CU DENVER

DEPARTMENT OF

2022 SELF EVALUATION REPORT

LAND

SCAPE

ARCHITECTURE

University of Colorado Denver

Self-Evaluation Report for

FIRST-PROFESSIONAL PROGRAMS IN
LANDSCAPE ARCHITECTURE

Landscape Architectural Accreditation Board

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

Based on Standards set forth in January 2021

July 31, 2022

CU University of Colorado **Denver**

Office of the Provost and Executive
Vice Chancellor for Academic and
Student Affairs

Campus Box 137
1380 Lawrence Street, 14th Floor
Denver, Colorado 80204

Office: 303.315.2049

January 3, 2022

Landscape Architecture Accreditation Board
c/o Kristopher D. Pritchard
Accreditation and Education Director
American Society of Landscape Architects
636 Eye Street NW
Washington, DC 20001

Dear Director Pritchard and the LAAB Accreditation Board:

This letter serves as a formal request for you to visit the Department of Landscape Architecture
in the College of Architecture and Planning at the University of Colorado Denver for the purpose
of our 2022 Accreditation. Attached is the official accreditation request form with our preferred
dates for the site visit.

Sincerely,

Constancio Nakuma, PhD
Provost and Executive Vice Chancellor,
Academic and Student Affairs

REQUEST FOR REVIEW

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

Date

Invitation to review is extended by: (chief academic officer by name and title)

Constancio Nakuma, PhD., Provost

Identify the program in Landscape Architecture to be reviewed and the name of the institution.

Master of Landscape Architecture

University of Colorado - Denver

This landscape architectural program certifies that it has been in operation since ___1976___ (date) and is legally entitled to confer the following first professional degree:

Master of Landscape Architecture

Preferred Dates for Review: Indicate first, second, and third preferences.

1. October 2 – 5, 2022

2. October 16 - 19, 2022

3. September 25 – 28, 2022

Please give complete address for the program requesting review. Include the name, phone number, and e-mail address for the program administrator.

Department of Landscape Architecture
College of Architecture & Planning
University of Colorado Denver
Suite 2000, CU Building
1250 14th Street, Denver, CO 80202

Louise Bordelon, PhD.
330G CU Building
1250 14th Street, Denver, CO 80202
Louise.bordelon@ucdenver.edu
Tel: 303-315-1000 ex 7981

PROGRAM SELF-EVALUATION REPORT

For the Academic Year: <u>2022-2023</u> Institution: <u>University of Colorado Denver</u>

Program: <u>Landscape Architecture</u>

Degree Title/Degree Length: <u>Master of Landscape Architecture 90 credits/3 years</u>

Chief Administrative Official: <u>Constancio Nakuma, PhD</u>   <u>Provost</u>
of the Institution   name   title
                                <u>Box 137, 1380 Lawrence Street, 14th Floor, Denver, CO 80204</u>
                                address
                                <u>Constancio.Nakuma@ucdenver.edu</u>   <u>303-315-2049</u>
                                e-mail address   phone number

Chief Administrative Official: <u>Nan Ellin, PhD</u>   <u>Dean</u>
of the College   name   title
                                <u>1250 14th Street, Denver, CO 80202</u>
                                address
                                <u>Nan.Ellin@ucdenver.edu</u>   <u>303-315-1020</u>
                                e-mail address   phone number

Chief Administrative Official: <u>Not Applicable</u>
of the Division   name   title
(if applicable)
                                address

                                e-mail address   phone number

Chief Administrative Official: <u>Louise Bordelon, PhD.</u>   <u>Chair</u>
of the Department   name   title
                                <u>1250 14th Street, Denver, CO 80202</u>
                                address
                                <u>Louise.Bordelon@ucdenver.edu</u>   <u>303-315-1000</u>
                                e-mail address   phone number

Chief Administrative Official: <u>Louise Bordelon, PhD</u>   <u>Chair</u>
of the Program   name   title
                                <u>1250 14th Street, Denver. CO 80202</u>
                                address
                                <u>Louise.Bordelon@ucdenver.edu</u>   <u>303-315-1000</u>
                                e-mail address   phone number

Report Submitted by: <u>Louise Bordelon</u>   <u>July 31, 2022</u>
                      name   *date*

MINIMUM REQUIREMENTS
For Achieving and Maintaining Accredited Status

1. An accredited professional program's title and degree must incorporate the term "landscape architecture."

2. A professional program offering an accredited undergraduate professional degree must meet the following degree-length requirements.

   a. An undergraduate professional program, leading to a Bachelor of Landscape Architecture (BLA) or a Bachelor of Science of Landscape Architecture (BSLA) degree must be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of four academic years of full-time undergraduate enrollment.

   b. A professional program may allow for advance placement up to one academic year, provided it has a clearly articulated policy and criteria for advance placement and how the professional program determines whether an applicant meets the criteria. The advanced placement may be counted towards the minimum requirements referenced in 2.a above.

   c. Any professional program that offers a degree with Bachelor of Landscape Architecture or BLA, or a Bachelor of Science of Landscape Architecture or BSLA in the degree title must meet the requirements of the LAAB accreditation standards. This includes a professional program that offers an BLA/BSLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Bachelor of Landscape Architecture," "BLA," "Bachelor of Science of Landscape Architecture," or "BSLA" in the title and does not comply with these Standards is not eligible to offer any accredited BLA/BSLA degree.

3. A professional program offering an accredited graduate professional degree must meet the following degree-length requirements:

   a. The graduate professional program, leading to a Master of Landscape Architecture (MLA), must be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of three academic years of full-time graduate enrollment.

   b. A professional program may allow for advanced placement of up to one academic year of study, provided it has a clearly articulated policy and criteria for advanced placement and demonstrates how the professional program determines whether an applicant meets the criteria. The advance placement may be counted towards the minimum requirements referenced in 3.a. above.

   c. Any professional program that offers a degree with Master of Landscape Architecture or MLA in the degree title must meet the requirements of the LAAB accreditation

standards. This includes a professional program that offers an MLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Master of Landscape Architecture" or "MLA" in the title and does not comply with these Standards is not eligible to offer any accredited MLA degree.

4. An institution may offer a program leading to a degree with the title "Master of Science in Landscape Architecture" or "Master of Arts in Landscape Architecture" that is not an accredited degree in Landscape Architecture without jeopardizing the institution's accredited degree in Landscape Architecture. In offering such a degree, an institution must disclose that the degree is not accredited in its public statements and to CLARB.

5. A professional program may be offered in whole or in part through an online platform. A professional program that offers all or part of its curriculum through an online platform must demonstrate that it meets all the requirements of these Standards.

6. Faculty instruction full-time equivalence (FTE) requirements are as follows:

    a. An academic unit that offers a single professional degree program at the Candidacy or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

    b. An academic unit that offers a professional degree program at both the bachelor's and master's levels at the Candidacy or Initial Accreditation status has at least six FTE instructional faculty, at least five of whom hold professional degrees in landscape architecture, at least two of whom are full-time in the department.

    c. An academic unit that offers a single professional degree program at the continuing full accreditation status has an FTE of at least five instructional faculty, at least four of these faculty members hold a professional degree in landscape architecture, at least three of whom are full-time in the department.

    d. An academic unit that offers professional degree programs at both the bachelor's and master's levels with continuing full accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time in the department.

7. The parent institution must be accredited by an institutional accrediting agency recognized by the U.S. Department of Education.

8. There must be a designated program administrator responsible for the leadership and management functions for the professional program under review. The program administrator shall have significant influence in the budget and personnel management decisions of the professional program.

9. The professional program must provide a comprehensive disclosure about the professional program's status and performance as set forth in Standard 1.E within a single-click link from the professional program's website.

10. The professional program must:
    - continuously comply with accreditation standards,
    - pay the annual sustaining and other fees as required, and
    - regularly file complete annual and other requested reports, as required by the Accreditation Procedures.

11. The program administrator shall inform LAAB if any of these factors fails to apply during an accreditation period. The program administrator is also responsible for reporting any substantive changes to the professional program (changes that may affect the accreditation status as addressed in the LAAB Accreditation Procedures) when they occur.

The ___Master of Landscape Architecture___ program meets the minimum conditions to apply for LAAB accreditation.

 Louise Bordelon   Assistant Professor and Chair
Program Administrator Name   *Title*

LABordelon   7/31/2022
Program Administrator Signature   *Date*

TABLE OF CONTENTS

CHAPTER 0
INTRODUCTION

Image courtesy Jesse Kuroiwa/VRC

0. INTRODUCTION

1. History of Program

The University of Colorado was founded in 1876, in Boulder. In 1912, the university established the Department of Correspondence and Extension in Denver to meet the needs of the state's largest and most rapidly expanding population center. The Denver Extension Center offered 23 fields of undergraduate and 11 fields of graduate study and was renamed the University of Colorado-Denver Center in 1965.

Prior to 1800, the campus area, specifically the confluence of the Platte and Cherry Creek Rivers was territory of Cheyenne, Arapaho, and Ute Nations. It served as an epicenter for trade, information sharing, planning for future, community, farming, and ally building, as well as conducting healing ceremonies for over 45 Indigenous Nations, including the Lakota, Kiowa, Comanche, Apache, Shoshone, Paiute, Zuni, Hopi, and others.

In 1858 the land was appropriated by a group of pioneers and prospectors moving West. These pioneers established Denver's oldest neighborhood with the name Auraria, meaning a 'woman of gold.' In the 1920s the population of the neighborhood shifted to predominantly Latinx occupants who migrated from Southern Colorado, New Mexico, and Mexico. The 1965 floods submerged the Auraria neighborhood, causing significant damage. In 1972 the Colorado General Assembly decided to relocate the residents and reappropriate the land for a higher education campus: the Auraria Campus, managed by the Auraria Higher Education Center. Today, University of Colorado Denver shares this 171-acre campus with two other institutions: Metropolitan State University of Denver, and the Community College of Denver.

In 1974, the University of Colorado was reorganized into four campuses, individually accredited by the Higher Learning Commission North Central Association of Colleges and Schools: Boulder, Denver, Health Sciences (Denver), and Colorado Springs.

In 2004, the downtown Denver campus consolidated with Health Sciences (Denver) to establish the University of Colorado Denver | Anschutz Medical Campus, which is the state's number one research-funded university. In fiscal year 2020-21, the University of Colorado Denver campus (excluding Anschutz) served over 15,000 students in eight schools and colleges. CU Denver prides itself on a diverse population: 1,138 Faculty members represent the most diverse faculty at a research university in the state of Colorado and students come to CU Denver from 66 countries and 49 states, although most students (92%) are classified in-state residents. First generation students make up 49% of our student body, and 42% of students identify as Black, Indigenous, and People of Color. CU Denver is home to the only schools of architecture and planning, medicine, pharmacy, and dental medicine, and the largest accredited graduate schools of education and business in the state.

CU Denver seeks to provide students, whatever their ages or circumstances, with opportunities to enhance their lives and careers through higher education. In October 2021, CU Denver received its federal designation as an Hispanic-Serving Institution (HIS) and is proud to serve Hispanic, Asian American, Native American, and Pacific Islander students. CU Denver is actively working toward becoming a recognized equity-serving institution known as a university for life. The combination of CU Denver's dedicated faculty, highly motivated students, and dynamic urban environment creates a vital and exciting educational environment - an environment in which students are offered the unique educational opportunity of combining real-world experiences with academic excellence.

College of Architecture and Planning (CAP)

CAP is comprised of three departments, Architecture, Landscape Architecture, and Urban and Regional Planning, each offering a professionally accredited master's program. The college also offers two post-professional degree programs, the Master of Urban Design and the Master of Science in Historic Preservation; and a multi-disciplinary PhD program in Geography, Planning, and Design. In 2021, the Bachelor of Architecture degree (introduced in 2013) was revised into two streams, namely a Bachelor of Arts (Architectural Studies) and a Bachelor of Science (Architecture). Architecture is the only undergraduate program in the college. CAP offers two minors, interior design and landscape architecture. A growing number of certificate programs and Minors are also offered through the college, including design build; landscape architecture; historic preservation; interior design; classical studies; integrated construction management and leadership; and geographic information science. The college CAP is home to the University Technical Assistance Program (UTAP), a research center funded through the State of Colorado's Department of Local Affairs, creating opportunities for students to provide design and planning services to communities in rural Colorado.

In 2017, Dean Nan Ellin was appointed to lead the College of Architecture and Planning. Over the past five years, she has revitalized the college with a 2030 strategic plan, multiple changes in leadership positions, new hires, considerable fundraising, and exciting partnerships. Today, the college is a strong academic unit on the Denver campus. In 2020/21 CAP served 731 students (349 graduate and 382 undergraduate) and raised over $1 million in gifts to support students, faculty, programs, and initiatives.

Department of Landscape Architecture

In 1976 the Master of Landscape Architecture degree was initiated at CU Denver. At this point, the college was renamed, becoming the College of Planning and Design to reflect its broadened mission, and the college administration was moved from the Boulder to the Denver campus. On July 1, 1992, a new multi-campus college, the New College of Architecture and Planning, was established in accordance with the provisions of the 1990 Laws of the Regents, reflecting the re-unification of the School of Architecture and Planning, University of Colorado at Denver and the College of Environmental Design, University of Colorado at Boulder. In 2012, the New College of Architecture and Planning was split and remain two distinct entities.

The Department of Landscape Architecture now resides in the College of Architecture and Planning on the Denver campus in downtown Denver. This graduate-only department employs six full-time faculty members (four tenured, one tenure-track, one visiting assistant professor), and serves 52 graduate students.

History of the Department of Landscape Architecture

1976   University of Colorado system establishes the Master of Landscape Architecture program in Denver

1981   *Landscape Architecture program applies for and receives its initial two-year LAAB accreditation on November 10*

1983   Interim accreditation review results in full five-year LAAB accreditation

1984   Undergraduate programs in Boulder and professional programs in Denver formally split.

1988   *Landscape Architecture Program applies for and receives a full five-year LAAB accreditation*

1993   *Landscape Architecture Program applies for and receives a full five-year LAAB reaccreditation,*

2000   Board of Regents changes the unit's status from program to "department"

2003   *Department applies for and receives a full six-year LAAB reaccreditation*

2009   *Department applies for and receives a full six-year LAAB reaccreditation*

2012   Denver and Boulder programs separate and refocus their educational missions

2015   *Department applies for and receives a full six-year LAAB reaccreditation*

2016   Ann Komara promoted to full professor
Lori Catalano hired to assistant professor (clinical teaching track)
Leila Tolderlund hired to assistant professor (clinical teaching track)
Joern Langhorst on sabbatical 2016-17

2017   Mark Gelernter steps down as dean
Professor Nan Ellin, PhD appointed as dean, College of Architecture and Planning
Urban Design Program appoints director (Ken Schroeppel) and is rehoused under Urban and Regional Planning Department

2018   Tony Mazzeo departs with awarded title of assistant professor adjunct
Jody Beck, PhD, promoted to associate professor with tenure and appointed associate dean of the College of Architecture and Planning
Search for chair at rank of associate professor/professor unsuccessful

2019   Ann Komara on sabbatical 2019-20 (Dumbarton Oaks Fellow)
Joern Langhorst, associate professor assumes role of interim chair
Lori Catalano, assistant professor (clinical teaching track), departs
Emmanuel Didier, instructor, departs
Louise Bordelon, PhD hired as two-thirds time instructor
Search for chair at rank of associate professor/professor unsuccessful

2020   Louise Bordelon, PhD, hired as assistant professor (clinical teaching track) and assumes role of interim chair

2021   Louise Bordelon hired as assistant professor (tenure rack) and chair of the Department of Landscape Architecture
Leila Tolderlund departs with title of associate professor adjunct
Undergraduate Minor in Landscape Architecture developed and approved
Certificate in Landscape Architecture developed and approved

2022   Nancy Locke hired as visiting assistant professor for 2022 calendar year

2. Organizational Structure of the Program

The Department of Landscape Architecture is one of three departments housed in the College of Architecture and Planning (Architecture, Landscape Architecture, and Urban and Regional Planning). The department chair reports to the dean of the College of Architecture and Planning. The academic unit is solely responsible for the graduate-only MLA degree program. Additionally, there are three programs

housed in the college (Urban Design, Historic Preservation, and Interior Design). Faculty who teach in these programs are hired under a department (for example, lecturers teaching a class in historic preservation may be hired under the Landscape Architecture department); however, they do not actively participate or vote in matters of the department. See the Organizational Chart in Standard 2, Part A for more detail. In 2017, the Urban Design degree that was overseen by the Department of Landscape Architecture was moved into the College as a standalone program.

3. Response to Previous LAAB Review

Recommendations Affecting Accreditation

1. "The program should undertake a thoughtful strategic planning process to build on their recent successful articulation of the department's mission and areas of programmatic emphasis. The plan should include strategies for sustainable enrollment growth, consideration of faculty advancement and administrative succession, and identify and pursue opportunities for synergistic collaboration, both within the college (such as through the Master of Urban Design program, which it currently oversees), and outside the college (such as with the public health program at UC-D Anschutz) (Standard 1)."

In 2016 the department created a strategic plan to address some of the concerns noted above. This was revised in 2018. To avoid redundancy, we include the strategic plan as Appendix J and expand upon the steps taken throughout this document. Following the covid-19 pandemic, updates to our progress on the 2018 plan, and to align with new strategic plan of the college (Appendix M), and the new CU Denver Strategic Plan 2030 (see https://www.ucdenver.edu/2030 *) we initiated a plan to work on a new, departmental strategic plan in Fall 2022 with the help of an outside consultant.*

2. "The department should work with the college and university to seek ways of overcoming institutional barriers to effective interdisciplinary teaching and learning (Standard 3)."

Dean Nan Ellin, PhD, brought multiple new leaders into the college and working with staff, faculty, and students across the college, developed an all-college strategic plan centered around interdisciplinary work in 2021. This is included as Appendix M. In addition to the goals outlined in this strategic plan, the department has embraced this idea and worked hard to collaborate and curate positive relationships with the other new chairs and faculty across the disciplines. For example, the dean initiated an interdisciplinary Integral Studio in 2020 and the Department of Landscape Architecture is the only department that has participated in all four of the Integral Studios to date. Multiple classes are now interdisciplinary and cross-listed as such to support a more collaborative and integrated learning experience.

3. "The university needs to improve the access to high-speed computer network infrastructure in the department's home building on 14th street, either through greater wired (Ethernet) access, or wireless (Wi-Fi) access, particularly in the design studios (Standard 7)."

In June 2021, we again substantially upgraded Wi-Fi in the CU Building. The upgraded Cisco Meraki system is a vast improvement. Our Student Support Services Team continues to request that building users indicate areas of poor Wi-Fi access using red dot stickers and floor plans to identify areas that need signal boosters or ethernet connections.

Considerations for Improvement

1. "The Program/College should provide increased hours of access to plotting equipment to the students and faculty (Standard 7)"

Students and Faculty can always access the Computer Lab and Printers from remote locations using a VPN remote-in option, or physically, when the building is open (6am – 1am, 7 days a week). PaperCut (a remote

printing software was introduced and provides students access to plotters 24/7; prints can be collected at 6am when the building opens. The implications of remote access during the pandemic benefitted our labs immensely. Students can now also 'remote in' to the Computer Lab 24/7 and we have much improved equipment, computers, and printing methods in the computer labs. Specifically:

- *New computers in May 2019*
- *New Printers [DesignJet Z6810 (3/2020), DesignJet Z6200 (8/2020)]*

4. Describe current strengths and opportunities

Strengths
Longstanding faculty members (two faculty 30 years+ each, two faculty 10 years +each)
Faculty have diverse backgrounds and interests
Multiple Olmsted finalists and winners (particularly considering our size)
Outreach and relationship with professional community and projects in Colorado
Ability to connect various agencies through common interests/be a neutral party for community building within the profession (for example the 8x8 series, networking in a non-competitive environment, Denver Botanic Gardens)
Dedicated alumni and professional partners,
Funding for scholarships through the JEDI fund, and others (though still need much more.)
Housed in College of Architecture and Planning
Location in Denver (incredible laboratory and outstanding lifestyle)
Cohort camaraderie and cohesion among students
Dual degree opportunities (MLA-MARCH, MLA-MURP, MLA-MBA, MLA-MUD)

Opportunities
Recruit from our diverse undergraduate enrollment across campus (Minor in LA)
Create arts core undergraduate class to educate about discipline of landscape architecture
New advancement personnel and alumni network staffing
Population growth of Denver and Colorado
Design Build possibilities on our campus and in our city
Leverage partnerships and networks
Issues based classes in Fire, Water, Sprawl
Undergraduate program in Landscape Studies (Culture, Ecology, Art, Soil, Geology)
Partnership with Historic Preservation
Hybrid degrees
Increase recruitment from the CU Boulder ENVD program
Promote our work and garner more attention both in Colorado, Nationally, and Internationally.

5. Describe current weaknesses and challenges

Weaknesses
Lack of ethnic diversity in student body
Advanced Ecology and Soil Science content
Lack of tenured leadership (current chair must balance research with departmental agenda/goals)
Communication and promotion of department (lack of national visibility)
Communication across the college
Active engagement of alumni network
Lack of junior faculty
Limited student numbers constrain our elective offerings

Challenges
Funding (lack of from state, lack of scholarships)

Cost of graduate education, student loan interest rates
High cost of living in Denver for students and faculty
Assessment of student learning outcomes during pandemic/online learning
Faculty are spread thin on service due to our small faculty size

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

Major changes include changes in leadership at the university (new chancellor and provost), college (new dean), and department (new chair) levels. Promotions and leadership changes are explained in the timeline. The biggest change to the program was the reorganization of the curriculum to enhance student experience by loading the core content knowledge classes into the first year to prepare students with the needed skills to be successful in studios that follow. The pandemic and a shift to completely remote learning was also a substantive and disruptive change, and the effects are still impacting the department, faculty, and students. Due to the impacts of the pandemic, we have yet to evaluate our curricula reorganization.

7. Describe who participated

Preparation of this SER included input from the faculty, students, alumni, administrative staff, and individuals from the professional landscape architectural community. Louise Bordelon, department chair, and Nick Patin, alum and lecturer, wrote and assembled the document; administration, staff, and faculty contributed data and text to this document; and local practitioners, alumni, and students provided insights and feedback through surveys and review of sections. Faculty contributed resumes and course materials; information, such as lists of guests and jurors; and reviewed chapters in draft and final form, offering comments on drafts of the SER. MLA student Finley Sutton assisted with document collation, graphic design, and formatting.

The Landscape Architecture Department's faculty are involved in all aspects of the department, including curriculum development and implementation, aspects of operation, and external relationships with alumni and professionals. The focused process of SER documentation began in Fall 2021 and was engaged at some level in most of the departmental faculty meetings held monthly during AY 2021-2022. Our end of year faculty meeting held in Spring 2022, included the SER as an agenda item, with a focus on a Strength, Weakness, Opportunity, and Threat (SWOT) analysis.

In Spring 2021 the department conducted surveys of faculty, students, alumni, and professionals; gathered and compiled the necessary data; and developed and documented responses for the report. Kerri Clarke, our building operations manager, helped develop the survey instruments (faculty, students, alumni, and professionals); these surveys were conducted anonymously with Kerri's help. Assistant Dean of Student Services Leonard Darnell provided us with student numbers and data on enrollment. Roxy New, our academic advisor, reviewed our course offerings and curriculum and helped edit the relevant chapters. Assistant Dean of Finance Stephanie Kelly helped us prepare our budgetary data. Executive Assistant and Communications Coordinator Laurraine Pollard performed copy editing, and Dean Nan Ellin reviewed the final proof. The report was distributed to faculty for review and responses/edits. We are indebted to all our support staff for their help; as usual, we could not operate without them!

CHAPTER 1

PROGRAM MISSION & OBJECTIVES

Image courtesy Louise Bordelon

1. PROGRAM MISSION & OBJECTIVES

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

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

A. Program Mission
1. State the current program mission and date adopted:

Creating health, well-being, and environmental resilience through holistic design in the public realm.

-Adopted Spring 2016-

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

The College of Architecture and Planning's Mission Statement is:

Ignite evolution that enriches places for people and the planet.

"Humans, presumably the most intelligent of the species, are the only species to construct unsustainable habitats. We have in fact outsmarted ourselves, our large brains enabling us to suppress the very instincts for survival. That downward spiral is now reversing, and CAP is on the cutting edge of recovering this buried human habitat instinct by leveraging past and emergent wisdom, knowledge, and skills to ignite evolution that enriches places for people and the planet."
See: https://architectureandplanning.ucdenver.edu/architecture/CAP/mission

The department's mission to create health, well-being, and environmental resilience through holistic design in the public realm aligns with that of our college in a bid to enrich places for people and the planet. Our focus is on places for all people, with the environment in mind, in the public realm. Our purpose is to prepare students for work in the profession and to equip them with critical thinking skills that reflect our values in finding solutions for the greater good of people and the environment.

B. Educational Goals
1. State the academic goals of the program.

The program's goal is to develop and deliver a strong academic and professional curriculum that will produce ethical, competent, employable, and innovative graduates who will leverage their training to produce positive and lasting social and environmental change in their communities through the design of inclusive and sustainable landscapes.

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

Our pedagogical goals are to deliver an integrated professional curriculum that emphasizes research, hands-on learning experiences, and courses that expand the intellectual and practical capacities of our students.

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

In assessing and thinking about our program delivery, one important tool is the annual outcomes report submitted to the university; copies of these reports from the past five years are included in Appendix C. These reports compile individual "Faculty Course Evaluation" materials into a reflective format that faculty then use to discuss changes in the delivery, course sequence, and content of the curriculum. As an example of this feedback loop process, the department identified and implemented the current strategy of learning a skill, such as GIS, the applying it in a subsequent course to reinforce the learning and application. These reports are discussed annually in a faculty meeting. Further details relating to student learning outcomes and methods of assessment are included in Chapters 3 and 4 of this report. Copies of the past five years of our annual "Outcomes Reports" are included in Appendix C.

