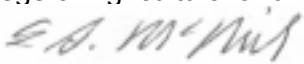


March 24, 2008

TO: Neal Van Alfen
Dean of College of Agricultural and Environmental Sciences

FR: E.S. McNiel 
Chair, Environmental Design

RE: 2009-2014 Academic Plan

We are providing you with the 2009-2014 Academic Plan for the Department of Environmental Design, home to the professional Landscape Architecture program and the Geography Graduate Group (GGG). We also house portions of the Center for the Study of Regional Change and foresee continuing that support in Hunt Hall as well as creating and housing the California Community and Regional Mapping Laboratory.

This most recent version of our Academic Plan is the direct result of consultation with our Advisory Board, students and staff; two curriculum retreats; in-depth committee reports exploring new curriculum and degrees; and discussions at numerous faculty meetings. In this plan we describe our exploration of adding a professional masters program as well as replacing the existing professional undergraduate degree with a larger, non-accredited undergraduate degree in Sustainable Planning. The faculty has not reached consensus on the precise form of the new curriculum or the mix of programs to be offered. However, consensus will evolve in light of the availability of resources to maintain and drive these changes.

The faculty believes that a move to a professional masters degree is in keeping with the College of Agricultural and Environmental Science's research mission to discover new knowledge through research, to train researchers and teachers at the highest levels. We are currently doing this through our Masters and Ph.D. specializations in the GGG. We are also considering converting our professional, accredited undergraduate BSLA degree into an accredited Masters of Landscape Architecture (MLA). Several other research universities are making the same decision presently.

We are including two documents. The first, our Academic Plan, defines and offers action plans for each of the following five major objectives:

1. Settle into our new and expanded home in Hunt Hall
2. Explore options for expanded graduate and undergraduate teaching
3. Broaden faculty expertise in the program
4. Develop a new administrative structure
5. Develop outside funding for program support

The second is a matrix that outlines strategies for the following three different budgetary/growth scenarios:

1. A seven percent reduction in operating resources
2. A steady-state or no growth plan
3. A modest five to seven percent increase in growth

These objectives and scenarios will drive our direction in the coming years. The anticipated phasing of the proposed changes is broken into three periods of two years each, starting with the remainder of 2008 and our move into Hunt Hall.

We appreciate this opportunity to define and clarify our goals and look forward to the next steps as we implement our plans.

**Department of Environmental Design/Landscape Architecture
2009 - 2014 ACADEMIC PLAN**

MISSION STATEMENT

The mission of the Landscape Architecture program at UC Davis is to prepare future researchers and practitioners to preserve and enhance environmental quality and human habitat by means of physical design and planning. Research and teaching programs are directed towards creating solutions to environmental and landscape challenges such as natural systems preservation and restoration, urban sprawl and regional change, conflicting land-use, dwindling open space, deteriorating neighborhoods and a diminishing sense of community. In addressing these and other issues, a primary strategy is to mold the landscape into sustainable units and systems, preserving the best of the past, acting to improve present conditions, and planning for a resilient future.

GENERAL GOALS OF THE ACADEMIC PLAN

The goal of the Academic Plan for the Department of Environmental Design/Landscape Architecture is to set the agenda and establish realistic priorities for the next five years. The plan summarizes our mission and our priorities and helps us communicate to a broader public what we do and how we do it. It also recognizes success in implementing several core aspects of our last Academic Plan including establishment of Ph.D. and Masters Specializations in Landscape Architecture in the Geography Graduate Group; hiring of new faculty with expertise in sustainable planning and urban design; and implementation of plans for new facilities. This plan will serve as a blueprint for the present curriculum and the two new ones that will be explored over the next two years. The plan addresses our resource and personnel needs and, finally, provides specific goals and strategies for the next five years.

According to the College of Agricultural and Environmental Science's Academic and Strategic Plan, 2007–2012 (2-21-07) "the academic plan is the tool that will guide allocation of resources flowing to the program and determine resource distribution within the program for the next five years." This plan also illustrates the role that the department plays in the College's ten emerging areas. We currently have faculty doing research and often offering courses in seven of these ten areas of 1) Agricultural sustainability, 3) Biodiversity and ecosystem services, 5) Environmental and human health, 6) Environmental informatics, 8) Global change, water, and watersheds, 9) Regional change, and 10) Science, policy, and public perception.

