THE UNIVERSITY OF ARIZONA
COLLEGE OF ARCHITECTURE, PLANNING
& LANDSCAPE ARCHITECTURE
School of Landscape
Architecture & Planning

Master of Landscape Architecture Program
Bachelor of Landscape Architecture Program
2019-2026

Landscape Architectural Accreditation Board
Self-Evaluation Report - Addenda

Landscape Architectural Accreditation Board
American Society of Landscape Architects
636 Eye Street NW
Washington, DC 20001-3736

School of Landscape Architecture and Planning
College of Architecture, Planning and Landscape Architecture
1040 N Olive Rd
Tucson, AZ 85721-0075

This page intentionally left blank

TABLE OF CONTENTS - ADDENDA

ADDITIONAL ADDENDA

This page intentionally left blank

A BLA/MLA LONG-RANGE PLAN

MISSION STATEMENT: To inspire and prepare the next generation of landscape architects to create environments that enrich people, places, and the planet--advancing innovative professional practice with both regional and global impact.

Goal 1: Prepare Students for Professional Success

Prepare students for professional landscape architectural practice and scholarship through collaborative, innovative, place-based learning and provide them with the tools to advance the profession regionally and globally.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
1.1) Engage in partnerships with entities outside the university to promote networking, service learning, and real-world opportunities for students.	1.1.1) Faculty teaching advanced studios will pursue outreach projects in the community and involve students in that work. Students will have the opportunity to work with entities outside the university.	Number of outreach projects and partners in the community.	Each student will participate in a minimum of two outreach projects while in the program.	Annual	Students have opportunities to work on outreach projects with community partners in a number of core classes. For example, In LAR 401 and LAR 612 (both Design Studio V), students compete annually for the Elizabeth "Liba' Wheat Memorial Prize by working on projects with community partners. Partners have included Cochise County Cooperative Extension, City of Tucson Planning and Development Services, and the Pascua Yaqui Tribe, among others. In LAR 498 and LAR 611, students worked on green infrastructure plans for the City of Hermosillo, Sonora, Mexico. See Addendum X.9 Outreach Projects for a full list.	Continue to evaluate and select advanced design studio projects that have an outreach component.

Goal 1: Prepare Students for Professional Success

Prepare students for professional landscape architectural practice and scholarship through collaborative, innovative, place-based learning and provide them with the tools to advance the profession regionally and globally.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
1.2) Augment the formal educational experience by offering professional training and educational events throughout the year.	1.2.1) The program will offer a number of events such as: Shadow Day, CAPLA Career Fair, the MLA Conference, the BLA capstone event, PARKing Day, a guest lecture series, and other professional trainings.	Number of events per year.	100% of students will have the opportunity to attend a professional training or event each year.	Annual	Annually, a number of events are held including a lecture series, PARKing Day, the CAPLA Career Fair, conferences, etc. In Spring 2025, students were invited to attend a workshop on preparing for the landsape licensure exam.	Student ASLA leadership team (both BLA and MLA students) will work with faculty to plan events each year.
	1.2.2) The program will support and encourage all students to attend a professional conference (local, state, or national) or local AZASLA networking events such as the annual awards gala and professional mixers.	Number of scholarships/ aid to attend a conference. Number of networking and training events per year.	All students have the opportunity to attend a professional conference and networking events during their tenure in the program.	Annual	On average, 5-10 students attend professional conferences each year with scholarships and funding provided by the program. Students are supported for gala/conference attendance for award recognition. AZASLA event notices are sent to all students via email.	Continue to promote attendance through scholarships. The Associate Director of Alumni Engagement is working with the Dean and Director on alumni relations, leading to additional funding for travel, field trips, conference attendance, and events.
1.3) Prepare students for entry-level practice through involvement in a variety of project types and scales.	1.3.1) The design studio sequence will offer projects that represent a variety of types and scales.	Annual review of the design studio sequence.	The design studio sequence will include a variety of topics and emerging areas of the profession.	Annual	Workshop/review of the studio sequence occurs annually. See Addendum G: Curricular Assessment.	Continue to conduct annual review of design studio sequence and selected projects.

Goal 1: Prepare Students for Professional Success

Prepare students for professional landscape architectural practice and scholarship through collaborative, innovative, place-based learning and provide them with the tools to advance the profession regionally and globally.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
1.4) Cultivate interdisciplinary learning opportunities within the university to prepare students for professional success in diverse environments.	1.4.1) Offer co-convened courses or interdisciplinary project opportunities with architecture, sustainable built environments, urban planning, and real estate development. Offer multidisciplinary design competitions.	List of co-convened courses, projects, and design competitions.	Faculty in core courses will explore and offer opportunities for interdisciplinary learning. A minimum of one multidisciplinary design competition per year.	Annual	Interdisciplinary courses include: LAR 470/570 *Introduction to GIS for PLG and LAR*; *and* LAR 428/528 *Landscape Planning*. Interdisciplinary design competition offered annually: *ULI Hines* and *Bank of America Merrill Lynch Low-Income Housing Challenge*. Recently in LAR 302, BLA students collaborated with students from architecture and urban planning on projects for the City of Tucson. In LAR 498, students are presented with several collaborative options for their capstone studio project. Each of these projects provided opportunities for landscape architecture students to realize the value that Landscape Architects uniquely bring to the table when working with other disciplines.	Continue to offer opportunities for interdisciplinary learning. Continue to offer multidisciplinary design competitions and support faculty who run them.

Goal 2: Outstanding Curriculum

Create and maintain a robust, responsive, and professionally-rooted curriculum which fosters a comprehensive understanding of landscape architectural practice, creative problem-solving, and the knowledge, skills, and values necessary for professional success.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
2.1) Maintain a program curriculum that reflects new theories, technologies, methods, strategies, and best practices that inspire and facilitate innovative practice in contemporary challenges.	2.1.1) Program faculty will monitor and assess the curriculum on an annual basis to ensure that courses meet the ever-changing needs of the profession and requirements established by its accrediting body, the LAAB.	Number of courses evaluated and reviewed and adjustments made.	All courses evaluated on an annual basis.	Annual	All courses continue to be evaluated on an annual basis and appropriate curricular adjustments made. See Addendum G: Curricular Assessment.	Continue to evaluate and adjust as necessary.
	2.1.2) Students will have opportunities to pursue topics within their own self-directed interests	List of available electives, dual degrees, certificates, and other learning opportunities.	BLA students have 6 credits of required electives. MLA students have 3 credits of required electives and 6 credits of optional electives to pursue self-directed interests.	Annual	BLA students take 21 units of General Education: Exploring Perspectives, as well as 6 units of required electives. MLA students have 3 credits of required electives and 6 credits of optional electives. The BLA students have a capstone project in their final semester that consists of a self-directed project of their own choosing. The MLA students have a final Master's report or thesis requirement that supports research and design specialization of their own interests.	Continue to evaluate on an annual basis.

Goal 2: Outstanding Curriculum

Create and maintain a robust, responsive, and professionally-rooted curriculum which fosters a comprehensive understanding of landscape architectural practice, creative problem-solving, and the knowledge, skills, and values necessary for professional success.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
	2.1.3) Support teaching innovation through encouraging faculty to apply for teaching grants, funding for field trips, to develop study abroad proposals, etc.	Number of proposals and funding support received.	1 proposal per year on average.	Annual	In 2025, Kirk Dimond was awarded a CAPLA Grassroots Teaching Innovation Seed Grant to support cross-disciplinary collaboration in introducing aspects of environmental economics into landscape architecture studio work.	Use faculty meetings to discuss innovative teaching ideas. Write letters of support for faculty grant proposals. Make faculty aware of grant opportunities.

Goal 2: Outstanding Curriculum

Create and maintain a robust, responsive, and professionally-rooted curriculum which fosters a comprehensive understanding of landscape architectural practice, creative problem-solving, and the knowledge, skills, and values necessary for professional success.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
2.2) Graduate students that are confident in their mastery of the knowledge, skills, and values that are needed in the profession, including new objectives related to STEM learning.	2.2.1) The curriculum will cover all aspects of the LAAB-recommended knowledge, skills, and values of the profession.	Curriculum map.	All core courses.	Annual	All core courses cover some aspect of the LAAB-recommended knowledge, skills, and values. See curriculum maps in Addenda D.1 and D2.	Continue to assess curriculum content.
	2.2.2) Assessment coordinator will conduct a Learning Outcomes Survey with graduating BLA and MLA class each spring. In LAR 498 and LAR 612 faculty will evaluate students using a Learning Outcomes Rubric.	Learning Outcomes Survey results. Learning Outcomes Rubric results. Reports to faculty.	100% return rate on all assessments; Assessment coordinator presents BLA and MLA assessment outcome reports to faculty each year for their review and discussion.	Annual	See Addenda X.12 and X.16 for the latest assessment tools and results.	Faculty will continue to use the Learning Outcomes Rubric and Learning Outcomes Survey findings to assess future program/ curriculum needs related to the knowledge, skills, and values of the profession.

Goal 3: Engaged Student Body with Varied Backgrounds and Perspectives *Recruit, retain, and graduate a well prepared, creative, and engaged student body.*						
Objective	**Strategy**	**Metric/Measure**	**Time Frame & Targets**			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
3.1) Support greater access into the BLA and MLA Programs for all students.	3.1.1) Use a variety of recruiting strategies for securing outstanding in-state, out-of-state, and international students from different backgrounds. These include: personal communication between faculty and prospective students, social media, and the website.	List of recruiting methods and activities.	Use a variety of methods to recruit up to two cohorts in the BLA and one cohort in the MLA. Typical cohorts are 15-20 in the BLA and 12-15 in the MLA.	Annual	Director, faculty, academic advisors and recruiters, reach out to interested applicants and communicate with them directly. The program implemented new social media pages and marketing strategies. Open houses are held every year in the spring and/or fall and marketed to prospective students at national recruiting events.	In 2025, CAPLA hired a new college recruiter and two new advisors to assist with recruitment. Program chair is working with CAPLA marketing, the recruiter, the graduate program coordinator, and other program chairs to develop comprehensive and coordinated recruitment strategies.

Goal 3: Engaged Student Body with Varied Backgrounds and Perspectives
Recruit, retain, and graduate a well prepared, creative, and engaged student body.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
3.2) Optimize student retention and graduation success.	3.2.1) Increase multi-year funding offers to highly qualified MLA students.	Number of multi-year funding offers.	25% of MLA applicants will receive multi-year funding offers.	Annual	20% of MLA applicants received multi-year funding offers in 2025.	Continue to offer multi-year funding to highly qualified MLA students. Increase the number of offers.
	3.2.2) Offer GA-ships to all MLA students in their second and third years.	Number of GA-ships.	100% of MLA students will have a GA-ship during their time in the program.	Annual	100% of MLA students who applied for assistantships received them in spring and fall 2025.	Continue to offer GA-ships to all qualified MLA students.
	3.2.3) Complete and implement a BLA retention plan.	Plan completed and steps implemented.	Plan completed and steps implemented.	Plan complete in AY 2025-26. Implementation in 2026.	In progress - this is a priority of the new Provost.	We are working to interpret the university's retention metric in relation to our program in order to identify specific challenges and develop strategies to improve retention outcomes.

Goal 3: Engaged Student Body with Varied Backgrounds and Perspectives
Recruit, retain, and graduate a well prepared, creative, and engaged student body.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
3.3) Use alumni and other working landscape architecture professionals to enrich the program.	3.3.1) The program will reach out to alumni to participate in various professional development events.	The number of alumni that participate in events each year.	Five or more alumni involved in the program each year.	Annual	Alumni participated in the CAPLA Job Interview Fair and hosted BLA and MLA students on field trips. Alumni at local firms donated time and resources in support of PARK(ing) day. CAPLA hired a new Associate Director of Alumni Engagement and Donor Relations.	Work with the Associate Director of Alumni Engagement to develop and support an alumni and professional network and alumni mentorship program.
	3.3.2) Use alumni and professionals as guest speakers and guest critics.	Document list of alumni guests at the end of each semester.	Five guests per year.	Annual	Faculty regularly use at least five alumni as guest speakers and critics per year.	Evaluate numbers annually.

Goal 4: Faculty as Leaders in their Field

Assemble and maintain a diverse, high performing, and engaged faculty that strive to be leaders in the field of landscape architectural education.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
4.1) The program will maintain a minimum of 7 FTE faculty, 5 of whom hold a professional degree in landscape architecture and are full-time.	4.1.1) The program will hire additional faculty as needed to remain above this threshold.	Faculty records.	As stated in 4.1.	Annual	The program meets the threshold with 13 instructional faculty, 10 of whom that hold professional degrees in landscape architecture, and 7 of whom are full-time.	Continue to adjust with any future faculty changes.
4.2) Tenure-eligible faculty will routinely pursue research grants and publications per Promotion and Tenure Guidelines.	4.2.1) The program will support faculty research and scholarly contributions to the profession through a variety of mechanisms such as: a startup financial package for equipment, travel, research support, and course release time.	Number of faculty receiving research support. Value of extramural funding.	100% of eligible faculty will receive some form of research financial support for research as well as staff support, mentoring, and training.	Annual	100% tenure-track and tenured faculty received support from the school for travel and equipment. 100% of nontenured faculty are assigned to a tenured faculty mentor. College level training is available to all faculty. 100% of faculty members have access to Engineering Research Administration Services (ERAS) to support administrative needs for funded research proposals.	Continue to support faculty research and scholarly contributions to the profession through financial support, teaching assistants, and mentoring. Associate Dean for Research Bo Yang and the Drachman Institute also provide research support to faculty.

Goal 4: Faculty as Leaders in their Field

Assemble and maintain a diverse, high performing, and engaged faculty that strive to be leaders in the field of landscape architectural education.

Objective	Strategy	Metric/Measure	Time Frame & Targets			
			Benchmark	**Time Frame**	**Results**	**Action Plan**
4.3) Faculty will participate in service and engagement activities per Promotion and Tenure Guidelines.	4.3.1) The program will support faculty service and engagement through their distribution of effort percentages. These activities will be recognized in the annual review process and through internal and external awards.	Professional faculty recognition in the weekly CAPLA Connections newsletter where faculty and student achievements are promoted to faculty, staff, alumni, and the wider community. Documentation of service and engagement activities.	All faculty will meet annual Distribution of Effort (DOE) requirements.	Annual	100% of faculty meet DOE requirements for service. DOE has been used as an effective and transparent tool to allocate time and effort, and to maximize faculty productivity and school's operation efficiency.	Continue to support and promote faculty service and engagement through professional faculty recognition and Promotion and Tenure Guidelines.
4.4) The program will support and recognize excellence in teaching.	4.4.1) The program will support and recognize excellence in teaching through a variety of mechanisms such as: peer review of teaching, faculty attend teaching workshops; nominating faculty for awards; merit raises, using teaching evaluations as tools for improvement; assigning senior faculty mentors, highlighting accomplishments on the website and through social media.	Number of award nominations. Teaching evaluations. Teaching workshops attended.	At least one nomination per year; all teaching evaluations assessed in annual performance reviews. Annual teaching workshops. Accomplishments highlighted in the CAPLA Connections newsletter.	Annual	The Associate Dean for Academic Affairs holds annual teaching workshops. All teaching evaluations are assessed and reviewed with individual faculty members during their annual performance review. Faculty are nominated for awards regularly. The CAPLA marketing team highlights accomplishments on social media and in communications.	Continue to nominate faculty for awards. Continue to use teaching evaluations as tools for improvement. Continue to highlight faculty accomplishments through program website, newsletter, social media, and outreach to alumni.