Outcomes reports are submitted each year to the university administration. The university undergoes an independent accreditation of the institution including learning outcomes assessment for each program, degree, and certificate that the institution offers.

C. Educational Objectives
1. List the educational objectives of the program.

The program's educational objectives are structured through five key areas linked to a series of measurable student learning outcomes. The five broad categories of curricular learning objectives are:

Design. Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical, and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.

Communication and Representation. Students will be able to speak, write, create, and employ appropriate representational media to effectively convey ideas on subject matter contained in the professional curriculum to a variety of audiences.

Research. Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.

Ethics. Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation.

Content Knowledge. Students will be able to develop a critical understanding and application of the histories, theories, ethics and practices of landscape architecture, and its role in reflecting and shaping culture and environments.

2. Describe how educational objectives fulfill the educational and mission goals.

Proficiency in each of the five areas should fulfill our mission and goals. A student proficient in design, communication, research, and content knowledge should be competent and employable. An understanding of ethics and social justice implies that our students are cognizant of the extensive and complicated problems that exist in our society and understand how planning and design can marginalize communities of people, plants, animals, and other natural systems. Mastery of all five areas theoretically empowers students to innovate through research, design, and creative work in practice.

D. Long Range Planning Process
1. What is the program's long-range planning process?

The program's long-range planning is facilitated by the department chair, working strategically with the faculty to identify needs, initiatives, and resources. The formal document guiding this process is the departmental strategic plan developed in 2018 (Appendix J). CAP has also developed and adopted a strategic plan (Appendix M) that includes many of our own goals, for example, interdisciplinary work, website upgrades, recruitment, certificate programs, and research initiatives that employ student research assistants. The faculty is revising and updating the strategic plan in Fall 2022.

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

The 2018 document includes details on how the goals will be met, the faculty responsible, a timeline, and a field for reports/status.

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

The review and revision of the strategic plan has been somewhat itinerant as multiple changes in leadership and the covid pandemic wreaked havoc on our efforts to monitor and achieve these goals. The original plan was developed in 2016 and updated in 2018. Some items are already underway or complete. The original plan did not detail when, how, or who follows up on the progress of the plan; consequently, this is left to the chair, typically brought to faculty meetings in Spring as we reflect on our progress, changes, and ideas going forward. The pandemic made strategic planning a challenge.

In Spring 2022, the faculty updated progress on the strategic plan, assigned faculty to each line item, and input data and updates (met, needs work, ongoing) to the status of each goal. While we made progress in Spring 2022, it is time for a comprehensive revision to project to 2030 and beyond. The department will work with a strategic planning consultant in Fall 2022 to revitalize and redirect our efforts where needed.

4. Describe how the program has responded to recommendations for improvement from the previous accreditation review. Report on efforts to rectify identified weaknesses.

The recommendations to address included improved Wi-Fi, the development of a strategic plan to develop a plan for long-term success, and an effort to improve interdisciplinary learning and collaboration. In 2018 the faculty created a strategic plan. Key items addressed in the strategic plan include increased interdisciplinary studios and seminar classes across the college and broader university system; the implementation of and dedication to the Immersive Studio for third-year students; the continuation of the vertical studios to integrate second- and third-year students and depend upon student knowledge share; a dependence on hybrid and online pedagogical methods for multiple modes of education; a focus on attaining long-term and retained faculty and students for consistent faculty support and dedicated student education; and a concentration on retaining departmental and college funding for long-term financial support.

E. Program Disclosure
1. Describe how program information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the visiting team. Articulate how program literature and promotional media accurately describe the program's mission, objectives, goals, educational experiences, accreditation status, student achievement, estimated program costs for a full-time student for one academic year (including policies, initiatives and programs in place to reduce the cost of attendance), estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees granted per year, percentage of students with timely graduation (master's students graduating within 4 years and/or bachelor's students

graduating within 6 years), post-graduation employment rates and licensure requirements in accordance with the Higher Education Act.

Material about the Master of Landscape Architecture program exists in digital form and is disseminated through standard media venues. Website links to program, college, and university details are listed in Appendix A "Pertinent Websites".

Information describing CAP's and program's mission, philosophy, objectives, and compliance with equal opportunity requirement and accreditation standards is published annually in the University of Colorado Denver Catalog and on CAP's website homepage: https://architectureandplanning.ucdenver.edu/

Detailed information for the Master of Landscape Architecture Program, including program information and highlights, relevant contacts, objectives and requirements, fees, curriculum overview, student work samples, admissions and initiatives, and admissions information are available on the Department of Landscape Architecture's home page on CAP's website:
https://architectureandplanning.ucdenver.edu/architecture/academics/landscape-architecture/master-of-landscape-architecture

Detailed information for the Minor in Landscape Architecture including general program information, relevant contacts, course sequencing, fees, and requirements can be found at the following:
 https://architectureandplanning.ucdenver.edu/architecture/academics/landscape-architecture/MinorLA

The Master of Landscape Architecture program has been fully accredited since 1983. The program's accreditation information is available in our 2015 self-evaluation report here:
 https://architectureandplanning.ucdenver.edu/architecture/academics/landscape-architecture

Other means of disseminating information about the program include channels at the university, College and department levels. Following are some examples:

At the university level: Information is disseminated via the Official University of Colorado Catalog and university website, which provides direct links to information about both the College and the Department of Landscape Architecture:
Catalog: https://catalog.ucdenver.edu/
University of Colorado homepage: https://www.ucdenver.edu/.

At the college level: Information about the program is disseminated at all-college meetings of the faculty and students that are conducted each semester by the dean. In addition, the dean's office produces weekly events and information email notifications and a monthly email newsletter, which contains news about faculty and student achievements, significant programs, alumni events and achievements, and general information about the college and its departments. Also at the college level, information regarding the specifics of admissions, advising, and student affairs is delivered by the Office of Student Services. This office prepares materials for new student orientation, continuing students, and post professional students. The college also disperses information about the program via social media accounts:
Facebook: https://www.facebook.com/CUDenverCAP/
Twitter: https://mobile.twitter.com/cudenvercap
Instagram: https://www.instagram.com/cudenvercap/
Flickr: https://www.flickr.com/photos/cap_vrc/.

At the department level: The department chair organizes all-department meetings with the faculty and students at least twice a year (typically once a semester) to convey news about the program, registration and upcoming courses, scholarships, awards, and other upcoming opportunities.

CHAPTER 2
AUTONOMY, GOVERNANCE & ADMINISTRATION

Image courtesy Louise Bordelon

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Program Administration

Describe the location of the program related to institutional academic structure and to other administratively related programs. Is the program a part of a Department of Landscape Architecture or is it a component of a multidisciplinary department or school? If it's a part of a complex academic unit, what are the other disciplines and degrees offered within the unit? What are the other units in the larger division and/or college?

If the landscape architecture program is a part of a multidisciplinary unit, describe the administrative structure of the unit, including a description of who is designated by the central administration as the person with primary authority for budget, faculty personnel review, and faculty instructional assignments. If these duties are held by more than one person, explain how the landscape architecture program administrator effects, or influences those decisions. The SER author may choose to use an organizational chart or other graphic to illustrate these relationships.

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

The Department of Landscape Architecture is a discrete department that resides in the College of Architecture and Planning. CAP has one dean, Nan Ellin, PhD, to whom the chair reports. Dean Ellin is the chief executive officer for CAP and is responsible for establishing the mission, basic goals, policies, budget, and general efficiency of all the programs within the college. Associate Dean Jody Beck is also a member of the Landscape Architecture Faculty.

The department chair administers the landscape architecture program, overseeing programmatic matters, student issues for the program. The chair manages the program's discretionary budget, class scheduling and personnel.

The college includes three departments: Architecture, Landscape Architecture, and Urban and Regional Planning. The college also hosts three programs, a Master of Science in the Historic Preservation program, the Master of Urban Design program, and the PhD in Geography, Planning, and Design.

The College of Architecture and Planning offers a total of seven degree-programs:

- BS Arch - Bachelor of Science in Architecture
- M Arch - Master of Architecture
- M LA - Master of Landscape Architecture
- M URP - Master of Urban and Regional Planning
- M UD - Master of Urban Design
- MS HP - Master of Science Degree in Historic Preservation
- PhD - Doctorate in Geography, Planning, and Design

The Department of Landscape Architecture also administers a Minor in Landscape Architecture program, which is a 12 credit-hour, official minor that is designated on student transcripts. The minor course load is

designed for Architecture undergraduates to complete in their elective studies (to encourage graduate study and an interest in landscape architecture).

The College of Architecture and Planning also administers five certificate programs (responsible department in parentheses below). Three are shared between CAP and the College of Liberal Arts and Sciences (CLAS) or the College of Engineering and Applies Sciences (CEAS):

- Certificate in Landscape Architecture (Landscape Architecture)
- Certificate in Design Build (Architecture)
- Certificate in Geographic Information Science (Urban and Regional Planning; Geography, CLAS)
- Certificate in Historic Preservation (CAP, CLAS)
- Certificate in Integrated Construction Management and Leadership (CAP, CEAS)

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

Yes. The program administrator, Louise A. Bordelon, holds a full time 100% FTE appointment as a faculty member in the Department of Landscape Architecture.

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

The chair reports to the dean and is responsible for the effective and efficient administration of the program within the laws of the regents, the policies of the university, and the rules of the college. The department chair has the responsibility to be both leader and administrator for the department, providing leadership toward the achievement of the highest possible level of excellence in teaching, research, and service activities of the department. In addition to providing leadership, the chair manages student admissions, course scheduling, and teaching assignments; works with the department faculty on curriculum and academic policy, managing student concerns; administration of the program budget; allocation of departmental resources; departmental record keeping; fundraising and outreach; and communication with the alumni and the professional community. The administrator is also charged with collaborating with other department chairs to the benefit of the college and appointing faculty to various committees. As a separate department within the college, the Department of Landscape Architecture has control over its teaching and operating resources.

The department chair is reviewed annually by the dean for her performance as an administrator, in addition to an annual review within the department that addresses her research, teaching, and service. The role and responsibilities of the department chair as defined by the University of Colorado Administrative Policy Statement (as effective from July 1, 2020) is attached in Appendix K.

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

Faculty Development Funding

The college allocates faculty development funds from the college budget and approves faculty requests for use of these funds (registration and travel to conferences, workshops, etc.). Tenured and tenure-track faculty typically received $2000 per year, clinical teaching track faculty and instructors $1500 per year to account for the smaller research expectations. Faculty can request additional support; funds may be awarded based on the demonstrated merit of the request and availability in the department's budget. Regular faculty are provided with software and computers, which are eligible for replacement every four years.

Regular faculty can apply for funding for research and teaching support offered through competitive grant and request processes on the CU Denver campus. Over the last six years, five faculty members in the Department of Landscape Architecture have received support through faculty development grants. Faculty development grants are for part- and full-time faculty (part-time faculty must have at least a .51 appointment and a one-year contract). These annual grants are intended to enhance the quality of teaching, research, or creative work and funds can be used for: hiring student assistants; obtaining special equipment or software; converting existing courses to newer technologies; attending workshops or conferences; partially funding summer stipends; supplementing other external funding to support research activities.

In addition to university-wide funding, the college, through the dean's office, has provided funds for special initiatives and faculty support over the past six years. Examples of this include seed grants of up to $10,000 to fund research proposals that launch a larger project or grant opportunity. Other examples of university funding for professional development and teaching improvement include the Center for Excellence in Teaching and Learning (CETL) teaching enhancement grants, sponsored Association of College and University Educators (ACUE) micro-credentials for all faculty (regardless of rank), the Presidential Initiative, and the Bixler Design-Build and travel funds.

Grants and Contracts – Externally Funded Research Support

The College of Architecture and Planning provides support for grant applications and administration. CAP has one dedicated full-time administrative staff member for grants and contracts, Michelle Haynes, who reports to the assistant dean of finance and administration within the college. This staff person works with faculty and principal investigators, submits proposals through InfoEd, assists in fiscal management and oversight for all externally funded grants, and helps faculty develop budgets for proposals. She also helps faculty navigate the university's proposal protocols for signatures and approvals for externally funded grants.

The university also provides faculty support for externally funded research. A full explanation of this is available to faculty in "Strategies for Success – A Mentoring Manual for Tenure Track Faculty" (revised August 2011). The Office of Research, Development and Education [ORDE] is a "faculty resource for information and resources related to obtaining external support for your research and teaching", with personal assistance, workshops, and support for the grant proposal and administration processes. (http://www.ucdenver.edu/academics/research/AboutUs/ORDE/Pages/orde.aspx).

Since 2017 Associate Dean Jody Beck, who is also faculty in the Department of Landscape Architecture, has overseen the University Technical Assistance Program (UTAP), which employs 25 students to assist rural communities in Colorado with analysis, planning, research, and design. Landscape architecture students make up 17 of the 25 students. The UTAP budget is state funded at $700,000 annually.

Computer hardware and software / digital media support

CAP provides regular faculty with a computer and basic operating hardware. These computers are replaced periodically according to college policy. The department pays for additional specialized software needs based on requests. Most essential software is available free to students and faculty through university single sign-on (SSO); for example, Adobe Creative Suite, AutoCAD, Revit, SketchUp Pro, and Microsoft Office. The college also supplies and maintains printing services for faculty. Faculty also has full access to the college computer lab supported by a full-time computer lab manager and technician, Mike Harring, who also services various technical computing needs in the college. In addition, the university provides complete technical computing services and support through the Office of Information Technology (OIT), including technicians for hardware and software issues; file backup and restoration; a HelpDesk hotline; and classroom video and audio-technical support services.

2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal/typical within the institutional culture or practices?

Normal studio sections have faculty/student ratios of 1:12-15. The college requires a minimum of ten students per faculty member to run a class. Fortunately, the Department of Landscape Architecture has cohorts of more than ten students, but this requirement does limit our ability to offer multiple electives in each semester because we cannot support two sections of electives. The studio ratios are directly related to enrollment and admissions for each level of the program. This low student credit hour count/faculty (10:1) FTE is not optimal within the university's calculations. The lower ratio indicates we are teaching under-enrolled sections, resulting in our program being flagged for inefficient course delivery, despite our arguments to enhance student experience and offer sufficient electives.

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

At the system level, the chancellor's scholarships are allocated for recruitment purposes. International students get $10,000, out-of-state students get $7,000, and in-state students get $2,500. The Department of Landscape Architecture may nominate three students each year, but the awards are not at the department's discretion. In Spring 2022, all three of the department's nominees succeeded, with two international students awarded $10,000 each and one out-of-state student receiving $7,000. Students are offered these funds with their letter of acceptance but only receive the funds once enrolled for fall classes. If a recipient fails to enroll, the funds are forfeited as the department can only submit one round of three nominees.

Student support within the college and department has improved over the last four years; however, support is still insufficient for us to be competitive, particularly for out-of-state students. Direct student support includes graduate tuition awards for recruitment (see below); competitive research and teaching assistant positions on a semester-by-semester basis (ranging between $19–22.50/hour); competitive college-wide scholarships, notably seven cross-disciplinary scholarships to which the MLA students can apply, and which they often attain; employment opportunities in our research centers (for example UTAP); and a few college-based work-study positions if a candidate has qualified for these through the federal student financial aid process. In 2020, through a generous donation and extensive fund-raising efforts by Director of Advancement Meg Touborg and Dean Ellin, the college launched JEDI (justice, equity, diversity, and inclusion) scholarships awarded at $10,000 per person. The department is awarded two per year for incoming students who demonstrate advancement of diversity, equity, and inclusion.

While not under our authority to award, the faculty encourages and supports students to apply for external scholarships and internships. Our students are sometimes successful; for example, in 2021, one of our students received the Associated Landscape Contractors of Colorado scholarship that covered her entire year of tuition.

In our last report, the former chair and faculty identified scholarship funding as a priority to assist with recruiting and retention of qualified students. To move toward this goal, the former chair solicited and received an endowment base from an anonymous donor, and, together with the new chair, built this into a $25,000 endowed scholarship for the department. This endowed scholarship is designated for recruitment and currently offered to undergraduate students who declare a Minor in Landscape Architecture. Although somewhat successful, the draw on the endowment is only $1,000 per year.

Chair Louise Bordelon, PhD has worked to secure JEDI funds from landscape architecture firms specifically for landscape architecture students. These funds totaled $10,000 and were allocated to landscape architecture students in need.

In addition to these limited external funds, CAP's annual operating budget sets aside funds for graduate tuition awards for each department. The amount is calculated as a percentage of the overall CAP operating budget, and then allocated to each department based on a percentage calculated against a rolling three-year average of student head count per department/number of total enrolled students. For AY 2021-22 the

Department of Landscape Architecture awarded $27,000 from this source, including competitive need/merit-based scholarships as well as emergency funding.

Since 2012, the College of Architecture and Planning has received a grant of approximately $700,000 per year to run the University Technical Assistance Program which consistently employs between 20 and 30 students to assist rural communities in Colorado with analysis, planning, research, and design with a heavy emphasis on community engagement. Landscape architecture students make up 17 of the 25 students currently employed, and the program is administered by Jody Beck, associate dean of the college and associate professor in landscape architecture.

Students can also apply for needs-based scholarships including the LovingLynx Emergency Scholarship, and the CAP Opportunity Fund for urgent needs on a case-by-case basis. We have had students successfully use this income stream to help with rent, bills, and materials for study.

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

The College of Architecture and Planning is supported by a dedicated team of staff members. Assistant Dean of Student Services Leonard Darnell oversees academic advising, support staff, and building operations. Assistant Dean of Finance Stephanie Kelly oversees budget, human resources, and technology. The department hires a student assistant to help with administration, we do not have an associate chair or a dedicated administrator. The support teams and their roles are shown in the table below; the chair works closely with all of the listed individuals:

Name	Title	Responsibilities	Depts Served
Leonard Darnell	Asst Dean of Student Services	Student Health and Happiness	College
Roxy New	Academic Advisor	Advising, Scheduling, Graduation, Course Building	MURP, MLA, MUD
Jodi Stock	Admissions Coordinator	Applications, Enrollment, Open Houses	College
Elizabeth Marsh	Scholarships	Scholarships, JEDI funds, Awards	College
Kerri Clarke	Building Ops Manager	Operations, events, catering, room reservations, surveys, reception	College
Jesse Kuroiwa	Visual Resources Manager	Visual Resources Lab, Photography, drone pilot, videography	College
Jen Skidmore	Director of Internships and Professional Development	Mentor program, career fair, internships, portfolio advising, outreach	College
Stephanie Kelly	Assistant Dean of Finance	Budgets, HR, Tech	College
Gabrielle Sawusch	Director of Human Resources	HR	College
Connor Rumsey	Finance & Human Resources Professional	HR and Travel	College
Michelle Haynes	Grants and Contracts	All grants and contracts management	College
Denise Weber	Finance Assistant Director	Accounting and procurement	College
Carmen New	Director of Communications	Marketing, social media, press releases, communications	College

Laurraine Pollard	Executive Assistant and Communications Coordinator	Administration, communications, and assistance with accreditation	College

C. Commitment To Diversity, Equity, and Inclusion

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

We aim to be as inclusive as possible and to promote diversity in all our efforts. We are making strides through many smaller efforts that promote flexibility for our students and accommodate the other aspects of their lives. We have begun admitting students in the Spring semester (so they can get ahead on electives and lighten their load as they enter the typical 'first year'). We do not require a GRE score, have a flexible application deadline, and have no set time limit on how long students should take to complete the degree.

Over the last 3 years, we have made significant concerted efforts to showcase and promote under-represented groups. As chair, Louise has made efforts to hire diverse lecturers (minorities, women, and queer individuals) wherever possible. Louise also initiated the 8x8 Women in Landscape Lecture Series which is intended to be an annual lecture that showcases the work of women leaders in the field.

Since our previous accreditation, CAP has allocated over $750,000 in scholarships to, and created the JEDI (justice, equity, diversity, and inclusion) program to advocate practices that create a culture of belonging and participation amongst faculty, staff, and students. The department aligns itself with this program and similarly recognizes that historically our collective design fields have participated in design practices that explicitly and implicitly participate in discriminatory, unjust, and exclusionary practices. With the creation of the JEDI Working Group we similarly hold ourselves accountable and have created actionable principles to rectify these practices moving forward. Please see CAP's JEDI website located at: (https://architectureandplanning.ucdenver.edu/architecture/CAP/Diversity-and-Inclusion) for clarification and explanation of the principles and procedures guiding the college and department. Though explicitly stated, "we are committed to: Enhancing diversity and representation in our student body, our faculty, and our staff, applying JEDI principles to what and how we teach and learn, supporting JEDI principles in allied professions outside of CAP, and regularly evaluating and communicating our progress in meeting JEDI principles and outcomes, and seeking ways to improve." This practice aims to address JEDI principles for all people in all places. JEDI includes scholarships and internships for students and revising all our curricula with a critical eye to inclusivity.

The college and department work with the Office of Diversity and Inclusion [ODI], which provides leadership to accomplish the University of Colorado Denver's strategic priority #5: "To enhance diversity university-wide and to foster a culture of inclusion".

CAP's culture of inclusion extends to our international students, who typically comprise about 15% of our enrolled MLA students. Unfortunately, the pandemic made international recruitment and enrollment somewhat challenging. Historically, our international students have comprised about 15 % of our overall student body, with most of them coming from China.

D. Faculty Participation

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

Department Faculty actively initiates and participates in processes and decisions regarding faculty hiring, student admission, all matters of curriculum, program planning and event/activity planning. In addition,

---

faculty can offer input about the allocation of some departmental resources, however the budget operates at the behest of the chair.

Department faculty meets monthly during the academic year to discuss and review topics and issues related to achieving its educational objectives. As a small faculty, we often collaborate, brainstorm, and discuss ideas or solutions to upcoming staffing, students, curricula issues, or other matters as they arise, however decisions and permanent solutions that require a vote are brought to the whole faculty via email (if urgent) or placed on the agenda for faculty meetings. Minutes of these meetings are taken, distributed in advance of the next faculty meeting, approved via a quorum, and remain available as public record.

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

The tenured/tenure-track faculty participates fully in all facets of promotion and tenure criteria and review. In 2020 the department faculty reviewed a revised college policy document "Reappointment, Tenure and Promotion" that gave more attention to creative work and alternative avenues of publication including (for example) podcasts and popular press. This policy was approved by unanimous vote of the full faculty and approved by the Office of the Provost in May 2021.

In December of 2015, the faculty voted on and approved the "Annual evaluation criteria: Department of Landscape Architecture" document which provides the criteria and procedures for evaluations. (See appendix H for a copy of the document.)

In 2020 the university switched to a new online Faculty Activity Reporting system that allows the creation of an online dossier to aid in preparation for re-appointment, tenure, and promotion. In 2022 the faculty evaluation cycle shifted from calendar year to academic year.

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

Procedures for annual evaluations are clear; expectations for annual evaluations of faculty's teaching, research and service are not conveyed beyond those set forth in the faculty handbook. Procedures and expectations for annual evaluations of the administrative duties of the chair are established and clear. In 2022 an additional requirement evidencing standards of equity and diversity was added to annual performance evaluations for all faculty.

The program and institution adequately communicate policies, expectations, and procedures for reappointment, tenure, and promotion. The program disseminated its policy for Reappointment, Tenure and Promotion to faculty in the department, and it is available on the college's server, an accessible, online repository for departmental information.

All tenured/tenure-track faculty are expected to adhere the information presented in "Strategies for Success – A Mentoring Manual for Tenure Track Faculty" (revised August 2014), disseminated through Office of the Provost and the Office of the Associate Vice Chancellor for Academic Affairs. Moreover, faculty can avail themselves of assistance in preparation for the reappointment, tenure, and promotion process through the CU Denver Center for Faculty Development.

Mentoring of faculty is available, although optional, through CU Denver's Center for Faculty Development, which maintains an active roster of faculty mentors, and places junior faculty with these mentors. Within the department and college, mentoring occurs on an informal basis. In Spring 2022, Professor Ann Komara received the campus-wide University of Colorado Denver Mentoring Award for her outstanding work mentoring junior faculty across our college.

4. Does the faculty participate, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership?

Faculty initiate and lead search committees for new faculty, with the caveat being that the search committee chair is at or above the level of rank being hired, but not the outgoing individual. The faculty who are not on the search committee are involved and invited to interactions with prospective candidates, which include a public lecture, and typically a dinner. Assessment of Leadership does not originate with faculty, the chair is reviewed by the dean.

Human Resources is working to make our hiring and evaluation practices more transparent and equitable, and instituting 360 evaluations of chairs at the 3- and 5-year mark going forward (more info is available from Assistant Dean of Finance and Human Resources Stephanie Kelly, stephanie.l.kelly@ucdenver.edu).

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

All faculty are invited to new-faculty orientations at both the institutional and college level. CAP's orientation for new faculty (late summer) addresses and explains facilities, policies, and expectations for new faculty (at all ranks, lecturer to tenured). Information regarding annual reviews and evaluations are detailed in offer letters to new employees.

In 2021, the office of the dean launched the New Faculty Seminar Series which is a monthly gathering of all new faculty that covers various aspects of procedure, systems, technology, finance, and tenure/promotion.

Since the Chair is an Assistant Professor, she and the dean have asked Associate Dean Jody Beck to carry out the annual reviews for all the landscape architecture faculty.

E. Faculty Numbers
1. Describe the faculty resources (as either full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program or part-time positions within the program). Describe how the program meets the appropriate standards:
   a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
   b. An academic unit that offers a first-professional degree program at both the bachelor's and master's levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, five of whom hold professional degrees in landscape architecture, at least two of whom are full-time.
   c. An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.
   d. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels with continuing full Accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time.

Yes. The permanent full-time tenured/tenure-track faculty teaching 100% time and holding professional MLA degrees are Bordelon, Brink, Komara, and Langhorst (ViorDiplom equivalency). Regular faculty (visiting assistant professor) at 100% time who hold a professional MLA degree include Locke (100%). The total is thus 5.