The College plan goes on to offer recommendations for graduate education including the following:

Graduate Education (Appendix IV)

The academic strength of the college relies strongly on excellence in graduate education, and we believe the college will be well served by maintaining the number and quality of its graduate students over the next five years. Important strategies to achieve this goal include graduate tuition relief, more teaching assistantships, better rewards to faculty for excellence in graduate instruction, experimenting with new types of programs (e.g. professional master's degrees) - (emphasis added). This

provides encouragement for our efforts to evolve our teaching of an accredited professional program to a Masters of Landscape Architecture (MLA) degree.

SUMMARY OF MAJOR OBJECTIVES (IN ORDER OF PRIORITY)

1. Settle into our new and expanded home in Hunt Hall:

In fall 2008, we will move into the remodeled ground floor of Hunt Hall. This will bring the program together in one building for the first time in its 30-year history. We will create a lively center of excellence in landscape architecture and environmental design teaching, research and outreach. We will engage our alumni, the profession, allied disciplines, public officials, community leaders and the green industry in building an exemplary department committed to environmentally and socially responsible design and planning. We will also strive to make Hunt Hall a center of landscape-related research and collaboration. We will continue to house and coordinate administration of the Geography Graduate Group. We will house the California Community and Regional Mapping Laboratory and portions of the Center for the Study of Regional Change. We will support speakers, open houses, symposia, gallery shows, public presentations and critiques, and provide a public information source and orientation point at the campus's north entry.

2. Explore the following options for expanded graduate and undergraduate teaching (as resources become available):

- a. Development of a new undergraduate major in Sustainable Planning (working in collaboration with Community Development and Environmental Science and Policy).
- b. Convert our existing undergraduate BSLA degree into a new Masters of Landscape Architecture (MLA) program. This new program will be phased in over time to avoid impact on existing LDA majors and course offerings.
- c. Expand our existing Ph.D. specialization in Landscape Architecture in the Geography Graduate Group (housed within our department) to a specialization in Landscape Architecture and Environmental Design in GGG. Continue our commitment to support the core courses offered in the GGG.
- d. Support of other graduate groups with which we are closely affiliated, in particular Community Development and Ecology.

3. Broaden faculty expertise in the program:

During the planning period we will recruit for the department's vacant faculty position, since a recent retirement has left us below our faculty FTE target. In addition, we anticipate needing three new permanent faculty to implement the changes and expansion addressed above. Our faculty needs are prioritized in this order:

- a. A landscape designer
- b. A sustainable construction expert
- c. A design theoretician
- d. A geography theoretician

4. Develop a new administrative structure:

- a. With our move to Hunt Hall, we plan to submit a proposal to change the name of the department to the “Department of Landscape Architecture and Environmental Design”. This change recognizes the historic strength of the professional Landscape Architecture degree and brings the name in line with other comparable departments (such as UC Berkeley, University of Oregon, University of Illinois, etc.). It also recognizes the accreditation requirement of the Landscape Architecture Accreditation Board (LAAB) for landscape architecture to appear in the department name.
- b. Presently the staff and faculty have a strong and effective working relationship and we recognize this as a strength to be maintained and built upon. The Chair, MSO and members of the faculty will explore strategic alliances with the Dean’s Office and other programs. The desire for economies-of-scale savings are a stated goal of the College, and we as a department acknowledge its importance and our role in streamlining operations and creating efficiencies.

5. Develop outside funding for program support:

- a. We will also focus on bringing more resources to the department through private fundraising efforts directed at cultivating alumni and industry leaders. We will work closely with the College’s development team to secure individual and corporate gifts in support of facilities, equipment, lectureships, endowed chairs and student scholarships/fellowships.
- b. In pursuing extramural funding, faculty members will be strongly encouraged to budget for direct charging their salaries to grants.