This page intentionally left blank

B BUDGET INFORMATION

1. Operating Expenses:

a. **Record the program's annual operating expenses, as reported in the Annual Reports, in the table below.**

b. **Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023**

c. **For salary, include base salary only, not fringe benefits expenses.**

d. **Student employee wages should include all student wages paid by the program, including teaching and research assistants, and part-time positions.**

e. **Faculty support can include items such as travel, materials, conference registration, workshop registration, etc. to support faculty members' work and professional development.**

f. **Other student support can include items such as travel, field trips, printing, materials, conference registration, competition entry fees, workshop registration, etc. to support students' education and professional development. Durable goods that remain with the program, e.g. plotters or 3D printers, should be included in Equipment.**

g. **Guest lecturers and critics should include honoraria, travel, meals, and other expenses associated with these visits.**

h. **Equipment should include both regular computer replacement costs as well as expenses such as plotters, 3D printers, woodshop equipment, laser cutters, etc.**

i. **Other program support expenses can include furniture, printing, mailing, advertisement, recruitment, special events, or other program expenses not captured by one of the previous categories.**

	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Personnel						
Tenure-related faculty salary	$932,000	$916,000	$855,000	$838,000	$552,000	$537,000
Full-time non-tenure-related faculty salary	$188,000	$189,000	$66,000	$62,000	$123,000	$122,000
Part-time non-tenure-related faculty salary	$58,000	$50,000	$12,000	$0	$45,000	$45,000
Graduate student employee wages	$99,000	$105,000	$133,000	$175,000	$122,000	$112,000
Undergraduate student employee wages	$5,000	$8,000	$0	$0	$0	$0
Other personnel salary or wages	$176,000	$176,000	$168,000	$151,000	$136,000	$134,000
Total Personnel	**$1,458,000**	**$1,444,000**	**$1,234,000**	**$1,226,000**	**$978,000**	**$950,000**

	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Program support						
Faculty support	$10,000	$25,000	$25,000	$24,585	$29,516	$18,525
Graduate student tuition waivers	$51,000	$95,000	$38,000	$49,000	$43,000	$45,000
Undergraduate student tuition waivers	$0	$0	$0	$0	$0	$0
Graduate student scholarships	$30,000	$51,000	$43,000	$60,000	$57,000	$75,000
Undergraduate student scholarships	$1,200	$4,515	$3,500	$3,000	$0	n/a
Other graduate student support	$7,200	$3,700	$5,800	$4,000	$725	$3,306
Other undergraduate student support	$2,000	$2,000	$2,000	$2,000	$2,000	$0
Guest lecturers and critics	$0	$2,200	$1,000	$0	$1,000	$5,500
Equipment	$87,683*	$5,000	$5,000	$5,000	$2,000	$0
Other**	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360
Total program support	**$192,443**	**$191,775**	**$126,660**	**$150,945**	**$138,601**	**$150,691**
TOTAL BUDGET	**$1,650,443**	**$1,635,775**	**$1,360,660**	**$1,376,945**	**$1,116,601**	**$1,100,691**

*Spring 2025 we had an unexpected mandate to spend extra monies that were available due to faculty sabbaticals/ salary savings. We refreshed staff and faculty computers, classroom equipment, office furniture, and purchased top-of-the-line studio tools such as a Topo Scanner ($30,000) and a high resolution D-SLR camera ($2,500).

**Includes ASLA, LAAB, and CELA memberships for faculty.

C1 CURRICULUM (BACHELOR'S)

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: 120

List the number of required core and elective credit hours in the table below. If the program requires core courses in other departments, or other categories of group electives, edit the table as needed.

Required Major Courses	Units/ Credit Hours
ARC 101 A/B Foundation Studio	4
ARC 131 A/B Design and the Environment	2
LAR 102 Landscape Architecture Intro Studio	4
LAR 201 Design Studio I	6
LAR 202 Design Studio II	6
LAR 215 Digital Media Skills and Techniques	1
LAR 241 History and Theory of Landscape Architecture	3
LAR 254 Site Engineering	3
LAR 255 Landscape Construction	3
LAR 301 Design Studio III	6
LAR 302 Design Studio IV	6
LAR 401 Design Studio V	6
LAR 420 Plant Materials	4
LAR 423 Landscape Ecology	3
LAR 440 Contemporary Landscape Architecture	3
LAR 456 Working Drawings	1
LAR 460 Professional Practice	2
LAR 470 Intro to GIS for Landscape Architecture and Planning	4
LAR 498 Capstone Studio	6
	73

Required General Education and Foundation Courses	Units/ Credit Hours
ENGL 101 First-Year Composition	3
ENGL 102 First-Year Composition	3
MATH 108 Modeling with Algebra and Trig	4
Second Language Semester 1	4
Second Language Semester 2	4
UNIV 101 Introduction to the Gen Ed Exp	1
General Education: Exploring Perspectives	3
General Education: Exploring Perspectives	3
General Education: Exploring Perspectives	3
General Education: Exploring Perspectives	3
General Education: Building Connections	3
General Education: Building Connections	3
General Education: Building Connections*	3
UNIV 301 General Education Portfolio	1
	41

Electives	Units/ Credit Hours
General Elective	3
Upper division LAR elective	3

*Will be replaced with General Education> Civic Institutions beginning in Fall 2026

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.

a. **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.**

b. **Show the typical sequence of student coursework.**

c. **List free electives as "Electives."**

d. **List group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).**

e. **Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.**

Fall 1	**14**	**Spring 1**	**15**
ARC 101 A/B Foundation Studio	4	LAR 102 Landscape Architecture Intro Studio*	4
ARC 131 A/B Design and the Environment	2	ENGL 102 First-Year Composition	3
ENGL 101 First-Year Composition	3	MATH 108 Modeling with Algebra and Trigonometry	4
UNIV 101 Introduction to the Gen Ed Exp	1	Second Language Semester 2	4
Second Language Semester 1	4		
Fall 2	**16**	**Spring 2**	**15**
LAR 201 Design Studio I	6	LAR 202 Design Studio II	6
LAR 215 Digital Media Skills and Techniques	1	LAR 254 Site Engineering	3
LAR 255 Landscape Construction	3	LAR 241 History and Theory of Landscape Architecture	3
General Education: Exploring Perspectives	3	General Education: Exploring Perspectives	3
General Education: Exploring Perspectives	3		
Fall 3	**17**	**Spring 3**	**15**
LAR 301 Design Studio III	6	LAR 302 Design Studio IV	6
LAR 470 Intro to GIS for Landscape Architecture and Planning	4	LAR 423 Landscape Ecology	3
LAR 420 Plant Materials	4	General Education: Building Connections	3
LAR Upper Division Elective	3	General Education: Building Connections	3
Fall 4	**13**	**Spring 4**	**15**
LAR 401 Design Studio V	6	LAR 498 Capstone Studio	6
LAR 440 Contemporary Landscape Architecture	3	LAR 460 Professional Practice	2
General Education: Exploring Perspectives	3	LAR 456 Working Drawings	1
UNIV 301 General Education Portfolio	1	General Education: Building Connections	3
		General Elective	3

3. Landscape Architectural Courses Offered During Past Academic Year

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.

Add rows as needed.

Courses taken by BLA students (including those co-convened with MLA) are shown below.

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Modality	Contact Hrs. / Wk.	Enrollment
Dimond, Kirk						
Design Studio III	LAR 301	Fall 2024	6	In Person	9:50	27
Capstone Studio	LAR 498	Spring 2025	6	In Person	9:50	14
Gates, Vera						
Design Studio I (co-taught)	LAR 201	Fall 2024	6	In Person	9:50	31
Johnson, Lauri M						
Contemporary Landscape Arch (undergrad lecture)	LAR 440	Fall 2024	3	In Person	1:15	20
Contemporary Landscape Arch (undergrad discussion)					1:15	
Contemporary Landscape Arch (grad lecture and discussion)	LAR 540				2:15	11
Hist+Thry Landscape Arch (lecture)	LAR 241	Spring 2025	3	In Person	1:15	33
Kokroko, Kenneth Joseph						
Design Studio V	LAR 401	Fall 2024	6	In Person	9:50	13
Design Studio IV	LAR 302	Spring 2025	6	In Person	9:50	20
Professional Practice	LAR 460	Spring 2025	2	In Person	1:45	12
	LAR 560					6
Li, Shujuan						
Intro to GIS for PLG & LAR	LAR 470	Spring 2025	4	Fully Online	NA	29
Livingston, Margaret						
Plant Materials	LAR 420	Fall 2024	4	Hybrid	4:40	38
	LAR 520					6
Planting Design	LAR 426	Fall 2024	4	Hybrid	5:00	11
	LAR 526					9
Landscape Ecology	LAR 423	Spring 2025	3	Hybrid	2:30	35
	LAR 523					4

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Modality	Contact Hrs. / Wk.	Enrollment
Lotze, Wendy						
Landscape Construction	LAR 255	Fall 2024	3	Hybrid	2:30	31
History + Theory of Landscape Arch (discussion)	LAR 241	Spring 2025	3	In Person	1:15	33
Site Engineering	LAR 254	Spring 2025	3	Hybrid	2:30	34
Mueller, Travis A						
Design Studio I (co-taught)	LAR 201	Fall 2024	6	In Person	9:50	31
Introduction to Landscape Arch	LAR 102	Spring 2025	4	In Person	6:30	27
Digital Media Skills and Tech	LAR 215	Spring 2025	1	In Person	1:45	36
Design Studio IV	LAR 302	Spring 2025	6	In Person	9:50	7
Introduction to Digital Media	LAR 430	Spring 2025	2	In Person	3:00	2
	LAR 530					5
Schmahl, Erik Palmer						
Foundation Studio IA	ARC 101A	Fall 2024 (first seven weeks)	2	In Person	7:15	40
Foundation Studio IB	ARC 101B	Fall 2024 (second seven weeks)	2	In Person	7:15	39
Design Studio III	LAR 301	Fall 2024	6	In Person	9:50	27
Foundation Studio IA	ARC 101A	Spring 2025 (first seven weeks)	2	In Person	6:30	31
Foundation Studio IB	ARC 101B	Spring 2025 (second seven weeks)	2	In Person	6:30	25
Design and the Environment I	ARC 131A	Spring 2025 (first seven weeks)	1	In Person	0:55	38
Design and the Environment II	ARC 131B	Spring 2025 (second seven weeks)	1	In Person	0:55	37
Design Studio II	LAR 202	Spring 2025	6	In Person	9:50	23
Working Drawings	LAR 456	Spring 2025	1	In Person	0:50	12
	LAR 556					3
Smith, Garrett R						
Intro to GIS for PLG & LAR	LAR 470	Fall 2024	4	In Person	4:05	29
	LAR 570					5
Intro to GIS for PLG & LAR	LAR 470	Spring 2025	4	In Person	3:30	31

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Modality	Contact Hrs. / Wk.	Enrollment
Waller, Mackenzie						
Design Studio II	LAR 202	Spring 2025	6	In Person	9:50	8
Landscape Planning	LAR 428	Spring 2025	3	In Person	2:20	11
	LAR 528					8
Yang, Bo						
Design Studio V	LAR 401	Fall 2024	6	In Person	9:50	13

Note: Nolan Bade joined the program in Fall 2025; his courses are not included in this list.

This page intentionally left blank

C2 CURRICULUM (MASTER'S)

1. Required / Elective Courses

List the number of required core and elective credit hours in the table below. If the program requires core courses in other departments, or other categories of group electives, edit the table as needed.

Required Major Courses	Units/Credit Hours
LAR 510 Design Studio I	6
LAR 511 Design Studio II	6
LAR 520 Plant Materials	4
LAR 523 Landscape Ecology	3
LAR 526 Planting Design	4
LAR 528 Landscape Planning	3
LAR 540 Contemporary Landscape Arch	3
LAR 541 Hist and Theory of Landscape Arch	3
LAR 554 Site Engineering	4
LAR 555 Landscape Construction	4
LAR 560 Professional Practice	2
LAR 570 Introduction to GIS for Planning and Landscape Architecture	4
LAR 596B Landscape Architecture Seminar II	1
LAR 596C Landscape Architecture Seminar III	2
LAR 596D Landscape Architecture Seminar IV	2
LAR 610 Design Studio III	6
LAR 611 Design Studio IV	6
LAR 612 Design Studio V	6
LAR 909/910 Master's Report/Thesis*	6-9
	75-78
Electives	
General Elective	3

2. Typical Program of Study

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

a. **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.**

b. **Show the typical sequence of student coursework.**

c. **List free electives as "Electives."**

d. **List group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).**

e. Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.

Fall 1	**17**	**Spring 1**	**16**
LAR 510 Design Studio I	6	LAR 511 Design Studio II	6
LAR 520 Plant Materials	4	LAR 523 Landscape Ecology	3
LAR 555 Landscape Construction	4	LAR 554 Site Engineering	4
LAR 540 Contemporary Landscape Architecture	3	LAR 541 History and Theory of Landscape Architecture	3
Fall 2	**14**	**Spring 2**	**15**
LAR 610 Design Studio III	6	LAR 611 Design Studio IV	6
LAR 526 Planting Design	4	LAR 528 Landscape Planning	3
LAR 570 Intro to GIS for Planning and Landscape Architecture	4	LAR 596B Landscape Architecture Seminar II	1
		LAR 560 Professional Practice	2
		Elective	3
Fall 3	**8**	**Spring 3**	**8-11**
LAR 612 Design Studio V	6	LAR 596D Landscape Architecture Seminar IV	2
LAR 596C Landscape Architecture Seminar III	2	LAR 909/910 Master's Report/Thesis*	6-9

3. Landscape Architectural Courses Offered During Past Academic Year

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.

Add rows as needed.

Courses taken by MLA students (including those co-convened with BLA) are shown below.

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Modality	Contact Hrs. / Wk.	Enrollment
Dimond, Kirk						
Design Studio III	LAR 610	Fall 2024	6	In Person	9:50	8
Gates, Vera						
Design Studio I (co-taught)	LAR 510	Fall 2024	6	In Person	9:50	6
Johnson, Lauri M						
Contemporary Landscape Arch (undergrad lecture)	LAR 440	Fall 2024	3	In Person	1:15	20
Contemporary Landscape Arch (undergrad discussion)					1:15	
Contemporary Landscape Arch (grad lecture and discussion)	LAR 540				2:15	11
Hist+Thry Landscape Arch (lecture and discussion)	LAR 541	Spring 2025	3	In Person	2:15	3
Kokroko, Kenneth Joseph						
Design Studio V	LAR 612	Fall 2024	6	Hybrid	6:00	8
Professional Practice	LAR 460	Spring 2025	2	In Person	1:45	12
	LAR 560					6
Livingston, Margaret						
Plant Materials	LAR 420	Fall 2024	4	Hybrid	4:40	38
	LAR 520					6
Planting Design	LAR 426	Fall 2024	4	Hybrid	5:00	11
	LAR 526					9
Landscape Arch Seminar III	LAR 596C	Fall 2024	2	Hybrid	1:00	9
Master's Report	LAR 909	Fall 2024	1-9	In Person	varies	5
Landscape Ecology	LAR 423	Spring 2025	3	Hybrid	2:30	35
	LAR 523					4

Instructor Name & Course(s) Taught	Course Number	Term	Credit Hours	Modality	Contact Hrs. / Wk.	Enrollment
Landscape Arch Seminar II	LAR 596B	Spring 2025	1	Hybrid	1:15	9
Landscape Arch Seminar IV	LAR 596D		2	Hybrid		9
Master's Report	LAR 909	Spring 2025	1-9	In Person	varies	14
Lotze, Wendy						
Landscape Construction	LAR 555	Fall 2024	4	Hybrid	2:30	8
Site Engineering	LAR 554	Spring 2025	4	Hybrid	2:30	4
Mueller, Travis A						
Design Studio I (co-taught)	LAR 510	Fall 2024	6	In Person	9:50	6
Design Studio IV	LAR 611	Spring 2025	6	In Person	9:50	8
Introduction to Digital Media	LAR 430	Spring 2025	2	In Person	3:00	2
	LAR 530					5
Schmahl, Erik Palmer						
Design Studio III	LAR 610	Fall 2024	6	In Person	9:50	8
Working Drawings	LAR 456	Spring 2025	1	In Person	0:50	12
	LAR 556					3
Smith, Garrett R						
Intro to GIS for PLG & LAR	LAR 470	Fall 2024	4	In Person	4:05	29
	LAR 570					5
Waller, Mackenzie						
Design Studio II	LAR 511	Spring 2025	6	In Person	9:50	2
Landscape Planning	LAR 428	Spring 2025	3	In Person	2:20	11
	LAR 528					8
Yang, Bo						
Design Studio V	LAR 612	Fall 2024	6	Hybrid	6:00	8

Note: Nolan Bade joined the program in Fall 2025; his courses are not included in this list.