Note: We have one tenured faculty member who does not hold an MLA degree: Beck holds BArch / M.Arch / PhD degrees.

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

Studio ratios depend on cohort size, typically 12 to 15 students, if numbers exceed this, then a consultant or an additional lecturer is appointed to co-teach the studio. If the incoming class exceeds 20 students, then two sections are scheduled.

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

Although we meet the requirements for adequate faculty numbers, the department would benefit from additional tenured/tenure-track faculty members to better handle service, to address teaching needs, to supplement faculty bases for initiatives and external funding, and to bring more depth and long-term stability for the program. Faculty hires are directly based on program needs and student enrollment. Following two failed searches for a new associate professor/chair, the faculty unanimously decided to offer a tenure track position at the level of assistant professor to add depth and continuity to the program.

The department released one consolidated 100% FTE instructor position to fund the Tenure Track position.

In 2021, the department initiated a search for a visiting assistant professor following the departure of one full-time clinical teaching track faculty member (Leila Tolderlund). The department hired a visiting assistant professor (Nancy Locke, MLA, PLA) at 95% of FTE in this role for 2022.

The department's long-range plan involves creating a more robust presence in CU Denver's undergraduate programs, as demonstrated by the creation of the Undergraduate Minor in Landscape Architecture Program. While this does not mean hiring additional faculty in the short-term, it is possible that there will be future opportunities to hire faculty to assist with delivery of these courses and the minor or certificate programs.

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

The roster of faculty with long-term presence is impressive and adds cohesion to the program delivery. Our full-time faculty numbers are contingent on enrollment and from a budgeting perspective, Assistant Dean of Finance Stephanie Kelly does not receive a long-term budget forecast making it difficult to plan for a longer-term hiring plan. For the AY 22-23, we received news that our budget would be cut, and that the final numbers would be released May 1, 2022 – this makes it nearly impossible to plan faculty salaries, bonuses, classes, support personnel or initiate hiring which, as we all know, is a lengthy process.

An increased pool of lecturers would allow more variety, but also brings a level of instability and less capacity for service and initiatives.

CHAPTER 3
PROFESSIONAL CURRICULUM

Image courtesy Louise Bordelon

3. PROFESSIONAL CURRICULUM

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

a. In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.

b. **In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.**

c. A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for both a and b.

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

State whether paragraphs a, b, or c (above) are relevant to this review. **Paragraph "b" is relevant to the Master of Landscape Architecture program at the University of Colorado Denver.**

A. Curricular Expression of the Mission and Objectives
(This criterion isn't directed towards the evaluation of the Mission and Objective, but rather on how the curriculum is developed and delivered in carrying out the expectations of the Mission and Objectives.)
a. How does the curriculum address the program's mission, goals, and objectives?

The curriculum offers a complement of classes that support the professional and academic core competencies desired for students in our master's program. We map the five learning objectives through the curriculum to make sure that students have been exposed to the key abilities, pursuits, contexts, and practices of: **design, research, communication, ethics, and content knowledge.**

Research and inquiry constitute an essential framework of the curricular content and delivery. The ability to identify an issue and determine ways to find solutions is a process that operates in design studios and technical classes as well as in history and theory courses (LDAR 5521, LDAR 5540, LDAR 6620, LDAR6949, LDAR 6740). The curriculum requires students to take courses that pursue inquiry and research issues to find viable alternatives and solutions. Evidence of our depth in terms of research is evidenced by our successful written theses, and our National Olmsted Winners and finalists who transformed their understanding learned in our classes, into winning research projects.

Ethics are fundamental to our mission and goals; a reflective, inquiring mind is developed through practice, and our focus on pressing critical issues allows students to engage the capacity for design to improve circumstances and conditions. Ethics are formally taught (LDAR 6630, 6620, 67750) but ideas of social and environmental justice, and addressing the needs of people and places is central and critical to everything we do. The faculty strives to model ethical behavior in what and how we teach, in the places we work, and

the topics we guide students to unravel. An example of the culmination of this learning is evidenced by 2022 graduate Finley Sutton's Design as a tool for improving prison life in Pueblo, CO from Fall of 2021.

Our focus on **communication** refines the students' abilities to use oral, written, and graphic means to convey ideas to different audiences. These fundamental skills (learned in LDAR 5510, LDAR 5540, LDAR 6641, LDAR 6711, LDAR 6949) are applied in design reviews, seminars and discussion scenarios, service-learning situations, and courses or opportunities in which students are required to share their insights through writing. Evidence of communication skills are demonstrated in student work and portfolios, and in the successful job placement of our graduates; we do not prescribe a style but encourage each student to find their own graphic language. Our Fall 2021 exhibition in the Lobby demonstrated the skills learned at the beginning stages of our curriculum that set students up for success in representing their ideas.

The **content knowledge** of the curriculum describes the basic courses needed to understand the tenets of landscape architecture. Technical and foundational courses introducing history, grading, drainage, site work, construction materials, ecology, and plant materials (LDAR 5521, LDAR 5572, LDAR 6670, LDAR 5532, LDAR 6630, LDAR 5540, LDAR 6631). Most of these classes are taken in the first year, with the aim being that students can use these foundational skills to develop more robust design ideas, critical thinking based on core knowledge, and can communicate effectively sooner. A student's abilities to identify the appropriate technical skills and apply professional metrics and practices should evolve as they progress through the sequence of courses outlined in Appendix B, or Appendix N for dual degree seeking students.

Design understanding and practice are a culmination of all these skills. Concept, design process, design iterations, and production are taught at every level starting in Graphics 1 where the focus is on progress, process and not product. Our curriculum is intended to lay the technical foundation for success in design, and that through an eight studio sequence these skills are learned, honed, forgotten, revised, reworked, and perhaps (with any luck) challenged. Our 'vertical studios' LDAR 6604/5/7/8 are eight-week studios that combine the second and third years and then divide them up again into mixed cohort sections. This allows a greater range of studio topics and intriguing instructors to get involved with a smaller time commitment. The design benefit for second years is learning from third years, and the third years learn from teaching, guiding, and doing.

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

We utilize our five learning objective categories (design, research, communication, ethics, and content knowledge) to identify the overarching areas in which the skills, abilities, and values are delivered. These are explained in more detail in Chapter 4, Section A, Item 2. Each of these areas has specific learning outcomes and attributes attached to it, which are then mapped into specific courses throughout the curriculum, with emphasis on the core courses and design studios. Faculty are then asked to develop more detailed emphasis on these metrics and objectives, and to develop means of assessing and measuring the students' level of attainment.

In AY 2018/19 we introduced a 'Reflective Portfolio' whereby we could assess student proficiency in core learning outcomes and technical capabilities. Although useful, the extensive time required for preparation of these portfolios put an unsustainable load on students, and we revised this amid the pandemic to ease the burden on students.

Thus, in AY 2020-21 we introduced a Learning Outcomes Survey. This survey occurs at the end of their third semester in the program and asks students to rate the learning outcomes as achieved in the prior three semesters. In 2022 we also asked faculty to rate the student learning outcomes to assess the student's demonstration of core competencies and skills. The data, over time, will demonstrate strengths and weaknesses in the course sequence and teaching styles. This is elaborated upon in Chapter 4, Section A, Item 2.

B. Program Curriculum
Note: Catalogue descriptions of courses referred to in this section are found in Appendix B
    1. How is the program curriculum guided by coverage of:
        History, theory, philosophy, principles and values, design history; design theory; criticism; sustainability, resiliency, stewardship; health, safety, welfare; diversity, equity, inclusion

These content areas are fundamental to the curriculum and are the venue for much of the focused teaching for critical and theoretical paradigms guiding our mission. The curriculum requires students to take a series of five courses that deal directly with these areas (LDAR 5521 Landscape History; LDAR 5572 Ecology for Landscape Architects, LDAR 6630 Site Society and Environment, LDAR 6620 Landscape Theory & Criticism; LDAR 6949 Research Tools & Methods). Further, aspects of history, theory, and criticism are offered as supporting learning outcomes within several other core and elective classes offered by the program, and the landscape thesis track described in Section H of this chapter.

Design processes and methodology, Critical, creative, and strategic thinking; analysis; ideation; synthesis; site program; iterative design development; interdisciplinary collaboration; design communication

Design process and creative thinking is addressed in Studio classes throughout the curriculum (Eight Studios) and appear as topics or areas of content in multiple design studios that begin in the second semester. Design is a core program objective so students will encounter many ways to think about the design and planning processes as they progress through the curriculum sequence. Faculty will bring these issues to bear in the design of studios and the selection of a diverse range of project sites, topics, and studies. Analysis, site program, and planning are covered in LDAR 6630 (Site Society and Environment) that addresses the social context of sites, including, people, environment, sense of place, and so forth.

Interdisciplinary collaboration is encouraged; students encounter this in the Integral Studio, our multi-disciplinary studio across all the departments started in 2020. It is now in its 4th iteration; LA students are working with Planning students to re-imagine Auraria campus in the Fall semester 2022.

Systems and processes: natural and cultural (related to design, planning and management) plant, ecosystem, and climate sciences; built environment and infrastructure; human factors and social & community systems; human health and well-being

Natural and cultural systems are covered in LDAR 5572 Ecology for Landscape Architects, LDAR 6670 Plants in Design, LDAR 5532 Landform Manipulation, and in the variety of courses that deal with living systems, as well as studios in which these issues and content come to the fore (e.g. Komara's Immersive 2020 with water in the West). The concept of sustainability is treated as an ethical concern as well, and thus would be covered in courses that engage issues of environmental balance. Cultural systems are covered in design studios dealing with local communities. Additionally, studio courses address this through projects where systems knowledge is applied.

In partnership with the Denver Botanic Gardens (DBG), we now offer plants classes at the York Street location (1.3 miles from campus). This class is taught by a horticulturalist with expertise in waterwise planting design. Students receive a department sponsored, one-year membership to the DBG when they register for this class.

Communication and documentation: written communication; oral communication; visual and graphic modeling and communication; conceptual, design, and construction documents; numeracy, quantitative problem-solving and communication; community and/or client engagement

Strong and effective written, oral, and visual communication is a core value and foundational objective of the program. This means that some component of communication is embedded in every course offered in the curriculum. The level at which it is emphasized will vary depending on the stated focus of the class. Visual and oral communication skills are introduced in LDAR 5510 where students work with a variety of hand and computer graphic media to develop a graphic language through which they can effectively communicate their ideas. Students consistently produce, present, and critique each other's work. Another example is the emphasis on visual/graphic communication in design studio, partnered with the ability to give an oral presentation on the design in a review or public meeting setting. Another facet is the emphasis on strong clear written communication in the history and theory classes, although writing is present in many other core classes (for example LDAR 5572 Ecology for Landscape Architects) and in elective classes (6686 Special Topics). In LDAR 6630 students are required to make use of the campus Writing Center to produce written submissions for their class assignments.

LDAR 6750 Professional Practice, a required core class, introduces students to construction contracts and specifications, and briefly covers considerations for construction administration. More directly, the required class LDAR 6632 Construction Materials and Methods requires students to produce a construction document package. LDAR 5532 Landform requires quantitative problem solving in grading and drainage assignments. In some cases, these topics are covered by advanced courses and studios.

Implementation: construction technology and site engineering; site materials; use and management of plants and vegetation; integrated water management; policies and regulation

These topics are introduced in required core classes and form a basis of professional practice skills that every student should know and demonstrate. LDAR 6631 Construction Materials and Methods introduces technical and practical aspects of details and materials and presents some new technologies and materials for design implementation. LDAR 6641 Computer Applications in Landscape Architecture gives students digital tools to explore and record their work in this content area.

Design/build studios (primarily Learning Landscapes with Prof Lois Brink) allow students to partner with local licensed practitioners to help produce construction documents and install (build) a learning garden. Students calculate quantities, order materials, plants, and then measure, cut, paint, and/or install various pieces on site. The success of these projects and the positive feedback we receive from students, allow us to offer continued design-build opportunities. It is our goal to offer at least one design-build opportunity every year.

'Policies and regulation' are not a focus in our curriculum. Students may take electives to address these topics from offerings across the college, particularly in the Master of Urban and Regional Planning, to which many of our students are exposed through our dual degree program.

Fig 1: Learning Landscapes Design/Build Studio, Spring 2021, Prof Lois Brink

Computer applications and advanced technologies, visualization, and modeling; communication (conceptual and construction drawings); geospatial analysis

LDAR 6641 Computer Applications in Landscape Architecture gives student digital tools to explore and record their work, with emphasis on AutoCad and its digital interfaces. The dept cross-lists a class presented by architecture on Grasshopper for Rhino as a tool in 3-D modelling systems. LDAR 5541 is an intensive GIS class that teaches students the fundamental skills needed to use GIS as an analysis and planning tool.

Assessment and evaluation, site assessment; pre-design analysis; landscape performance (may include ecological, climate, human health, social, and economic factors); post-occupancy evaluation; visual and scenic assessment

LDAR 6630 Site Society and Environment (SSE) is the class where site planning, visual impact assessments, landscape performance and post-occupancy evaluation are addressed. The class covers a triple bottom line approach to sustainability and discusses everything that relates to site, society, and environment! Site inventory and analysis is expanded upon in this class, which runs concurrent to Studio 1 – students are learning these processes as they start to practice them in design. Every studio has elements of analysis and research on site history, culture and ecology, the learning outcomes from SSE are carried beyond into all subsequent studios.

Professional practice, values; ethics; practice requirements, settings, and scales; construction administration

The required course dedicated to this topic is LDAR 6750 Professional Practice, typically taken in the final year of study. LDAR 6750 addresses these topics through the lens of contracts, project administration, CLARB, and the identification of the ASLA mandate for health, safety, and welfare. Ethics – a program

objective – means more than professional ethics of practice and behavior. It is woven into courses as students encounter the ideas of a personal ethic, the ethics of a community, an ethic for how to treat the land and environment.

In this sense, courses ranging from LDAR 5572 Landscape Ecology to LDAR 6630 Site, Society and Environment play a role in helping our students develop their ethical frameworks.

Research and/or scholarly methods (for masters' level degree programs): quantitative & qualitative methods; framing research questions; literature/precedent review; research integrity and protection of human subjects; communication of research

LDAR 6949 Research Tools and Methods covers all the above content. Other classes tackle pieces of the content too, however LDAR 6949 is the comprehensive overview. Research integrity and protection of human subjects is governed by University of Colorado policy on research integrity, reporting, and communication. More information can be found at: https://www.ucdenver.edu/about/leadership/ethics-and-compliance

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

The curriculum is consciously structured to address the program's goals and objectives. The bulk of the core competency classes are taught in year one. The intent is to allow students to gain the fundamental skills and communication tools before they are launched into full scale design. For example, students learn computer applications, graphics, history, materials, and ecology before they begin with a 3-credit hour "Studio 1" in the second semester of first year. Alongside Studio 1 students learn Landform, Site, Society & Environment, Theory, and GIS. These classes round out the core competencies by the end of year one.

Other courses are also sequenced to build a body of knowledge and develop methods of inquiry and practice writing, as seen in the trio of courses starting with History of Landscape Architecture, followed by Landscape Theory, and then Research Methods. Further, we address the unfolding development of skills throughout our studios, starting with how we think about sites. Studio 1 considers 'space, composition and experience'. Students explore how landscape can be understood as a medium and consider its poetic and artistic qualities and aspects, using the lens of an individual. Studio 2 is about 'systems, scales, and performance'. The focus expands to understand the landscape from the point of view of others – communities and constituents, using GIS and other tools to explore and map the concepts. Studio 3 is about 'place and materiality'- the scale and feeling of spaces for people, typically in a site-based context. From this juncture, students move into the "vertical studios" which offer a variety of choices based on faculty and student interests. This occurs in the spring of both the second and third year. Studio 6 returns to the core outcomes, with a focus on infrastructure and community.

Information on course sequencing is available in Addendum B and for students on our website at https://architectureandplanning.ucdenver.edu/architecture/academics/academic-advising#forms

3. How does the program identify and engage in contemporary environmental, public policy, social justice, and design issues that landscape architects are positioned to address?

These issues are a vein that run through almost all our classes and studios. Environmental concerns, climate change, drought, and other ecological concerns are discussed at length in Ecology, Plants in Design, Special Topics (like Water in the West) and almost every studio. We are positioned in the arid-west and our students are encouraged to acknowledge this and embrace it.

Public policy and social justice are introduced in Site Society and Environment, and Theory & Criticism, but are concerns that our faculty are well-versed in, students are familiar with red-lining, historic land

reappropriation and issues of race, class, and social structure. Special Topics (for example Contested Terrains as well as Redefining Place: Refugees in the Landscape) address divisive politics and humanize immigrant populations, respectively. Our Olmsted nominees address issues of refugees, inclusive design for LGBTQ+ individuals, therapeutic design, resistance, and play, and we are proud to be working toward a more equitable curriculum in every class.

4. How does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession and are prepared to meet licensure requirements?

This evidence is provided in several ways. First, there is external evidence. Our students are finding employment in professional design and planning offices and agencies; 100% of the graduating class of 2021 found work in the field. Our survey of alumni and/or professionals provides some interesting data on graduate readiness. Below is a table showing how prepared our alumni felt in each area of learning outcomes at graduation:

Q5 - Thinking back to your first job, how well prepared do you think you were in the following areas of skill as expected from a recent graduate: 1 = Not at all prepared 10 = Very prepared

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Design	3.00	10.00	7.14	1.71	2.91	28
2	Representation & Communication: graphic, written, spoken	2.00	10.00	7.07	1.71	2.92	28
3	Content Knowledge: site planning, ecology, grading, construction, GIS, history, etc	1.00	9.00	5.89	2.27	5.17	28
4	Research	3.00	10.00	6.79	1.80	3.24	28
5	Ethics	3.00	10.00	7.43	2.09	4.39	28

The quantitative data suggests that graduates felt the least prepared in content knowledge. This category spans a large number of proficiencies – GIS, ecology, grading, history. The qualitative data (available in full in Appendix X) clarifies thatin the past our graduates may feel lacking technical skills like grading, planting, and construction understanding. We acknowledge these areas of weakness and have made strides in the last few years specifically by introducing more design-build opportunities and partnering with the Botanic Gardens for a more robust planting curriculum that addresses our location and climate.

The qualitative responses further indicate a variety of ideas – that our students can think big picture, have developed critical thinking skills, and are developing as designers. Some respondents say that our student portfolios are weak and undersell our students. Portfolio culture is something we are working on, starting with a required portfolio at the end of the very first semester, that lays the groundwork for a working portfolio as students' progress through the program.

Other external validation is awards and honors. Each year we host professionals to review the students we nominate to receive ASLA Awards of Honor and Merit. These professionals consistently provide us feedback about the quality of our nominees. In 2022, the jury noted that all the nominees were outstanding and that they believed any one of them could hit the ground running in any design firm.

Further, we nominate a student to the LAF's Olmsted Award annually. In 2017, Cat McCord was a finalist. In 2019, Areti Athanasopoulos won the National Graduate Scholarship. In 2020, Martin Egan was a finalist. In 2022 Kathryn Finnigan won the National Olmsted Graduate Scholarship.

5. How does the curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession and are prepared to meet licensure requirements?

The required course of study provides students with the introductory skills needed to enter the profession; they are exposed to the basics, with some level of practice. Students are encouraged to pursue internships (through our 3-credit hour Internship) and find work over the summers, which gives them the practical and professional experiences they need. Not all our students want to work in a traditional design firm; we have students who choose to enter public sector work, non-profits, academia, or who wish to start their own ventures.

An overview of licensure requirements is covered in Professional Practice class. In 2020, we hosted LARE prep sessions for professionals and students alike. This was largely successful and attended by over 40 individuals (predominantly from private practice).

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

Although the appearance and design of a syllabus is individual to each faculty member, and expressive of the course's content and topics, all faculty members include certain boilerplate information in their syllabi: course number and meeting time; faculty contact information; office hours; a description of the course and its objectives including some background and context for the material; details about evaluation of student work, attendance and classroom expectations; and references to key university policies (Equity & Diversity, Title IX, disabilities, FERPA, etc.). All syllabi are available to faculty on the shared server.

In recent semesters, the faculty has been asked to include direct reference to the departmental learning outcomes specifically being addressed in the course – the main objectives, with more detailed areas of measurable outcomes and criteria for evaluation and learning targets. This allows students to be more aware of how these objectives play out within the curriculum and gives guidance to key learning expectations for each course.

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

Syllabi state the grading policy indicating the level of performance required and should identify the percentage or weight of assignments and deliverables in relationship to the course grade. A syllabus alone may not give the full scope of measure for student level of accomplishment as faculty may employ rubrics, evaluative tools, and other forms of feedback to assign a grade or performance level for individual assignments or projects.

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

The Learning Outcomes Survey (both student and faculty) evaluate how well the curriculum is preparing students in terms of the five areas of learning outcomes. This is done after the first three semesters, with the idea that if any one area is distinctly underserved, that we can identify this lack of competency and address it in subsequent semesters, ensuring all graduates are competent in the five areas of learning that we prioritize. In addition, faculty fill out a competency evaluation at the same time for the classes they taught – this allows us to compare the difference between faculty and student assessment of competency. It also allows faculty to suggest ways we could overcome certain deficiencies and plan for improvement of course delivery.

Summaries of Learning Outcomes for the past five years are provided in Appendix C. This course level knowledge forms part of the discussions held in faculty meetings about our overall curriculum; minimally we devote one meeting per year to this, frequently our end of year retreat.

Further, in concert with our student advisor, Roxy New, we monitor each individual student's progression towards graduation. Opportunities occur at many junctures to intervene and support a student. For instance, at the course level, if a student is struggling in a particular class there is a formal process to alert the student, such as the CARE program (Campus Assessment, Response, and Evaluation). This process is implemented after two weeks, again around the middle of the semester, although a faculty member can engage it at any time and send the student a notification of concern. The formal reporting of a student having difficulties then activates the support system and allows the faculty member, advisor, and department chair to take appropriate steps to support the student. We are a small program and make it a point to know and be aware of our students. This also helps.

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

The effectiveness of the program at the curricular level is demonstrated in our graduation records. Our retention rate is quite high, with very few students leaving the program once they begin. We also post a high number of "on-time graduation" candidates. Note that we consider both spring and summer on-time for graduation given slight variations within individual student tracking (thesis, study abroad, etc.); fall graduates are typically our post-professional students or dual degree students who had advanced standing and so complete the program in fewer than six semesters.

It should be noted that in our efforts to become a university for life and an equity-serving institution, on-time graduation at the trajectory of traditional students without outside obligations is not a requirement; the college has no cut off time for students to complete a Master of Landscape Architecture degree.

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

Faculty is encouraged to engage multiple modes of teaching evaluation, and to utilize feedback on course delivery, content development, and resources available for teaching excellence. Further, results of the Faculty Course Questionnaires are viewed as opportunities for improvement and discussed with the faculty member during their annual review, with a particular focus on ways to improve. In AY 20-21 many of the faculty members took at least one ACUE online class (sponsored by the Center for Excellence in Teaching and Learning) to improve areas of teaching from online instruction to inclusive teaching methods.

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

Faculty members are encouraged (and provided with professional development funds) to attend CELA, ASLA, and other conferences where they can engage in conversations with colleagues, participate in discourse, and attend educational sessions that allow them to stay fresh with their materials. Further, faculty attends lectures locally, read, subscribe to journals, use the library, and meet with professionals from our community. The research faculty members identify in their "Professional Plan" the areas in which they wish to develop, and they are given opportunity and support to do so, both financially and through support.

On the technical side, we are fortunate that our location allows us to employ multiple lecturers who are professionals in the field. This is especially relevant in Landform, Computer Applications, Construction Methods and Materials, and Special Topics (like Grasshopper) which are all taught by professional landscape architects practicing in the field.

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

Students anonymously evaluate every course they take through the university's mandatory "Faculty Course Questionnaire," which asks questions that directly pertain to the content, value, relevance, delivery, and faculty teaching that course. Student self-evaluation of Learning Outcomes are collected through annual surveys, and responses recorded in our Learning Outcomes Survey and Report. (See Appendix C).

Students are given every opportunity to speak openly about the courses and the curriculum with the department chair, including informal conversations and convened discussions. We take pride in being a responsive and open faculty and are eager to receive feedback from the students. We listen and ask questions – we want to be connected, responsive, and able to address concerns and opportunities as they arise. One way we do this are the recurring department meetings each semester with faculty and students, which offer opportunity for comment on desired courses or topics. A student representative sits in our faculty meetings and brings suggestions and/or complaints to the faculty on behalf of fellow students.

E. Academic Integrity
1. How does the institution affirm that the student who submits project work is the same person who enrolled in the program and that the examination or project results reflect the student's own competence in accordance with stated learning outcomes?

Our program is small, and we enjoy knowing all our students. It would be extremely difficult (and obvious) for a student to attend desk crits, engage in discussion with faculty, and produce process work that did not equate to their final products. We do not ask to see student IDs at jury reviews, testing, or examinations. If we were to develop a large undergraduate class, where we did not know the students personally, we would need to implement this type of procedure.

F. Augmentation of Formal Educational Experience
1. How does the program provide opportunities for students to participate in co-curricular activities (*e.g.*, professional activities, institutional and community service, *etc.*), internships, off campus studies, research assistantships, or practicum experiences?

The program offers various opportunities for students to augment their educational experiences. The College of Architecture and Planning has a full-time staff member who directs Internships & Professional Development and maintains a roster of and relationships with local design and planning firms. Students typically find work in design and planning firms in the Denver metro region, although sometimes they assume internships elsewhere. There is a CU Denver CAP "Handshake" job board where firms can post internships, and students can apply. Landscape students may take one, 3-credit Internship as an optional open elective class; otherwise, internships are simply undertaken for the job exposure. All internships that we post are paid positions. We partner with various firms and agencies for work-study internships, for example, together with Denver Parks and Recreation, we created a nine-month paid student internship position for two students from CAP.