ACTION PLANS

Objective 1: Settle into our new and expanded home in Hunt Hall

The move to Hunt Hall in fall 2008 provides a wealth of opportunities for the Department to enhance its culture and visibility on campus and in the region, something that was near impossible when we occupied six different buildings. Several initiatives are already planned and many more will evolve during the first couple of years in our new space. Being primarily a department of architects and planners, space is an important resource for our curriculum and our discipline’s worldview and scope of activity.

The larger studio and presentation spaces will allow us to expand our public visibility among professionals as we now have space for formal, public reviews. Our LDA 190 – Proseminar course each quarter brings important speakers to the campus each week during the academic year. We will now be able to host receptions, design shows and other events in conjunction with these lectures. Likewise, our advanced design and planning studios (LDA 180/181 series) normally hold reviews of student work several times during each quarter. With the new presentation spaces in Hunt, we should be able to more widely advertise these public reviews and attract interested members of the profession and the public to join in these events.

One goal is to raise funds to purchase display cases for the hallways that allow student work to be featured so that those visiting Hunt Hall will be able to see the results of student design and planning efforts. The displays, which will be changed regularly, will provide a visual index to the issues being addressed and the solutions being proposed in our curriculum, such as natural systems inventory and analysis; smart growth; urban in-fill; mixed-use development; socio-cultural design; and sustainable design and planning at the regional, community and neighborhood levels. We will also be able to host gallery exhibits and traveling shows.

The location of Hunt Hall at the main northern entry to the campus is also an opportunity to raise the visibility of our program, as well as provide a service to the campus. We envision a moving multimedia display of student work, faculty research and public service announcements in the lobby that will help visitors to understand our departmental programs and orient them to the Davis campus. A campus map or 3D model in the lobby might enhance this orientation and gateway function. We also have an opportunity to showcase our work during Picnic Day, Whole Earth Day and other UCD events that bring the public onto campus.

One of the most important resources in the new location is the courtyard, where we have demonstration gardens planned that will provide a physical laboratory for testing sustainable landscape products, procedures and plants. These are presently envisioned as changeable displays of student work. Again, the location of the courtyard across the street from one of the largest and most accessible parking structures on campus suggests that it is an excellent venue for providing demonstrations for the public of sustainable practices for small-scale spaces such as residences. These types of exhibits and demonstration gardens are popular destinations for the public and are often supported financially by utility companies or the Air Quality Board as efficient public educational tools. For us, they will serve as a combination of learning laboratories and outreach tools.

Objective 2: Expand and improve graduate and undergraduate teaching

Current professional undergraduate program (BSLA): UC Davis offers the UC system's only professionally accredited undergraduate degree in landscape architecture. It is a four-year program, graduating between 35 and 45 students per year. Total enrollment in the landscape architecture major is between 70 and 85 students. There is also a pre-major in landscape architecture for prospective students currently accommodating 86 students. Consistently ranked among the top undergraduate programs in the field, the program offers students a well-rounded, general education, while, at the same time, providing the skills and technical expertise necessary for a professional career in landscape architecture. Enrollment in this major must be limited due to faculty resources and the size restrictions of studio learning. Students are admitted through a portfolio process in the spring of the sophomore year. For several years the number of applicants to this program have exceeded its capacity by over 200%. One of the long-term strategies discussed over the last six years has been to evolve our professional program into a professional masters degree (MLA) and convert the undergraduate program to a non-accredited undergraduate major that can accommodate a larger number of students. Currently, this new undergraduate degree has been proposed as a degree in "Sustainable Planning." As a faculty, this is a major area of continued discussion and planning, and we expect to have firm proposals on the direction as well as the impact on existing courses within the next two years.

General Education: The Landscape Architecture major currently offers four, large enrollment, lower-division GE courses. We are moving to cover all of these courses by permanent faculty members to increase the student to ladder-ranked faculty ratio and to provide a firm foundation to the discipline and our program from the very beginning of a student's exposure to the discipline. Faculty members also provide instruction in other departments on campus, including Environmental Science and Policy and UC Davis Extension.

Summer Sessions: Landscape Architecture has been offering study abroad opportunities to students through Summer Sessions for several years. Since 2002, we have been offering four introductory courses that are requirements for the major, focusing on the needs of transfer students. These summer offerings provide relief from competition for courses in the academic year and have attracted many new students to the major.