D1 CURRICULUM MAP (BACHELOR'S)

I	Introduction of knowledge / skill
D	Development of knowledge / skill
C	Competency in knowledge / skill

Required Courses	Year 1			Year 2						Year 3					Year 4				
	F		S	F			S			F			S		F		S		
	ARC 101 A/B Foundation Studio	ARC 131 A/B Design and the Environment	LAR 102 Landscape Architecture Intro Studio	LAR 201 Design Studio I	LAR 215 Digital Media Skills and Techniques	LAR 255 Landscape Construction	LAR 202 Design Studio II	LAR 254 Site Engineering	LAR 241 History and Theory of Landscape Architecture	LAR 301 Design Studio III	LAR 470 Introduction to GIS for Landscape Architecture and Planning	LAR 420 Plant Materials	LAR 302 Design Studio IV	LAR 423 Landscape Ecology	LAR 401 Design Studio V	LAR 440 Contemporary Landscape Architecture	LAR 498 Capstone Studio	LAR 460 Professional Practice	LAR 456 Working Drawings
Knowledge																			
Design Process, Principles and Theory																			
the range of creative, cultural and historic approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental and social issues and goals	I	I	I	I					I	D			D		D	D	C	I	
Histories and Theories of the Art and Science of Landscape Architecture																			
built and natural environment, and urban, community, and ecological planning and design;	I	I		I					C				D		D	D			
framed by diverse social, cultural, economic, political, and scientific forces in North America and globally	I	I					I		D				D		D	D	C		
Plants, Ecosystems, and Climate Science																			
abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes;		I						I		D		C	D	C	D				
application of ecology, botany, and horticulture principles to the design of the landscape;								I		D		C	I	C					
knowledge of soil science and geology and their impact on the landscape;								I		D		C		C					
impacts associated with landscape engineering, development, post construction management and maintenance;								I				I	I			I		I	D
interrelationships between ecosystems and climate.		I						I		D		C	D	C				I	
Resilience																			
social, human, economic and environmental principles of sustainability and resilience;							I		I	I			D		D	I	C	I	
landscape performance categories, metrics and methodologies;	I					I				I			I			I	C		
the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.							I		I	I			I			I	C		
Legal Context of the Profession																			
legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety and the public welfare through their professional practice;						I			I	I			I			I		D	
maintaining the intrinsic values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks;															D		C	D	
the regulatory professional practice and licensure requirements.																		C	
Professional Practice																			
current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings;									I				I			D		C	
project management and delivery;	I					I							I		I			D	
the ethical and professional obligations to clients, communities, the public, and the landscape and environment;									I						D	I	I	C	
life-long learning, advocacy, career development, and the role of professional and community organizations.									D							D		D	

I Introduction of knowledge / skill
D Development of knowledge / skill
C Competency in knowledge / skill

Skills and Competencies	Required Courses																				
	Year 1			Year 2						Year 3					Year 4					
	F		S	F			S			F			S		F		S		
	ARC 101 A/B Foundation Studio	ARC 131 A/B Design and the Environment	LAR 102 Landscape Architecture Intro Studio	LAR 201 Design Studio I	LAR 215 Digital Media Skills and Techniques	LAR 255 Landscape Construction	LAR 202 Design Studio II	LAR 254 Site Engineering	LAR 241 History and Theory of Landscape Architecture	LAR 301 Design Studio III	LAR 470 Introduction to GIS for Landscape Architecture and Planning	LAR 420 Plant Materials	LAR 302 Design Studio IV	LAR 423 Landscape Ecology	LAR 401 Design Studio V	LAR 440 Contemporary Landscape Architecture	LAR 498 Capstone Studio	LAR 460 Professional Practice	LAR 456 Working Drawings
Assessment																			
analysis of the physical, biotic, climatic, and cultural context of a project;	I	I	I	I		I			I	D			D		D	D	C		
comprehensively synthesis of objective and subjective analysis;							D		I	D			D		D	I	C		
evaluation of the suitability of a program to multiple sites and prioritization of a site based on program;																			
evaluation of spatial and other relevant data;	I			I				I	I		D		D		C	D	D		
communication of the criteria and methodologies used in evaluation.	I	I							I	D			D		D	D	C		
Design																			
generation of multiple design concepts to for a project;	I		I	I			D			D			D		C		D		
evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result;										D			D		D		D		
application of the natural, physical, and social sciences in the development of innovative and site-specific design solutions;	I			I					I	D			D	C	D		D		
design decision-making that incorporates physical, cultural, climatic and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.	I		I							D			D		D	I	C		
Communication																			
use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas;	I	I	I	I	D	D	D	D	D	D			D		C	D	D	C	
solicit ideas from, listen and seek to understand and communicate effectively with diverse audiences;		I											D		C			D	
thoughtfully provide, receive, and respond to feedback and critique;	I	I	I	I			D		D	D			D		C	D	C		
demonstrate empathy and respect.	I								D				D		D	D		D	
Construction materials and methods																			
integration of materials, engineering, specifications, and construction techniques in a design proposal;					I	D	D	I		D			I		D				
selection of materials for character, quality, cost, sustainability, and cultural relevance;					I	D				D			D		D				
preparation of design development, construction documents, and details;					I	D							I		D				C
understanding construction administration and oversight.						I												D	C
Landform/landscape engineering and green infrastructure																			
applying quantifiable principles and practices of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable								I					I		D				C
Numeracy/Quantification																			
mathematical calculations to inform and substantiate design and construction performance								I					I	C	D				C
Landscape Performance																			
ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes;						I				I			I		D		D	C	
identification of types of data to measure project impact(s);						I				I	I			D	D	I	D		
use of performance metrics to measure performative impacts of a project.						I				I				C	D	I	D		
Collaboration																			
leadership and collaboration on multidisciplinary teams;					I	D		I	I		C		D			I		C	
incorporation of knowledge from other disciplines, professions, and perspectives.	I	I			I	D		I	I		C		D		D	I	D		

D2 CURRICULUM MAP (MASTER'S)

I Introduction of knowledge / skill
D Development of knowledge / skill
C Competency in knowledge / skill

	Required Courses																			
	Year 1								Year 2							Year 3				
	F				S				F			S				F		S		
	LAR 510 Design Studio I	LAR 520 Plant Materials	LAR 540 Contemporary Landscape Architecture	LAR 555 Landscape Construction	LAR 511 Design Studio II	LAR 523 Landscape Ecology	LAR 554 Site Engineering	LAR 541 History and Theory of Landscape Architecture	LAR 610 Design Studio III	LAR 526 Planting Design	LAR 570 Introduction to GIS for Landscape Architecture and Planning	LAR 611 Design Studio IV	LAR 623 Landscape Planning Studio	LAR 596B Landscape Architecture Seminar II	LAR 560 Professional Practice	LAR 612 Design Studio V	LAR 596C Landscape Architecture Seminar III	LAR 528 Landscape Planning	LAR 596D Landscape Architecture Seminar IV	LAR 909/910 Master's Report/Thesis
Knowledge																				
Design Process, Principles and Theory																				
the range of creative, cultural and historic approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental and social issues and goals	I		D					I	D				D	I	I			D		C
Histories and Theories of the Art and Science of Landscape Architecture																				
built and natural environment, and urban, community, and ecological planning and design;	I		D					C				D		D		C		D		
framed by diverse social, cultural, economic, political, and scientific forces in North America and globally			D		I			D	D			D	I							C
Plants, Ecosystems, and Climate Science																				
abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes;		C				C	I		D	C			D					D		
application of ecology, botany, and horticulture principles to the design of the landscape;		C				C	I			C			D							
knowledge of soil science and geology and their impact on the landscape;		C				C	I		D	C			D			D		D		
impacts associated with landscape engineering, development, post construction management and maintenance;		I	I				I			C			D		I	D				
interrelationships between ecosystems and climate.		C	I			C	I		D	C					I	C		I		
Resilience																				
social, human, economic and environmental principles of sustainability and resilience;			I		I			I	D			D			I	C		D		C
landscape performance categories, metrics and methodologies;			I	I			D		D		I					C		D		C
the use of behavioral sciences to assess the impacts of design within diverse social, human, economic and environmental systems.			I		I			I	I			D				D		D		C
Legal Context of the Profession																				
legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety and the public welfare through their professional practice;			I	I		I		I							D	I				
maintaining the intrinsic values of environmental, historic, cultural and community resources in compliance with legal and regulatory frameworks;								I							D	I				C
the regulatory professional practice and licensure requirements.															C					
Professional Practice																				
current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings;			D					I							C					
project management and delivery;				I											D	I				
the ethical and professional obligations to clients, communities, the public, and the landscape and environment;			I					D					I		C			D		
life-long learning, advocacy, career development, and the role of professional and community organizations.			D					D					D		D					
Skills and Competencies																				
Assessment																				
analysis of the physical, biotic, climatic, and cultural context of a project;	I		D					I	D				C			C		D		
comprehensively synthesis of objective and subjective analysis;			I		D			I				D	C			C		D		C
evaluation of the suitability of a program to multiple sites and prioritization of a site based on program;												D	D			C				
evaluation of spatial and other relevant data;	I		D				I	I			D		D			D		D		
communication of the criteria and methodologies used in evaluation.			D						D				D			C				C

I Introduction of knowledge / skill
D Development of knowledge / skill
C Competency in knowledge / skill

	Year 1								Year 2							Year 3				
	F				S				F			S				F		S		
Required Courses	LAR 510 Design Studio I	LAR 520 Plant Materials	LAR 540 Contemporary Landscape Architecture	LAR 555 Landscape Construction	LAR 511 Design Studio II	LAR 523 Landscape Ecology	LAR 554 Site Engineering	LAR 541 History and Theory of Landscape Architecture	LAR 610 Design Studio III	LAR 526 Planting Design	LAR 570 Introduction to GIS for Landscape Architecture and Planning	LAR 611 Design Studio IV	LAR 623 Landscape Planning Studio	LAR 596B Landscape Architecture Seminar II	LAR 560 Professional Practice	LAR 612 Design Studio V	LAR 596C Landscape Architecture Seminar III	LAR 528 Landscape Planning	LAR 596D Landscape Architecture Seminar IV	LAR 909/910 Master's Report/Thesis
Design																				
generation of multiple design concepts to for a project;	I				D				D							C				
evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result;									D			D				C				
application of the natural, physical, and social sciences in the development of innovative and site-specific design solutions;	I					C		I	D				D			D				
design decision-making that incorporates physical, cultural, climatic and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.			I						I			D	D			C				C
Communication																				
use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas;	I		D	D	D		D	D	D				C		C			D		
solicit ideas from, listen and seek to understand and communicate effectively with diverse audiences;												D	D		D	C				
thoughtfully provide, receive, and respond to feedback and critique;	I		D		D			D	D			D	D			D				C
demonstrate empathy and respect.			D					D	D						D					
Construction materials and methods																				
integration of materials, engineering, specifications, and construction techniques in a design proposal;				D	D		I		D											
selection of materials for character, quality, cost, sustainability, and cultural relevance;				D					D											
preparation of design development, construction documents, and details;				D																
understanding construction administration and oversight.				I											D					
Landform/landscape engineering and green infrastructure																				
applying quantifiable principles and practices of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable							I						D			C				
Numeracy/Quantification																				
mathematical calculations to inform and substantiate design and construction performance						C	I						D			D				
Landscape Performance																				
ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes;				I			I		I				D		C	C				C
identification of types of data to measure project impact(s);			I	I		D	I		I		I		D			D		D		
use of performance metrics to measure performative impacts of a project.			I	I		C	I		I				D			D				C
Collaboration																				
leadership and collaboration on multidisciplinary teams;			I	D			I	I	D		C	D	D		C	C				C
incorporation of knowledge from other disciplines, professions, and perspectives.			I	D			I	I			C	D	D			D		D		
Research (graduate level)																				
articulation of a clear research theory;											I		D	D			C	D	C	
selection and application of appropriate research methods;											I		D	D		C	C		C	
placement of work within an existing body of knowledge and articulation of the significance of the work to the field;			I					I			I			D	I		C		C	
the practice of research ethics and responsible conduct;													D	D			C		C	
work autonomously and effectively to complete independent projects;			I					I						D	D		C		C	
contribution of new knowledge to the profession to address current and future challenges.													D	D	I	D	C		C	

E STUDENT WORK TABLE OF CONTENTS

All student work is located in Box: https://arizona.box.com/s/ykmko41mjt6didwurpencee60q4uh1ua

BACHELOR OF LANDSCAPE ARCHITECTURE

First Year

- LAR 102 Landscape Architecture Intro Studio
  - Garden Of Arches (Spring 24)
  - Essence and Abstraction (Spring 22)
  - Steal like a Landscape Architect (Spring 21) (Min)
  - In the Manner Of (Spring 23)
  - Digital Skills (Spring 25)

Second Year

- LAR 201 Design Studio I
  - Elements and Principles of Design (Fall 24)
  - Flandrau Science Center (Fall 24)
  - Elements and Principles of Design (Fall 22)
  - Return to the River (Fall 23)
  - Public Spaces Between Spaces (Fall 21) (Min)
- LAR 215 Digital Media Skills and Techniques
  - Digital Site Analysis Diagram (Spring 24)
  - Section (Spring 25)
  - Section (Spring 24)
  - Illustrated Perspective (Spring 23)
  - Perspective (Spring 23) (Min)
- LAR 255 Landscape Construction
  - Parking (Fall 23)
  - Underwood Garden Layout and Dimensioning Plan (Fall 22) (Min)
  - Detailing (Fall 22)
  - Planting (Fall 24)
- LAR 202 Design Studio II
  - Animal Aided Design (Spring 23)
  - Habitat Suitability Mapping Narrative (Spring 22)
  - Site Design (Spring 22)
  - Site Scale Design (Spring 22) (Min)
  - Comprehensive Final (Spring 24)
- LAR 254 Site Engineering
  - Slabs (Fall 21)
  - Site Grading (Spring 23)
  - Screening (Spring 24) (Min)
  - Grading Plan (Spring 23)
- LAR 241 History and Theory of Landscape Architecture
  - Did you Know (Spring 25)
  - Historic Landscape/Garden Styles (Spring 24)
  - Historic Landscape/Garden Styles (Spring 23)

- Historic Landscape/Garden Styles (Spring 24) (Min)
- Then and Now (Spring 25)

Third Year

- LAR 301 Design Studio III
  - Charrette Design (Fall 24)
  - Tuba City Chapter Tract (Fall 23) (Min)
  - Rodeo Wash (Fall 24)
  - Master Planning Along Tucson's Santa Cruz River (Fall 22)
- LAR 470 Introduction to GIS for Landscape Architecture and Planning
  - Tucson Neighborhoods and Bobcat Habitats (Fall 23)
  - Geospatial Analysis (Fall 24) (Min)
  - Geospatial Analysis (Spring 25)
  - Geospatial Analysis (Fall 24)
- LAR 420 Plant Materials
  - Plant Profiles Notebook (Fall 22)
  - Plant Classification (Fall 23)
  - Courtyard Planting Design (Fall 24)
  - Courtyard Planting Design (Fall 22) (Min)
  - Courtyard Planting Design (Fall 24)
- LAR 302 Design Studio IV
  - Corridor/Urban Node (Spring 23)
  - Design Collaboration Project (Spring 24)
  - Master Plan Concept (Spring 25)
  - Corridor/Urban Node (Spring 24) (Min)
  - Design Development & Implementation (Spring 25)
- LAR 423 Landscape Ecology
  - Biotic Communities of the Southwest (Spring 22)
  - Biotic Communities of the Southwest (Spring 23) (Min)
  - Biotic Communities of the Southwest (Spring 24)
  - Inventory and Analysis of the Urban Matrix (Spring 24)
  - Inventory and Analysis of the Urban Matrix 2 (Spring 24)