Practicums, per se, are not part of the landscape architecture program, however students may be hired to part-time jobs working under a licensed landscape architect in the College of Architecture and Planning's University Technical Assistance Program (UTAP). In these positions, students gain hands-on experience on projects throughout the state, ranging from small civic spaces to master plans for rural communities, and from signage and way-finding studies to "main street" designs.

Off campus studies also supplement our students' education experience. There are many studio and class fieldtrips, and optional Study Abroad opportunities run through CU Denver's Office of International Affairs, that serves both students seeking to study abroad as well as for the international students who arrive in Denver to study with us. Their home page is:
http://www.ucdenver.edu/academics/internationalprograms/OIA/Pages/default.aspx.

Recent study abroad courses hosted by College of Architecture and Planning faculty and attended by landscape architecture students have included programs to Finland, Puerto Rico, Denmark, Italy, and Turkey. In every academic year the college hosts at least two such programs, and many landscape architecture students take advantage of these opportunities.

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

The College of Architecture and Planning's Internship Program is well developed, with specific criteria in place to help create the most positive outcomes and learning for both student and employer/firm. It includes tracking hours, defining job duties and desired areas for exposure and learning, and a reflective assessment from both employer/manager and student. The objective is also clear: exposure to and experience in professional situations.

CU Denver study abroad requires an intensive application process for faculty wishing to take students abroad and requires demonstration of the course objectives and outcomes in the application process, along with approval to lead the program from the department chair and the dean of the college. Every study abroad program student participates in a course evaluation like the Faculty Course Questionnaire, but with additional questions specific to the study abroad experience. These results are collected through the university's survey mechanisms, with results tabulated and sent to the faculty member and program administrator.

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

Students do not formally report on these activities to their peers, although there are informal exchanges of information and sharing of experiences. The ASLA Student Chapter hosts an informal de-briefing discussion following a Career Fair or Portfolio Night. There are also many informal word of mouth referrals where interns refer each other to positions, evidenced by the consistent internship runs at some local firms who often have one of our students working in the office.

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

Students are active in our Student ASLA Chapter, our Horticulture Club Plant Sale, and Root Magazine. Students are typically elected to the positions and participate at their own will. Most task forces (for example, reworking our college bylaws) include a student representative. Students are informed of these activities and organizations at orientation, the all-department meetings and consistently throughout the year. Community initiatives are undertaken through outreach in classes, through research assistant positions, and through independent or voluntary involvement in community groups and not for profits.

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

CAP provides $2,500 annually to our student ASLA to assist students in attending the national conference. Our local ASLA CO/WY chapter provides free membership to students who can also attend the events for free, including the Annual Gala. The ASLA CO/WY chapter provides about $900 to help students pay for travel costs. In 2021, Louise Bordelon coordinated with ASLA conference organizers to get students free conference registration in exchange for a small amount of volunteer work for the conference. It is anticipated this arrangement will continue and more students can attend and benefit from the conference.

Our graduate students do not typically participate in LaBash, but they could use the funds to travel to and attend if they wished to do so.

G. Coursework: (Bachelor's Level, if responding to Standard 3a or 3c, above)
1. Do students take courses in the humanities, natural sciences, social sciences, or other disciplines?
   n/a

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

1. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.? n/a
2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum? n/a

Although not required we have chosen to include our undergraduate efforts here:
The department offers multiple opportunities for undergraduate students to pursue academic interests in landscape architecture. In Spring 2021 we created a Minor in Landscape Architecture for undergraduate students in the Architecture Program. This is a 12-credit hour, undergraduate qualification that is included on the student transcript, and allows a measure of advanced standing into the MLA for students who wish to pursue graduate study. The elective classes offered in the minor also increase awareness of, and an understanding of the field and practice of landscape architecture.

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

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

LDAR 6949 Research Methods and Tools addresses the scope of research pertinent to the discipline, field, and profession of landscape architecture. As befits a graduate program with a stated objective to pursue research, it considers the process of inquiry fundamental to research – for design studio and the design process, for advanced study in our field. The faculty believes that mixed methods are germane to inquiry and will best serve the future needs of our field. As such, a variety of relevant methodologies and scholarly practices are covered in this course. In that sense, many other courses in our curriculum also address research through the practices of scholarship, the processes of inquiry, and the identification of relevant and probing issues worthy of consideration.

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

The "Thesis Guidelines" - the material students need and use – to undertake our optional Master of Landscape Architecture thesis track is provided in Appendix B of this document. The thesis track in our program has undergone several revisions to ensure rigor, standards, and clarity of objectives and performance for the student.

Our thesis track is rigorous and requires several semesters of focused work, commencing with a required "Research Proposal." This is often but not always produced when the student is in the Research Methods course. Once the research topic proposal has been approved by a vote of the faculty, the student moves to the next phase, which is a semester long independent study class under direction of his or her thesis advisor. If the work is not up to standards at this point, the student may be declined for continuation to complete a thesis; the independent Study is then counted as a single "history/theory elective." The final stage is a 6-credit thesis course taken in lieu of the 2 final vertical studios in the terminal semester of the student's program of study. During this semester, the student meets established deadlines for submittal of written and visual materials, completes a scheduled thesis defense (open to the school), and makes any required final edits.

The process described above ensures several checkpoints for the faculty and student to assess the depth of inquiry, products, and substance of the work. Further evidence of the impact, significance, and quality of our theses is evidenced by the students who have presented their thesis research at peer-reviewed national conferences (CELA, AAG, and so on).

The theses are printed and bound, a copy is kept in house, and a digital version is submitted to the Graduate School and placed in the Auraria Library Online Database.

CHAPTER 4
STUDENT & PROGRAM OUTCOMES

Image courtesy Allie Schima

4. STUDENT & PROGRAM OUTCOMES

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

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

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

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

<u>Please also refer to Section 3. Part B. Items 4 &5.</u>

The curriculum is intentional in sequence and introduces students to the core competencies in the first half of their academic career. This format provides students with the foundational skills to contend with more advanced studio topics, complex coursework, and readies students for internship positions earlier in their academic career. The program also views writing as a core competency and students are given assignments and assessed on writing skills in History of Landscape Architecture, Landscape Architecture Theory and Criticism, and Site, Society and Environment. This sequence of courses provides students with the basic skills and abilities required for entry-level positions in the profession.

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

Program Assessment of Student Work
The faculty is committed to the development and implementation of efficient and effective processes of assessment and evaluation to advance student learning and program quality. The program assessment of student work has been in place since 2006 when the faculty developed key program-level assessments and methods for evaluating student performance. (Refer to the Program-Level Assessment Matrix at the end of this section.) These program-level outcomes, assessments and collection of data continue to expand, evolve, and inform program improvements.

The demonstration of competency for a student to enter the profession is based on their achievements in the areas of learning objective noted below. In 2015, we implemented the "Reflective Portfolio" to formalize our assessment of their attainment of these skills at the mid-way juncture of their course of study; this process was in place until 2020 when amidst the pandemic, faculty agreed that requiring students to compile a Reflective Portfolio was an excessive burden and that we should find alternate ways of assessing competency.

In 2020/21 we utilized the stated learning outcomes in course syllabi to extrapolate 'learning outcomes' for the degree and created a survey that students filled out to evaluate their own performance. We submitted this to campus level administration in Summer 2021, who reported that while useful, this did not allow faculty to evaluate student performance – a key part of outcomes assessment.

In 2022, we revisited this topic and developed a new student self-evaluation that is focused on the five core learning outcomes/competencies attained in the first three semesters (design, research, ethics, communication and representation, and content knowledge) and a parallel survey for faculty to assess student performance in the first three semesters. This creates an opportunity for us to compare how students evaluate their own performance or competencies with how faculty interpret student competency.

In this manner, we can identify deficiencies and develop a plan to address these as students move into the second half of the degree program.

Program Objectives and Student Learning Outcomes
As explained in Section 1, Part C, Item 1, students are expected to be proficient or above in each of these areas by the time they graduate from the program.

Design: Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical, and formative actions that transform existing situations into preferred alternatives based on ethical, communicative, and content knowledge criteria. Students will be able to:

- Research, identify and assess constraints and opportunities.
- Situate the design problem within a larger cultural, social, and ecological context.
- Set up and test strategies that synthesize the research and contextual processes.
- Implement and demonstrate the strategies through physical application.
- Evaluate and reconsider outcomes.

Research: Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.

The program-level outcomes for research are clearly defined and assessed in the courses Research Tools and Methods, Theory and Criticism, and History of Landscape Architecture.

Professional Ethics: Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation. Students will be able to:

- Understand, critique, integrate and articulate different sources and principles of ethics, including personal, professional, economic, social, cultural, and ecological concepts in their historic and present contexts.
- Critically identify and assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents, reasons, and effects of landscape architectural practices and of specific design proposals.
- Critically develop and apply ethical frameworks to appropriately respond to culturally, socially, and economically diverse conditions.
- Critically identify and assess personal and professional predispositions to direct actions, recognize the influences on design decisions and be accountable for an ethical course of action.

Communication and Representation: Students will be able to speak, write, create, and employ appropriate representational media to convey ideas to a variety of audiences. Students should be able to:

- Write an organized, compelling, and grammatically correct argument or thesis supported by well-documented research.

- Prepare and present an organized, professional, and compelling verbal and visual presentation using appropriate media to explain complex ideas and concepts.
- Constructively critique their work and the work of others.
- Clearly articulate and document the iterative process of developing design ideas.
- Effectively communicate design ideas to a variety of audiences.

Content Knowledge: Students will be able to develop a critical understanding and application of the histories, theories, and practices of landscape architecture and its role in reflecting and shaping culture and environments. Students should be able to:

- Identify and understand the genesis and impacts of a diverse set of built landscapes from antiquity to the present.
- Identify and understand various formal, social, economic, and political forces giving shape to the built environment.
- Analyze and discuss in written, visual, and oral form the relationship of a built work to the culture that produced it.
- Identify and apply design theory and methodology to their work.
- Demonstrate an understanding of landscape architects' legal responsibilities with respect to professional standards for public health, safety, welfare, and other factors affecting design, construction, and practice.
- Demonstrate an understanding of the principles, conventions, standards, and applications pertaining to the manufacture and use of construction materials, components, and assemblies.
- Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

Program Level Assessment Matrix

CORE COURSES

Learning Outcome	Category	6608 Vert Studio 4	6607 Vert Studio 3	6750 Pro Practice	6740 Adv Theory/Tech	6606 Studio 6	6605 Vert Studio 2	6604 Vert Studio 1	5503 Studio 3	6949 Research Meth.	6670 Plants in Design	5502 Studio 2	6620 Theory & Crit	6630 Site Society	5501 Studio 1	5532 Landform	5540 GIS for LA	6631 Construction	6641 Comp Apps	5572 Ecology for LA	5521 Hist of LA	5510 Graphics
Assess Constraints and Opportunities	Design	×	×			×	×	×	×			×	×	×	×							×
Situate Design Problem in Context	Design	×	×		×	×	×	×	×			×	×	×	×							×
Set Up and Test Strategies	Design	×	×			×	×	×	×			×			×	×						×
Implement Strategies	Design	×	×			×	×	×	×			×			×							×
Evaluate and Reconsider Outcomes	Design	×	×			×	×	×	×			×			×							×
Apply Research Methods for Design and Scholarship	Research				×					×			×									×
Write an Organized Paper	Communication/Representation									×			×									×
Present a Professional Verbal and Visual Argument	Communication/Representation	×	×			×	×	×	×	×		×	×		×			×				×
Document the Iterative Process of Design	Communication/Representation	×	×			×	×	×	×	×		×	×		×							×
Effectively Communicate Design Ideas	Communication/Representation	×	×			×	×	×	×	×	×	×	×		×	×	×	×				×
Constructively Critique Work	Communication/Representation	×	×			×	×	×	×			×	×		×	×						×
Integrate Principles of Ethics	Professional Ethics									×	×		×	×					×			
Assess Personal and Professional Predispositions	Professional Ethics									×			×						×			
Develop Ethical Framework	Professional Ethics										×		×	×		×			×			
Recognize Influences on Design Decisions	Professional Ethics												×	×					×			
Understand Major Movements in Landscape History	Content Knowledge												×								×	
Identify Forces Shaping the Built Environment	Content Knowledge			×									×	×		×			×		×	
Discuss Impact of Cultures on Built Works	Content Knowledge			×							×		×	×							×	
Apply Design Theory and Methodology	Content Knowledge			×									×			×	×		×		×	
Understand LA Legal Responsibilities	Content Knowledge															×	×		×			
Understand LA Construction Standards	Content Knowledge		×													×	×	×	×			

LEARNING OUTCOMES ASSESSMENT AFTER FALL SEMESTER YEAR 2

(Course groupings: YEAR 1 — FALL: 5510 Graphics, 5521 Hist of LA, 5572 Ecology for LA; SPR: 6641 Comp Apps, 6631 Construction, 5540 GIS for LA, 5532 Landform, 5501 Studio 1, 6630 Site Society, 6620 Theory & Crit. YEAR 2 — FALL: 5502 Studio 2, 6670 Plants in Design, 6949 Research Meth. YEAR 3 — FALL: 5503 Studio 3, 6604 Vert Studio 1, 6605 Vert Studio 2, 6606 Studio 6, 6740 Adv Theory/Tech; SPR: 6750 Pro Practice, 6607 Vert Studio 3, 6608 Vert Studio 4.)

Portfolio reviews – Awards: The ASLA Colorado/Wyoming Chapter (ASLA CO/WY) has an important presence and role in the program. Annually, ASLA CO/WY members from the practice community review student work to determine deserving ASLA Honor and Merit Award recipients. In the event the work is not worthy, an award is not given, and the chapter may act as it deems necessary to inform college officials of its findings. However, the chapter consistently awards to the maximum extent allowed and has acknowledged the program in public venues for the demonstrated quality of work generated by the field of award candidates and recipients.

Feedback from ASLA CO/WY and our partners in the practice community that relates to our graduates is primarily anecdotal. Within the past six years, while a specific graduate may or may not be a match for a particular office, neither the program nor college has received any complaints about the preparedness of its graduates to enter the field. To the contrary, we have received positive feedback from practitioners and the ASLA CO/WY juries about our graduates' readiness to enter the profession.

Program review: Approximately every seven years the University Regents and Colorado Commission on Higher Education mandate a program review prepared by external and internal teams of reviewers. Much like an accreditation process, the program review examines the department in the context of the college and the college in the context of the entire university. Findings are used to assist the stakeholders with identifying deficiencies and to further ensure that the program is meeting its stated curriculum objectives and the objectives of the respective accrediting agencies.

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

Please refer to the departmental annual Learning Outcomes Reports, Addendum C. These reports present the metrics and processes used by the program faculty to assess student learning and achievement in the core areas of the curriculum. The Program-Level Assessment Matrix (above) shows the core competencies and where they are evaluated across the curriculum. Measures/metrics to assess student work include rubric-based projects and papers.

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

In addition to the student self-assessment of proficiency of Learning Outcomes (undertaken at end of Fall semester, faculty fill out a similar assessment of student proficiency in the five core learning areas. The results of this faculty assessment are also in our Learning Outcomes Report. An additional measure, that we plan to implement Fall 2022, is outside assessment of proficiency – in other words, asking jurors or external landscape architects to assess student proficiency. Our Alumni and professionals survey in Spring 2022 highlighted some deficiencies – primarily in areas of content knowledge. This is a concern for us, and we take these responses seriously. As we work to enhance our students' core knowledge, we are committed to maintaining the other areas of learning in which we are currently at, or above, proficiency.

Portfolio reviews in both formal and informal settings are another measure. Another measure would be Licensure. Licensing in Colorado is relatively recent, and the capacity to track pass rates is not available. CLARB pass rates also would be quite useful; we do not track these (although perhaps CLARB could). We introduced a question in our alumni survey (Appendix F) and feedback sessions that asks about licensure readiness and licensure itself. This is useful in assessing student preparedness.

B. Student Advising
The program provides students with effective advising and mentoring throughout their educational careers.
1. How does the student academic advising and career mentoring function?

Advising Process

Student advising begins when students receive information about the program as part of the admissions process and continues throughout their matriculation and beyond. Admissions and information about the college are managed by Jodi Stock (jodi.stock@ucdenver.edu), our Applications Coordinator. Jodi takes students from application through to acceptance of their offer of admission.

Once a student matriculates into our program Roxy New (roxy.new@ucdenver.edu)provides various materials, information on registration, workshops, lab certifications as well as provides advising services throughout the student's academic career. Students with questions regarding the profession are encouraged to meet with the chair, faculty members and local practitioners to get a more complete understanding of the profession. Following the pandemic this has often taken place over zoom, which allows us to 'meet' with prospective students from all over the nation and the world.

In addition, the department chair is involved in all aspects of advising to provide consistent curriculum information. However, students are encouraged to seek the opinions and advice of all faculty members. Faculty find that scheduled office hours are frequently spent discussing issues related to student interests, career options and various issues related to current courses. The openness of the faculty has enabled many to build strong relationships with students. In addition to having individual meetings with students, preceding the registration period for the upcoming semester, the department holds an informal information session for students. During this session faculty present and answer questions regarding courses being offered by the department and other departments in the college in the coming semester. Course instructors describe the focus, expectations, and organization of their classes. These sessions are typically well attended by the students, who use the information to make decisions about their coursework.

Roxy New, their academic advisor, reviews the files of those people who have applied for graduation in each semester to ensure compliance with program requirements. The chair works with Roxy to follow up on loose ends and remind students to apply for graduation or help to find them classes that will enable them to graduate by the end of summer, or work to develop a plan for graduating that works best for them.

Mentoring Program

Mentoring occurs formally and informally throughout a student's academic and professional career. The College of Architecture and Planning offers a formal mentorship program led by the Director of Internships and Professional Development. This is promoted through ASLA CO/WY and we typically have more mentors than mentees! The mentorship program gives students a resource outside the college for professional development. Mentorship assignments are student selected, and might be based on mutual professional interests, practice profile and intellectual engagement in the discipline. The mentorship program is voluntary on behalf of student and the mentor, and both parties also determine the actual duration. As a result of the nature of the program, mentorship participation is not for academic credit and does not involve fees or remuneration. Mentorship assignments are recommended at any time during graduate studies.

Informally students receive exposure to and advice about the breadth of employment options throughout their time in the program. This is accomplished in many ways. Instructors provide direct information about landscape architecture through discussions and readings during class. Local and non-local practitioners frequently visit the program and interact with students through formal and informal presentations, through lectures, forums, brown bag lunches, class visits, juries, and desk critiques, providing insight into the possibilities and realities of professional practice.

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

In our Spring 2022 student survey students reflected on the program's effectiveness in student advising and mentoring. In that survey students were asked to rate the program's ability to advise and mentor in both course and career advising:

The results of the survey are extremely positive and a great improvement from our last report. Students indicated that 69% of them felt that course advising was effective to very effective, and 8% rated it as moderately effective. 11% rated course advising as slightly effective and 8% rated it as not effective at all. This is an improvement from our last report that stated 33% of students said we were effective or better!

The rates for career advising were similar, but slightly less effective. Refer to Appendix C Student Surveys for more detailed results.

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

The efficacy of student advising and the mentoring program is evident in that the majority of students complete the program requirements within three years. Students know that their career and employment options are affected by their educational experiences. This is made easier because this is a small program and it is difficult for students to get off track without us noticing.

Faculty take their commitment to advising and mentoring students seriously. They encourage students to develop and discuss their passion and use that knowledge to guide students to opportunities that match the student's interests. In 2020, Lois Brink received the campus-wide UC Denver Graduate Student Mentoring award and in 2022 Ann Komara received the campus-wide Faculty Mentoring award.

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

As a part of the student survey students were asked to rate the department's ability to inform students of various opportunities. Weighted averages were calculated for each of the opportunity types. Each of the category options (e.g. No opportunity) were assigned a numeric weight. Where no opportunity = 1, slight opportunity = 2... excellent opportunity = 5. The distribution for the weighted averages for each category is listed below with reference to the 2015 numbers.

Opportunity Type	Weighted Average	
Professional opportunities (e.g. employment and internships)	3.29	3.58
Professional engagement	3.18	3.69
Licensure	2.82	2.46
Advanced educational opportunities/Continuing education	2.53	2.77
Justice, Equity, and Diversity Training	NO DATA	2.88

Overall, students felt the department was most effective in providing opportunities for professional engagement, and least effective in informing them of licensure training. This is possibly related to the licensure content being covered in the Professional Practice class in third year, where most respondents were first or second years. Refer to Appendix C Student Surveys for more detailed results.

We have recurring activities that support student engagement with the profession, for example Career Fair, Lecture Series (we had a wildly successful Women in Landscape 8x8 in Spring 2022) and the associated receptions, and ASLA student chapter office visits.

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

In AY 2021/22 two student surveys were run, one by the student chapter ASLA and the other by the department. In response to the ASLA student run survey (see full results in Appendix D) some structural and curricular changes were already underway, others were enacted quickly to meet the needs of those students. Overall, the level of student satisfaction is good, particularly considering the effects of the pandemic and knockdown effects on study abroad and the challenges faced with remote learning, support, and other concerns exacerbated by the pandemic situation.

CHAPTER 5
FACULTY

Image courtesy Jesse Kuroiwa/VRC

5. FACULTY

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

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

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

Our faculty represents a balanced mix of individuals with backgrounds in practice and academia. All faculty members except for one worked in practice before academia. Some more recently than others. Our interests and experience range from highly theoretical to completely pragmatic. The curriculum spans across this range.

We are fortunate our faculty is so diverse in terms of interest and specialization. Three faculty hold a PLA designation from CLARB (Locke, Komara, Brink), one is a NCARB Registered Architect (Beck), and two hold PhD degrees (Beck, Bordelon). We consider this a good mix of expertise across the broad scope of content knowledge required in the MLA curriculum.

All but three of our lecturers are practicing landscape architects (the exclusions are an Ecologist, a Horticulturalist, and Geographic Information Systems Specialist, all of whom hold PhDs in their area of expertise).

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

The chair makes the faculty assignments for the rostered courses. However, we are not an autocracy, so assignments are done with faculty consultation and some back and forth to decide best options for each person. We want our faculty to teach where their strengths lie, and seldom to never does anyone get asked to teach outside of their wheelhouse. Class format and delivery as well as faculty experience and expertise are taken into consideration.

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

Adjuncts and lecturers are invited to faculty meetings; however, they are not paid extra for this time and do not always attend. Lecturers do receive FCQ reports containing student feedback, and deficiencies are noted in learning outcomes reports which we use to determine where we need to improve. For example, we were not providing sufficient planting knowledge and design for our arid climate, so we changed our approach and started working with the Denver Botanic Gardens to address and teach content appropriate to our environment. The chair uses FCQs to determine whether to rehire, invite lecturers to participate in training to improve their teaching, or to not rehire. Lecturers and adjuncts are invited to participate in how we

evaluate our classes, and they are asked to do an outcomes assessment survey based on our five areas of core competency.

B. Faculty Development

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

At monthly faculty meetings, we provide updates on our achievements and works in progress. The chair sends completed items to the communications coordinator who publishes these in CAP's monthly newsletter. Notable achievements are communicated by the chair at our all-college meetings and on occasion, exemplary work is featured through university communications campus-wide press release.

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development, as well as improvements in course content and delivery methodologies? Are faculty duties, workload, and opportunities similar to other faculty in related disciplines or academic units?

Our faculty service assignments are 20% service for visiting, tenure-track, and tenured faculty - equivalent to one full day each week. The chair works with a 40% service load. See #7 for more information on service loads. Faculty can opt in to take ACUE classes and can use the various faculty support services to improve teaching and course delivery. Faculty are encouraged to use teaching opportunities to expand their research agenda (class preparation may involve a great deal of reading on a topic, and this topic could be relevant to one's own research). Our administrative and service commitments allow us to engage with and meet other faculty across the college and campus. This creates opportunities for advancement and networking.

Opportunities, duties, and workloads fluctuate and sometimes we are tasked with more (because we are fewer) and sometimes we benefit (when each department chooses awards, the landscape architecture faculty has a higher chance of being nominated because we are small!) There is no blanket comparison tool to assess opportunities across departments. The chair keeps a spreadsheet of committee and service assignments and a tool to track this at the college level is under development by Associate Chair Jody Beck.

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

Faculty Course Questionnaires are filled out for every class, every semester. These evaluate our teaching efficacy and class content and organization. These are referenced for our annual faculty reviews.

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

Faculty can access their own reports, and the chair (or in our case associate dean) who reviews faculty performance uses these to carry out performance reviews that inform merit-based raises. Learning outcomes assessment through student self-evaluation and faculty evaluations reveal areas of weakness and classes that need to be re-evaluated or re-assigned.

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

Faculty are provided a set amount of professional development funds, usually $2,000 per year. Each faculty member is issued a speedtype (code) and when requesting travel through our faculty portal (Concur travel) we designate the source of the funds as being our speedtype code. Purchases of equipment can be requested through the IT dept or purchasing and we can access our PD funds using our speedtype that way. All PD fund purchases need to be approved by the chair; however, this is not typically an issue.

Although we have limited funds for professional development, faculty can spend them (to a certain extent) however we best see fit, and there are other grants and funding opportunities that can support our travel and conference attendance. For example, in 2021, Louise Bordelon received a teaching improvement grant that funded conference travel to present work done toward teaching enhancement. These opportunities are announced via campus-wide email blasts.

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

Other than dissemination of achievements though our college meetings and newsletter, faculty are eligible for nomination for a variety of awards at the campus and college level on an annual basis. In Spring 2022 Ann Komara received the campus Mentoring Award and Jody Beck, the campus Service Award. Our faculty consistently feature in award nominations. Faculty are formally reviewed and recognized by peers according to our Primary Unit Criteria for Re-appointment, Tenure, and Promotion. This document is available in the "College of Architecture and Planning Bylaws," Appendix I.