Current graduate programs: At the graduate level, our faculty maintains an active role in graduate education through participation in graduate groups. Environmental Design has housed and supported the Geography Graduate Group (GGG) for ten years (since the group's inception in 1993), and there are now around 83 graduate students and 75 affiliated faculty members in the GGG from across campus. The chair of Environmental Design has traditionally served as the vice-chair of the GGG, and our faculty are actively involved in teaching, advising and administration of the program. We have recently established an area of concentration in landscape architecture within the GGG and developed a brochure to advertise this new area of emphasis, along with other opportunities for graduate study in landscape architecture at UC Davis. Members of the faculty also participate actively in a number of other graduate groups on campus, especially the Community and Regional Development and Ecology Graduate Groups. Faculty members are also currently working on developing a professional masters degree in environmental restoration.

Opportunities and Constraints for Graduate Study in the Department:

Opportunities:

- With our move to Hunt Hall in fall 2008, we will have for the first time have a dedicated graduate studio and increased space to house our graduate students.
- Faculty are committed to a mix of approximately 1/3 graduate and 2/3 undergraduate course teaching in the short term. Graduate teaching will increase with the conversion of the BSLA to MLA although we will continue to offer several General Education and campus-wide service courses (such as LDA 1, 2, 3, 30 and 50).
- In June 2008, we will graduate our first Ph.D. and two Masters students in the GGG/LDA Specialization. We plan to grow the total number of graduate students from eight in 2008 to 12-15 by 2010.
- We plan to transform our Specialization in Landscape Architecture in the Geography Graduate Group (GGG) into a "Specialization in Landscape Architecture and Environmental Design" as one of the three main foci in the GGG. As an area of specialization, we will have a dedicated quota of LDA graduate student admissions in GGG each year.

- We will continue to participate in and offer required core graduate courses for the following graduate groups: Geography, Community Development, Ecology, and Transportation, Technology and Policy.
- Our faculty will continue to play a leadership role in both Geography and Community Development graduate groups.
- We plan to increase involvement of our graduate students in the Center for the Study of Regional Change and the California Community and Regional Mapping Laboratory. Both units will be housed within our department when we move into Hunt Hall in fall 2008. We will further develop ties with other programs, departments, and centers, in particular the Center for Urban Horticulture, the Agricultural Sustainability Institute, and the Center for Urban Forest Research.
- Expand recruitment to attract the very best graduate students in landscape architecture and environmental design.

Constraints:

- The BSLA degree program places limits on expanding graduate course offerings and increasing the number of graduate students in landscape architecture. Conversion of the BSLA to an MLA will ease this situation and provide for expanded number of Landscape Architecture graduate students.
- Limited funding for attracting retaining outstanding Landscape Architecture graduate students.
- Budget uncertainty.

Action Plan:

1. *Develop a new undergraduate major in Sustainable Planning.* The faculty in Environmental Design has long discussed the possibility of offering another undergraduate major, with unrestricted enrollment, in the general area of sustainable planning and/or environmental studies. We have envisioned this new major as a means to accommodate students who have strong interest in physical planning and design, but who are not interested in a professional degree. Recently, we have begun working with faculty from Community Development and Environmental Science and Policy to explore a new undergraduate major in Sustainable Planning, which we hope will fulfill this long-standing goal. We will continue to work, over the next two years, to further define this new major and to assess the potential for it to meet the needs of students and the college.

2. *Further Develop the Landscape Architecture track in the Geography Graduate Group as a Specialization in Landscape Architecture and Environmental Design.* Currently we offer a tract in the GGG in landscape architecture, for both the Masters and Ph.D. However, we wish to strengthen that to a Specialization in Landscape Architecture and Environmental Design in order to guarantee openings for new students each year in this interest area. In addition to housing the GGG in our department, we have committed to teach one core course every other year.