Fourth Year

- LAR 401 Design Studio V
  - EPA RainWorks Challenge Narrative (Fall 24)
  - EPA RainWorks Challenge Master Plan (Fall 24) (Min)
  - Taliesin West Final Presentation (Fall 22)
- LAR 440 Contemporary Landscape Architecture
  - Contemporary Finds (Fall 23)
  - Case Reviews (Fall 22)
  - Case Reviews (Fall 23)
  - Case Reviews (Fall 24) (Min)
  - Themes in Contemporary Landscape Architecture (Fall 23)
- LAR 426 Planting Design
  - Metaphors and Inspirations (Fall 24)
  - Metaphors and Inspirations: Designing by Example (Fall 24)
  - Exploring Garden Styles (Fall 23)

    - Exploring Garden Styles (Fall 23) (Min)
- LAR 498 Capstone Studio
    - Master Plan and Design Guidelines (Spring 24) (Min)
    - Detailed Design Development (Spring 24)
    - Detailed Design Development (Spring 23)
    - Capstone (Spring 25)
    - Capstone 2 (Spring 25)
- LAR 460 Professional Practice
    - Writing Prompt: Philosophy and Influences (Spring 23)
    - Firm Profile & Strategic Business Plan (Spring 24) (Min)
    - Firm Profile & Strategic Business Plan (Spring 24)
    - Request for Qualifications (Spring 25)
- LAR 456 Working Drawings
    - Jekyll & Hyde Residence (Spring 23)
    - Construction Drawing Replication (Spring 24)
    - Material Study (Spring 24) (Min)
    - Material Study (Spring 25)

MASTER OF LANDSCAPE ARCHITECTURE

First Year

- LAR 510 Design Studio I
    - Elements and Principles of Design (Fall 22)
    - The Spaces Between (Fall 20)
    - Design Process Project (Fall 21)
    - Barrio Viejo (Fall 24)
    - Flandrau Science Center (Fall 22) (Min)
- LAR 520 Plant Materials
    - Plant Profiles Notebook (Fall 20)
    - Courtyard Planting Design (Fall 20)
    - Courtyard Planting Design (Fall 21) (Min)
    - Courtyard Microclimate Assessment (Fall 23)
- LAR 540 Contemporary Landscape Architecture
    - Contemporary Finds (Fall 22)
    - Case Reviews (Fall 21)
    - Case Reviews (Fall 24)
    - Case Reviews (Fall 24) (Min)
    - Themes in Contemporary Landscape Architecture (Fall 23)
- LAR 555 Landscape Construction
    - Retaining Wall Design (Spring 20)
    - Irrigation (Spring 22)
    - Planting Plan (Fall 22)
    - Underwood Garden Document Package (Spring 21)
- LAR 511 Design Studio II
    - Biosphere 2 (Spring 21)
    - El Con Mall (Spring 22)
    - Green Infrastructure Retrofit Design for a Commercial Area (Spring 20)
    - El Con Mall (Spring 22) (Min)

    - Wild City Design Final (Spring 25)
- LAR 523 Landscape Ecology
    - Biotic Communities of the Southwest (Spring 20)
    - Biotic Communities of the Southwest (Spring 21)
    - Biotic Communities of the Southwest (Spring 22)
    - Inventory and analysis of the urban matrix (Spring 22)
    - Inventory and analysis of the urban matrix (Spring 21) (Min)
- LAR 554 Site Engineering
    - Hand Drafting Section (Fall 21)
    - Laser Cutter (Fall 21)
    - Grading Plan (Spring 23)
    - Landscape Performance in Site Engineering (Fall 20)
- LAR 541 History and Theory of Landscape Architecture
    - Did You Know (Fall 25)
    - Historic Landscape/Garden Styles (Spring 24)
    - Historic Landscape/Garden Styles (Spring 24) (Min)
    - Then and Now (Spring 23)

Second Year

- LAR 610 Design Studio III
    - The Green New Deal Superstudio (Fall 20)
    - Parking Project (Fall 21)
    - Resilience Park (Fall 24)
    - Urban Park in Hermosillo, Mexico (Fall 20) (Min)
- LAR 526 Planting Design
    - Planting Design Layout (Fall 21)
    - Exploration of design concept and composition development (Fall 23)
    - Exploration of design concept and composition development (Fall 20) (Min)
    - Exploring Garden Styles (Fall 24)
- LAR 570 Introduction to GIS for Planning and Landscape Architecture
    - Geospatial Analysis (Fall 24)
    - Tucson Neighborhoods and Bobcat Habitats (Fall 23)
    - Tucson Neighborhoods and Bobcat Habitats (Fall 23) (Min)
    - Opportunity Index (Fall 22)
- LAR 611 Design Studio IV
    - Grid, Street, Place (Spring 21)
    - Marshall Foundation Urban Design Studio (Spring 22)
    - Marshall Foundation Urban Design Studio (Spring 22) (Min)
    - Master Plan & Design Guidelines (Spring 24)
    - Detailed Design Development (Spring 23)
- LAR 528 Landscape Planning
    - Green Infrastructure Evaluation: General Plan (Spring 20)
    - Green Infrastructure Evaluation: General Plan (Spring 20) (Min)
    - EV-lution of Route 66 (Spring 23)
    - Proposed Ecological Plan (Spring 24)
    - Proposed Ecological Plan 2 (Spring 24)
- LAR 560 Professional Practice
    - Firm Profile & Strategic Business Plan (Spring 24)

- Professional Ethics in the Practice of Landscape Architecture (Spring 23)
- Request for Proposal (Spring 22)
- Request for Qualifications (Spring 25)
- Request for Qualifications (Spring 25) (Min)

Third Year

- LAR 612 Design Studio V
  - Retrofitting a Popular Parcel Park in the Time of a Global Pandemic (Fall 20)
  - Desert Blooms at Mochik Ranch (Fall 21) (Min)
  - EPA Campus RainWorks Challenge (Fall 24)
  - A Study in Preservation and Rehabilitation (Fall 22)
- LAR 596D Master's Report/Thesis
  - Garden Design as an Instrument (Fall 23)
  - Tucson al Fresco: A Toolkit for Decentralized Streetscape & Streatery Design (Spring 21)
  - Landscape Information Modeling: Implication for Urban Policy & Design (Spring 22) (Min)
  - Bellringer Ranch Renovation (Spring 24)
  - Shifting the Goal: A Place for Women & A Design for Nature (Spring 25)

This page intentionally left blank

F COURSE SYLLABI

BLA Syllabi: https://arizona.box.com/s/gh932ogkd7is4cckok0o2dzn83il7bsv

- ARC 101 A/B Foundation Studio
- ARC 131 A/B Design and the Environment
- LAR 102 Landscape Architecture Intro Studio
- LAR 201 Design Studio I
- LAR 202 Design Studio II
- LAR 215 Digital Media Skills and Techniques
- LAR 241 History and Theory of Land Arch
- LAR 254 Site Engineering
- LAR 255 Landscape Construction
- LAR 301 Design Studio III
- LAR 302 Design Studio IV
- LAR 401 Design Studio V
- LAR 420 Plant Materials
- LAR 423 Landscape Ecology
- LAR 426 Planting Design
- LAR 440 Contemporary Land Arch
- LAR 456 Working Drawings
- LAR 460 Professional Practice
- LAR 470 Intro to GIS for Land Arch and Plg
- LAR 498 Capstone Studio

MLA Syllabi: https://arizona.box.com/s/68pvynph892zmju84l9vzgfov78p89zd

- LAR 510 Design Studio I
- LAR 511 Design Studio II
- LAR 520 Plant Materials
- LAR 523 Landscape Ecology
- LAR 526 Planting Design
- LAR 528 Landscape Planning
- LAR 540 Contemporary Landscape Arch
- LAR 541 Hist and Theory of Landscape Arch
- LAR 554 Site Engineering
- LAR 555 Landscape Construction
- LAR 560 Professional Practice
- LAR 570 Intro to GIS for Plg and Land Arch
- LAR 596B Landscape Architecture Seminar II
- LAR 596C Landscape Architecture Seminar III
- LAR 596D Landscape Architecture Seminar IV
- LAR 610 Design Studio III
- LAR 611 Design Studio IV
- LAR 612 Design Studio V

This page intentionally left blank

G1 CURRICULAR ASSESSMENT (BACHELOR'S)

Include a copy of the program's curriculum assessment plan, or other documents associated with the program's curricular assessment process, in this section.

The BLA Program at the University of Arizona maintains a robust and multi-tiered assessment strategy designed to ensure ongoing alignment with program goals, student learning outcomes, and the evolving standards of the profession. The BLA program's curriculum assessment plan is designed around reflection, responsiveness, and evidence-based improvement. It integrates direct and indirect measures, fosters faculty collaboration, and values student input as a core element of curriculum advancement. The following outlines the procedures in place for assessing the effectiveness of the BLA program curriculum:

1. Assessing Students' Achievement of Course and Program Objectives

Retention and Graduation Rates
The program monitors student progression and timely graduation as one measure of effectiveness.

Direct Student Learning Assessment
Faculty have used rubric-based assessments to evaluate student achievement in final studio coursework starting with the first graduating class in 2024. Rubrics utilize a three-point scale to assess five program learning outcomes (see Addendum X.11):

- **3** = Exceeds Standards
- **2** = Meets Requirements
- **1** = Does Not Meet Requirements

Key outcomes assessed include:

- Design Process, Methods, and Solutions
- Communication Skills
- Sustainable Design Strategies
- Professional Practice
- Critical Thinking

Additionally, graduating students complete an **Exit Survey** where they self-rate their skills as "Not at all Confident," "Somewhat Confident," "Confident," and "Totally Confident" in relation to these learning outcomes (see Addendum X.10 Learning Outcomes Surveys).

2. Reviewing and Improving Instructional Methods

Faculty Retreats and Meetings
The faculty engage in reflective curriculum review and coordination at multiple intervals:

- **Annual College-wide Retreat and All-School Faculty Meeting:** Faculty meet to ensure integration and alignment with college visioning and strategic alignment across academic programs.
- S**emester-End Review Sessions:** Faculty review student work sequentially from first year to final studio, discuss strengths and gaps, and conduct a SWOT analysis to identify actionable curriculum adjustments.
- **Faculty Meetings:** Occur bi-weekly to monthly throughout the year to monitor instructional

coherence, teaching effectiveness, and identify needs for pedagogical innovation.

- **Digital Curriculum Task Force:** A subset of faculty meets 2-3 times per semester to assess the digital aspects of the landscape architecture curriculum including evaluating and projecting program needs in context of professional standards and trends. A new student position as Digital Curriculum Teaching Assistant will work across courses for technical assistance and tutoring while documenting needs and trends among the student body to facilitate, with the task force, further assessment of the digital curriculum comprehensively.

3. Maintaining Currency in the Profession

Faculty Development and Professional Engagement
Faculty are supported in their ongoing professional development through participation in conferences such as ASLA, CELA, and EDRA and other lectures and webinars. These engagements allow faculty to:

- Stay current with evolving technologies, theories, and values.
- Integrate geodesign, GIS, and digital media advancements into the curriculum.
- Publish scholarly work and refine instructional methods.

Recent hires include faculty with strong digital design and communication skills, further modernizing the curriculum.

4. Student Feedback and Program Evaluation

Student Evaluation Instruments
The program employs multiple feedback loops for continuous improvement:

- Student Course Surveys (SCS): Required for every course each semester. Results and comments are reviewed by faculty as a formative resource in developing course content and teaching approaches. The results are also shared with the school director and used in faculty annual performance reviews.
- Exit Survey: Administered to all graduating students to assess confidence in learning outcomes and satisfaction with program quality.
- BLA Townhall Meetings: Introduced in 2024 for BLA students to meet with the school director and program chair to provide regular feedback on the curriculum and instructional environment.

Assessment Reporting and Action
The Assessment Coordinator consolidates data from surveys and rubric assessments and presents findings to the faculty. These are used to inform curricular updates, prioritize improvements, and maintain alignment with program objectives and accreditation standards. This assessment is also required by the University of Arizona, and the Assessment Coordinator reports the findings annually in the UA online reporting system.

Assessment Tools:

Studio Survey – completed by studio instructors prior to our End of Semester Review Session

1. What is the principal theme of your studio?
2. Can you describe any interdisciplinary engagements in your studio? *(e.g., guest lectures, cross-faculty collaborations, or involvement from students in other*

disciplines)

3. Are there any external partnerships or aspects tied to your studio?
   (e.g., sponsorships, grants, competitions, or contractual collaborations)
4. How many projects do you assign during the semester?
5. What is the typical scale or size of the projects you assign (in acres or other units)?
6. Approximately what percentage of your studio involves group work?
7. Which modes of presentation or review do you use?
   (e.g., individual/group presentations, exhibitions, virtual reviews, open houses)
8. Are there any significant gaps or deficiencies in student preparation for this studio?
   (please share specific areas for improvement if applicable)
9. Are any of these primary learning outcomes no longer applicable to this studio? (listed points are specific to Design Studio I, but are tailored to each studio)
   - Principles and Aesthetics of Design;
   - Creative Problem Solving;
   - Design Programming;
   - Philosophical Concept Development;
   - Physical Concept Development (functional relationship diagrams);
   - Iterative Design Development;
   - Design Synthesis; b) Oral Communication;
   - Digital Media Graphics;
   - 2D Representations and 3D Modeling

Student Exit Survey: See Addendum X.10 for the BLA Student Exit Survey

BLA Capstone Rubric: See Addendum X.11 for learning outcomes and assessment criteria.

This page intentionally left blank

G2 CURRICULAR ASSESSMENT (MASTER'S)

Include a copy of the program's curriculum assessment plan, or other documents associated with the program's curricular assessment process, in this section.

The MLA Program at the University of Arizona maintains a robust and multi-tiered assessment strategy designed to ensure ongoing alignment with program goals, student learning outcomes, and the evolving standards of the profession. The MLA program's curriculum assessment plan is designed around reflection, responsiveness, and evidence-based improvement. It integrates direct and indirect measures, fosters faculty collaboration, and values student input as a core element of curriculum advancement. The following outlines the procedures in place for assessing the effectiveness of the MLA program curriculum:

1. Assessing Students' Achievement of Course and Program Objectives

Retention and Graduation Rates
The program monitors student progression and timely graduation as one measure of effectiveness.

Direct Student Learning Assessment
Since 2014, faculty have used rubric-based assessments to evaluate student achievement in final studio coursework. Rubrics were revised in 2023 to a four-point scale aligned with program learning outcomes (see Addendum X.15):

- 4 = Exemplary (Exceeds Standards)
- 3 = Competent (Meets Standards)
- 2 = Developing (Approaching Standards)
- 1 = Beginning (Below Standards)

Key outcomes assessed include:

- Communication Skills
- Design Practice, Methods, and Theory
- Research, Analysis, and Critical Thinking
- Sustainable Design Strategies
- Professional Practice

Additionally, graduating students complete an **Exit Survey** where they self-rate their skills as "Not confident," "Somewhat confident," "Confident," or "Very confident" in relation to these learning outcomes (see Addendum X.10).

2. Reviewing and Improving Instructional Methods

Faculty Retreats and Meetings
The faculty engage in reflective curriculum review and coordination at multiple intervals:

- **Annual College-wide Retreat and All-School Faculty Meeting:** Faculty meet to ensure integration and alignment with college visioning and strategic alignment across academic programs.
- **Semester-End Review Sessions:** Faculty review student work sequentially from first year to final studio, discuss strengths and gaps, and conduct a SWOT analysis to identify actionable curriculum adjustments.

- **Faculty Meetings:** Occur bi-weekly to monthly throughout the year to monitor instructional coherence, teaching effectiveness, and identify needs for pedagogical innovation.
- **Digital Curriculum Task Force:** A subset of faculty meets 2-3 times per semester to assess the digital aspects of the landscape architecture curriculum including evaluating and projecting program needs in context of professional standards and trends. A new student position as Digital Curriculum Teaching Assistant will work across courses for technical assistance and tutoring while documenting needs and trends among the student body to facilitate, with the task force, further assessment of the digital curriculum comprehensively.