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

Due to the small size of our faculty, our service loads are high. When each department is asked to appoint or nominate a representative, our names are called more often than other, larger departments with faculty in the double digits. This is a burden that faculty agree to take on because we feel it is important to be representation and have a voice on all the various college- and campus-wide working groups, scholarship reviews, and search committees. In this manner we contribute to university wide service, and we forge connections at the campus level that benefit our students. Service assignments include but are not limited to: College Technical Improvements Committee and Learning Outcomes (Lois Brink), College Scholarship Committee and Events & Exhibitions (Ann Komara), Graduate School Council and JEDI Working Group (Joern Langhorst), and Director of Professional Development Search Committee and Exhibitions & Events (Nancy Locke).

Faculty participate in professional service through a wide range of efforts and volunteerism in the community (see faculty LinkedIn links in Addendum E, or faculty CVs, resumes, and records in the separate collected CVs document on OneDrive). One example is the not-for-profit started by Lois Brink and through which our students transform schoolyards in the Learning Landscapes studio. Another is that Louise Bordelon serves on the City of Arvada Parks and Recreation Advisory Board.

Our community partnerships and connections allow us to make an impact in our community and create opportunities for our students through partnerships, internships, and networking. Faculty forge relationships with students that share research interests and students are encouraged to reach out to faculty for opportunities and connections. Many of our faculty members hire students as teaching and research assistants, this strengthens the advisory role we play.

8. How does the program's resources for faculty compare to that of other programs and departments at the institution?

Resources and access to grants, opportunities for teaching improvement and professional development are standard across campus, our faculty has equal access to facilities, library, and communication as do other campus entities.

Monetarily, this is difficult to quantify, and is largely dependent on endowments, initiatives and funding dedicated to specific departments through bequests or donor contributions. Our department does not have a large endowment or funding initiative like some departments and programs in our college and across the university (for example the historic preservation program recently raised $1,000,000 to name the program

in honor of Dana Crawford, a tremendous achievement resulting from substantial dedicated staff and faculty) and the Architecture department has a much wider donor base than landscape architecture. We do benefit from our adjacent departments and programs through inter-disciplinary initiatives (Architecture's Bixler Funding supports improving our campus, and landscape architecture is part of this interdisciplinary effort; Historic preservation recently secured funding of $35,000 for a student class field trip and landscape architecture students will be able to take this class and travel with the supporting funds).

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? Are they comparable to related disciplines within the institution?

In 2021, faculty salaries were re-evaluated and adjusted to be more equitable across the disciplines within the college. Raises are merit-based and only possible if the university budget allows for this. Faculty were furloughed during the pandemic (essentially a pay cut). Faculty received one-time bonus payments and were also given the opportunity to perform work for summer salaries to 'earn back' some of the furloughed funds. In 2022, all faculty received a 3% pay raise for their continued hard-work and excellence during the pandemic.

2. What is the rate of faculty turnover?

Evidenced by our long-standing faculty members, our faculty turnover is low. This is especially true of tenured faculty, the last of whom left in 2008 (Austin Allen). Since then, we have lost clinical teaching track faculty to tenure-track roles (Lori Catalano went to CSU), or to other places/roles (Leila Tolderlund returned to Denmark during the pandemic and decided to stay there permanently). Instructors have shifted positions (Emmanuel Didier stepped back to a part-time role) or been promoted (Louise Bordelon). Our highest turnover is in lecturers or adjuncts who on occasion opt out after several years or as they encounter other life events that no longer allow them the time to teach.

Denver is a great place to live, however rising property costs are making it difficult to hire and retain junior and visiting faculty. This is a concern for our future faculty hires, and it affects all the departments and colleges across the university.

CHAPTER 6

OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

Image courtesy Jesse Kuroiwa/VRC

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

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

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

A. Interaction with the Institution, and Public

The program represents and advocates for the profession by interacting with the professional community, the institution, community, and the public at large.

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

We strive to work on real projects with real people and often work with state agencies and not-for-profits (for example The Tree People, Trust for Public Land, City of Loveland, Rapid Transit Denver – RTD, City and County of Denver Community Planning and Development, or Denver Housing Authority) in our studio projects. Specific and intentional community outreach and interaction is highlighted in our Learning Landscapes studio that designs and on occasion implements green schoolyards, in our design-build efforts, and studios centered around our campus landscape (for example the Fall Integral Studio on LUCI, led by Emmanuel Didier and focused on re-imagining our campus landscape). 100% of our students are involved in 'experiential learning' through our required classes like studios, labs, and field trips, and through electives, like study abroad and other optional classes.

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

Faculty record their activities (including service, volunteering, community outreach) through the Faculty Activity Reporting system that is akin to a dossier and is used for Annual Faculty Evaluations. Volunteering, community appointments, and other notable community efforts are disseminated through newsletters and college-wide meetings

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

Faculty are involved in education efforts such as k-12 outreach and the ACE mentorship program (introducing high schoolers to the design fields). The department is active in the University Technical Assistance Program that provides design assistance to rural communities in Colorado (see Chapter 2, Part B, Question 3). Our department is also a corporate member of the Denver Botanic Gardens. This membership recognizes us on the Denver Botanic Gardens website, provides our students with memberships to the gardens and allows us to use the gardens as a teaching resource; our own campus is completely insufficient in terms of plant materials when it comes to plant identification. In Fall 2022, for the first time, DBG and CAP are co-sponsoring a lecture that will take place at the Botanic Gardens and which will be promoted through multiple avenues.

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

We do not currently have any tools to assess how effective we are at engaging with the public and the institution. Promotion of our work and communicating our achievements are weaknesses of the department and we endeavor to do a better job of promoting our work, for example, the DBG lecture on Sept 29, 2022 will entail us working with the Botanic Gardens to promote our event. The DBG has a marketing reach of over 100,000 members of the public. We anticipate that this and other events of this type will raise our public profile.

B. Interaction with the Profession, Alumni and Practitioners
1. How does the program recognize professional organizations, alumni, and practitioners as resources?

The Department frequently interacts with the ASLA CO/WY chapter (both our college and the chapter support our Student-ASLA). We invite our plethora of local alumni and practitioners to serve as guest speakers, lecturers, mentors, and jurors in both formal and informal capacities. We connect students with alumni, practitioners, and job or internship opportunities wherever possible; we are fully cognizant the professional organizations, alumni and professionals are an integral resource to our program and their feedback and critique is incredibly valuable. We are fortunate to have many firms within a short walk of campus and we build, as well as leverage these relationships wherever possible.

The department is a corporate sponsor of the Denver Botanic Gardens, a strategic relationship that provides our students with opportunities to learn at and from the gardens and associated staff and creates awareness of our profession and our program for patrons of the botanic gardens (of which there are over 51,000 member families in the Greater Denver Area).

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

Yes, the department has a database of alumni that details graduation year, contact details, current workplace, and other relevant notes or specializations. It is held on our server. It details contact details, workplace and notes, but is not regularly updated to include alumni resumes or achievements, or promotions, etc. The college is in the process of hiring an individual specifically to support and manage the alumni database, outreach, and alumni giving.

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

We do have an alumni database, and use this to invite jurors, connect with alumni and distribute surveys, however the use of this has been ad-hoc and our interaction with alumni is typically based on faculty reaching out to a distinct set of alums for guest lectures, juries, and other interactions. CAP plans to hire an administrator to assist the advancement team with the maintenance and strategic use of an alumni database. This person is anticipated to have a Fall 2022 start date. We hope that this comes to fruition. It would streamline our efforts and make them far more impactful. Ideally, we would like this person to collect and track alumni for the college, because a central database is the best way to distribute annual reports, newsletters, and opportunities for mentorship, donors, and engagement.

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

Following her appointment in 2017, the dean revitalized our Advisory Board to include 25 diverse and interdisciplinary individuals – a massive supplement to the original four individuals who served this role when she arrived (these individuals continue to serve). The CAP Advisory Board is co-chaired by Kaia Nesbitt (alum, landscape architect/planner, and principal at HDR Inc.) and Eugene Howard (alum of the

Master of Urban and Regional Planning, planner with City of Denver, and Assistant Professor of Practice). Other landscape architects on the board include Allyson Mendenhall (principal at Sasaki), Don Brandes (chair, University of Colorado Design Review Board), and Michelle Delk (alum and principal at Snøhetta). We host an annual career fair through which alumni, practitioners, and allied professionals participate, not only to interview our students, but provide career guidance and interview practice for students looking for both internships and employment following graduation. We also have a mentorship program that is run through specialized software that allows mentors and mentees to sign up and self-select their mentor. Both efforts are managed by the Director of Professional Development and Internships.

In 2021, through the efforts of Ann Komara and Michelle Delk, who connected with and fundraised through the alumni network, we endowed a $25,000 Alumni Scholarship for Landscape Architecture (our first endowment). The funds available from this endowment are intended for recruitment of undergraduate students (Minor in LA).

Over the past two years, Chair Louise Bordelon has done firm outreach to keep the professional practice community updated on academic changes, maintain strong connections for teaching positions and jury reviews, create a base for student internship opportunities, and better position graduates in post-educational positions.

Louise is a member of the ASLA Colorado/Wyoming chapter and is actively involved, attends meetings, galas, and other functions to attain a high level of departmental and program exposure. Louise worked with LARE prep specialist, Matt Mathes, to host LARE prep sessions in Fall 2020 to provide continuing education opportunities to our practice community. All of our lectures are free and open to the public, we are proud to have hosted 110 people at our Women in Landscape 8x8 Lecture in Spring 2022, and we plan to continue to offer opportunities for our practice community to engage with our students and each other. Following the 8x8 lecture, multiple speakers posited that it was wonderful to talk and see the work of others in a non-competitive environment. As the neutral party, we intend to create a space where we can celebrate landscape architecture and promote learning and networking for professionals.

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

Our Spring 2022 survey asked alumni and practitioners who effective we are at engaging the practice community (see Appendix F). 73% of respondents said we are moderately to very effective at engaging our community. We asked them to rank how we might do a better job of engaging them and how? Their responses are shown in the table below:

Q12 - How might the program better engage with you as a practitioner or alumnus? Select all that apply
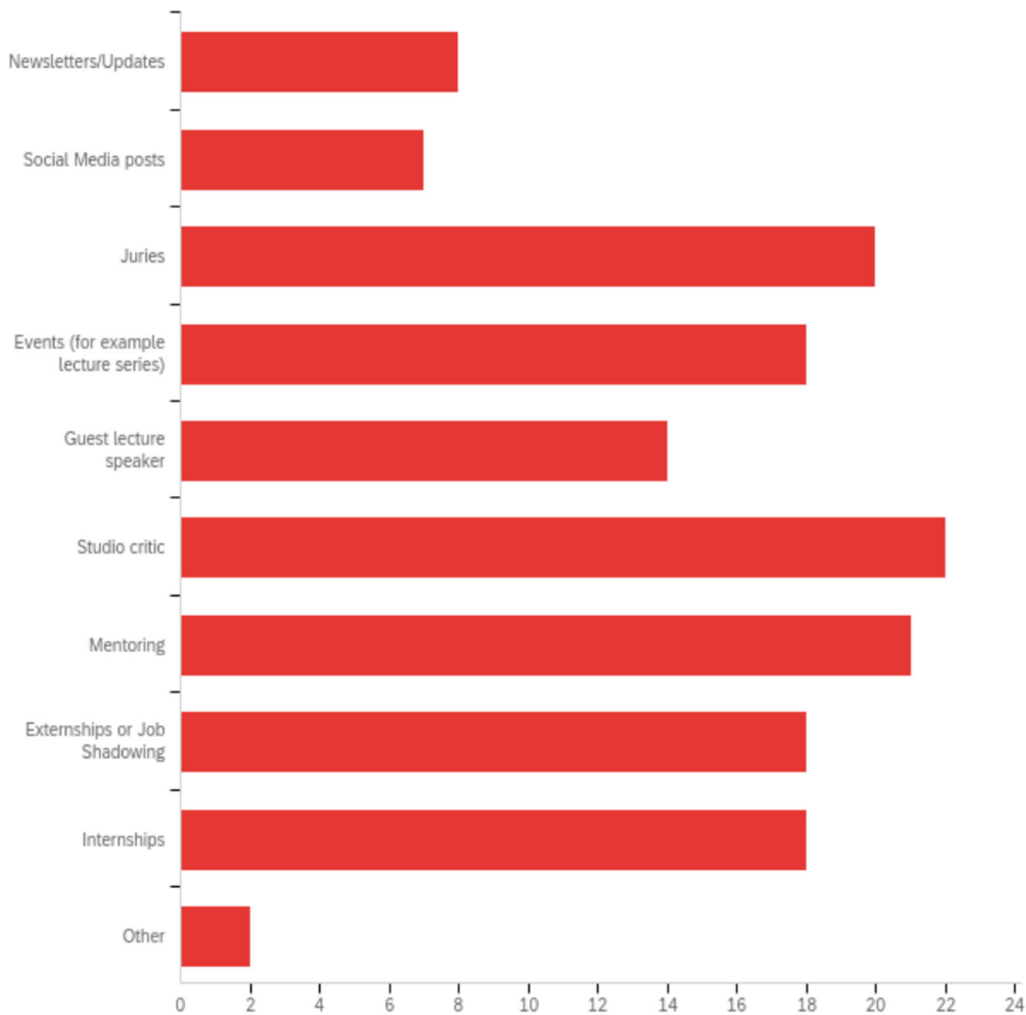
The responses received drove our Botanic Gardens lecture plans and we will continue to invite them to juries and as studio critics. Internships, job shadowing and externships were surprising – in the past firms have been reluctant to take interns, but the current market is such that we need to take advantage of setting up our students with internship opportunities early on.

We are also subjective humans with personalities, and we connect better with some practitioners than others. We hope that CAP's new communications team (Carmen New, new director of communications; Laurraine Pollard, new communications coordinator; and the proposed new hire for alumni database and engagement) will be able to assist us in our pursuit to create a substantial and supportive practice community.

CHAPTER 7
FACILITIES, EQUIPMENT, & TECHNOLOGY

Image courtesy Emily Mesa

7. FACILITIES, EQUIPMENT & TECHNOLOGY

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

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

A. Facilities

Allocation of offices and studios falls under Assistant Dean of Student Services Leonard Darnell (leonard.darnell@ucdenver.edu).

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

Assistant Dean of Student Services Leonard Darnell assigns offices. All full-time faculty are assigned an office. Part-time faculty are assigned offices on an as needed basis.

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

Assistant Dean of Student Services Leonard Darnell oversees studio space assignments. These change every semester; however, our requests are considered, and we always try to keep all the landscape architecture students together. Students have a designated desk with a lockable cabinet assigned for the whole semester. A donation of furniture from Herman Miller provides upgraded desk space and ergonomic chairs that landscape has co-occupied for four of our last five in-person semesters. We endeavor to situate all the landscape architecture students in one cohesive space to encourage cross-cohort learning and connection, but this is not always possible.

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

The CU Building in which we reside is due for over $25 million in deferred maintenance. We have been awarded a portion of this from the legislature, and these electrical and other infrastructural upgrades will take place over the next year. Our building is cleaned on a regular basis but needs major renovation. The chancellor and provost are aware of our need for improved spaces to meet the needs of our students. We are in need of an auditorium or event space (which is why we are hosting an event at the DBG). We are actively investigating off-site options for larger events and lectures. Technical upgrades to facilities are explained in part B.

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

Three elevators serve all eight floors accessible to the public. There is a second, service elevator that connects to the parking garage. There is an ADA accessible restroom on each floor and building access doors at the main lobby entrance have automatic opening functions with approved access points. Water fountains throughout the building were replaced in 2022 to be ADA complaint.

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

None known.

B. Information Systems and Technical Equipment and Facilities

Computer equipment and software is managed by Mike Harring, our IT manager (mike.harring@ucdenver.edu) Information on labs, software, and printing can be found here: https://architectureandplanning.ucdenver.edu/architecture/resources/lab-facilities/computer-labs

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software, workshops, wetlabs and work yards, as appropriate?

There is an additional lab space on the 5th floor for students to use in the case that the 4th floor space is occupied by a class.

Remote computing – Lab computers were modified to allow remote connections during the pandemic. As the students came back to in-person learning lab machines were converted back and ten additional machines were configured with VMware Horizon software for remote only access. The software on the remote machines is the same as the lab image.

Students and faculty have free access to software through our SSO (logging in with university credentials) from their own computers and in the labs. Software includes multiple relevant platforms, including AutoDesk (AutoCAD, Revit, 3DS Max), Adobe Creative Suite (Illustrator, Photoshop, InDesign, Dreamweaver), SketchUp Pro, and ArcGIS Pro.

Labs and equipment are for student academic-related use only. Faculty need to use professional development funds or grants for equipment. Students are required to complete Fabrication Lab (FabLab) training before they can work in the fabrication lab facilities. Students and faculty can access the labs using their campus id card at any time the building is open. Our space is limited in our downtown setting. We would benefit from more space to load/unload, store materials and work outside as needed.

The Visual Resources Center (VRC) boasts two dedicated photography rooms, with cameras set up for every appointment in the rooms. Students can schedule appointments to use the VRC through an online booking system. There are 3 professional flash units per room, paper and cloth backdrops, tripods, and a variety of light modifiers (umbrellas, softboxes, snutes, honeycomb grids in each room). This is extremely useful in photographing models. There is also one VR station with access to Rhino/Revit/Sketchup modeling in VR space, Google Earth, and 3-D VR sketching in Gravity Sketch and Google's Tilt Brush. Students also have access to Image collections, including Artstor, with over 3 million images from top museums, archives, scholars, and artists, all rights-cleared for education and research, a "Shared Shelf" on ArtStor, of CAP images (approximately 50k images, and access to Archivision base collection and expansion modules 1-9 (approximately 70.6k images).

There is equipment for checkout outside of photo rooms, including DSLR, Mirrorless, and "action" cameras (GoPros), camcorders, voice recorders, tripods, phone/tablet adapters for tripods, and boom poles. The college owns one DJI Phantom 4 Pro+ drone. Jesse Kuroiwa (VRC lab manager, FAA-Licensed UAS pilot, Drone Pilot Ground School certified) is the only one allowed to fly the drone per university policy. The drone is insured through the university. Jesse is available to fly drone missions for aerial photography and video in support of teaching, learning, and research.

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software and other technical tools such as GPS, drones, water-sampling kits, cameras, as appropriate?

The college has a policy specific to the allocation and replacement of computers, specifically to:
- To ensure that the faculty and staff of the College of Architecture and Planning (CAP) have an adequate computer to effectively perform their work.
- To ensure that CAP-purchased computers are replaced on an equitable and regularly scheduled basis.

- To ensure an equitable distribution of new computers into the college. The full policy is available in Appendix G.

In addition, there are essential updates when needed – for example when we moved to online learning, the college purchased a remote pod for every teaching space to accommodate hybrid learning, including screen, camera, CPU, and keyboard. Software is updated annually or with new releases to provide students and faculty with the most up-to-date software available.

Computer Labs: Near the start of the pandemic the computer lab provided checkout laptops to CAP students. Ten new laptops were purchased (6/2020) to be checked out on a semester basis.

There have been some technology upgrades in 3301. Phase I consisted of installing two 82" QLED TVs with the option of connecting to a laptop, desktop, or Solstice Pod. Phase II is in the works upgrading to a permanent AV install for video conferencing. Room 490 is also in progress for (Phase I) upgrading to 77" OLED TVs.

Visual Resources Lab: All gear is updated approximately every five years, as budget allows. We prioritize updates to be more/less often as technological advancements dictate. Broken gear is replaced as soon as possible, as budget allows. The VRC accepts faculty and student requests for new equipment and does their best to accommodate requests as time/budget allows. For example, in Fall 2019, we needed extender arms and GoPros to carry out cultural landscape surveys of water control structures in Denver for our Immersive class. The VRC and IT labs assisted us in purchasing these materials for students to use.

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

Computer Lab open during building hours 6am -1am (7 days a week). Fabrication Lab Hours and Scheduling are available at:
https://architectureandplanning.ucdenver.edu/architecture/resources/lab-facilities/design-fabrication-lab

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

Our student survey asks questions of access to technical equipment and lab access. The results are available in the student survey in Appendix D, and in brief as follows:

Item	Slightly efficient	Moderately efficient	Efficient and Very Efficient
Access to equipment and software	3.85%	15.38%	80.77%
Hard and software maintenance, upgrades, replacement	7.69%	11.54%	69.24%
Hours of Use	3.85%	7.69%	84.61%
Printing and Plotting	11.54%	7.69%	80.77%

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

Please see the table in Question 6, above. This is somewhat anecdotal, and word of mouth, for example, in pursuit of our most recent design-build, we discovered that the Fab Lab would not allow us to use any soft woods or ANY reclaimed or repurposed lumber for our project. We are also not permitted to remove tools from the Fab Lab, which has resulted in us needing to purchase our own hand tools from our operating budget.

6. How does the program fund, maintain, and advance technology that supports learning?

The program funds, maintains and advances technology primarily through two types of student fees. The first is a per credit hour fee that is used to fund, maintain, and advance technology in the college's computer

and fabrication labs and visual resource center. The second is a CU Denver Campus IT fee that is used to fund and advance technology in classrooms. Additional college (non-student fee) budget is used to support faculty-specific technology.

C. Library Resources

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

The Auraria Campus Library is a traditional library with stacks, librarians, classrooms, study spaces, and the writing center. It is shared between University of Colorado Denver, Metropolitan State University, and Community College Denver and is located on the west side of Speer Boulevard (https://library.auraria.edu).

Digital library resources (journal articles, ebooks, media) are accessible through WorldCat (https://aurarialibrary.worldcat.org/#) by logging in with university credentials. Both digital and hardcopy items are also available through ILLiad (inter-library loan). The library also provides access to Bullfrog Films (through Docuseek2), a comprehensive and interesting film repository that covers multiple interesting and current topics. Any student or faculty member can log in and access for free.

We also have a CAP informal lending library on the third floor of our building. It operates on an honor system but there are no resources allocated to maintaining and replenishing it (oftentimes retiring faculty will donate unwanted books, so it is not necessarily the best, latest information).

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

Our student survey asks questions of access to library resources, hours, and integration into classes. The results are available in the student survey in Appendix D, and in brief as follows:

Item	Yes/Convenient	No/Only Somewhat	I don't use the physical library
Library Collections	53.85%	7.69%	38.46%
Library Hours	42.31%	11.54%	46.15%
Integration into classes	80.77%	19.23%	-

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

Digital resources, literature review, worldcat access, and use of the writing center are all addressed in various content knowledge and studio classes. Students are required to use library resources for research and are encouraged to do so throughout their time in our department. Results on student perspectives are available in the table in question 2 above.

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

The library is typically open 7:30am until midnight, however they have extended operating hours leading up to and during finals week. The digital library is available 24/7.

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

Due to the location of the library and our content knowledge focus, students typically work in one of the many quiet spaces or alcoves in our building. Crossing Speer Boulevard is a major spatial barrier, particularly after hours or in inclement weather. It is possible we would benefit from better proximity to the library, however digital resource availability compensates, and we receive few to no complaints about library access.

The digital repository is convenient and always accessible. Our student survey asks questions of access to library resources, hours, and integration into classes. The results are available in the student survey in Appendix D, and in brief in question 2 above.

6. How does the program assess its library resources?

Our student survey asks questions of access to library resources, hours, and integration into classes. The results are available in the student survey in Appendix D, and in brief in question 2 above. Faculty members are proactive in requesting materials and resources, for example, in landform manipulation, the library purchased and made an ebook available online of Strohm, S. *Site Engineering for Landscape Architects* for the class so that individual students did not need to purchase the book.

MAP of CU DENVER and SURROUNDS

LEGEND
1 CU Denver Building
2 Hotel Teatro
3 Union Station
4 Auraria Library
5 Tivoli Student Union
✱ Coffee and/or Food

NORTH

3

LoDo
Lower Downtown

CHERRY CREEK

WEWATTA

WYNKOOP

WAZEE

BLAKE

MARKET

15TH

LARIMER

LAWRENCE

16TH ST MALL

13TH

SPEER BLVD

12TH

11TH

9TH

CU DENVER

1

2

5

4

Auraria
Campus

1/4 MILE
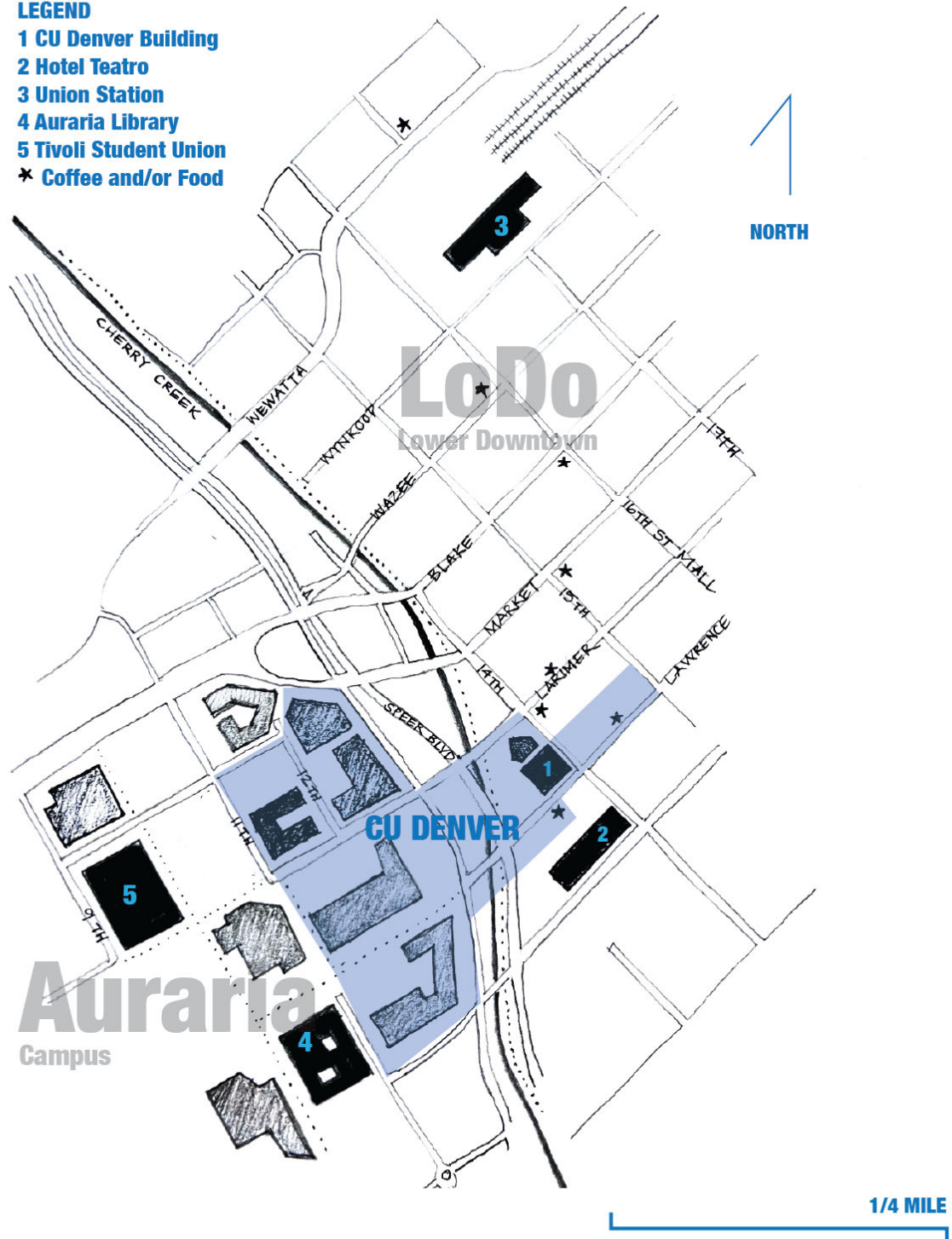
ADDENDUM A
PROGRAM DETAILS

Image courtesy Louise Bordelon

A. PROGRAM DETAILS

Faculty Resources

1. **Budgeted Faculty Resources: TOTAL**
   Record the total faculty FTE resources committed to program under review.