Objective 3: Broaden faculty expertise in the program

Current Faculty

Academic Senate:

Mark Francis, Professor

Steve Greco, Associate Professor

Steve McNiel, Sr. Lecturer, SOE, and Chair
Patsy Eubanks Owens, Associate Professor
Michael Rios, Assistant Professor
Heath Schenker, Professor
Stephen Wheeler, Assistant Professor

Emeritus:

Nigel Allan, Professor Emeritus
Dean MacCannell, Professor Emeritus
Rob Thayer, Professor Emeritus

Academic Federation:

Eric Larsen, Associate Professional Researcher, 100%
Loren Oki, Cooperative Extension Specialist, 20%

Adjunct Faculty:

Jeff Loux, Assistant Adjunct Professor

Unit 18 Lecturers:

To fulfill the requirements of professional accreditation, the teaching program relies substantially on lecturers in the Unit 18 series. Currently 14 classes per year are taught by Unit 18 lectures. One full-time Unit 18 lecturer, Byron McCulley, teaches six of these courses in landscape construction on a three-year, renewable contract. All other Unit 18 lecturers are hired to teach on a course-by-course basis.

Current Faculty Expertise

Landscape architecture is a profession dedicated to improving the interaction between people and the environment through physical design and planning. The practice of landscape architecture incorporates knowledge and methods from the arts and humanities, environmental sciences and social sciences. The landscape architecture faculty at UC Davis represents a range of interests and expertise, appropriate to the broad scope of the profession, with individual faculty members conducting research in the natural sciences, social sciences and humanities. Faculty research projects are linked by a shared focus on knowledge, issues and technologies affecting the practice of landscape architecture. Although individual faculty members conduct research in specific disciplines, the faculty unanimously supports maintaining a broad, interdisciplinary balance in the program. Faculty research in landscape architecture at UC Davis currently falls into three main areas of investigation:

1. history and theory of the built environment
2. environmental restoration, planning, policy and management
3. social and cultural issues in landscape design

Despite two new hires, the program is currently operating at one FTE below the target set by CA&ES because of a recent retirement. We can foresee the potential for at least two more retirements during the planning period. In addition, we wish to enlarge our teaching and research programs at both the undergraduate and graduate levels in ways that will create bridges to related programs in the CA&ES and other colleges of the university. In order to do so, we require additional faculty members, particularly in some key areas. Generally, we operate with a core faculty of eight, however with an unfilled position, the department is very thin on reserves for faculty leaves, sabbaticals and research presentations requiring travel. An optimum size for the faculty in our new Hunt Hall home would be the addition of one replacement and three new hires, for a total of eleven.

Action Plan:

Rapid growth in the region, occurring without sufficient long-range planning, is causing many land-use conflicts, depleting natural and cultural resources and generally diminishing quality of life in the region. This situation is a ready-made laboratory for research and experimentation aimed at developing design and planning solutions to problems associated with such rapid growth. The landscape architecture program needs additional faculty expertise to tackle these issues in a more concerted way, in both research and teaching. The four areas of expertise most crucial to addressing these pressing environmental issues, from a physical/spatial standpoint, are:

- a. A landscape designer
- b. A sustainable construction expert
- c. A design theoretician
- d. A geography theoretician

The Department is prepared to provide office and research space to the new faculty in Hunt Hall. Since it is most likely that these individuals will require neither laboratory space nor specialized equipment, the start-up costs are expected to be in the low range, similar in amount to those of our two most recent hires (2007). As a profession, landscape architecture and the landscape construction industry in particular are made up of a diversity of cultures and a mix of genders, far more than many. Our students are increasingly Latino and Asian, though there is an entire mix of races, cultures and identities represented in the student body. We recently hired someone of Hispanic heritage and we would be interested in further ethnic diversity, especially in response to the cultural identities of our students. The Department has traditionally enjoyed a good gender balance, however, with the addition of two males in the recent hires, the female to male ratio is presently out of balance. We will be interested in opportunities to hire female faculty as role models for our students, 40% of whom are female.

Objective 4: Develop a new administrative structure

With our move to Hunt Hall, we plan to submit a proposal to change the name of the department to the “Department of Landscape Architecture and Environmental Design”. This change recognizes the historic strength of the professional Landscape Architecture degree and brings the name in line with other comparable departments (such as UC Berkeley, University of Oregon, University of Illinois, etc.). It also recognizes the accreditation requirement of the Landscape Architecture Accreditation Board (LAAB) for landscape architecture to appear in the department name.