3. Maintaining Currency in the Profession

Faculty Development and Professional Engagement
Faculty are supported in their ongoing professional development through participation in conferences such as ASLA, CELA, and EDRA and other lectures and webinars. These engagements allow faculty to:

- Stay current with evolving technologies, theories, and values.
- Integrate geodesign, GIS, and digital media advancements into the curriculum.
- Publish scholarly work and refine instructional methods.
- Recent hires include faculty with strong digital design and communication skills, further modernizing the curriculum.

4. Student Feedback and Program Evaluation

Student Evaluation Instruments
The program employs multiple feedback loops for continuous improvement:

- Student Course Surveys (SCS): Required for every course each semester. Results and comments are reviewed by faculty as a formative resource in developing course content and teaching approaches. The results are also shared with the school director and used in faculty annual performance reviews.
- Exit Survey: Administered to all graduating students to assess confidence in learning outcomes and satisfaction with program quality.
- MLA Townhall Meetings: Introduced in 2024 for MLA students to meet with the school director and program chair to provide regular feedback on the curriculum and instructional environment.

Assessment Reporting and Action
The Assessment Coordinator consolidates data from surveys and rubric assessments and presents findings to the faculty. These are used to inform curricular updates, prioritize improvements, and maintain alignment with program objectives and accreditation standards. MLA assessments are published and regularly updated for public access on the University website at: https://capla.arizona.edu/sites/default/files/Public%20Information%20for%20Web%206-1-2020.pdf. This assessment is also required by the University of Arizona, and the Assessment Coordinator reports the findings annually in the UA online reporting system.

Assessment Tools:

Studio Survey – completed by studio instructors prior to our End of Semester Review Session

1. What is the principal theme of your studio?

2. Can you describe any interdisciplinary engagements in your studio?
   (e.g., guest lectures, cross-faculty collaborations, or involvement from students in other disciplines)
3. Are there any external partnerships or aspects tied to your studio?
   (e.g., sponsorships, grants, competitions, or contractual collaborations)
4. How many projects do you assign during the semester?
5. What is the typical scale or size of the projects you assign (in acres or other units)?
6. Approximately what percentage of your studio involves group work?
7. Which modes of presentation or review do you use?
   (e.g., individual/group presentations, exhibitions, virtual reviews, open houses)
8. Are there any significant gaps or deficiencies in student preparation for this studio? (please share specific areas for improvement if applicable)
9. Are any of these primary learning outcomes no longer applicable to this studio? *(listed points are specific to Design Studio I, but are tailored to each studio)*
   - Principles and Aesthetics of Design;
   - Creative Problem Solving;
   - Design Programming;
   - Philosophical Concept Development;
   - Physical Concept Development (functional relationship diagrams);
   - Iterative Design Development;
   - Design Synthesis; b) Oral Communication;
   - Digital Media Graphics;
   - 2D Representations and 3D Modeling

Student Exit Survey: See Addendum X.10 for the MLA Student Exit Survey.

MLA Rubric: See Addendum X.15 for assessment criteria.

This page intentionally left blank

H1 STUDENT INFORMATION (BACHELOR'S)

Record the student data; as reported in the Annual Reports; in the table below. Include only full-time students recorded as majors in the program being reviewed for the last six years. Edit the header row of each table to reflect the actual academic years; e.g. 2022-2023.

1. Pre-enrollment Information

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)
Number Applied	57	63	64	80	157	20
Number Accepted	52	57	56	65	151	18
Number Enrolled	36	35	27	33	45	18

2. Student Demographics

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)
Race and Ethnicity						
American Indian/ Alaska Native	5	4	3	1	1	
Asian	5	3	1	2	1	1
Native Hawaiian/ Pacific Islander						
Black / African American	10	2	5	3	1	2
Hispanic / Latino	46	42	33	22	20	4
White / Non-Hispanic	38	42	34	25	16	5
Two or more races	7	6	6	3	1	2
Unknown	3	4	2	2		1
Gender						
Male	60	57	42	28	19	9
Female	54	46	42	30	21	6
Other / prefer not to answer						
Student Type						
Domestic	105	100	81	56	37	15
International	9	3	3	2	3	
Total Students*	**114**	**103**	**84**	**58**	**40**	**15**

*Total enrolled full-time students at fall census date

Note: number of part-time BLA students per year; excluded from analysis:
2025-2026: 3; 2024-2025: 10; 2023-2024: 8; 2022-2023: 10; 2021-2022: 9; 2020-2021: 3

This page intentionally left blank

H2 STUDENT INFORMATION (MASTER'S)

Record the student data, as reported in the Annual Reports, in the table below. Include only full-time students recorded as majors in the program being reviewed for the last six years. Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023.

1. Pre-enrollment Information

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)
Number Applied	38	27	32	31	41	30
Number Accepted	29	23	26	28	34	25
Number Enrolled	11	8	8	8	12	13

2. Student Demographics

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)
Race and Ethnicity						
American Indian/ Alaska Native				1	1	
Asian	3		5	3	4	1
Native Hawaiian/ Pacific Islander						
Black / African American		1				
Hispanic / Latino	5	6	7	8	7	6
White / Non-Hispanic	11	12	12	12	18	17
Two or more races					1	1
Unknown	2	1	1	2	4	8
Gender						
Male	8	8	11	13	15	14
Female	13	12	14	13	20	19
Other / prefer not to answer						
Student Type						
Domestic	18	18	19	23	31	30
International	3	2	6	3	4	3
Total Students*	**21**	**20**	**25**	**26**	**35**	**33**

*Total enrolled full-time students at fall census date

Note: number of part-time MLA students per year, excluded from analysis:
2025-2026: 0; 2024-2025: 1; 2023-2024: 2; 2022-2023: 2; 2021-2022: 4; 2020-2021: 2

This page intentionally left blank

I1 ALUMNI INFORMATION (BACHELOR'S)

1. Degrees Awarded

It is not necessary to enter 0 in cells/categories where no alumni are represented.

	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Race and Ethnicity				n/a	n/a	n/a
American Indian/ Alaska Native						
Asian		1	1			
Native Hawaiian/ Pacific Islander						
Black / African American		2				
Hispanic / Latino	4	2				
White / Non-Hispanic	8	2				
Two or More Races						
Unknown						
Gender						
Male	6	3	1			
Female	6	4				
Other / prefer not to answer						
Student Type						
Domestic	12	7	1			
International	0	0	0			
Total Degrees Awarded	**12**	**7**	**1**			

2. Alumni Employment Since Last Accreditation

Enter the total number of alumni since the last accreditation visit under the category in which they were first employed as reported in the Annual Reports (i.e. the sum total for each category from the last six Annual Reports)

It is not necessary to enter 0 in cells/categories where no alumni are represented.

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Graduate Education		4		**4**
Academic Practice				
Private Practice	6	1		**7**

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Government Practice				
NGO / Non-profit Practice				
Landscape Horticulture/Design Build				
Volunteer Service				
Not Employed in Landscape Architecture				
Unknown	4	5		**9**
Other				
TOTAL	**10**	**10**		**20**

I2 ALUMNI INFORMATION (MASTER'S)

1. Degrees Awarded

It is not necessary to enter 0 in cells/categories where no alumni are represented.

	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Race and Ethnicity						
American Indian/ Alaska Native						
Asian		1	4	1		3
Native Hawaiian/ Pacific Islander						
Black / African American				1		
Hispanic / Latino	3	4	2	3		2
White / Non-Hispanic	5	5	2	10	6	5
Two or More Races						
Unknown		1	1	2	1	
Gender						
Male	4	6	3	7	3	2
Female	4	5	6	10	4	8
Other / prefer not to answer						
Student Type						
Domestic	7	9	7	16	7	7
International	1	2	2	1	0	3
Total Degrees Awarded	**8**	**11**	**9**	**17**	**7**	**10**

2. Alumni Employment Since Last Accreditation

Enter the total number of alumni since the last accreditation visit under the category in which they were first employed as reported in the Annual Reports (i.e. the sum total for each category from the last six Annual Reports)

It is not necessary to enter 0 in cells/categories where no alumni are represented.

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Graduate Education				
Academic Practice		1		**1**
Private Practice	15	29		**44**

Present Occupation	Male	Female	Other/Prefer not to Answer	Total
Government Practice	1	3		**4**
NGO / Non-profit Practice	5	1		**6**
Landscape Horticulture/Design Build				
Volunteer Service				
Not Employed in Landscape Architecture				
Unknown	4	3		**7**
Other				
TOTAL	**25**	**37**		**62**

J FACULTY INFORMATION

1. Faculty FTE

Use faculty FTE, not faculty headcount, e.g. a part-time faculty member with a 50% appointment = .5 FTE; a joint appointment with 60% landscape architecture and 40% geography appointment = .6 FTE.

	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Tenure-related Faculty						
Professor	3.5	3.0	3.0	3.0	3.0	2.0
Associate Professor	1.00	1.5	2.0	.50	.50	1.5
Assistant Professor	2.0	2.0	2.0	3.5	1.5	1.5
Non Tenure-related Faculty						
Full-time	2.88	3.12	2.07	1.00	1.00	1.00
Part-time	.57	0.0	.30	0.20	.40	.40
TOTAL FTE	**10.15**	**9.62**	**9.37**	**8.20**	**6.40**	**6.40**

2. Faculty Demographics: Gender

Use faculty headcount, not faculty FTE.

It is not necessary to enter 0 in cells/categories where no faculty are represented.

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Tenure-related Faculty: Professor							
Male	1	1	1	1	1	1	
Female	3	3	2	2	2	2	2
Other / Prefer not to answer							
Tenure-related Faculty: Associate Professor							
Male	1	1	1	2			1
Female			1	1	1	1	1
Other / Prefer not to answer							
Tenure-related Faculty: Assistant Professor							
Male	1	1	1	1	3	2	2
Female	1	1	1	1	1		
Other / Prefer not to answer							

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Non tenure-related Faculty: Full-time							
Male	3	2	3	2	1	1	1
Female	1	1	1	1			
Other / Prefer not to answer							
Non tenure-related Faculty: Part-time							
Male	1	1		1	1	1	1
Female	1	1		1		1	1
Other / Prefer not to answer							
TOTAL FACULTY MEMBERS							
Male	7	6	6	7	6	5	5
Female	6	6	5	6	4	4	4
Other / Prefer not to answer							

3. Faculty Demographics: Ethnicity

Use faculty headcount, not faculty FTE

It is not necessary to enter 0 in cells/categories where no faculty are represented.

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Tenure-related Faculty: Professor							
American Indian/ Alaska Native							
Asian	2	2	1	1	1	1	
Native Hawaiian/ Pacific Islander							
Black / African American							
Hispanic / Latino							
White / Non-Hispanic	2	2	2	2	2	2	2
Mixed							
Unknown							
Tenure-related Faculty: Associate Professor							
American Indian/ Alaska Native							

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Asian			1	1	1	1	2
Native Hawaiian/ Pacific Islander							
Black / African American							
Hispanic / Latino							
White / Non-Hispanic	1	1	1	2			
Mixed							
Unknown							
Tenure-related Faculty: Assistant Professor							
American Indian/ Alaska Native							
Asian							
Native Hawaiian/ Pacific Islander							
Black / African American	1	1	1	1	1		
Hispanic / Latino							
White / Non-Hispanic	1	1	1	1	3	2	2
Mixed							
Unknown							
Non tenure-related Faculty: Full-time							
American Indian/ Alaska Native							
Asian							
Native Hawaiian/ Pacific Islander							
Black / African American							
Hispanic / Latino							
White / Non-Hispanic	4	3	4	3	1	1	1
Mixed							
Unknown							
Non tenure-related Faculty: Part-time							
American Indian/ Alaska Native							
Asian							

	Current Year (2025-2026)	Last Year (2024-2025)	2 Years Ago (2023-2024)	3 Years Ago (2022-2023)	4 Years Ago (2021-2022)	5 Years Ago (2020-2021)	6 Years Ago (2019-2020)
Native Hawaiian/ Pacific Islander							
Black / African American							
Hispanic / Latino							
White / Non-Hispanic	2	2		2	1	2	2
Mixed							
Unknown							
TOTAL FACULTY MEMBERS							
American Indian/ Alaska Native							
Asian	2	2	2	2	2	2	2
Native Hawaiian/ Pacific Islander							
Black / African American	1	1	1	1	1		
Hispanic / Latino							
White / Non-Hispanic	10	9	8	10	7	7	7
Mixed							
Unknown							

4. Faculty Education and Licensure

List all current year faculty members and their current year FTE assigned to the program(s).

For degrees, enter Y for each degree held by the faculty member.

For LA License, enter Y if the faculty member holds a landscape architecture license.

For Other License, list the profession, e.g. Civil Engineering.

Faculty member	FTE	BSLA/BLA	MLA	PhD	LA License	Other License
Lauri Macmillan Johnson, Professor & Director	0.65	Y	Y			
Margaret Livingston, Professor	1.00			Y		
Shujuan Li, Professor	0.50			Y		
Bo Yang, Professor	1.00		Y	Y	Y	
Kirk Dimond, Associate Professor & Program Chair	1.00	Y	Y		Y	

Faculty member	FTE	BSLA/BLA	MLA	PhD	LA License	Other License
Kenneth Kokroko, Assistant Professor	1.00		Y		Y	
Mackenzie Waller, Assistant Professor	1.00		Y		Y	
Nolan Bade, Lecturer	1.00		Y		Y	
Wendy Lotze, Lecturer	0.66		Y			
Travis Mueller, Lecturer	1.00		Y			
Erik Schmahl, Lecturer	1.00		Y		Y	
Vera Gates, Adjunct Lecturer	0.03	Y			Y	
Garrett Smith, Adjunct Lecturer	0.31			Y		

5. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction within the program(s). For joint appointments, do not include percent teaching in the other program / department. "Other" category should include teaching for the program(s), e.g. teaching a non-required general education landscape architecture course, or a course paid for by the program(s) but taught in another academic unit, e.g. an interdisciplinary design course taught at the college level.

Research: Include only the percentage of time contractually allocated to research and assigned and reviewed as a part of a faculty member's workload.

Service: Include only the percentage of time contractually allocated to service activities and assigned and reviewed as a part of a faculty member's workload.

Administration: Include only the percentage of time contractually allocated to administrative activities and assigned and reviewed as a part of a faculty member's workload. Do not include ad hoc administrative activities, e.g. visiting lecturer arrangements, student advising.

Total: Full-time faculty members should total 100%. Part-time faculty members should total the amount of their FTE. An instructor with a 50% appointment that is primarily teaching but a small amount of service, e.g., could have 40% teaching, 10% service, and a total of 50%.

Faculty member	Teaching %			Research %	Service%	Admin / other %	TOTAL FTE %
	BLA	MLA	Other				
Lauri Macmillan Johnson, Professor and Director	15%	15%				70%	100%
Margaret Livingston, Professor	18%	32%	20%	5%	25%		100%
Shujuan Li, Professor	23%	12%	10%	45%	10%		100%
Bo Yang, Professor, Associate Dean for Research	20%	10%		40%	15%	15%	100%

Faculty member	Teaching %			Research %	Service%	Admin / other %	TOTAL FTE %
	BLA	MLA	Other				
Kirk Dimond, Associate Professor & Program Chair	23%	22%		35%	10%	10%	100%
Kenneth Kokroko, Assistant Professor	22.5%	22.5%		35%	20%		100%
Mackenzie Waller, Assistant Professor	37%	8%		35%	20%		100%
Nolan Bade, Lecturer	65%		35%				100%
Wendy Lotze, Lecturer	23%	23%	20%				66%
Travis Mueller, Lecturer	57%	25%	3%		15%		100%
Erik Schmahl, Lecturer	47%	38%			15%		100%
Vera Gates, Adjunct Lecturer	3%						3%
Garrett Smith, Adjunct Lecturer	7%	7%	17%				31%

6. Visiting Lecturers/Critics

Use the table below to list a representative sample (not comprehensive) of visiting lecturers and critics for the present and two preceding academic years, as reported in the Annual Report.

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers who served the program. List only persons who were brought in for the program(s) under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level.