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Professors (Tenured/Tenure-track)	$317,290	$308,660	$308,087	$298,433	$265,793	$225,883
Associate Professors (Tenured/Tenure-track)	$255,245	$247,532	$247,865	$241,339	$113,011	$107,705
Assistant Professors (Tenured/Tenure-track)	$111,620	$0	$0	$0	$109,448	$104,098
Instructors/Lecturers (Tenured/Tenure-track)	$0	$0	$0	$0	$0	$0
Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Associate Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Assistant Professors (non-Ten./Ten.-track)	$52,625 - Visiting Position	$185,894	$91,500	$88,917	$84,402	$119,173
Instructors/Lecturers (non-Ten./Ten.-track)	$78,050	$40,680	$176,395	$72,602	$64,548	$84,582
Adjunct Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Sessional Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Totals	$814,830	$782,766	$823,847	$701,291	$637,202	$641,441

(Definitions or explanations of categories, if needed, for the table to be added here.)

Total resources include salary, average benefits and faculty development funds.

Assistant Professors (non-Ten/Ten-track) listed are CTT positions.

Note: Leila Tolderlund, adjunct associate professor, receives no renumeration and does not currently teach in the program.

Faculty Resources (continued)

2. Budgeted Faculty Resources: Male

Record the Male faculty FTE resources committed to program under review.

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Professors (Tenured/Tenure-track)	$0	$0	$0	$0	$0	$0
Associate Professors (Tenured/Tenure-track)	$255,245	$247,532	$247,865	$241,339	$113,011	$107,705
Assistant Professors (Tenured/Tenure-track)	$0	$0	$0	$0	$109,448	$104,098
Instructors/Lecturers (Tenured/Tenure-track)	$0	$0	$0	$0	$0	$0
Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Associate Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Assistant Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Instructors/Lecturers (non-Ten./Ten.-track)	$25,757	$13,424	$69,827	$54,560	$50,397	$70,560
Adjunct Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Sessional Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Totals	$281,002	$260,956	$317,692	$295,899	$222,459	$282,363

(Definitions or explanations of categories, if needed, for the table to be added here.)

Total resources include salary, average benefits and faculty development funds.

Faculty Resources (continued)

3. **Budgeted Faculty Resources: Female**
   Record the Female faculty FTE resources committed to program under review.

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Professors (Tenured/Tenure-track)	$317,290	$308,660	$308,087	$298,433	$265,793	$225,883
Associate Professors (Tenured/Tenure-track)	$0	$0	$0	$0	$0	$0
Assistant Professors (Tenured/Tenure-track)	$111,620	$0	$0	$0	$0	$0
Instructors/Lecturers (Tenured/Tenure-track)	$0	$0	$0	$0	$0	$0
Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Associate Professors (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Assistant Professors (non-Ten./Ten.-track)	$56,625 (Visiting Position)	$185,894	$91,500	$88,917	$84,402	$119,173
Instructors/Lecturers (non-Ten./Ten.-track)	$52,294	$27,256	$106,568	$18,042	$14,150	$14,023
Adjunct Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Sessional Faculty (non-Ten./Ten.-track)	$0	$0	$0	$0	$0	$0
Totals	$537,829	$521,810	$506,155	$405,392	$364,345	$359,079

(Definitions or explanations of categories, if needed, for the table to be added here.)

Total resources include salary, average benefits and faculty development funds.

Note: Leila Tolderlund, adjunct associate professor, receives no renumeration and does not currently teach in the program.

Faculty Resources (continued)

4. **Budgeted Faculty Resources: Race/Ethnicity**
   Record the race/ethnicity for faculty FTE resources committed to program under review

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
American Indian/ Alaska Native	$0	$0	$0	$0	$0	$0
Asian	$0	$0	$0	$0	$0	$0
Native Hawaiian/ Other Pacific Islander	$0	$0	$0	$0	$0	$0
Black / African American	$0	$0	$0	$0	$0	$0
Hispanic / Latino	$0	$0	$0	$0	$0	$0
White / Non-Hispanic	$607,417	$616,635	$628,525	$552,078	$506,634	$516,415
Mixed	$0	$0	$0	$0	$0	$0
Unknown	$207,413	$166,131	$195,322	$149,213	$130,568	$125,026
Totals	$814,830	$782,766	$823,847	$701,291	$637,202	$641,441

(Definitions or explanations of categories, if needed, for the table to be added here.)

Total resources include salary, average benefits and faculty development funds.

Note: Leila Tolderlund, adjunct associate professor, receives no renumeration and does not currently teach in the program.

Faculty Resources (continued)

5. **Budgeted Faculty Resources: FTE Allocation Among Multiple Programs**
    For LA faculties engaged across multidisciplinary programs, illustrate the distribution of FTE resources of current faculty across those various programs.

	FTE LA Faculty Resources Applied to BLA/BSLA Program	FTE LA Faculty Resources Applied to MLA Program	FTE LA Faculty Resources Applied to non-LA Program(s)
Professors (Tenured/Tenure-track)			
Associate Professors (Tenured/Tenure-track)			
Assistant Professors (Tenured/Tenure-track)			
Instructors/Lecturers (Tenured/Tenure-track)			
Professors (non-Ten./Ten.-track)			
Associate Professors (non-Ten./Ten.-track)			
Assistant Professors (non-Ten./Ten.-track)			
Instructors/Lecturers (non-Ten./Ten.-track)			
Adjunct Faculty (non-Ten./Ten.-track)			
Sessional Faculty (non-Ten./Ten.-track)			
Totals			

(Definitions or explanations of categories, if needed, for the table to be added here.)

*This section is not applicable.

Faculty Resources (continued)

6. Budgeted Faculty Resources: Degrees
Record the number of degrees earned by current LA faculty.

	Undergraduate degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors (Tenured/Tenure-track)	-	2	-
Associate Professors (Tenured/Tenure-track)	-	1	1
Assistant Professors (Tenured/Tenure-track)	1	1	1
Instructors/Lecturers (Tenured/Tenure-track)	-	-	-
Professors (non-Ten./Ten.-track)	-	-	-
Associate Professors (non-Ten./Ten.-track)	-	-	-
Assistant Professors (non-Ten./Ten.-track)	-	-	-
Instructors/Lecturers (non-Ten./Ten.-track)	-	-	-
Adjunct Faculty (non-Ten./Ten.-track)	1	8	2
Sessional Faculty (non-Ten./Ten.-track)	-	1	-
Totals	2	13	4

(Definitions or explanations of categories, if needed, for the table to be added here.)

Other Program Resources

7. Other Budgeted Resources:
Record the other budgeted resources (by FTE or by budgeted dollars) committed to program under review.

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Guest Speakers or Critics	$0	$0	$0	$0	$0	$0
Endowed Positions	$0	$0	$0	$0	$0	$0
Undergraduate Teaching Assistantships	$0	$0	$0	$0	$0	$0
Graduate Teaching Assistantships	$40,000	$20,724	$20,724	$20,724	$20,724	$20,724
Undergraduate Research Assistantships	$0	$0	$0	$0	$0	$0
Graduate Research Assistantships (sponsored by the institution)	$0	$0	$0	$0	$0	$0
Graduate Research Assistantships (sponsored by outside sources)	$2,500	$0	$0	$11,116	$7,210	$10,500
Other (explain)	$42,500	$20,724	$20,724	$31,840	$27,934	$31,224

(Definitions or explanations of categories, if needed, for the table to be added here.)

*Guest speakers may be paid from departments annual operating budget (not included here) and/or from the college's annual Lecture Series/Exhibition budget.

*Teaching Assistantships are functionally budgets for Teaching Assistants for specific department courses throughout the academic year.

ADDENDUM B
CURRICULUM

Image courtesy Louise Bordelon

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: 90 credit hours

Elective Units / Credit Hours required to graduate: 18 credit hours

Required Courses	Units/Credit Hours
Landscape Architecture LDAR 5521 History of Landscape Architecture LDAR 6620 Landscape Architecture Theory and Criticism LDAR 6630 Site, Society and Environment LDAR 6740 Advanced History/Theory Seminar – Immersive Semester **OR:** LDAR 6745 Advanced Media/Technology Seminar – Immersive Semester LDAR 6750 Professional Practice	**15**
Architecture	**0**
City & Regional Planning	**0**
Natural Sciences LDAR 5572 Ecology for Landscape Architects	**3**
Horticulture LDAR 6670 Plants in Design	**3**
Engineering LDAR 5532 Landform Manipulation LDAR 6631 Landscape Construction Materials and Methods	**6**
Art or Design LDAR 5501 Landscape Architecture Design Studio 1 LDAR 5502 Landscape Architecture Design Studio 2 LDAR 5503 Landscape Architecture Design Studio 3 LDAR 6604 Landscape Architecture Design Studio 4 LDAR 6605 Landscape Architecture Design Studio 5 LDAR 6706 Advanced Landscape Architecture Design Studio Immersive I LDAR 6707 Advanced Landscape Architecture Design Studio Immersive II LDAR 6607 Landscape Architecture Design Studio 7 LDAR 6608 Landscape Architecture Design Studio 8	**33**
Computer Applications/Technology LDAR 5510 Graphic Media in Landscape Architecture LDAR 5540 Introduction to GIS 1 LDAR 6641 Computer Applications in Landscape Architecture	**9**
Other LDAR 6949 Research Tools & Methods	**3**
Total	**72**

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	**0**
Social Sciences	**0**
English, Speech, Writing	**0**
Other MLA Electives	**9**
Free Electives General open graduate-level electives	**9**
Total	**18**

2. Typical Program of Study

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

Instructions: 1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report. 2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective). 3. List free electives as "Electives." 4. The sequence of courses is to be typical student coursework. 5. Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.

The Landscape Architecture program offers first professional and post-professional graduate courses leading to the Master of Landscape Architecture (MLA) degree. The first professional degree program (90 credit hours) is for students without a professional degree in landscape architecture or related discipline. The post-professional degree program (60 credit hours) is for students with a professional degree in landscape architecture or related discipline. This advanced standing status is evaluated on a case-by-case basis and is determined in accordance with prior academic accomplishments (as demonstrated in the application portfolio and transcript).

First Professional Degree Program (90 credits) Typical Sequence of Courses
First Year
Fall
LDAR 5510   Graphic Media in Landscape Architecture (3)
LDAR 5521   History of Landscape Architecture (3)
LDAR 5572   Landscape Ecology (3)
LDAR 6631   Landscape Construction Materials and Methods (3)
LDAR 6641   Computer Applications in Landscape Architecture (3)
Total Credit Hours – 15
Spring
LDAR 5500   Introductory Landscape Architecture Design Studio (3)
LDAR 5532   Landform Manipulation (3)
LDAR 5540   Introduction to GIS (3)
LDAR 6620   Landscape Architecture Theory and Criticism (3)
LDAR 6630   Site, Society and Environment (3)
Total Credit Hours – 15

Second Year
Fall
LDAR 5502   Landscape Architecture Design Studio 2 (Integral Studio) (6)
LDAR 6949   Research Tools & Methods (3)
LDAR 6670   Plants in Design (3)
MLA Elective or Open Elective (3)
Total Credit Hours – 15

Spring
LDAR 5503   Landscape Architecture Design Studio 3 (6)
LDAR 6604   Landscape Architecture Design Studio 4 (3)
LDAR 6605   Landscape Architecture Design Studio 5 (3)
MLA Elective or Open Elective (3)
Total Credit Hours – 15

Third Year
Fall – Immersive
LDAR 6706   Advanced Landscape Architecture Design Studio Immersive I(travel may be required) (4)
LDAR 6707   Advanced Landscape Architecture Design Studio Immersive II (2)
LDAR 6740   Advanced History/Theory Seminar – Immersive Semester **OR:**
LDAR 6745   Advanced Media/Technology Seminar – Immersive Semester (3)
LDAR 6750   Professional Practice (3)
MLA Elective or Open Elective (3)
Total Credit Hours 15
Spring
LDAR 6607   Landscape Architecture Design Studio 7 (3)
LDAR 6608   Landscape Architecture Design Studio 8 (3) **OR:**
LDAR 6951 (with chair approval)
MLA Elective or Open Elective (3)
MLA Elective or Open Elective (3)
MLA Elective or Open Elective (3)
Total Credit Hours – 15
Total Credit Hours for Degree – 90

Post-Professional Degree Program (60 credits) Typical Sequence of Courses
(60-semester-hour MLA for students with a professional degree in landscape architecture or related disciplines)
The following illustrates the general differences between First Professional Degree and the Post-Professional Degree course sequence. The curriculum typically requires 60 semester hours and two years of full-time study, with the Integral Studio in the fall of the first year, and the Immersive Studio and its concurrent courses in the fall of the second year. The core curriculum consists of four groups:

Design   24 credit hours
History and Theory   9-12 credit hours
Media   3-12 credit hours
Electives   3-12 credit hours
Total Credit Hours   39-60 credit hours
The department chair or associate chair will advise each student engaged in this program of study.

3. Landscape Architectural Courses Offered During Past Academic Year[1]
List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the Appendix (See Appendix B) — not in this section.
Note: for relevant course syllabi and student coursework since the previous SER, please see digital OneDrive link.

Course Title	Course Number	Instructor	Credit Hours	Contact Hours/Week	# of Students
FALL 2021	**LDAR**				
Engaging Landscape for Wicked Change (UG)	1015	Langhorst	3	2hrs 45min	20

---
[1] Annual report curriculum Question 14

Introduction to LA (UG)	3601	Komara	3	2hrs 45min	19
History of LA (UG Section)	4421	Komara	3	2hrs 45min	0
Ecology for Landscape Architects (UG section)	4472	Sherrod	3	2hrs 45min	0
Plants in Design (UG Section)	4470	Barrow	3	2hrs 45min	0
LA Design Studio 2 (Integral)	5502	Cutler	6	10hrs	11
LA Design Studio 2	5502	Patin	6	10hrs	9
Graphic Media in LA	5510	Bordelon	3	2hrs 45min	16
History of LA	5521	Komara	3	2hrs 45min	21
Ecology for Landscape Architects	5572	Sherrod	3	2hrs 45min	13
Landscape Construction Materials and Methods	6631	Young	3	2hrs 45min	13
Community Engaged Design Practice	6635	Brink	3	2hrs 45min	11
Computer Applications for LA	6641	Nims	3	2hrs 45min	15
Plants in Design	6670	Barrow	3	2hrs 45min	28
Special Topics: Disturbing Behavior	6686	Swackhamer	3	2hrs 45min	0
Special Topics: City Design Fundamentals	6686	Schroeppel	3	2hrs 45min	13– # not known – cross listing
LA Design Studio 6	6706	Beck	4	6706/7 = 10hrs	13
LA Design Studio 6 – Travel (Immersive)	6707	Beck	2		13
LA Design Studio 6 - Adv History/Theory (Immersive)	6740/6745	Beck/DiPrince	3	2hrs 45min	13
Professional Practice	6750	Locke	3	2hrs 45min	12
Urban Housing	6755	Steffel-Johnson	3	2hrs 45min	0
Research Tools & Methods	6949	Langhorst	3	2hrs 45min	12
SPRING 2022	**LDAR**				
Site, Society, and Environment (UG Section)	4430	Brink	3	2hrs 45min	7
Landform Manipulation (UG Section)	4432	Locke	3	2hrs 45min	5
LA Design Studio 1	5501	Komara	3	5hrs 30min	16
LA Design Studio 3	5503	Brink/Locke	6	10hrs	17

Landform Manipulation	5532	Locke	3	2hrs 45min	12
Introduction to GIS	5540	Rees	3	2hrs 30min	17
LA Design Studio 4	6604	Beck/McCord/Barr	3	6604/7 = 10hrs	16
LA Design Studio 5	6605	Langhorst	3	6605/8 = 10hrs	16
LA Design Studio 7	6607	Beck/McCord/Barr	3		9
LA Design Studio 8	6608	Langhorst	3		9
LA Theory and Criticism	6620	Langhorst	3	2hrs 45min	16
Site, Society, and Environment	6630	Brink	3	2hrs 45min	14
Special Topics: Water in the West	6686	Komara	3	2hrs 45min	8
Special Topics: Urban Design and the Environment	6686	Wenskoski/Wenskoski	3	2hrs 45min	0
Advanced Graphics: Grasshopper for Rhino 3D	6711	Remington	3	1hrs 15min	6
Independent Study	6840	Beck/Brink/Langhorst	1-3	Varies	3
GIS Capstone	6850	-	3	2hrs 45min	0
Landscape Architecture Internship	6930	Brown	3	9hrs	2
Thesis Research	6950	-	3	Varies	0
Landscape Architecture Thesis	6951	Langhorst	6	Varies	1

ADDENDUM C
STUDENT INFORMATION

Image courtesy Allie Schima

C. STUDENT INFORMATION

1. Overview

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

Notes:
- Figures are given based on the Fall semester of each academic year, with "current year" being 2021-22. Current year data was assembled from rosters of enrolled students and final admissions figures as of 04.25.22.
- Out-of-state does not include foreign (meaning our international students, who pay out-of-state tuition), and otherwise typically only includes our first year MLA students as most U.S. citizens then attain in-state status for their successive years in the program.
- U/K = "unknown" for the "prefer not to answer" category.

Academic Year	In-State			Out-of-State			Foreign			TOTAL		
	Male	Female	U/K	Male	Female	U/K	Male	Female	U/K	Male	Female	U/K
Current Year 2021-2022	15	33	0	0	1	0	2	1	0	17	35	0
1 Year Ago 2020-2021	15	31	0	0	4	0	3	1	0	18	36	0
2 Years Ago 2019-2020	13	30	0	2	3	0	1	4	0	16	35	0
3 Years Ago 2018-2019	17	30	1	0	2	0	2	4	0	18	34	1
4 Years Ago 2017-2018	21	21	2	1	4	0	4	4	0	25	29	2

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students. Data from 2021-2022.

0 %	American Indian	9.6 %	Hispanic
0 %	Black (non-Hispanic)	76.9 %	Caucasian
3.8 %	Asian or Pacific Islander	9.6 %	Other

3. Applications

	Current Year 2021-2022	Last year 2020-2021	2 Years Ago 2019-2020	3 Years Ago 2018-2019	4 Years Ago 2017-2018	5 Years Ago 2016-2017
Total number of applications	69	80	50	66	74	75
Applications from males	23	23	19	16	17	28
Applications from females	44	57	30	48	53	43
Applications from unknown	2	0	1	2	4	4

4. Enrollments

	Current Year 2021-2022	Last year 2020-2021	2 Years Ago 2019-2020	3 Years Ago 2018-2019	4 Years Ago 2017-2018	5 Years Ago 2016-2017
Total enrollment	52	54	53	56	57	53
Males	17	18	16	19	26	27
Females	35	35	37	35	29	25
Unknown	0	0	0	1	2	1

5. Student Ethnic Backgrounds

The following charts are based on data received from LAAB Annual reports generated yearly in July.

AY 2021-2022	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	40	0	0	2	5	0	3	2
Males	14	0	0	0	1	0	2	0
Females	26	0	0	2	4	0	1	2
Unknown	0	0	0	0	0	0	0	0

AY 2020-2021	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	39	0	0	2	6	0	4	2
Males	12	0	0	1	2	0	3	0
Females	27	0	0	1	4	0	1	2
Unknown	0	0	0	0	0	0	0	0

AY 2019-2020	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	37	0	0	3	4	1	4	3
Males	13	0	0	1	0	1	1	0
Females	24	0	0	2	4	0	4	3
Unknown	0	0	0	0	0	0	0	0

AY 2018-2019	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	41	0	0	2	1	1	6	4
Males	15	0	0	1	0	1	2	0
Females	26	0	0	1	1	0	4	3
Unknown	0	0	0	0	0	0	0	1

AY 2017-2018	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	40	0	0	3	1	3	7	3
Males	17	0	0	2	1	3	3	0
Females	23	0	0	1	0	0	4	1
Unknown	0	0	0	0	0	0	0	2

AY 2016-2017	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	33	0	0	1	1	2	12	4
Males	14	0	0	1	1	2	7	0
Females	19	0	0	0	0	0	5	3
Unknown	0	0	0	0	0	0	0	1

AY 2015-2016	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other	Unknown
Total	32	0	0	0	5	2	12	3
Males	14	0	0	0	1	2	7	0
Females	18	0	0	0	4	0	5	3
Unknown	0	0	0	0	0	0	0	0

ADDENDUM D
ALUMNI INFORMATION

Image courtesy Martin Egan

D. ALUMNI INFORMATION

1. Degrees Awarded

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

Academic Year	Males	Females	TOTAL
Current Year (2022)	4	10	14
1 Year Ago (2021)	3	9	12
2 Years Ago (2020)	7	7	14
3 Years Ago (2019)	9	5	14
4 Years Ago (2018)	8	10	18
5 Years Ago (2017)	14	13	27
6 Years Ago (2016)	9	13	22

2. Record of Advanced Study

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

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
Edinburgh School of Architecture and Landscape Architecture (ESALA)	MPhil/PhD	1	2016 – MLA	In progress

3. Current Employment

Tabulate the present employment of those having the degree conferred by the program since the last SER. Aggregate numbers from the data in the LAAB yearly reports since last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research	1	2	3
Teaching	2	0	2
Private Practice	29	34	63
Public Practice	3	2	5
Landscape Hort./Design Build	4	3	7
Volunteer Service (Specify)	4	1	5
Other (Specify)	4	7	11
Unknown	5	10	15
TOTAL	52	59	111

ADDENDUM E
FACULTY INFORMATION

Image courtesy Louise Bordelon

E. FACULTY INFORMATION

1. Previous and Present Faculty

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

Rank/Title – Landscape Architecture	Current 2021-2022	1 Year Ago 2020-2021	2 Years Ago 2019-2020	TOTAL
Professor/LA	2	2	2	6
Assoc. Professor/LA	2	2	2	6
Asst. Professor/LA	2	2	1	4
Instructor	0	0	1	1
Asst. Professor/Arch.	0	0	0	0
Visiting Lecturer/Adjunct	10 (Nims, Volz, Barr, Di Prince, Young, Cutler, Sherrod, Barrow, Patin, McCord)	8 (Nims, Bierbrauer, Lough, Didier, Tominaga, Reber, Rutherford, Delay)	6 (Nims, Young, Reber, Rutherford, Sherrod, Bierbrauer)	25
TOTALS	16	14	12	42

NOTE: Above does NOT include Maymester or Summer classes for the respective AY. Summer classes are not considered part of the annual academic teaching contract and are paid individually on a "per class" basis. It is also difficult to identify lecturers as extra since some faculty had parent leave and so remained as faculty but weren't teaching in a particular semester, and in 2014-15 one faculty member had sabbatical.

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

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

Service: Include only the percentage of time specifically allocated to service activities (internal, institutional, community and professional) specifically assigned and reviewed as a part of a faculty member's assigned workload.