The chair, MSO and members of the faculty will work with the administration and representatives of other units on campus to explore administrative structures capable of supporting the growth outlined in this plan, including potential strategic alliances with the Dean’s Office and other programs. The desire for economies-of-scale savings are a stated goal of the college and can have benefits to all in terms of levels of staff service and range of expertise.

Action Plan:

1. In light of imminent budgetary constrictions, the department is interested in exploring ways to work more efficiently with fewer resources and will explore opportunities to consolidate administrative functions with other units or to offer our

staff resources to other departments in need. As staff positions become vacant, we will consider re-structuring the administrative team to be sensitive to budgetary constraints.

2. We will be sending out direct mail solicitations in conjunction with the Hunt Hall renovation to alumni and industry professional in hopes of bridging the gap between what the University can provide and what the students and the professional marketplace expect. We will also pursue approval from the University's Naming Board for naming opportunities for our facility's internal and external spaces.

Objective 5: Develop outside funding for program support

Needs: Current state budget cutbacks threaten to reduce the quality of existing programs and severely restrict expansion. In such a climate, meeting the objectives of this strategic plan will require imagination and resourcefulness. Environmental Design is extremely fortunate to have a committed community of stakeholders who can help in accomplishing some of the goals outlined in this strategic plan.

Sources of external program support:

Alumni: Alumni of the program are highly successful professionally. Many stay in contact with the faculty. Those practicing nearby are delighted to serve as jurors in design studios and as advisors on senior projects. Some return to teach courses as Unit 18 lecturers. Others offer student internships or hire for career positions in their firms. Alumni are working for private firms, government agencies and NGOs focused on environmental issues. Many have gone on to graduate study in landscape architecture or related disciplines and a number of alumni are now teaching in landscape architecture programs around the country and internationally.

External Advisory Board: The landscape architecture program has an active external advisory board, with members representing a broad spectrum of the profession and important stakeholder groups served by the program.

Professional Community: The landscape architecture program maintains strong ties to the professional community, through faculty membership and participation in the local and national American Society of Landscape Architects (ASLA), the Council of Educators in Landscape Architecture (CELA) and the American Planning Association (APA). There is also an active student chapter of the ASLA on campus. Practitioners teach in the program, as Unit 18 lecturers, and several faculty members consult professionally, including providing design and planning services. Adjunct faculty also teach professionals throughout the state via UC Extension offering varied courses, conferences and symposia and attracting significant enrollments.

Action Plan:

We will focus on bringing more resources to the department through fundraising efforts directed at cultivating alumni and industry leaders. We will work closely with the College's development team to secure private gifts in each of the following areas:

- Facilities – enhancing Hunt Hall to become a showcase for sustainable technology as resources become available (such as a green roof, capturing

runoff and recycling the water for irrigation, creating bio-swales for aquifer recharge, pervious paving, and water conserving plants).

- Equipment – upgrading studios to give students proficiency in using the equipment and computing hardware and software that meet current professional standards.
- Lectureships – bringing industry leaders and experts to campus, enriching the students' learning experience.
- Endowed Chairs – providing faculty with additional resources for teaching and research.
- Student scholarships and fellowships – allowing the department to recruit and retain the best students, especially in light of rising fees.

We will continue to expand the committee that has been formed, which includes members of the External Advisory Board, the professional community and the faculty, to execute our fundraising plan to support the goals outlined in this strategic plan.

PHASING

The phasing-in of two new degrees and the phasing out of our traditional accredited undergraduate degree will occur over the next six years (2008-14). We foresee these changes occurring incrementally so as not to upset the current balance and quality of our BSLA program. The period has been broken into three, two-year segments for planning purposes.

2008-2010

The department will move into Hunt Hall in fall 2008. During the next two years (2008-10) the structure for the department will remain stable and efforts will be directed at improving both the existing academic offerings and operations. During this period, and unless we experience significant budget cuts, we anticipate living within the resources and budget we generate in the College. This two-year period will be spent in development intended to guide the department's incremental evolution to a professional masters program. This Masters of Landscape Architecture (MLA) will eventually become the only accredited program in the department. At the time of accreditation of the MLA we will drop our accredited BSLA degree. We will also focus on bringing more resources to the department through fundraising efforts directed at cultivating alumni and industry leaders. We will work closely with the College's development team to secure private gifts.