Name	Field/Specialty	Firm/University/Agency	Date(s)	Contribution
Erik Scharf	Landscape Architecture	Wheat Design Group	Spring 2025	Guest Lecturer & Guest Critic
Luisa Gutierrez	Architecture	UNISON	Spring 2025	Guest Critic
Paul Bamsom	Urban Designer	Skidmore, Owings & Merrill	Spring 2025	Guest Lecturer
Laura Mielcarek	Landscape Architecture	Wheat Design Group	Spring 2025	Guest Lecturer
Steven Smith	Invasive Plant Species	UA School of Natural Resources	Spring 2024; Spring 2025	Guest Lecturer
Jenny Mosato	Landscape Architecture	Wheat Design Group	Fall 2024	Guest Critic
Oscar Rodriguez Ponce	Landscape Architecture	Tucson Clean and Beautiful	Fall 2024	Guest Critic
Val Little	Water	SAWARA	Fall 2024; Fall 2025	Guest Lecturer
Luke Mich	Planning	Chicago Dept. Of Planning and Development	Fall 2024; Fall 2025	Guest Critic
Nichole Casebeer	Landscape Architecture	Pima County Flood Control	Fall 2024; Fall 2025	Guest Lecturer

Name	Field/Specialty	Firm/University/Agency	Date(s)	Contribution
Chris Stebe	Landscape Architecture	UA Planning, Design and Construction	Spring 2024	Guest Critic
Jan Groth	Gardener Instructor	Cochise County Cooperative Extension	Spring 2024	Guest Critic
Oscar Blazquez	Architecture and Landscape Architecture	Professor Emeritus, UA	Spring 2024	Guest Critic
Stephanie Koplin	Landscape Architecture	Tucson Audubon Urban Wildlife	Spring 2024	Guest Lecturer
Ariana Cantu	Social Work	University of Washington	Fall 2024	Guest Lecturer
Luke Cole	Landscape Architecture	Sonoran Institute	Fall 2024	Guest Critic
Axie Navas	Outdoor Recreation	The Wilderness Society	Fall 2024	Guest Critic
Courtney Kaufman	Hydrology	Pima County Regional Wastewater Reclamation Dept.	Fall 2024	Guest Critic
Carrie Olson	Water-Flood Control	Pima County Flood Control District	Fall 2024	Guest Critic
Jenn Miller	Business Development	SmithGroup	Spring 2024	Guest Lecturer
Maria Voris-Staudt	Landscape Designer	McGann and Associates	Spring 2024	Guest Critic
Lauren Flemister	Planning	City of Seattle, Office of Planning and Community Development	Spring 2024	Guest Lecturer
Libertad Figuero	Sustainability	Lincoln Institute of Land Policy	Spring 2024	Guest Lecturer
Leslie Palaroan	Real Estate Development	Satellite Affordable Housing Associates	Fall 2023	Guest Lecturer
Stephanie Tsai	Environmental Justice	California Environmental Justice Alliance	Fall 2023	Guest Lecturer
Steve Kozachik	Councilman	City of Tucson, Ward 6	Fall 2023	Guest Critic
Catherine De Almeida	Landscape Architecture	University of Washington	Fall 2023	Guest Critic

This page intentionally left blank

K INDIVIDUAL FACULTY RECORD

Name: Nolan Bade

Rank: Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2014-2017	MLA
Northern Arizona University	2010-2013	BS Environmental Science: Land Management

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2022	Design Studio I

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
BLOOM	Garden Architecture	2024-present	Principal Landscape Architect
BORDER-LA	2022-2024	Landscape Architect
WERK	urban design	2020-2022	Landscape Architect
Norris Design	2016-2020	Associate

Professional Registration:

- Landscape Architect Registration: AZ #72530

Professional & Academic Activities:

Nolan's memberships in professional organizations include:

- Urban Land Institute (ULI) (2021–present)
- Arizona Forward (2021–2023)
- Urban Phoenix Project (2020–2023)
- Phoenix Community Alliance (2018–2019)
- UA Vaccine POD (2021)

Publications:

Bade, Nolan. "URBAN (Re)COLOGY." *Antennae: The Journal of Nature in Visual Culture*, no. 36, Issue 56, 2016, pp. 21.*

His work has also been featured in *Landscape Architecture Magazine* in the article "Small Firm, Big Leap" by Aiden Ackerman (2021).

Contributions:

Nolan has held multiple leadership roles in professional practice, including Principal Landscape Architect at BLOOM Garden Architecture (2024–present), Landscape Architect at BORDER-LA (2022–2024), and WERK Urban Design (2020–2022). His work has focused on restorative and bespoke design, green infrastructure, and large-scale urban mixed-use developments. He has

contributed to numerous high-profile projects across the Southwest and California, including the Lake Havasu City Low-Impact Development Master Plan, Laguna Beach Museum Streetscape, and Statler Plaza Public Service Memorial. These projects reflect his commitment to sustainable urbanism, placemaking, and ecological design.

Name: Kirk Dimond

Rank: Associate Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
Penn State University	2000-2002	MS in Landscape Architecture
Utah State University	1996-2000	BLA
Utah State University	1994-1996	AAS in Horticulture

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2015-present	Studio II, Studio III, Studio V, Site Construction, Site Engineering

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Architectural Nexus	2008-2009	Landscape Architectural Designer
A&D Landscaping	2006-2008	Landscape Designer

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

- RLA, Registered Landscape Architect; Utah
- 2007-2025 - LEED Accredited Professional + Building Design and Construction

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

- Treasurer, CELA, 2021-present
- Chair, CELA Standing Committee for Budget and Finance, 2021-present
- Member, CELA Conference Committee, 2022-present
- Region 2 Director, CELA, 2018-2021
- CELA Standing Committee on Operations and Management, 2018-2020
- Vice Chair, CAPLA Council of Faculty Members, 2024-present

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

Book Chapters (Refereed):

Dimond, K. (2022). “Site design for Solar PV within the urban boundary.” In Yang & Taufen (Eds.), *Handbook of Sustainable Cities and Landscapes in the Pacific Rim*. Routledge. *

Fiorelli, T., Yu, Y., Ko, Y., Dimond, K., & Coffman, M. (2022). “Colocation for Co-benefits: the SWOC Analysis of Brightfields and Agrivoltaics.” In Yang & Taufen (Eds.), Handbook of Sustainable Cities and Landscapes in the Pacific Rim. Routledge. *

Journal Articles (Refereed):

Pederson, F., Florendo, R., Ali Khawaja, S., Dimond, K., and Kim, H. (2024). “Effects on the compressive strength of cement-stabilized rammed earth blocks with varied content of

buffelgrass-based fibers." *Frontiers in Built Environment,* 10:1362254.*

Glockner, W., Planinac, K., & Dimond, K. (2024). "The Power of Place: Unleashing the Potential of Place-Based Green Energy Landscapes." *Architecture,* 4(1), 148–169.*

*Preziuso, D., Dimond, K., & Ko, Y. (2023). Renewable Energy Landscapes Southwest and Pacific Northwest Workshops. PNNL-34218. Pacific Northwest National Laboratory.**

*Dickinson, S., Dimond, K., Li, S. (2023). "Green waste to green architecture: optimizing urban tree systems for renewable construction material supply chains." Socio-Ecological Practice Research, 1–11. **

Dimond, K. (2021). "A Pattern Language for solar photovoltaics." *Landscape Journal, 39(1), 21–37. **

Barron-Gafford, G. A., et al., including Dimond, K. (2019). "Agrivoltaics provide mutual benefits across the food–energy–water nexus in drylands." *Nature Sustainability, 2(9), 848–855. **

Dimond, K. (2019). "Context and Embellishments for a Solar Photovoltaic Pattern Language." In *EDRA 50 Proceedings. **

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

My work in landscape architecture has focused on strengthening the profession through integrated efforts in teaching, research, and leadership. Guided by the belief that we teach to serve the profession and research to challenge it, I aim to prepare students as adaptive, technically proficient designers while advancing knowledge that addresses resilience, energy transition, and justice. As Chair of both the BLA and MLA programs at the University of Arizona, I've helped lead curriculum development—restructuring course sequences, digitizing core content, and developing the capstone studio. These efforts reflect my commitment to collaborative curriculum planning and reinforcing essential knowledge, skills, and abilities across programs.

My scholarship centers on integrating renewable energy infrastructure into the built environment to position landscape architecture at the forefront of climate-responsive design. This work has been published in Landscape Journal, Landscape Architecture Magazine, and other peer-reviewed outlets, and it directly informs my studio teaching, including during the Green New Deal Superstudio. I've co-led a U.S. Department of Energy-supported professional workshop on Renewable Energy Landscapes and continue to foster academic-professional partnerships through grant proposals, mentoring, and invited lectures. These projects have engaged MLA students as research assistants and co-authors, supporting their development as scholars and practitioners.

In service, I contribute at multiple levels—from mentoring and faculty leadership within my college to national service through CELA, where I currently serve as Treasurer. Across all roles, I strive to build strong institutional and professional networks that enhance educational outcomes, foster new research collaborations, and expand the profession's relevance and impact.

Name: Vera Gates

Rank: Adjunct Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
Cal Poly San Luis Obispo	1980-1984	BA in Environmental Design

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2023-present	Design Studio I, II

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Arterra Landscape Architects	1993-2016	Partner & Lead Designer

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

- California Registered Landscape Architect #3502

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

- President of PaperWorks Artist Collective, Tucson, AZ
- President of Maple Grove Cemetery, Franklin, VT
- Member of the Strategic Planning Committee for Cold Hollow Sculpture Park, Enosburgh, VT

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

N/A

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

As I reach a reflective point in my career, I find myself in a deeply fulfilling position. Decades in practice have shaped my perspective, and I feel a strong responsibility to give back and share the insights that only time and experience can offer. Teaching is more than a transfer of skills; it is an act of stewardship. I see my role as a mentor and guide, helping students navigate the evolving terrain of landscape architecture with clarity, courage, and creativity.

Landscape architecture is rooted in ecology, culture, and design, offering many professional paths. At the heart of each lies the ability to design with intention and care. I believe design is a cultivated practice, an art and craft that can be taught, refined, and elevated. My teaching centers on empowering students to think expansively, act boldly, and create work that is both beautiful and deeply responsive.

My research and creative work address urgent challenges in the built and natural environments, including climate resilience, social equity, and ecological restoration. Through design inquiry and collaboration, I aim to show how landscape architecture can be a transformative force. I

encourage students to see themselves not just as designers but as agents of change.

Beyond the classroom, I remain engaged in academic and professional communities through leadership, mentorship, and service. I believe our discipline thrives when we foster dialogue across generations and geographies, and when we commit to nurturing the next wave of thinkers and practitioners.

In this chapter, I hope to spark curiosity, build confidence, and inspire excellence. If I can sprinkle a little magic along the way, I know I've done something meaningful.

Name: Lauri Macmillan Johnson

Rank: Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Illinois	1975-1977	MLA
Rutgers University	1971-1975	BSLA

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	1991-present	History and Theory of Landscape Arch, Contemporary Landscape Architecture

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Elementary Schools, Daycares, Nurseries, Municipalities, Townships, Parks, Residential Site Plans, Reid Park Zoo	1973-2010	Landscape Designer; Planning Consultant; Project Manager
Richard Martin Organization	1982	Project Manager; Lead Designer
Synterra Ltd.	1979-1982	Project Manager; Lead Designer

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

N/A

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

- Fellow, Council of Educators in Landscape Architecture (CELA)
- Member, ASLA
- Member, Society for Ecological Research
- Member, Deans and Directors Council
- Advisor, Sigma Lambda Alpha, Iota Chapter, the National Honor Society of Landscape Architecture

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

Johnson, L.M., Cove, M.V., Daniels, J.C., & Yocom, K.P. (2025). Innovative communication strategies for promoting urban wildlife habitat conservation. *Landscape and Urban Planning*, 253, 105229.*

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

Lauri Macmillan Johnson was appointed Director of the School of Landscape Architecture and Planning in 2010.

As director. Macmillan Johnson oversees three undergraduate degree programs, three undergraduate minor programs, three graduate degree programs, and four graduate certificate programs with total school enrollment of nearly 800 students. These programs include: Bachelor of Science in Sustainable Built Environments (main campus, online, and microcampus in Peru); Bachelor of Landscape Architecture; Bachelor of Science in Real Estate Development; undergraduate minors in Landscape Architecture, Real Estate Development, and Sustainable Built Environments; Master of Landscape Architecture; Master of Science in Urban Planning; Master of Real Estate Development (main campus and online); and graduate certificates in real estate development (finance, analysis, and practice) and Heritage Conservation. As director, Macmillan Johnson supervises more than 30 faculty and four full-time staff.

At the school level, she oversees fiscal management and business operations; strategic planning and execution; program and curricular assessment; accreditation and external reporting; personnel hiring; staff and faculty annual reviews; P&T; teaching and service assignments; course management and scheduling; serving on the dean's executive council; participating in college events; and coordinating with college and university offices on student and faculty affairs, communications, alumni and community engagement, scholarships, and special assignments.

Her scholarly work has focused on design theories in history and contemporary landscape architecture, cultural landscapes, and children's environments. Macmillan Johnson's work has been published by the University of Texas Press, Fitzroy Dearborn, Landscape and Urban Planning, Journal of the Southwest, Children's Environments Quarterly, Proceedings of the Council of Educators in Landscape Architecture and the American Society of Landscape Architects, and Topos Magazine. She has won several design competitions, including the constructed entry entitled Garden of Abandonment for Chaumont-sur-loire's International Festival of Gardens held in France.

Name: Kenneth Kokroko

Rank: Assistant Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2015-2017	MLA
University of Arizona	2009-2013	BA in Anthropology
Pima Community College	2010-2011	GenEd. Requirements

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2021-present	Design Studio IV, Design Studio V, Professional Practice, Special Topics in Sustainable Built Environments, Capstone Studio

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
SmithGroup	2017-2021	Associate | Landscape Architect | Urban Designer

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

- 2020-2023 - Licensed Landscape Architect, Michigan (License Number 3901001786; renewal pending)

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

- Manuscript reviewer for *Socio-Ecological Practice Research* and *Landscape Journal*
- Conference abstract reviewer for the Council of Educators in Landscape Architecture (CELA) since 2021.
- Interim Member of the UA Graduate Council, present
- Member, ASLA, 2019-present
- Fellow, Deans' Diversity and Equity Initiative (https://bedeansadvancingchange.com/fellows)

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

Peer-Reviewed Journal Articles

Kokroko, K. J., Leipold, W., & Hovis, M. (2024). "Applying a pedagogy of interdisciplinary and cross-cultural collaboration as socio-ecological practice in landscape architecture education." *Socio-Ecological Practice Research*. https://doi.org/10.1007/s42532-023-00175-5 *

Peer-Reviewed Abstracts & Conference Proceedings

Hall, C., *Kokroko, K.*, et al. (2024). "Developing a Cross-Cultural Framework for Sustainability Solutions in the US-Mexico Borderlands." *EGU General Assembly 2024*, Vienna. *

Kokroko, K. J. (2023). "From Liability to Asset: Engaging Radical Imaginaries..." *CELA Annual*

Conference Proceedings. *

Kokroko, K. J. (2023). “Service Learning in the Landscape Architecture Design Studio…” *CELA Annual Conference Proceedings*. *

Kokroko, K. J. (2022). “Detroit›s Joe Louis Greenway: Urban Trail Development…” *CELA Annual Conference Proceedings*. *

Planning & Design Reports

Kokroko, K. J. (2023). *La Doce Vacant Land Activation Plan: Community Engagement Report*. Client: Southwest Folklife Alliance.

Kokroko, K. J., Rodriguez Ponce, O., & Leipold, W. (2023). *Main Gate Square Streetscape Improvement Plan*. Client: The Marshall Foundation.

Kokroko, K. J. & Leipold, W. (2022). *South Tucson Housing Authority Open Space Improvement Plan*. Client: South Tucson Housing Authority.

Kokroko, K. J. & Morrissey, L. (2022). *Grace Lutheran Children’s Art and Nature Garden*. Client: Grace Lutheran Church and Child Learning Center.