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

Faculty member	Degree	Teaching %			Research %	Service %	Admin / other %	TOTAL %
		Land. Arch. Bachelors Program	Land. Arch. Masters Program	Other non-L. A. programs				
Bordelon, Louise A.	MLA, Ph.D.	n/a	20	0	40	0	40	100
Brink, Lois A.	MLA	n/a	40	0	40	20	0	100
Komara, Ann E.	MLA, March History	n/a	40	0	40	20	0	100
Beck, Jody	March, Ph.D.	n/a	20	0	40	0	40	100
Langhorst, Joern	MLA (eqiv.)	n/a	40	0	40	20	0	100
Locke, Nancy	MLA	n/a	40	0	40	20	0	100

3. Courses Taught by Individual Faculty Members

Courses Taught: Use current year or last academic year depending on time of report preparation.
Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.
Contact Hours: Actual number of scheduled contact hours per week between instructor and students.
FTE Students: Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

Course Taught 2021-2022	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students
Bordelon, Louise A.	LDAR 5510	FS	3	2hrs 45min	16	4 FTE
Brink, Lois A.	LDAR 6635	FS	3	2hrs 45min	11	2.75 FTE
	LDAR 4430	SS	3	2hrs 45min	7	1.75 FTE
	LDAR 6630	SS	3	2hrs 45min	14	3.5 FTE
	LDAR 5503	SS	6	10hrs	10	5 FTE
	LDAR 6840	SS	1-3	Varies	1	.25 FTE
Komara, Ann E.	LDAR 3601	FS	3	2hrs 45min	19	3.8 FTE
	LDAR 4421	FS	3	2hrs 45min	0	n/a
	LDAR 5521	FS	3	2hrs 45min	21	5.25 FTE
	LDAR 5501	SS	3	5hrs 30min	16	4 FTE
	LDAR 6686	SS	3	2hrs 45min	8	2 FTE

Beck, Jody	LDAR 6706	FS	4	6706/7 = 10hrs	13	4.333 FTE
	LDAR 6707	FS	2		13	2.166 FTE
	LDAR 6740	FS	3	2hrs 45min	13	3.25 FTE
	LDAR 6604/7	SS	6	6604/7 = 10hrs	14	7 FTE
	LDAR 6840	SS	1-3	Varies	1	.25 FTE
Langhorst, Joern	LDAR 1015	FS	3	2hrs 45min	20	4 FTE
	LDAR 6949	FS	3	2hrs 45min	12	3 FTE
	LDAR 6605/8	SS	6	6605/8 = 10hrs	12	6 FTE
	LDAR 6620	SS	3	2hrs 45min	16	4 FTE
	LDAR 6840	SS	1-3	Varies	1	.25 FTE
	LDAR 6951	SS	6	Varies	1	.5 FTE
Locke, Nancy	LDAR 6750	FS	3	2hrs 45min	13	3.25 FTE
	LDAR 5003	SS	6	10hrs	11	5.5 FTE
	LDAR 5532	SS	3	2hrs 45min	17	4.25 FTE
Nims, Adam	LDAR 6641	FS	3	2hrs 45min	15	3.75 FTE
Young, Jesse	LDAR 6631	FS	3	2hrs 45min	13	3.25 FTE
Sherrod, Susan	LDAR 5572	FS	3	2hrs 45min	13	3.25 FTE
Barrow, Annie	LDAR 6670	FS	3	2hrs 45min	28	7 FTE
Patin, Nick	LDAR 5502	FS	6	10hrs	9	4.5 FTE
Cutler, Lindsay	LDAR 5502	FS	6	10hrs	11	5.5 FTE
DiPrince, Dawn	LDAR 6740	FS	3	2hrs 45min	13	3.25 FTE
Rees, Amanda	LDAR 5540	SS	3	2hrs 45min	17	4.25 FTE
Barr, Elizabeth	LDAR 6604/7	SS	6	6604/7 = 10hrs	11	5.5 FTE
Volz, Evelyn	LDAR 6605/8	SS	6	6605/8 = 10hrs	13	6.5 FTE
McCord, Catharine	LDAR 6604/7	SS	6	6604/7 = 10hrs	14	7 FTE

NOTE: Above does NOT include Maymester or Summer classes for the respective AY. Summer classes are not considered part of the annual academic teaching contract and are paid individually on a "per class" basis.

4. Visiting Lecturers/Critics – section needs attention

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

The department maintains an active program of inviting visiting guests from within and outside the Denver metropolitan area to speak in classes, participate in desk crits and to review students' work during juries. These guests include academics from other departments and institutions, professionals from public agencies and practicing professionals. A list of guests and critics who participated in landscape architecture reviews and courses during the past five years are listed in the table below. The list is organized by the term and year since our previous accreditation. Some names are repeated due to involvement in different terms and years.

In addition, the College of Architecture and Planning has an established lecture series. The college's various Departments do not run independent programs, but rather collaborate on one lecture program for the entire college each semester. A member of the faculty serves as lectures coordinator, assisted by recommendations for lecturers from the chairs and department Faculty. Students also participate in the selection of and hosting of visiting lecturers. The list of speakers for the college lecture series follows the table below.

Name	Field/Specialty	Date(s)	Contribution
Spring 2016			
Joern Langhorst	Associate Professor, Landscape Architecture	Spring 2016	Reviewer
Joni Palmer	Faculty, University of New Mexico	Spring 2016	Guest lecture
Esther Sullivan	Faculty, CLAS, CU Denver, Sociology	Spring 2016	Guest Lecture
Sue Weidemann	Faculty, SUNY Buffalo, Environmental Psychology	Spring 2016	Guest Lecture
Jared Carlon	PLA, Norris Design	Spring 2016 – Project Level Engagement	Repeated Discussions
David Cohen	Principal, Tanner G. Duckrey School	Spring 2016 – Semester Long	Collaborator
Judith Robinson	Community activist	Spring 2016 – Semester Long	Collaborator
Danita Bates	Community activist	Spring 2016 – Semester Long	Collaborator
Blaine Elementary Principal	Principal	Spring 2016 – Semester Long	Collaborator
WD Kelley Elementary Principal	Principal	Spring 2016 – Semester Long	Collaborator
Gideon Elementary Principal	Principal	Spring 2016 – Semester Long	Collaborator
Kier Johnston	Amber Arts	Spring 2016 – Mid Term	Juror
Joern Langhorst	Associate Prof – University of Colorado Denver	Spring 2016 – Final Review	Guest Lecture/Juror
Jody Beck	Associate Prof/Associate Dean of Academic Affairs – University of Colorado Denver	Spring 2016 – Final Review	Guest Critic/Juror

Jerry Wartgow	Chancellor, University of Colorado Denver	Spring 2016 – Final Review	Juror
Ann Komara	Professor – University of Colorado Denver	Spring 2016 – Final Review	Juror
Nequettat Alford	Climate Control Specialist, School District of Philadelphia	Spring 2016 – Final Review	Juror
Nestor Fedak	Construction Project Coordinator, City of Lakewood	3.3.16	Guest Critic/Client
Kit Newland	Director, Community Planning Resources, City of Lakewood	3.3.16	Guest Critic/Client
Allison Schenk	Manager, Marketing and Community Relations, City of Lakewood	3.3.16	Guest Critic/Client
Ross Williams	Facilities Planner, City of Lakewood	3.3.16	Guest Critic/Client
Jim Hasselgren	Park Supervisor, City of Lakewood	3.3.16	Guest Critic/Client
Holly Piza	P.E., Urban Drainage and Flood Control District	5.10.16	Guest Lecturer
Fall 2016			
Karen Sobel	Auraria Library Fine Arts Bibliographer	Fall 2016	Guest Lecture
Kevin Nichols	Neighborhood Engagement, City of Arvada	9.25.16	Client
Jason O'Keefe	Utilities Customer Information, City of Arvada	9.25.16	Client
Rita McConnell	Director of Community Resources, City of Arvada	12.14.16	Guest Critic/Client
Jim Sullivan	Director of Utilities, City of Arvada	12.14.16	Guest Critic/Client
Kate Larson	Senior Water Programs Manager, Center for Resource Conservation	12.14.16	Guest Critic/Client
Spring 2017			
Kate Davenport	Landscape Architect	Spring 2017	Multiple Graphics Workshops
Jim Sullivan	Director of Utilities, City of Arvada	3.9.2017	Juror
Harry Johnson	Landscape Architect, City of Arvada	3.9.2017	Juror
Sarah Maas	Landscape Architect, Civitas Inc.	3.9.2017	Juror
Kaia Nesbitt	Urban Design, Planning and Landscape Architecture Director, HDR	5.4.2017	Juror
Brooklyn Tieszen	Landscape Designer, HDR	5.4.2017	Juror
Summer 2017			
Haley Hassler	Artist	Summer 2017	Guest Lecture
Fall 2017			
Karen Sobel	Auraria Library Fine Arts Bibliographer	Fall 2017	Guest Lecture
Michael Griffith	Associate, RNL Design	Fall 2017	Reviewer/Participant
Andrew Irvine	Senior Principal, RNL Design	Fall 2017	Reviewer/Participant
Beth Vogelsang	Urban Planner, OV Consulting	Fall 2017	Reviewer/Participant
Elisabeta Stachisin Moura	Landscape Architect, RNL Design	Fall 2017	Reviewer/Participant
Michael Bouchard	Director of Construction, City and County of Denver	12.7.17	Juror
Adrienne Burton	Project Manager, City and County of Denver	12.7.17	Juror

Stephan Hall	Landscape Architect/Architect, Anderson Mason and Dale Architects	12.7.17	Juror
Sarah Maas	Landscape Architect, Civitas Inc.	12.7.17	Juror
Jim Sullivan	Director of Utilities, City of Arvada	12.13.17	Guest Critic/Client
Spring 2018			
Nermeen Dalgamoni	PhD Candidate – University of Colorado Denver	Spring 2018	Guest Lecture
Jamie Fogle	Landscape architecture – Professional, Design Workshop	Spring 2018	Guest Lecture
Jeffrey Vogel	Landscape architecture – Professional, Vogel and Associates	Spring 2018	Guest Lecture
Joni Palmer	Faculty, University of New Mexico	Spring 2018	Guest Lecture
Gordon Reusink	Director of Parks, Golf and Hospitality	Spring 2018	Juror
Sarah Washburn	Manager of Parks and Urban Design	Spring 2018	Juror
Rob Fleming	Architect, LEED AP BD&C, Salaman Family Chair in Sustainable Design, Professor and Director, MS in Sustainable Design Program, Jefferson University	Spring 2018 – Semester Long	Collaborator
Max Zahniser	LEED Fellow, Instructor, Jefferson University	Spring 2018 – Semester Long	Collaborator
George Pond	Vice President for Design and Campus Management, Senior Vice President, Denver Zoo	Spring 2018 – Mid Term	Reviewer
Next 17 Participants from the Philadelphia Zoo as well as Zookeepers from these areas			
Dr. Andy Baker	Chief Operating Officer and General Curator	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Kim Lengel	Vice President for Conservation and Education	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Doug Bohr	Vice President for Strategic Initiatives	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Utpal Passi	Vice President for Guest Relations	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Courtney Johnson	Director of Human Resources	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Laura Houston	Director of Conservation Engagement	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Dani Hogan	Conservation Educator	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Barbara McGrath	Creative Director	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Meghann Zekan	Environmental Graphics and Exhibition Designer	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant

Emily Katzin	Sustainability Manager	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Jerry Schrack	Director of Garden Operations	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Keith Hacke	Maintenance Superintendent	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
John Osifchock	Senior Project Manager	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Donna Evernham	Curator, Carnivores and Ungulates	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Ian Gereg	Curator, Birds	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Michael Stern	Curator, Primates	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Rick Waligora	Vice President of Facilities	Spring 2018 – Mid Term Review/Charrette	Reviewer/Participant
Nan Ellin	Dean, College of Architecture and Planning, University of Colorado Denver	Spring 2018 – Final Review	Juror
Ann Komara	Professor – University of Colorado Denver	Spring 2018 – Final Review	Juror
Joern Langhorst	Associate Professor – University of Colorado Denver	Spring 2018 – Final Review	Juror
Summer 2018			
Meg Oren	Landscape architecture – Professional, Didier Design	Summer 2018	Guest Lecture/Critic
Keith Williamson	Horticulturalist, Little Valley Nursery	Summer 2018	Guest Lecture/Critic
Lori Catalano	Landscape architecture – Professional, Faculty member CSU	Summer 2018	Guest Lecture/Critic
Fall 2018			
Karen Sobel	Auraria Library Fine Arts Bibliographer	Fall 2018	Guest Lecture
Mariko Tominaga	Landscape Architect, Wenk Associates	12.6.2018	Juror
Carter Crawford	Landscape Architect, North Carolina AT&T, CC Design	12.6.2018	Juror
Eric Pearse	Landscape Architect, Stantec	12.6.2018	Juror
Louise Bordelon	Landscape Architect	12.6.2018	Juror
Michael Griffith	Landscape Architect, Stantec	12.6.2018	Reviewer
Louise Bordelon	Landscape Architect	12.6.2018	Reviewer
Spring 2019			
Amber Wesner	City Planner	Spring 2019	City Planning Client
Chad Caletka	Landscape Architect/Urban Designer, MIGCOM	3.4.2019	Juror
Elizabeth Barr	Landscape Architect, Dig Studio	3.4.2019	Juror
Lisa Aldred	Director of Exhibitions, Denver Botanic Gardens	3.4.2019	Juror
Dunbar Elementary Principal	Principal	Spring 2019 – Review	Juror
Wright Elementary Principal	Principal	Spring 2019 – Review	Juror

Peirce Elementary Principal	Principal	Spring 2019 – Review	Juror
Morris School Principal	Principal	Spring 2019 – Review	Juror
Meade Elementary Principal	Principal	Spring 2019 – Review	Juror
Steele Elementary Principal	Principal	Spring 2019 – Review	Juror
Judith Robinson	Community activist	Spring 2019 – Review	Juror
Fall 2019			
Gretchen WIlson	Principal Dig Studio	Fall 2019	Juror
Xuemei Li	Associate Landscape Architect, Chinese Speaker to whom Chinese students presented in Mandarin	Fall 2019	Juror
Kelly Finkowski	Associate Landscape Architect, Dig Studio, Inc.	Fall 2019	Juror
Tom Gougeon	Director, Gates Family Foundation	Fall 2019	Guest Lecture/Guest Critic
Gretchen WIlson	Principal Dig Studio	Fall 2019	Juror
Xuemei Li	Associate Landscape Architect, Chinese Speaker to whom Chinese students presented in Mandarin	Fall 2019	Juror
Kelly Finkowski	Associate Landscape Architect, Dig Studio, Inc.	Fall 2019	Juror
Jake Frankhouser	Professional landscape architect, MLA faculty member (retired)	Fall 2019	Guest Lecture
Joni Palmer	Faculty, University of New Mexico	Fall 2019	Guest Lecture
Kier Johnston	Amber Arts	Fall 2019 – Mid Term	Juror
Esteban Figueroa	Artist	Fall 2019 – Mid Term	Juror
Irene Vilar	Executive Director/Executive Dir., The Americas for The Arts	Fall 2019 – Mid Term & Final Review	Juror
Robert Mandel	Vice President, The Americas for The Arts	Fall 2019 – Mid Term & Final Review	Juror
Ann Komara	Professor - University of Colorado Denver	Fall 2019 – Final Review	Juror
Joern Langhorst	Associate Professor – University of Colorado Denver	Fall 2019 – Final Review	Juror
Jody Beck	Associate Professor/Associate Dean of Academic Affairs, College of Architecture and Planning, University of Colorado Denver	Fall 2019 – Final Review	Juror
Nan Ellin	Dean	Fall 2019 – Final Review	Juror
Spring 2020			
Laine Cidlowski	Food Systems Administrator	Spring 2020	City Food Systems Client Lead
Carle Meese	Architect and Planner, Auraria Higher Education Campus	2.20.2020	Guest Lecture
Nancy Locke	Principal, Urban Places Studio, Stantec	3.9.2020	Guest Critic/Juror
Amir Alrubaiy	Architect, Professor, University of Colorado Denver	3.9.2020	Juror

Lake Douglas	Landscape Architect, Professor, Louisiana State University	5.8.2020	Juror
Matt Shawaker	Urban Designer, Livable Cities	5.8.2020	Juror
Kathy Velikov	Interdisciplinary Design Professor, University of Minnesota	5.8.2020	Juror
Bryon Weber	Landscape Architect and Planner, Auraria Higher Education Campus	5.8.2020	Juror
Fall 2020			
Candi Cdebaca	Denver City Council	Fall 2020	Guest Lecturer
Jenna Harris	Landscape Architect, Denver Parks and Rec	Fall 2020	Juror
Carter Crawford	PHD., MLA faculty (former lecturer), University of Colorado Denver	Fall 2020	Juror
Anna Bierbrauer	MLA., PhD candidate, University of Colorado Denver	Fall 2020	Juror
Israel Hinojosa-Baliño	PhD in Geography CU Boulder, consultant for GIS/Research	Fall 2020	Juror
Joern Langhorst	MLA faculty, Associate Professor, University of Colorado Denver	Fall 2020	Juror
Jody Beck	MLA faculty, Associate Professor/Associate Dean of Academic Affairs, College of Architecture and Planning, University of Colorado Denver	Fall 2020	Juror
Rachel Scarborough	PLA, Associate Principal, Mundus Bishop (alum)	Fall 2020	Juror
Kate Davenport	ASLA, Designer, Didier Design (alum)	Fall 2020	Juror
Ryan Sotirakis	AICP, Dig Studio (alum)	Fall 2020	Juror
Carter Marshall	PLA, Associate, Design Concepts (alum)	Fall 2020	Juror
Andi Rutherford	PLA, ASLA, Associate, Biohabitats (alum)	Fall 2020	Juror
Lori Catalano	RLA, Associate Professor, CSU	Fall 2020	Juror
Billy Gregg	RLA, ASLA, Principal, Studio CPG, Denver (alum)	Fall 2020	Juror
Marty Egan	consultant, expert presenter (alum) (now at Denver Zoo)	Fall 2020	Juror
Sarah Maas	PLA, Civitas, Inc. (alum)	Fall 2020	Juror
Josh Brooks	PLA, ASLA, Senior Associate, Sasaki Associates, Denver	Fall 2020	Juror
Michelle Jeffrey Delk	Snøhetta, Partner/Discipline Director, Landscape Architecture (alum)	Fall 2020	Juror
Sarah Maas	PLA, Civitas, Inc. (alum)	Fall 2020	Juror
Eric Pearse	PLA & Urban Designer (alum)	Fall 2020	Juror
Meredith Wenskoski	Founder, Livable Cities Studio (alum)	Fall 2020	Juror
Zeynep Kezer	Professor, Newcastle University, School of Architecture Planning and Landscape	Fall 2020	Guest Lecture

Scott Jordan	Landscape architecture – Professional, Civitas, Inc.	Fall 2020	Guest Lecture
Ty Bereskie	Senior Planner, Denver Water	Fall 2020	Guest Lecture
Wade Broadhead	Planning and Zoning Director, Florence, CO	Fall 2020	Guest Lecture
Joni Palmer	Faculty, University of New Mexico	Fall 2020	Guest Lecture
Laurel Raines	Principal, Dig Studio, Inc.	Fall 2020 – Semester Long	Regular Guest Critic
Nan Ellin	Dean, College of Architecture and Planning, University of Colorado Denver	9.7.2020	Guest Lecture
Laura Aldrete	Director, Community Planning and Design, City and County of Denver	9.21.2020	Guest Lecture
Chandi Aldena	Landscape Architect, Trust for Public Land	9.28.2020	Guest Lecture
Tina Bishop	Principal, Mundus Bishop	10.5.2020	Guest Lecture
Annie Barrow	Horticulturalist, Denver Botanic Gardens	10.19.2020	Guest Lecture
Eulois Cleckley	Director, DOTI Denver	12.4.2020	Juror
Jennifer Hillhouse	Walk Denver, DOTI Denver	12.4.2020	Juror
Laura Aldrete	Director, Community Planning and Design, City and County of Denver	12.4.2020	Juror
Spring 2021			
Robin Rooney Norcross	Landscape Architecture – Professional, Sr. Associate, Civitas, Inc.	Spring 2021	Juror
Michelle Delk	Snøhetta, Partner/Discipline Director, Landscape Architecture (alum)	Spring 2021	Juror
Liz Barr	Silva Cell Specialist, PLA, Landscape Architect, Dig Studio	Spring 2021	Guest Lecturer
Sandra Clinton	Professional Landscape Architect, Founder, Clinton Associates	Spring 2021	Guest Lecture
Tim Carlin	Peak Elementary Principal of Fun	Spring 2021 – Semester Long	Collaborator
Haydee Ayi-Bonte	Peak Elementary Assistant Principal	Spring 2021 – Semester Long	Collaborator
Noel Harryman	Facility Management, Jeffco Public Schools	Spring 2021 – Semester Long	Collaborator
Hunter White	MLA, ASLA, Landwise LLC - General Manager	Spring 2021 – Semester Long	Collaborator
Bruce Huxley	Architect, LEED AP Director, Planning and Property, Facility Management, Jeffco Public Schools	Spring 2021 – Semester Long	Collaborator
Ben Ferrara	Assistant Purchasing Director, Jeffco Public Schools	Spring 2021 – Semester Long	Collaborator
Katelyn Wager, PE	Structural Engineer, Evstudio	Spring 2021 – Semester Long	Collaborator
David Curnow	Facilities, Planning & Construction, Jefferson County Public Schools	Spring 2021 – Semester Long	Collaborator
Peter Chivers	Thrive Design	Spring 2021 – Semester Long	Collaborator

Ms. Alisha & Ms. Mindy	Kindergarten – Peak Elementary Teacher	Spring 2021 – Mid Term Survey & Charette	Participant
Ms. Dani & Ms. Lo	1st Grade – Peak Elementary Teacher	Spring 2021 – Mid Term Survey & Charette	Participant
Ms. Liz	2nd Grade – Peak Elementary Teacher	Spring 2021 – Mid Term Survey & Charette	Participant
Caroline O'Neal	ASLA, Project Manager, Specified Play Equipment Co.	Spring 2021 – Mid Term	Reviewer
Gaelen Means	Bio-Logical Capital	Spring 2021 – Mid Term	Reviewer
Justin DiPietro	Associate, HORD COPLAN MACHT	Spring 2021 – Mid Term	Reviewer
Esther Sullivan	Associate Professor – University of Colorado Denver	Spring 2021 – Midterm and Final	Reviewer
Fall 2021			
Leah Bryant	Landscape Architecture – Professional	Fall 2021	Guest Lecture
Jake Seymour	Landscape Architecture – Professional	Fall 2021	Guest Lecture
Emmanuel Didier	Landscape Architecture – Professional	Fall 2021	Guest Lecture
Kate Davenport	Landscape Architecture – Professional	Fall 2021	Guest Lecture
Gretchen Wilson	Landscape Architecture – Professional	Fall 2021	Guest Lecture
Liz Barr	Landscape Architect, Lifescape	Fall 2021	Juror
Michelle Delk	Principal, Snohetta	Fall 2021	Juror
Anna Bierbrauer	PhD candidate, University of Colorado Denver	Fall 2021	Guest Lecturer
Dawn DiPrince	History Colorado, Long-term Resident of Pueblo	Fall 2021	Project Design, Reviewer
Wade Broadhead	Pueblo Planning Office	Fall 2021	Community Orientation
Jan Longwell	Landscape Architect, Longwell MacDonald, San Francisco, CA	Fall 2021	Juror
Todd Meyer	Principal, Stantec, Chicago, IL	Fall 2021	Juror
Jamie Wirkler	Experience Designer, Vibe Studio at Stantec, Boulder	Fall 2021	Juror
Steven Chaffer	Architect/Parametric Designer, Vibe Studio at Stantec, Boulder	Fall 2021	Juror
Eric Pearse	Landscape Architect, Stantec	Fall 2021	Juror
Todd Wenskoski	Principal, Livable Cities Studio	Fall 2021	Juror
Matt Shawaker	Urban Design Director, Livable Cities Studio	Fall 2021	Juror
Suzanne Serna	Senior Associate, Landscape Architect, Stantec	Fall 2021	Juror
Michael Griffith	Senior Associate, Stantec	Fall 2021	Juror
Rich Von Luhrte	Retired, RNL Design	Fall 2021	Juror
Gretchen Wilson	Partner, Dig Studio	Fall 2021	Juror
Joni Palmer	Faculty, University of New Mexico	Fall 2021	Guest Lecture

Daniel Winterbottom	Professor/Director of Design/Build Program – University of Washington, Department of Landscape Architecture	9.13.21	Guest Lecture
Catharine McCord	Adult Programs Coordinator focused on Wellness and Therapeutic Horticulture – Denver Botanic Gardens	9.20.21	Juror
Areti Athanasopoulos	Co-Founder – ReGeneration Now	9.20.21/12.9.21	Juror
Joern Langhorst	Associate Professor – University of Colorado Denver	10.4.21/12.9.21	Guest Lecture/Juror
Sarah Brown	Ph.D. Candidate – University of Colorado Boulder	10.7.21	Guest Lecture
Jody Beck	Associate Professor/Associate Dean of Academic Affairs, College of Architecture and Planning, University of Colorado Denver	10.21.21/12.9.21	Guest Critic/Juror
Lois Brink	Landscape Architect/Strategist/Professor – University of Colorado Denver/The Big Sand Box	10.28.21/12.9.21	Juror
Booker Tieszen	Landscape Architect – Sasaki	10.28.21/12.9.21	Juror
Aletha Spang	Student – University of Colorado Denver	10.28.21	Juror
Doug Leonard	Project Manager – Aqua Engineering, Inc.	11.29.21	Guest Lecture/Guest Critic
Josh Spinner	Landscape Designer – DHM Design	12.9.21	Juror
Louise Bordelon	Assistant Professor and Chair – University of Colorado Denver	12.9.21	Juror
Ann Komara	Professor – University of Colorado Denver	12.9.21	Juror
Frank Pendrell	Landscape Designer – Lifescape Colorado	12.9.21	Juror
Michelle Marks	Chancellor, University of Colorado Denver	12.10.21	Juror
Joey Carasquillo	Architect, Anderson Mason Dale	12.10.21	Juror
Greg Dorolek	Principal, Wenk Associates	12.10.21	Juror
Spring 2022			
Anna Bierbrauer	Ph.D. Candidate - University of Colorado Denver/Consultant – USFS	Spring 2022	Juror
Robin Rooney Norcross	Landscape Architecture – Professional, Sr. Associate, Civitas, Inc.	Spring 2022	Juror
Areti Athanasopoulos	Landscape Architecture – Professional, Design Workshop/Co-Founder, ReGeneration Now, Non-profit	Spring 2022	Juror
Chelsea Gieryic	Landscape Architecture – Professional, Livable Cities Studio	Spring 2022	Juror
Carolyn Bresnahan	Landscape Architecture – Professional, Norris Design	Spring 2022	Juror
Jordan Block	Urban Design Discipline Lead, Stantec	Spring 2022	Reviewer

Matt Shawaker	Design Director, Livable Cities Studio	Spring 2022	Reviewer
Erin Fosdick	Planning Director, City of Longmont	Spring 2022	Reviewer
Tony Mazzeo	Principal, HDR	Spring 2022	Reviewer
Hannah Mullroy	Sustainability Director, City of Longmont	Spring 2022	Reviewer
Daniel Navarro Gomez	Landscape Architect, Design Workshop	Spring 2022	Reviewer
Eric Pearse	Senior Designer, Stantec	Spring 2022	Reviewer
Louise Bordelon	Chair, CAP Landscape Architecture	Spring 2022	Reviewer
Ann Komara	Associate Professor, CAP Landscape Architecture	Spring 2022	Reviewer
Suzanne Serna	Senior Associate, Landscape Architect, Stantec	Spring 2022	Reviewer
Derek Updegrove	3rd year MLA Student	Spring 2022	Critic
Michael Adele	Landscape Design | Build | Care	Spring 2022 – Semester Long	Reviewer
Maggie Lautzenheiser-Page	Crawford School Community School Coordinator	Spring 2022 – Semester Long	Reviewer
Jada Ruiz-Castro	Community Health Resource Advocate, Aurora Public Schools	Spring 2022 – Semester Long	Reviewer
Eve Kutchman	M.Ed. Child Health Advocacy Institute | Lifestyle Medicine, Children's Hospital Colorado	Spring 2022 – Semester Long	Reviewer
Luis Rico	Crawford School Family Liaison, Special Populations	Spring 2022 – Semester Long	Reviewer
Andrew Dawson	Landscape Architect, WRT Design	Spring 2022 – Semester Long	Consultant
Kacy Roeder	Design Manager at Specified Play Equipment Co.	Spring 2022 – Mid Term	Reviewer
Darin Delay	Parks & Urban Design Manager at City of Arvada	Spring 2022 – Mid Term	Reviewer
Derek Brandt, MLA	HABITAT GUILD, LLC, Landscape Design | Build | Care	Spring 2022 – Mid Term	Reviewer
Justin DiPietro	Associate, HORD COPLAN MACHT	Spring 2022 – Mid Term	Reviewer
Areti Athanasopoulos	Co-Founder - ReGeneration Now	Spring 2022 – Mid Term	Reviewer
Sarah Bonquist	Landscape Architect, Design Workshop	2.15.2022	Guest Critic/Juror
Audrey Sorenson	Landscape Architect, Sasaki	2.15.2022	Guest Critic/Juror
Ignacio Correa-Ortiz	Architect, RTD Denver	3.7.2022	Juror
Jolon Clark	Ward Counselor, Denver	3.7.2022	Juror
Sarah Cawrse	Landscape Architect and Planner, City and County of Denver	3.7.2022	Juror
Tory Hancock	Landscape Architect and Horticulturalist	3.7.2022	Juror
Megan Shiotani	Landscape Architect, Wenk	5.6.2022	Juror
Cali Pfaff	Landscape Architect, Studio Campo	5.6.2022	Juror
Ashleigh Quillen	Landscape Architect, DHM	5.6.2022	Juror
Louise Bordelon	Assistant Professor and Chair - University of Colorado Denver	5.6.2022	Juror

College of Architecture and Planning Lecture Series and Other Lectures
(All lectures joint supported across the College of Architecture and Planning. Gaps in lecture titles due to lack of readily available records.)