During 2008-2010 the department will make changes to the focus and content of individual courses. Our goal is to redesign some portions of the existing undergraduate curriculum to better fit within a new sustainable planning major. New and redesigned courses will present research results, general information, and exposure to practical applications pertaining to sustainable practices in landscape planning and design. Some courses in the professional major will be strengthened to create appropriate offerings for the new MLA. We feel that this natural evolution of our department is in line with the mission of the College, and will provide the highest quality education in a culture of research and outreach.

2010-2012

The second two-year segment of this plan will focus on attaining additional resources and perfecting and integrating our new content into a coherent major. During 2010-11, the department will submit a request to formalize a new major to replace the undergraduate Landscape Architecture program. This new major will more closely align itself to the format of a majority of undergraduate programs in the College. In the 5-7% growth scenario, we foresee the ultimate potential for 40 students in each of three grade levels, for a total of 120 majors. The first pre-major year will consist of three large enrollment GE courses, growing out of our existing pre-Landscape Architecture first-year sequence including: LDA 1- Landscape Meaning, LDA 2- Place, Culture and Community, and LDA 3- Sustainable Development: Theory and Practice.

Most of the existing subjects now offered, as undergraduate courses will become graduate-level courses during this period by adding depth and additional content to existing subject matter. The required research component of the MLA will be covered by combining MLA, GGG and potentially CD graduate students in order to offer a broad survey course on research methodology, followed by more individualized research courses in each degree program.

During this same period (2010-12), the Landscape Architecture and Environmental Design Specialization of the GGG will be fully enrolled (12 students) and the latest crop of graduates will enter the job market. Their experience in the job market will provide feedback, both from students and employers, about the strengths and weaknesses of the program. Based on this information, the Specialization will be strengthened.

2012-2014

With all three programs in progress or in place, it will be time to expand our faculty in order to add strength to our research and teaching program and set new research agendas. We expect to be competing for new FTE in the 2011-12 academic year, or sooner if the need becomes critical.

PHASING 2008-2014

| | 2008-2010 | 2010-2012 | 2012-2014 |
|---------------|---|--|--|
| Undergraduate | <ul style="list-style-type: none"> • Plan new major • Adjust content of existing courses | <ul style="list-style-type: none"> • Start transition to new major • Offer new courses | <ul style="list-style-type: none"> • Finalize courses and officially propose new major |
| Graduate | <ul style="list-style-type: none"> • Plan new MLA Degree • Create Concentration in GGG MS and Ph.D. | <ul style="list-style-type: none"> • Teach MLA-level professional courses • Fully enroll Landscape Architecture and Environmental Design Specialization in GGG | <ul style="list-style-type: none"> • Seek accreditation for MLA • Request additional faculty |

2008 – 2014 Academic Plan – Department of Environmental Design / Landscape Architecture