Research Projects

Kokroko, K. J. (2020–2021). Collaborator, *Greening the Common Ground: Mapping Equitable Access to the Joe Louis Greenway*. University of Michigan SEAS.

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

As an Assistant Professor in the School of Landscape Architecture and Planning at the University of Arizona, my teaching, research, and service are rooted in advancing landscape architecture through experiential learning, interdisciplinary collaboration, and community engagement. I integrate real-world practice into service-learning studios, where students work with diverse communities and allied disciplines to address socio-ecological challenges. Notably, in 2023–2024, students collaborated with architecture studios and community partners in Hermosillo, Mexico to design and implement green stormwater infrastructure. I also teach Professional Practice, guiding students to align their learning goals with career aspirations and reinforcing connections across the curriculum.

My research and creative scholarship focus on environmental justice and sustainability in underserved communities across Arizona and the borderlands. This includes work on experiential learning, inclusive engagement, and green infrastructure benefits. Collaborations have supported community-driven design, public housing improvements, land trust formation, vacant land activation, urban greening policy, and master planning in Navajo Nation communities. These efforts demonstrate the value of landscape architecture and foster partnerships among students, researchers, practitioners, and communities.

Service is central to my role. At the university level, I contributed to UA’s inaugural Sustainability and Climate Action Plan through the Built Environment Working Group. Within CAPLA, I’ve served on four committees and as Faculty Liaison to the Arizona ASLA Chapter, supporting recruitment and student mentorship. Nationally, I serve on ASLA’s Student Support and Engagement Committee and help organize the 2025 Spark Talks webinar series. I also review abstracts for CELA and manuscripts for *Landscape Journal* and *Socio-Ecological Practice Research*.

Name: Shujuan Li, PhD

Rank: Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
Texas A&M University	2007-2009	PhD in Geography
Peking University	2000-2003	MS in Ecology
Beijing Normal University	1996-2000	BS in Geography

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2017-present	GeoDesign Studio, Environmental Land Use Planning, Introduction to GIS for Planning and Landscape Architecture, Research Methods

Practice Experience

N/A

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

N/A

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

- Member, Undergraduate Council
- Member, College Constitution and Bylaws Committee
- Member, Teaching Seed Grant Review Committee
- Member, College Faculty Status Committee
- Editorial Board of Socio-Ecological Practice Research

Dr. Li reviews manuscripts for over a dozen journals, and has chaired and moderated sessions at international conferences such as CUPUM and CELA.

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

Peer-Reviewed Journal Articles

Li, S., Yang, B., & Li, H. (2023). Using big data to assess park system performance during the COVID-19 Pandemic. *Sustainability*. *

Dickinson, S., Dimond, K., & Li, S. (2023). Green waste to green architecture. Socio-Ecological Practice Research. *

Li, S. & Yang, B. (2022). Social media for landscape planning and design. *Landscape Research*. *

Luo, W., Baldwin, E., Jiang, A.Y.*, Li, S., et al. (2022). Housing environments and COVID-19. *BMJ Open*. *

Li, S. & Yang, B. (2021). Park size and shape performance. *Socio-Ecological Practice Research*. *

Book Chapters

Li, S., et al. (2024). *Sacred Gardens as Healing Spaces*.

Yang, B., Li, S., et al. (2019). What is ecological wisdom? In *Ecological Wisdom: Theory and Practice*. *

Reports and Projects

Li, S., et al. (2022). *Designer's Guide to Effective EVSE Sites*. Salt River Project.

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

Dr. Li has led or contributed to over 30 funded research projects, securing more than $7.5 million in competitive funding from the National Institutes of Health (NIH), U.S. Department of Agriculture (USDA), Arizona Board of Regents, The Nature Conservancy, Salt River Project, National Science Foundation (NSF), and the Arizona Institute for Resilience, among others. Her research spans climate resilience, green infrastructure, electric vehicle infrastructure, and public health. She co-directs the Adaptive Environments Design Lab (AEDL) and serves as a Faculty Associate at the Institute on Place, Wellbeing & Performance.

Her applied research includes projects such as the Designer's Guide to Effective EVSE Sites, and she has led community-engaged efforts in park planning, urban tree systems, and green stormwater infrastructure. She regularly collaborates with students and community partners to translate research into actionable design and planning strategies.

She has presented extensively at national and international conferences, including CELA, AAG, ARCC, Greenbuild, and CUPUM, covering topics such as urban growth modeling, park system performance, EV infrastructure, and climate-resilient design.

Name: Margaret Livingston

Rank: Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	1990-1992	PhD in Renewable Natural Resources
University of Arizona	1988-1990	MLA
University of Arizona	1983-1985	MS in Plant Sciences
University of Arizona	1974-1978	BS in Horticulture

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	1998-present	Plant Materials, Landscape Ecology, Planting Design, Landscape Architecture Seminar II, Landscape Architecture Seminar III, Master's Report, Master's Report/Thesis

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Local, State, National, and International Sites	1992-present	Consultant in conservation-based design and assessment of natural and revegetated plant communities (local, state, national and international sites).

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

N/A

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

- Member, CELA
- Member, ASLA
- President, Sycamore Canyon Conservation Foundation Board, Tucson
- Member, the UA Center for Climate Adaptation Science and Solutions
- Member, Surface Water Group

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

Peer-Reviewed Journal Articles

Bass, B. & Livingston, M. (2018). Automotive retrofits and walkability. *Journal of Urban Design*. *

Conference Proceedings

Dimond, K., Vasquez Cabrera, P., Rodriguez Ponce, O., Bolyard, L., & Livingston, M. (2023). *Academic design assistance with NPS*. CELA Annual Meeting. *

Thomas, K., Dimond, K., Livingston, M., & Barron-Gafford, G. (2022). *PV Green Roof in Arid*

Environments. CELA Annual Meeting. *

Reports and Projects

Livingston, M. et al. (2023). *Historic Fourth Avenue District Improvement Plan.* Drachman Institute.

Livingston, M. et al. (2021–2023). *Sahuarita Park Community Assistance Project.* RTCA/NPS.

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

As a professor in landscape architecture and the undergraduate program in sustainable built environments, I continually emphasize with students the importance of addressing ecological and environmental issues in arid environments. For example, my research focus often relates to concerns involving water conservation, wildlife habitat preservation or enhancement, and the use of native plants in urban areas.

My outreach work with a variety of agencies locally and nationally, and universities in Jordan in the past, centered on issues related to resource conservation in urban environments. The issues surrounding limited resources in our ecosystems continue to be a critical focus for professionals in landscape architecture; as a teacher, it is my goal to prepare students for these challenges. For example, some of my work has demonstrated the importance of maintaining natural and semi-natural ecosystems within and surrounding urban areas, which can be a challenge when resources are restricted.

Recent collaborations with the Town of Globe regarding sustainable strategies for multi-use outdoor learning spaces, and with a Tucson community focusing on green infrastructure incorporation for a pedestrian corridor involved several graduate students. These students, now alumni, continue their focus on sustainable practices as professionals in landscape architecture firms. In the majority of my work, collaboration with students is vital, providing them with valuable experiences as we prepare them to be responsible, successful professionals with the ability to address complex ecosystems.

Name: Wendy Lotze

Rank: Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2004-2007	MLA
University of Arizona	1992-1996	BA in Creative Writing

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2021-present	History of Landscape Architecture, Landscape Engineering, Landscape Construction, Introduction to Design Thinking, Cultural Landscapes

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Network for Arizona Trails	2020-present	Coordinator; Operate statewide trails collaborative with biannual conference
Arizona Trail Association	2023	Interim Executive Director
Arizona Trail Association	2015-2025	Director of Volunteer Programs
Kittelson & Associates	2014-2015	Engineering Support
Desert Sensibility	2013-present	Principal – Landscape Designer, Graphics, Facilitation

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

N/A

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

Service and Leadership

- Vice Chair, Arizona ASLA Southern Section
- Vice President, Pima Parks Alliance
- Chairperson, City of Tucson Pedestrian Advisory Committee
- Board Member and Recording Secretary, Southwest Mission Research Center
- Planning Committee Member, Partnership for National Trails.
- Executive Director, Arizona Trails Association

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

N/A

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

Her professional practice includes work with Desert Sensibility, Wheat-Scharf Associates, and

Olsson Associates, where she contributed to projects such as the Julian Wash Linear Park, Valencia Corridor Park Plan, and Redington Road Trailhead Redesign. She has also led volunteer programs and trail stewardship across Arizona's 800-mile National Scenic Trail.

Lotze has presented at numerous national and regional conferences, including CELA, International Trails Summit, Mountain States Trail Conference, and the Western Collaborative Conservation Network Confluence, covering topics such as volunteer engagement, climate resilience, and cultural landscape preservation.

Name: Travis Mueller

Rank: Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2015-2018	MLA
University of Texas	2005-2009	BA in Music Education

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2016-present	Studio I, Intro to Landscape Architecture Studio, Design Studio I, Design Studio IV, Intro to Digital Media, Design Studio IV, Foundation Studio, Design & the Environment

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Tait Moring & Associates, Landscape Architects	2014-2015	Project Designer and Project Manager
dwg. Urban Landscape Architecture	2013-2014	Project Designer
Ten Eyck Landscape Architects	2013	Project Designer
Bernard Trainor & Associates	2012	Landscape Designer
OLIN	2011	Summer Intern

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

N/A

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

- Member, College Curriculum Committee
- Member, Core Technology Faculty

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

N/A

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

Through my teaching, I bring my professional experience into the classroom with the goal of helping my students become more creative and strategic practitioners who are equipped to be successful in actual practice as they launch their careers. I talk about my professional experiences, describing the way one works in an office environment, hoping for a richer understanding of where one is leading. I often remark on the need for students to have the capacity to be productive from day one when they enter their first job out of school and I take

this goal for our students first hand. In my studios, students work on real-world projects such as neighborhood redevelopments or private school master plans. This pushes them to gain client experience and operate within realistic constraints and raises the profile of our profession in our community.

Name: Erik Schmahl

Rank: Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2013-2016	MLA
Florida State University	2005-2009	BS in Environmental Studies

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2021-present	Foundation Studio, Design and the Built Environment, Introduction to Landscape Architecture Studio, Design Studio II, Digital Media Skills and Technology, Design Studio V, Working Drawings, Design Studio II, Working Drawings, Design Studio III
University of Arizona	2016-2017	TA; Urban Design Studio

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
One Big Yard	2021-Present	Owner/Landscape Designer
TERREMOTO	2017-2020	Landscape Designer
AHBE Landscape Architecture	2016-2017	Landscape Designer
Student Conservation Association / AmeriCorps	2010	WildCorps Backcountry Trail Crew; Designated Wilderness Areas Land Management

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

- Licensed Landscape Architect, Arizona #84815

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

- Owner, One Big Yard
- Member, ASLA
- Member, Arizona Native Plant Society
- Volunteer, AmeriCorps' WildCorps Trail Crew

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

Schmahl, E., Battin, S. (2021). "Response-ability." In *In, From, & With: Exploring Collaborative Survival,* Circadian, pp. 56–57. *

Schmahl, E., Godshall, D., Webb, S. (2020). "Let Us Dance with New Moves to Songs of the Past." *Ground Up Journal.* *

Schmahl, E. (2016). *Lost in Place*. Master's Report, 124 pages, self-published.

Schmahl, E. (2017). “Mingling-with in company.” Performance with OOLA, Pieter Performance Space, Los Angeles, CA.

Schmahl, E. (2017). “LUSH.” Installation with Terremoto, MAK Center at the Schindler House, Los Angeles, CA.

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

My teaching philosophy is centered around creative problem solving utilizing the skills and tools of the landscape architectural discipline, ideally prompting students to embrace their skillset to address issues outside the immediate constraints of landscape architecture. In order to achieve this goal I continually share examples and precedents of multidisciplinary and transdisciplinary practitioners and projects from across the worlds of design, fine art, and the hard sciences. As much as possible I incorporate examples of built work and my own professional experience to demonstrate the material reality of design and its consequences across disciplines.

During my time as an instructor I have taken advantage of opportunities to bring students out of the classroom and to art museums across the campus, city, and region. I lean heavily on the arts and art institutions to prove to students what is possible. I have lead trips to Los Angeles, California and facilitated meeting with landscape adjacent art practices to expand the discipline in the minds of the students, to encourage them to not settle for the limitations of the current professional practice, assuming that the future challenges of the world will only be solved by developing new and exploratory ways of practicing landscape architecture.

In my personal research and creative work I continue to develop these ideas. I have been awarded multiple Night Bloom grants from the Museum of Contemporary Art Tucson to realize projects focused on creating cultural spaces (ENCLOSURE, 2025) and cultural institutions (SNAG, 2022), projects that lean heavily on my experience in society as a landscape architect. This transdisciplinary approach feeds back into the studios I teach, in which I have supported expanded methodologies and facilitated the creation of exhibits to emphasize the importance of creative problem solving not only as it relates to design but also to the communication of that design to engage and inform the general public.

Name: Garrett Smith

Rank: Adjunct Lecturer

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Arizona	2013-2019	PhD in Arid Lands Resource Sciences
University of Arizona	2011-2013	MS in Conservation & Environmental Planning
Savannah College of Art and Design	2006-2009	MA in Graphic Design
Georgia Southern University	2002-2006	BS in Printing

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2020-present	History of the Built Environment I, History of the Built Environment II, Urban Ecology, Placemaking and Urban Form, Geodesign, Public Lands Management, Introduction to GIS, Collaborative Online International Learning
Western Colorado University	2021-2023	The Science of Environmental Management, Quantitative Skills in Environmental Management, Geospatial Analysis, Introduction to Geographic Information Systems

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Pointer Consulting	2010-present	Geospatial consulting and public land management

Practice Experience

N/A

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

N/A

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

- Member, Ecological Society of America
- Member, Society of Outdoor Recreation Professionals
- Member, Esri Partnership Network
- Member, North American Cartographic Association.

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

Refereed Publications

Apanovich, N., King, G., Limbaugh, A., Smith, G., & Bernal, S. (2025). Socio-cultural benefits of an urban agriculture initiative designed for vulnerable populations in Tucson, Arizona. *Journal*

of Agriculture, Food Systems, and Community Development, 14(3), 1–18. *

Waller, M., Gornish, E. S., Murphy, A. J., Oliver, J. C., Prudic, K. L., & Smith, G. R. (In Review). Comparing Architectural and Ecological Approaches for Wildlife Habitat Suitability Assessment in Urban Environments. Available at SSRN 4949684. *

Technical Reports & Applied Research

Smith, G.R. (2023). *How do recreational users of OSMP lands define their motivations to recreate and do these meanings vary by recreation activity and geographic locations of recreation sites?* Pointer Consulting. Prepared for Boulder OSMP.

Kurzweil, J., Roberts, S., Smith, G., Swindell, E., Remke, M., Rock, N. (2023). *Telluride Valley Floor Integrated Monitoring Plan.* Mountain Studies Institute. Prepared for Town of Telluride Open Space Commission.

Smith, G.R. (2022). *Where did all these people come from, and where are they going to go?* Visitor-use management issues and successful strategies in Colorado's Front Range. Prepared for Boulder OSMP.

Smith, G.R. (2022). *Spatial Distribution and Impacts of Dispersed Campsites in Wilderness Areas.* Pointer Consulting. Prepared for Envision Chaffee County.

Smith, G.R. (2022). *Summary of the Impacts of Dispersed Campsites on Federal and State Managed Landscapes.* Prepared for Envision Chaffee County.

Smith, G.R. (2022). *Crowding, coping, conflicts, and recreation management preferences: A PPGIS analysis on lands managed by Boulder's Open Space and Mountain Parks Department.* Pointer Consulting. Prepared for Boulder OSMP.