Spring 2016
Brad Cloepfil – principal of Allied Works Architecture, Portland and New York
   Case Work; January 20
Keith Loftin – professor of architecture and director of the program for mideast exchange and cooperation, University of Colorado Denver
   The Process of Invention: A Documentary; February 17
Nina Rappaport – architectural critic, curator and educator, publication director at Yale School of Architecture, director of the Project/Think Tank the Vertical Urban Factory
   Vertical Urban Factories; February 18
Jamie Maslyn Larson – partner, West 8, urban design and landscape architecture firm in New York
   Governor's Island: A World Apart; February 22
Karen Umemoto – professor, Department of Urban and Regional Planning, University of Hawaii at Manoa
   Community Engagement in the Context of Growth: Lessons from the Kaka'ako Urban Planning Academy; February 24
Kim Day – chief executive officer, Denver International Airport
   The Role of Denver International Airport in Denver's Growth and Development; March 8
Joan Soranno, FAIA – vice president and design principal, HGA, architecture, engineering and planning firm in Minneapolis
   Work; March 10

Fall 2016
Harry Teague, AIA – Harry Teague Architects
   Architecture: Music; September 19
Florian Idenburg, RA, AIA-IA – founding partner of SO-IL and associate professor in practice of architecture, Harvard Graduate School of Design
   Order, Edge, Aura; October 5
Bill Wenk, FASLA – founder and president of Wenk Associates, Inc.
   Reconsidering the Natural City: Ecological Design from the Perspective of 40 Years of Practice; October 17
Julie Campoli – Terra Firma Urban Design
   There Will be Cupcakes: Gentrification and Displacement in Walkable Places; October 18
Pekka Heikkinen – professor, Aalto University, Department of Architecture, Finland
   Learning to Use Wood; October 24
Ed Suzuki – Edward Suzuki Associates Inc., Japan
   My Works and Good Design; November 2
Reuben Rainey – professor emeritus, University of Virginia School of Architecture; co-director, Center for Design and Health
   The Garden in the Machine: The Return of Nature to the High-Tech Hospital; November 7

Spring 2017
Bon Ku, MD, MPP – associate professor, Department of Emergency Medicine, Thomas Jefferson University
   How Doctors and Architects Can Work Together to Design Healthier Communities; February 27
Laurel Raines, ASLA – founding principal, DIG Studio
   Landscape in Practice; March 13
Michael Murphy – co-founder and executive director, MASS Design Group
   March 27

Nick Dawson – executive director, Johns Hopkins Sibley Innovation Hub and chair, Executive Board Medicine X, Stanford University

   Co-designing with Patients; April 3

Rolf Pendall, PhD – co-director, Metropolitan Housing and Communities Policy Center, Urban Institute

   Building Inclusion into the Millennial City; April 10

Mark Gelernter, PhD – A lecture by Dean Mark Gelernter and a reception honoring him as he retires

   Speculations on the Future of Architectural Education: Looking Forward While Reflecting Back; April 17

Laura Kirk, president and managing principal of DHM Design; Tina Bishop, principal, Planner/Landscape Architect of Mundus Bishop Design; Martha Bennett, FAIA, LEED AP, principal in charge of architectural program development and social responsibility of Bennett Wagner & Grody Architects PC; Liz Hallas, AIA, LEED AP BD + C of Anderson Hallas Architects, PC; Enessa Janes, PhD, AICP, community resilience coordinator with the City of Arvada

   Women in the Design Profession Panel Discussion; April 18

Lorcan O'Herlihy, FAIA – founder and principal, LOHA

   Stanley H. and Theodora L. Feldberg Lecture Fund in Honor of Donald R. Roark; April 24

Fall 2017

Paul Lewis – associate professor and associate dean, Princeton University; principal, LTL Architects

   Manual of Section; September 25

Rachel MacCleary and Bob Pachard – senior vice president, Urban Land Institute; partner, ZGF Architects (respectively)

   Cross-Disciplinary: Discussing the Intersections of Architecture, Public Health & Design; October 11

Louis Becker – design director and principal partner, Henning Larson Architects

   Henning Larsen Architects: A Nordic Perspective on Creating Livable Cities; October 16

Adam Haddow – winner of the Penelope and Edward Bilson Traveling Scholarship; director, SJB Architects

   October 19

Joni Palmer – visiting assistant professor, Department of Community & Regional Planning, University of New Mexico; adjunct associate professor, Geography & Environmental Studies, University of New Mexico

   The Pedestrian Practice of Fieldbooks: The Fieldbook as a Critical Mobile, Methodology and Everyday Urban Praxis; October 23

Mira Locher – chair of the School of Architecture, University of Utah; partner, Kajika Architecture

   Shunmyo Masuno's Zen Gardens; October 30

Susannah Drake – founding principal DLANDstudio Architecture + Landscape Architecture pllc.

   Mountain to Shore: Redevelopment or Urban Infrastructure for the 21st Century Environment; November 13

Spring 2018

Thomas Kelley – partner, Norman Kelley; assistant professor, University of Illinois Chicago

   Norman Kelley is Accessory; February 1

Curtis Fentress, FAIA, RIBA – president, CEO, principal of design, Fentress Architects

   February 6

Donovan Finn, PhD – assistant professor, Stony Brook University

   Why is Disaster Recovery Planning so Difficult? Insights from Superstorm Sandy; March 8

Ronit Bezalel – filmmaker/director

   70 Acres in Chicago: Cabrini Green; March 13

Scott Lindenau, FAIA – design principal, Studio B Architecture + Interiors

   The Art of Drawing While Practicing Restraint; March 28

Kiyoshi Takeyama – founder, Amorphe; professor, Kyoto University

   Imagining Absence; April 3

Michelle Delk & Jill Kurth – discipline director; Snøhetta and western regional practice leader, AECOM
  Leadership in Landscape; April 9
David Carpenter – principal, DHM Design
  Design in the American West; April 19

Fall 2018
Jennifer Bonner – director of MALL; assistant professor at Harvard University Graduate School of Design; and director of the Master in Architecture II Program
  September 27
David Leven and Stella Betts – founding partners, Levenbetts Architecture; associate professor at Parsons School of Constructed Environments; adjunct professor, Colombia University Graduate School of Architecture, Planning, and Preservation
  Open House; October 10
Nile Greenberg – founder of NILE, a modernist design studio
  Warm Rules. Loving Neutrality and Nice Architecture; October 23
Yong Cho – principal, Studio Completiva
  From Object to Impact: Using Design to Advocate Progress; November 1
Elizabeth Walsh, PhD – visiting assistant professor, CU Denver; program coordinator - DUGC Urban Sustainability Cohort
  From Thanksgiving to Systems thinking: Foundations of Regenerative Design and Development; November 13
Ana Isabel Baptista, PhD – assistant professor of professional practice in the Environmental Policy and Sustainability Management graduate program at the Milano School of Policy, Management, and Environment; co-director of the Tishman Environment & Design Center (TEDC) at The New School
  Community Engaged Research for Environmental Justice, November 26

Spring 2019
Molly Hunker, Greg Corso vs. Paul Andersen – Sports Collaborative vs. Independent Architecture
  Critical Practices Panel; February 12
Kelly Bair and Kristy Balliet – BairBalliet
  Unboxed; March 7
Tolya Stonorov – Norwich University
  The Design-Build Studio; March 14
Mack Scogin and Merrill Elam – Feldberg Roark Memorial Lecture and NCBDS Keynote Address
  Constructing Context; March 15
Keith Bowers – Biohabitats, Inc.
  Restoring the Future; March 18
Andrea Volpe – University of Florence / Bixler International Initiatives Lecture
  Italian Grand Tour; April 2
Tina Bishop – Mundus Bishop
  Landscape Stories; April 8
Douglas Hanson – HansonLA Architecture and Design
  Building Communities; April 18

Fall 2019
Jenny & Anda French – Principals, French 2D
  just around the corner: buildings, banquets, and bas-relief; September 24
Yosuke Komiyama – assistant professor, Kyoto University
  October 4
Brad Tomecek – principal, Tomecek Studio
  Essence: Poetics, Systems and the Intimacy of Making; October 23
Sarka Malošíkova – Czech Technical University Prague
  October 24

Antom Garcia Abril – principal, Ensamble Studio
> ***On/Off***; October 30

Juho Gronholm – principal, ALA Architects
> November 4

Danielle Rivera – assistant professor, University of Colorado Boulder
> ***Environmental Justice in LatinX Communities***; November 5

Katy Barkan – principal, Now Here
> ***Category Errors and Equivocations***; November 18

Spring 2020

Sean Canty – Sean Canty Studio; Harvard GSD
> ***Near Type Near Figure***; February 10

Peter Pennoyer – Peter Pennoyer Architects; Institute for Classical Architecture
> ***Challenge and Reward: Precedent as a Tool in Architectural Practice***; February 20

Matt Kreilich – Snow Kreilich Architects
> February 26

Lesli Hoey – University of Michigan
> ***Food Insecurity: Equity Planning's Canary in the Coal Mine***; March 2

(The remaining lectures this term cancelled due to COVID.)

Fall 2020

Luis Meltran Del Río and Andrew Sosa – vrtical; Universidad Anáhuac del sur and Universidad Anáhuac México
> October 20

Andrew Atwood and Anna Neimark – First Office; University of California Berkely
> October 27

Leslie Lok and Sasa Zivkovic – HANNAH; Cornell University
> November 4

Isaac Michan Daniel – Michan Architecture; University Anahuac
> ***Michan Architecture***; November 7

Jacob Mans – Decentralized Design Lab; University of Minnesota
> ***Building Inquiry***; November 17

Spring 2021

Kathy Velikov & Geoffry Thün – RVTR
> February 24

Nicole McIntosh and Jonathan Louie – Architecture Office
> ***Are We There, There?!***; March 10

Rael San Fratello – Emerging Objects; Forust; UC Berkeley
> March 17

Mary-Margret Zindrin – AIA Minnesota
> March 24

Jason Kelly Johnson and Nataly Gattegno – Futureforms

Fall 2021

Daniel Winterbottom – assistant professor, University of Washington
> ***Witness, Activist, Listener, Designer: Drawing as Inquiry/Building as Community Discourse***; September 13

CCY Architects – panel moderated by Assistant Professor Rick Sommerfeld
> October 6

Daniel Freidman – FAIA and professor at the University of Hawaii at Manoa
> October 27

Jeana Ripple – associate professor at the University of Virginia and MIR Collective
> ***Material Translation***; November 3

Jon Pickard – FAIA, Pickard Chilton
> ***Mark Outman Memorial Lecture***; November 10

Jennifer Newsom – associate professor at Cornell University and Dream the Combine
> November 17

Spring 2022

John L. Renne – professor and director, Center for Urban and Environmental Solutions, Florida Atlantic University Boca Raton
> February 4

Sarah Aziz – visiting assistant professor of architecture, with emphasis on issues of JEDI, University of Colorado Denver
> February 17

Paul Anderson – Independent Architecture
> February 28

Danika Cooper – assistant professor, Landscape Architecture, University of California, Berkeley
> March 7

Rocky Piro – CU Denver
> March 14

James Elliot – professor and chair of Sociology, Rice University
> ***Disasters in the Making: Uncovering the Hidden Dynamics of Natural and Industrial Disasters***; March 28

Catherine D'Ignazio – associate professor of Urban Science and Planning, MIT
> April 4

Meredith Wenskoski, Livable Cities; Anna Cawrse, Sasaki; Eileen Kemp, DHM; Nicole Horst, Wenk; Diane Lipovsky, Superbloom; Laurel Raines, DIG; Jana McKenzie, Logan Simpson; Rachel Scarborough, Mundus Bishop; Amirah Shahid, HDR
> ***8x8: Women in Landscape Leadership Lecture***; April 11

Luke Bulman – Office of Luke Bulman
> April 18

Landing Sites – CU Denver + Stantec Symposium
> ***CU Denver JEDI Symposium***; April 21 + 22

5. Individual Faculty Record

The faculty teaching records are organized in the following order. See digital files for individual faculty and lecturer information.

Current Faculty

Lois Brink　　　　　　Professor
https://www.linkedin.com/in/lois-brink-0bb21675

Ann Komara　　　　　Professor, Chair (Fall 2009 – Spring 2019)
https://www.linkedin.com/in/komara-ann-50934b14

Jody Beck　　　　　　Associate Professor, Associate Dean
https://www.linkedin.com/in/jody-beck-35755937

Joern Langhorst　　　Associate Professor, Interim Chair (Fall 2019 – Spring 2020)
https://www.linkedin.com/in/joern-langhorst-3b71546

Louise Bordelon　　　Assistant Professor, Chair (Fall 2020 – present)
https://www.linkedin.com/in/louise-bordelon-78b2b232

Nancy Locke　　　　　Visiting Assistant Professor, former Lecturer
https://www.linkedin.com/in/nancy-locke-3ba51bb

Previous Faculty

Lori Catalano　　　　Assistant Professor, Associate Chair
https://www.linkedin.com/in/lori-catalano-pla-6a00a026

Emmanuel Didier　　　Instructor
https://www.linkedin.com/in/emmanuel-didier-33317223

Tony Mazzeo   Assistant Professor, Adjunct
https://www.linkedin.com/in/anthony-mazzeo-4937ab60
Leila Tolderlund   Associate Professor, Adjunct
https://www.linkedin.com/in/leila-tolderlund-b9a52819

Lecturers (2016-2022)

Liz Barr
https://www.linkedin.com/in/liz-barr-pla-asla-a3947a40?trk=public_profile_browsemap
Annie Barrow
https://www.linkedin.com/in/annie-barrow-8ab82b4?original_referer=https%3A%2F%2Fwww.google.com%2F
Anna Bierbrauer
https://www.linkedin.com/in/anna-bierbrauer
Jordan L. Block
https://www.linkedin.com/in/jordan-block-aicp-6171939b
Yi-Chia Chen
https://clas.ucdenver.edu/ges/yi-chia-chen
Jesse Clark
https://www.linkedin.com/in/jesse-clark-16480a22
Carter Crawford
https://www.linkedin.com/in/carter-crawford-0b447528?original_referer=https%3A%2F%2Fwww.google.com%2F
Lindsay Cutler
https://www.linkedin.com/in/lindsay-cutler-6806399b
Andrew Dawson
https://www.linkedin.com/in/andrew-dawson-b537b782
Darin Delay
https://www.linkedin.com/in/darin-delay-260b477a
Dawn DiPrince
https://www.linkedin.com/in/dawn-diprince-100
Samantha Grabowska
https://www.linkedin.com/in/manifoldinglabs
Israel Hinjosa-Balino
https://www.durham.ac.uk/staff/israel-hinjosa-balino/
Michael Hinke
https://www.linkedin.com/in/michaelhinke?original_referer=https%3A%2F%2Fwww.google.com%2F
Cheryl Lough
https://www.linkedin.com/in/uponcheryllough333
Catharine McCord
https://www.linkedin.com/in/catharinemccord

Kaia Nesbitt
https://www.linkedin.com/posts/kaia-nesbitt-rla-2428021_hdr-named-employer-of-the-year-by-wts-colorado-activity-6905248248848859136-gKdr
Adam Nims
https://www.linkedin.com/in/adam-nims-83a44328
Nick Patin
n/a
Melanie Reber
https://www.linkedin.com/in/melanie-reber-rla-89444b11?original_referer=https%3A%2F%2Fwww.google.com%2F
Amanda Rees
https://www.linkedin.com/in/amandagrees
Evan V Remington
https://www.linkedin.com/in/evan-remington-11737836?original_referer=https%3A%2F%2Fwww.google.com%2F
Andi Rutherford
n/a
Susan Sherrod
https://www.linkedin.com/in/susan-sherrod?original_referer=https%3A%2F%2Fwww.google.com%2F
Meghan Simonds
n/a
Heryk R. Tomassini
https://www.linkedin.com/in/heryk-tomassini-1903aa23
Mariko Tominaga
https://www.linkedin.com/in/mariko-tominaga-47425226?original_referer=https%3A%2F%2Fwww.google.com%2F
Meredith Wenskoski
https://www.linkedin.com/in/meredith-wenskoski-7210b810
Gretchen Wilson
https://www.linkedin.com/in/gretchen-wilson-17a0bb52
Jesse Young
http://www.landwise.com/jesse-young

Contributing Faculty

Taisto Makela   Associate Professor – Architecture
https://www.linkedin.com/in/taisto-h-m%C3%A4kel%C3%A4-ph-d-princeton-84782318
Peter Park   Lecturer – Urban and Regional Planning
https://www.linkedin.com/in/peter-park-5897a6a0
Ken Schroeppel   Assistant Professor, Clinical Teaching Track – Urban and Regional Planning
https://www.linkedin.com/in/ken-schroeppel-aicp-62435b3
Jenny Steffel Johnson   Instructor, Associate Chair – Urban and Regional Planning
https://www.linkedin.com/in/jennifer-steffel-johnson-8281244
Paul Stockhoff   Lecturer – Architecture
https://www.linkedin.com/in/paul-stockhoff-3ab49368

See LinkedIn links or separate digital files for faculty CVs or more lecturer information.

ADDENDUM F
FACILITIES INFORMATION

Image courtesy Jesse Kuroiwa/VRC

F. FACILITIES INFORMATION

Instructions

1. **Tabulate space data as shown below.**
2. **Describe any steps that are being taken to improve the spaces.**

See Chapter 7 of SER for more information regarding upgrades and planned facilities improvements.

3. **Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.**

See digital drawings located on the OneDrive. The first floor is the only floor with shared use spaces aside from various facilities closets throughout the building for infrastructural maintenance.

4. **If spaces are shared by other programs or departments, indicate this on the spaces affected.**

See table below. The first floor is the only floor with shared use spaces aside from various facilities closets throughout the building for infrastructural maintenance.

Program Facilities

The following chart includes current classrooms and exhibit, lab, CAP storage, and studio spaces shared between programs within the College of Architecture and Planning. Faculty and administrative offices, restrooms, and facilities closets not necessarily included. Square footage is rounded to the nearest whole number. Capacity is given for classrooms, studios, and conference rooms – storage rooms, crit rooms, galleries, kitchens, break rooms, etc. are omitted due to varying uses and conditions of those spaces.

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)
Level 1				
	Varies	Varies	Main Lobby, Security Desk, University-Shared Classrooms, inworks, MBA suite, CU Denver CityCenter, Facilities/ AV/Building Control Rooms, Restrooms, Loading Dock	University controlled shred use
			Gallery/Reception	Shared between CAP and CAM (the College of Arts and Media – 8th floor)
1400/A-E	Varies		CAP Annex Space	CAP exclusive
Level 2				
2000/2003	1387		Gallery/Reception/Lounge	CAP exclusive
2001	10386	147	Studio – MLA shared with CAP Undergraduate	CAP exclusive
2001A	318		Critique Room	CAP exclusive
2001B	342		Critique Room	CAP exclusive
2001C	320		Critique Room	CAP exclusive
2004	362		CAP Reception	CAP exclusive
2005	756	36-49	Classroom (medium)	CAP exclusive
2006	1229		Quiet Study	CAP exclusive
2100	355		Gallery/Entry	CAP exclusive
2201	44		CAP Storage	CAP exclusive
2202	326		CAP File Storage	CAP exclusive
2300	593		Open Space	CAP exclusive
2300A-H	1010		CAP Student Services	CAP exclusive
2300J	242	10-15	Conference Room	CAP exclusive
2300K	117		Break Room	CAP exclusive
A200	Varies		CAP Annex Space	CAP exclusive
Level 3				
300			CAP UTA Research Center – open space	CAP exclusive

300A			CAP UTA Research Breakroom	CAP exclusive
300C-E	Varies		CAP UTA Research Center Meeting Rooms	CAP exclusive
310	476		CAP Breakroom	CAP exclusive
320A	409	1-35	Seminar Room (small)	CAP exclusive
320B	519	25	Seminar/Critique Room – "Octagon" Gallery	CAP exclusive
320C	413	1-35	Seminar Room (small)	CAP exclusive
330	1176		Dean's Suite/Gallery/ Reception	CAP exclusive
330I	141		Storage Closet	CAP exclusive
330J	167	6-10	Dean's Conference Room	CAP exclusive
340	636	1-30	Classroom (medium)	CAP exclusive
3300	235		Portfolio Room	CAP exclusive
3301	1212	36-49	Classroom (medium) – digital hubs	CAP exclusive
Level 4				
400	698		Student Lounge	CAP exclusive
410	996	20	Studio	CAP exclusive
420	234		Portfolio Photo Studio	CAP exclusive
440	1305	50-100	Classroom (large)	CAP exclusive
440A	318		LA Department Storage	CAP exclusive
450/450C	2568		Fabrication Lab/Wood Shop	CAP exclusive
450A	190		3D Printing Lab	CAP exclusive
450B1	160		Lab Storage	CAP exclusive
450B2	149		Lab Office	CAP exclusive
450D	175		Spray Booth	CAP exclusive
450E	405		Laser Cutters	CAP exclusive
460	1479	34-40	Computer Lab	CAP exclusive
460A/B	Varies		Computer Lab Offices	CAP exclusive
470	2082	50-100	Classroom (large)	CAP exclusive
480	1131	36-49	Classroom (medium)	CAP exclusive
490	1041	36-49	Classroom (medium)	CAP exclusive
490A	228		Visual Resource Center	CAP exclusive
495	452	1-35	Seminar Room (small)	CAP exclusive
Roof			Roof/Deck/Break Area	CAP exclusive
Level 5				
500	701	20-22	Computer Lab	CAP exclusive
505	422	1-35	Seminar Room (small)	CAP exclusive
510	212		Storage	CAP exclusive
518/524	6975	90	Studio	CAP exclusive
525	2240	38	Studio	CAP exclusive
Level 6				
6000, 6010, 6020, 6100, 6110, 6200, 6210, 6220, 6300, 6310	11494	150	Studio	CAP exclusive
6020A	190		Student Kitchen	CAP exclusive
6030	344		Critique Room	CAP exclusive
6230	459		Critique Room	CAP exclusive
6240	466		Critique Room	CAP exclusive
Level 7				
7000, 7010, 7020, 7100, 7110, 7200, 7210, 7220, 7300, 7310	11190	150	Studio	CAP exclusive
7000-1	193		Student Kitchen	CAP exclusive
7030	557		Critique Room	CAP exclusive
7230	857		Critique Room	CAP exclusive

APPENDICES

Image courtesy Leila Tolderlund