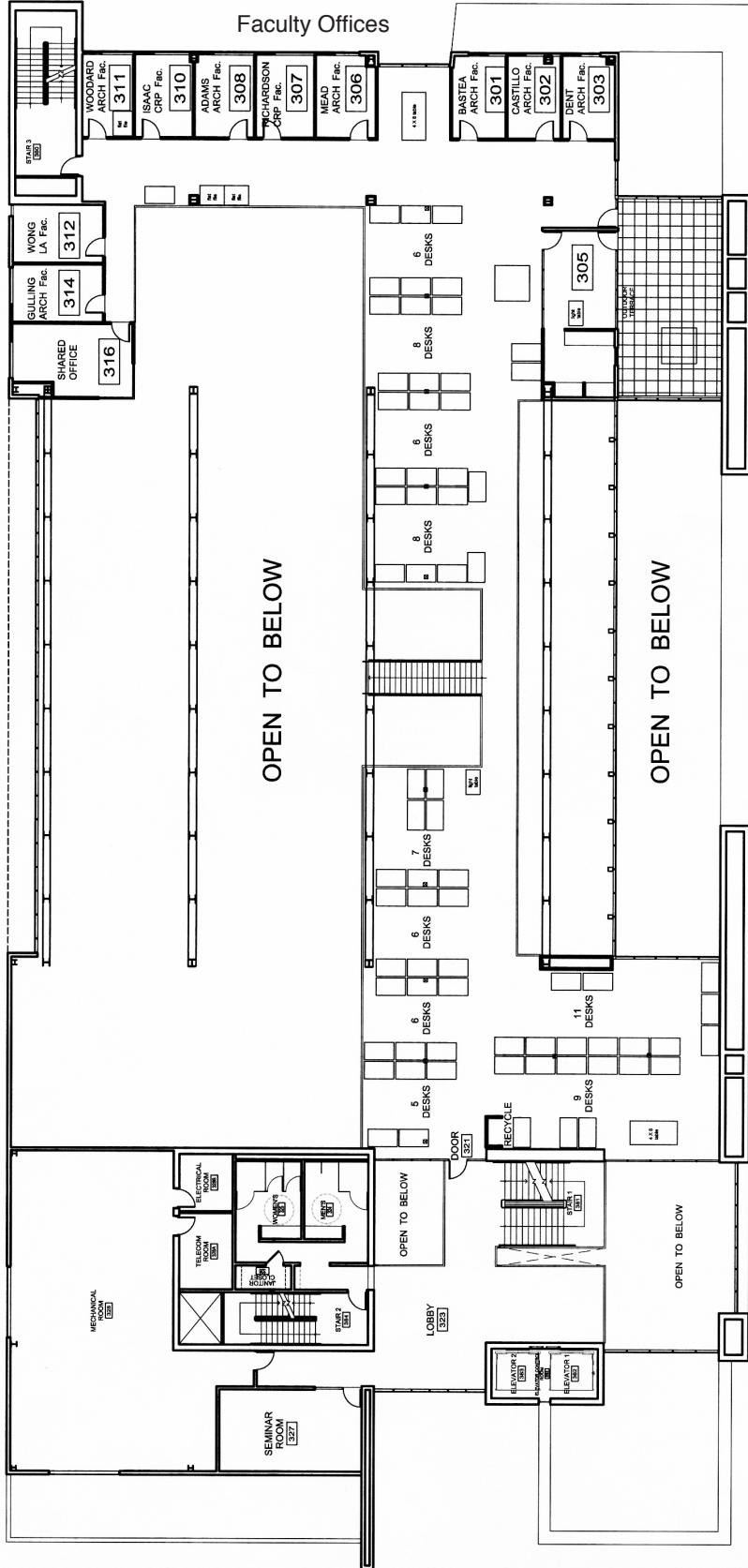
GALLERY & EXHIBITION SPACE 135

ENTRY LEVEL- PEARL HALL



LEVEL 2 - PEARL HALL

Faculty Offices



LEVEL 3 - PEARL HALL

8. PEER COMPARISONS

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Unit Annual Graduate Applications	# of Affiliated Faculty	# of Departments Represented by Faculty	Graduate Student Support
PEER INSTITUTIONS							
University of New Mexico	29,000	MLA	25	22	13	2	\$32,000 annually for Graduate Assistantships
Arizona State University	71,946	MLA	9	22	8	7	8 TA 3 scholarships
Florida International University	54,000	MLA	75	73	8	2	5 assistantships 4 Scholarships
Texas A&M University	60,826	MLA 5 Dual degree	76	77	10	7	10 Scholarships 2 Assistantships
Texas Tech University	36,551	MLA			8	2	
The University of Tennessee	55,551	MLA I MLA II Duel degree			8	4	7 assistantships
The University of Texas at Arlington	39,714	MLA	31	23	13	2	2 TA 6 RA 6 Scholarships
The University of Texas at Austin	50,950	MLA	38	73pr 31 post	8	5	
University of Arizona	43,008	MLA	36	43	10	1	10 assistantships 17 Scholarships
University of Colorado-Denver	18,937	MLA	53	71	8	1	8 Scholarships 2 assistantships
University of Oklahoma-Norman	31,250	MLA PHD			5	1	
Kansas State University	24,766	MLA			15	4	34 scholarships

A. Peer Comparison

Since 2010 enrollments in Landscape Architecture programs across the country have fallen. There has not been a clear reason for this, but it is a topic of discussion at the national level. Landscape Architecture is a fast growing profession and there is some concern that there may not be enough graduates to fill needs.

The table above is only a thumbnail of the national picture. The Chair goes on one or two accreditation visits each year to Landscape Architecture programs across the country, and based on his observations our program enrollment is at the average. We are fortunate to have the funds to offer assistantships to

incoming international and out-of-state students. This translates into eleven or twelve assistantships each year, with additional assistantships generated through faculty contracts and grant, and this is competitive with other programs. Our faculty numbers are good, We would like to increase the applicant pool.

B. Strategic Plan

In 2011-12 the LA program at UNM was at seventy-one students. Based on resources available, and likely to be available, in the School and the Department, we feel that fifty students is an optimum number. To this end we have developed a recruitment plan (see Appendix 9). A major focus of the plan is to recruit more in-state students.

The School's development efforts do not acknowledge or serve the Department of Landscape Architecture and our endowment has not grown in the last eight to ten years. Students applying to MLA programs frequently make their choice of Schools based on scholarship funding offered. With a larger endowment we would be able to offer more robust scholarships. As a young Department we don't have a wealthy alumni group and a more creative approach to fundraising needs to be implemented.