| | ≤ 7% Scenario | Steady-state Scenario | ≥ 5-7% growth Scenario |
|----------------------|---|--|---|
| Plan Elements | <ul style="list-style-type: none"> • Develop and implement plan to cut operating costs by 7% • Hold curriculum steady • Defer filling vacant faculty position to allow for salary savings at the College level • Increase student to faculty ratio where possible • Consider reorganizing staff structure as positions become available • Maintaining our commitment to graduate education by continuing to house and administer the Geography Graduate Group | <ul style="list-style-type: none"> • Hold operating costs at present level • Grow/change within the present structure • Change content of existing courses to integrate sustainable practices and planning • Maintaining our commitment to graduate education by continuing to house and administer the Geography Graduate Group | <ul style="list-style-type: none"> • Anticipated increase in funding in proportion to growth • Develop an accredited MLA degree • Develop a new large undergraduate degree in sustainable planning • Maintaining our commitment to graduate education and increasing enrollment in the MS and Ph.D. programs |
| Curriculum | <ul style="list-style-type: none"> • Few, if any changes – only those that increase efficiency • Permanent faculty will take on large GE courses • Unit 18 instructors in lieu of faculty replacement • Strengthen GGG Concentration in Landscape Architecture by teaching core and elective courses | <ul style="list-style-type: none"> • Update and expand curriculum to increase use of sustainable practices and planning techniques • Strengthen GGG Concentration in Landscape Architecture by teaching core and elective courses | <ul style="list-style-type: none"> • Phase-in changes to evolve BSLA into MLA using most if not all existing courses • Develop a new large undergraduate degree in sustainable planning using existing lower-division courses and courses offered through other departments • Strengthen GGG Concentration in Landscape Architecture |
| Faculty | <ul style="list-style-type: none"> • Defer filling vacant position for 1-2 years, \$131K net savings to the College annually after three Unit 18 temporary hires are made to fulfill the teaching need | <ul style="list-style-type: none"> • Fill vacant position • Permanent faculty will take on large GE courses | <ul style="list-style-type: none"> • Fill vacant position • Permanent faculty will take on large GE courses • Recruit an additional three new faculty as new BS major is approved and enrollment increases |
| Unit 18 | <ul style="list-style-type: none"> • Maintain current number of hires annually • Rely heavily on Unit 18 to offset increased teaching load due to deferred hire and to maintain accreditation standards for offering access to professional practitioners | <ul style="list-style-type: none"> • Maintain current number of hires annually | <ul style="list-style-type: none"> • Reduce need for Unit 18 in tandem with new faculty hires while maintaining enough Unit 18s to comply with accreditation standards • As funding becomes available, create a Practitioner in Residence to bring leaders in the field from outside the region to offer courses |

| | ≤ 7% Scenario | Steady-state Scenario | ≥ 5-7% growth Scenario |
|----------------------------|---|---|---|
| Teaching Assistants | <ul style="list-style-type: none"> • Increase number of TAs and Readers to correspond with increased enrollment and new course offerings • Promote to students the opportunity to serve as a Reader or TA for academic credit in lieu of pay • Consider ways to leverage technology to facilitate communication and disseminate information more broadly • Post all course materials online to reduce printing costs per course | <ul style="list-style-type: none"> • Increase number of TAs and Readers to correspond with increased enrollment and new course offerings • Provide training for new TAs and Readers • Promote to students the opportunity to serve as a Reader or TA for academic credit in lieu of pay • Consider ways to leverage technology to facilitate communication and disseminate information more broadly • Post all course materials online to reduce printing costs per course | <ul style="list-style-type: none"> • Continue to increase the number of TAs and readers for courses as enrollment increases • Provide training for new TAs and Readers • Promote to students the opportunity to serve as a Reader or TA for academic credit in lieu of pay • Employ course assistants with specialized skills to record lectures and guest speakers to make more broadly available • Consider ways to leverage technology to facilitate communication and disseminate information more broadly • Post all course materials online to reduce printing costs per course |
| Staffing | <ul style="list-style-type: none"> • Explore potential efficiencies and strategic alliances | <ul style="list-style-type: none"> • Maintain current staff and structure • Build staff in relationship to departmental growth | <ul style="list-style-type: none"> • Increase staff in relationship to departmental growth and needs generated by our new facilities (internal display/gallery areas, courtyard and entrances) • Build staff hours in several strategic areas (computing and advising) |
| Facilities | <ul style="list-style-type: none"> • Continue with the same furnishings as present with the exception of special request for desks, chairs and stools required for new teaching layouts in Hunt Hall • Operating funds required to operationalize the new building will not be available • Seek private funding to enhance quality of studios and public spaces | <ul style="list-style-type: none"> • Existing furnishings and equipment will be augmented with new tables and stools • The courtyards will be developed and used in our instructional program | <ul style="list-style-type: none"> • New furniture and equipment will be added incrementally to replace existing stock • The courtyard and entrances will be fully realized as a privately funded landscape development project and instructional tool for students and the public • A green roof will be planted on the top of Hunt Hall to reduce utility costs • The interior of Hunt will be enhanced to better showcase student work and industry innovations |