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

One thing that is interesting about my affiliation with the landscape architecture program at the University of Arizona is that I am not a trained or practicing landscape architect. Instead, I am a trained and practicing landscape ecologist, and this informs both my teaching philosophy and the manner in which I look to prepare LAR students for emerging challenges in the built and natural environment. Specifically, what I have tried to integrate into my courses over the past three years that I have been teaching in CAPLA is getting LAR students comfortable in taking a more scientific and data-centric approach in their design process, while also challenging them to understand how their sites exist in a larger spatial context. From the scientific perspective, I integrate projects in my courses that introduce students to methods and implementation strategies for field-based ecological data collection and inventories (protocols, sampling, transects, etc.) that they can use at their sites to make more scientifically informed design decisions. Additionally, I design assignments that expose students to larger spatial scales to broaden their understandings of landscape structure and function beyond a single isolated site, focusing specifically on identifying flows, matrices, patches, and corridors. From this wider assessment, students can then zoom into their sites and understand how it functions in relation to this landscape-level ecological perspective. This ecological lens is especially important for students that are working within an urban matrix, as urban ecology is an important but slowly emerging sub-field in the wider ecological lexicon.

Name: Mackenzie Waller

Rank: Assistant Professor

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
University of Washington	2011-2013	M.Arch
University of Washington	2009-2011	MLA
University of California, Berkeley	1996-2000	BA Political Economy

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2022-present	Design Studio II, Design Studio II, Working Drawings, Design Studio III, Special Topics – Urban Wildlife Habitat Design, Sonoran Birds + Climate Change Studio, Urban Agency Capstone Studio, Emergent Landscapes Capstone Studio

Practice Experience

Firm or Agency	Years Practiced	Responsibilities
Board Design Group	2019-2024	Principal Designer
Framework	2014-2019	Design Director, Design & Research Lead
Natural Systems Design	2013-2014	Restoration Landscape Designer
Urban Designer, Mithun	2011-2013	Urban Designer

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

- Licensed Landscape Architect | Washington

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

- Member, ASLA
- Member, American Institute of Architects (AIA)
- Member, LGBTQ Leaders in Higher Education.
- Fellow, Deans' Diversity and Equity Initiative (https://bedeansadvancingchange.com/fellows)
- Member, Organizing Committee for the Santa Cruz River Urban Wildlife Refuge Coalition
- Co-Chair, CAPLA Equity, Diversity, and Inclusion Committee
- Member, Curriculum Committee
- Member, Constitution and Bylaws Committee

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

Peer-Reviewed Journal Articles

Waller, M., Cove, M. V., Daniels, J. C., & Yocom, K. P. (2025). Innovative communication strategies for promoting urban wildlife habitat conservation. *Landscape and Urban Planning*,

253, 105229. *

Cantú, A., & Waller, M. (2021). Pandemic and Gentrification: An Interdisciplinary Pedagogy to Engage the Messiness of Urban Spatial Justice. *Expanding The View*, 613–619. *

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

Over the past five years, my interdisciplinary work has advanced the landscape architecture profession by centering equity, biodiversity, and climate resilience as interdependent in urban design. Drawing on over a decade of public engaged practice and teaching, I prepare students for professional practice through inclusive, community-engaged pedagogy that emphasizes real-world application and co-design.

My research bridges design and environmental justice, addressing urgent challenges in urban wildlife conservation and greenspace access, and has helped secure over $5 million in competitive grants while influencing policy across multiple scales. I've co-led efforts to establish an Urban National Wildlife Refuge in Tucson and collaborate internationally to expand scholarship and application of urban wildlife inclusive design.

Through teaching excellence, public scholarship, and coalition-based leadership, my work contributes to a more just, adaptive, and ecologically vibrant future—advancing the mission of landscape architecture.

Name: Bo Yang

Rank: Professor and Associate Dean for Research

Department or unit: School of Landscape Architecture & Planning

Education

Institution	Years Attended	Degree/Date Granted
Texas A&M University	2007-2009	PhD in Urban and Regional Science
Texas A&M University	2007-2009	MLA
Huazhong University	2002-2004	M.Arch
Huazhong University	1998-2002	B.Arch

Teaching Experience

Institution	Years Taught	Subjects
University of Arizona	2017-present	Design Studio V, Design Studio II, Design Studio V, Landscape Planning Studio, Strategic Public Relations, Environmental Spatial Analysis
Utah State University	2009-2017	Landscape Construction I, Green Infrastructure Design, Faculty/Interdisciplinary Seminar I, Special Problems, Green Infrastructure Design, Master's Project, Continuing Graduate Advisement

Practice Experience

N/A

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

- Registered Landscape Architect, State of Utah. License Number 10406661
- American Institute of Certified Planners (AICP). Certification Number 32471

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

- Fellow, ASLA (2023)
- Founding Editorial Board Member of Socio-Ecological Practice Research (Springer, 2018–present)
- Assistant Editor for Landscape Research (Routledge, 2017–2024)
- International Advisory Committee Member for the Center for Urban Design in Cold Regions (Jilin Jianzhu University, 2017–2020)
- Urban Design Expert Advisor for the Changchun City Planning Bureau (2017–2020)

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

Wang, Z., Hu, K., Wang, Z., Yang, B., & Chen, Z. (2024). Impact of Urban Neighborhood Morphology on PM2.5 Concentration Distribution. *Land,* 14(1), 7. *

Chen, M., Sun, Y., Yang, B., & Jiang, J. (2024). MSPA-based green space morphological pattern and its spatiotemporal influence on land surface temperature. *Heliyon,* 10(11). *

Chen, S., Sleipness, O., Christensen, K., Yang, B., & Wang, H. (2023). Developing and testing a

protocol to systematically assess social interaction with urban outdoor environment. *Journal of Environmental Psychology,* 88, 102008. *

Gerlak, A. K., et al., including Yang, B. (2022). A collaborative effort to address maintenance of green infrastructure through a university–community partnership. *Socio-Ecological Practice Research,* 4(4), 393–408. *

Zuniga-Teran, A. A., et al., including Yang, B. (2022). Green Belt Implementation in Arid Lands through Soil Reconditioning and Landscape Design. *Land,* 11(12), 2130. *

Luo, W., et al., including Yang, B. (2022). Effects of housing environments on COVID-19 transmission and mental health. *BMJ Open*. *

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

My teaching philosophy is to prepare students with critical thinking skills and the ability to practice as global citizens in interdisciplinary team settings. My students have received 29 awards and recognitions, including 16 significant design awards at the national and state levels such as EPA, ASLA, and AzASLA. I mentor students through co-authorship on publications and presentations at national and international conferences, helping them grow into critical thinkers, excellent designers, and creative scholars. With support from teaching and research grants, I've led interdisciplinary training that connects students with more than six colleges on design and community engagement projects. These include green stormwater infrastructure, urban forestry, climate-resilient park design, transportation and mobility, and cultural landscapes. Our student teams have worked with government departments, nonprofit organizations, local communities, Native Nations, and academic institutions. One of our built projects, based on student design using green infrastructure to address health equity, was featured in Landscape Architecture Magazine.

I've undertaken more than 35 funded research projects totaling $2 million, authored three books, and published over 60 peer-reviewed articles on landscape performance and urban resilience. My work has been featured in media in the US, UK, and Germany. I've collaborated with Tucson Parks and Recreation to develop planning and design strategies that enhance park performance and support shade equity and tree canopy goals. I co-developed the Green Stormwater Infrastructure Maintenance Pocket Guide for the City of Tucson, addressing a critical gap in arid-region GSI practices. My students have worked with Native Nations such as the Pascua Yaqui Tribe and Navajo Nation on environmental and cultural sustainability projects, including a stormwater management plan for a 20-acre ranch site that retains runoff from 100-year storms. I currently lead a UA-ASU team developing mobile and scalable urban tree watering solutions to improve tree survival, reduce irrigation costs, and increase canopy cover.

I've contributed to the academic and professional community through leadership roles with CELA, including Vice President for Research and Creative Scholarship, co-chair of the Design Implementation track, and member of the Executive Committee. I promoted Landscape Research Record and managed more than 900 abstracts and nearly 180 papers. I serve as a founding editorial board member of Socio-Ecological Practice Research and was assistant editor for Landscape Research. I've co-chaired and served on organizing committees for five major conferences, including the Ecological Society of America's 100th annual meeting. I've reviewed grant proposals, book proposals, and research reports for publishers such as Routledge and Wiley, and I regularly review abstracts and manuscripts for over 25 academic journals and conferences.

L FACILITIES INFORMATION

1. Program Facilities

Room #	Size (SF)	Max Capacity	Type of Space	Shared or Exclusive (S/E)*
1st floor				
100	2,846	100	Sundt Gallery	S - CAPLA
100A	122	NA	Storage	S - CAPLA
101	1,168	24	Student and Alumni Center	S - CAPLA
101A	281	16	Drachman Institute	E - Drachman
101A1	93	NA	Drachman Storage	E - Drachman
101B-E	385	4	Academic Advising Offices	S - CAPLA
101F	96	1	Advising Storage	S - CAPLA
101G	97	1	Drachman Office	E - Drachman
102	256	10	Robinette Conference Room	S - CAPLA
103	1,503	94	Lecture Hall	S - University
104A	148	NA	Storage	E - Architecture
104	2,125	48	Foundation Studio	E - Architecture
104B	512	20	Foundation Studio	E - Architecture
104C	508	20	Foundation Studio	E - Architecture
120	601	6	CAPLA Front Office	S - CAPLA
120A-F	84	1	Staff Offices	S - CAPLA
120G	342	1	Dean's Office - Nancy Pollock-Ellwand	S - CAPLA
120H	93	1	Staff Office	S - CAPLA
120J	176	2	Staff Office	S - CAPLA
120K	110	2	Reception	S - CAPLA
A100	819	6	Materials Lab - Model Lab	S - CAPLA
A101	62	NA	Materials Lab - Service	S - CAPLA
A105	168	6	Materials Lab - Digital Fabrication	S - CAPLA
A106	491	6	Materials Lab - Dust Free Digital Fabrication	S - CAPLA
A107	1,528	12	Materials Lab - Metals	S - CAPLA
A107A	540	8	Materials Lab - Machining	S - CAPLA
A107B	127	NA	Materials Lab - Metal Tools	S - CAPLA
A108	84	2	Materials Lab - Office	S - CAPLA
A109	3,211	20	Materials Lab - Wood Lab	S - CAPLA
A109A	128	NA	Materials Lab - Wood Tools	S - CAPLA
A109B	23	NA	Materials Lab - Service	S - CAPLA
A109C	107	NA	Materials Lab - Service	S - CAPLA
A109D	78	NA	Materials Lab - Service	S - CAPLA
A111	4,879	30	Materials Lab - Workshop	S - CAPLA

Room #	Size (SF)	Max Capacity	Type of Space	Shared or Exclusive (S/E)*
2nd floor				
200	637	1	Faculty Hotel - Flex Office	S - CAPLA
201	118	2	Faculty Office	E - School
202	118	2	Faculty Office	E - School
203	117	2	Faculty Office	E- Architecture
204	117	2	Faculty Office	E- Architecture
205	118	2	Faculty Office	E- Architecture
206	117	2	Faculty Office	E- Architecture
207	116	2	Faculty Office	E- Architecture
208	120	2	Faculty Office	E- Architecture
215	343	5	IT Office	S - CAPLA
217	1,119	48	Computer Lab	S - CAPLA
220	765	30	Room 220 - Classroom	S - CAPLA
222	381	16	Hed/Viz Lab	S - CAPLA
224	227	8	Print Lab	S - CAPLA
235	726	30	Room 235 - Classroom	S - CAPLA
240	4,199	120	Architecture Studio	E- Architecture
245	309	16	Huddle Space	E- Architecture
245A	75	1	Faculty Office	E- Architecture
245B	77	1	Faculty Office	E- Architecture
245C	142	2	Faculty Office	E- Architecture
245D	104	1	Faculty Office	E- Architecture
A203	540	4	Architecture Conference	E- Architecture
A203A	187	1	School of Architecture Director Office	E- Architecture
A203B	187	6	School of Architecture Staff Office	E- Architecture
A203D	86	2	Faculty Office	E- Architecture
A203E	86	2	Faculty Office	E- Architecture
A203F	86	2	Faculty Office	E- Architecture
A203G	84	2	Faculty Office	E- Architecture
A203H	86	2	Faculty Office	E- Architecture
A203J	86	2	Faculty Office	E- Architecture
A203K	86	2	Faculty Office	E- Architecture
A203L	84	2	Faculty Office	E- Architecture
A203P	100	NA	Copier/Mailboxes/Storage	E- Architecture
A204	7,668	240	Architecture Studio	E- Architecture
A207	73	NA	Service	E- Architecture
A208	80	1	Lactation Room	E- Architecture
A210	71	NA	Service	E- Architecture
A211	1,224	45	Green Room	E- Architecture

Room #	Size (SF)	Max Capacity	Type of Space	Shared or Exclusive (S/E)*
3rd floor				
304	4,111	120	Architecture Studio	E- Architecture
310	307	16	Huddle Space	E - School
320	304	16	Huddle Space	E- Architecture
328	123	1	Storage	S - CAPLA
330	222	1	Server Room	S - CAPLA
304A	547	30	SBE Studio Space	E - School
310A	75	1	Faculty Office	E - School
310B	77	1	Faculty Office	E - School
310C	141	2	Faculty Office	E - School
310D	102	1	Faculty Office	E - School
320A	75	1	Faculty Office	E- Architecture
320B	75	1	Faculty Office	E- Architecture
320C	145	2	Faculty Office	E- Architecture
320D	104	1	Faculty Office	E- Architecture
A303	542	8	School Conference	E - School
A303A	187	1	Director's office - Lauri Macmillan Johnson	E - School
A303B	180	6	School Staff Office	E - School
A303C	100	NA	Copier/Mailboxes/Storage	E - School
A303D	84	2	Faculty Office	E - School
A303E	86	2	Faculty Office	E - School
A303F	86	2	Faculty Office	E - School
A303G	84	2	Faculty Office	E - School
A303H	86	2	Faculty Office	E - School
A303J	86	2	Faculty Office	E - School
A303K	86	2	Faculty Office	E - School
A303L	84	2	Faculty Office	E - School
A304	7,926	100	Landscape Architecture Studio	E - School
A304X	580	26	Triangle North	E - School
A304Z	280	15	Triangle West	E - School
A304Y	280	15	Triangle East	E - School
A305	72	NA	Service	E - School
A306	80	NA	School Storage	E - School
A308	71	NA	Service	E - School
4th floor				
A400	645	20	Archon Conference Room	S - CAPLA
A400A	31	NA	Storage	S - CAPLA

2. Floor Plans

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

FIRST FLOOR

- Shared Space
- Landscape Architecture Program Space
- School of Architecture
- Drachman Institute
- University Controlled

100	Sundt Gallery
100A	Storage
101	Student and Alumni Center
101A	Drachman Institute
101A1	Drachman Storage
101B-E	Academic Advising Offices
101F	Advising Storage
101G	Drachman Office
102	Robinette Conference Room
103	Lecture Hall
104A	Storage
104	Foundation Studio
104B	Foundation Studio
104C	Foundation Studio
120	CAPLA Front Office
120A-F	Staff Offices
120G	Dean's Office
120H	Staff Office
120J	Staff Office
120K	Reception

A100	Materials Lab - Model Lab
A101	Materials Lab - Service
A105	Materials Lab - Digital Fabrication
A106	Materials Lab - Dust Free Digital Fabrication
A107	Materials Lab - Metals
A107A	Materials Lab - Machining
A107B	Materials Lab - Metal Tools
A108	Materials Lab - Office
A109	Materials Lab - Wood Lab
A109A	Materials Lab - Wood Tools
A109B	Materials Lab - Service
A109C	Materials Lab - Service
A109D	Materials Lab - Service
A111	Materials Lab - Workshop

SECOND FLOOR

- Shared Space
- Landscape Architecture Program Space
- School of Architecture

200	Faculty Hotel - Flex Office
201	Faculty Office
202	Faculty Office
203	Faculty Office
204	Faculty Office
205	Faculty Office
206	Faculty Office
207	Faculty Office
208	Faculty Office
215	IT Office
217	Computer Lab
220	Room 220 - Classroom
222	Hed/Viz Lab
224	Print Lab
235	Room 235 - Classroom
240	Architecture Studio
245	Huddle Space
245A	Faculty Office
245B	Faculty Office
245C	Faculty Office
245D	Faculty Office

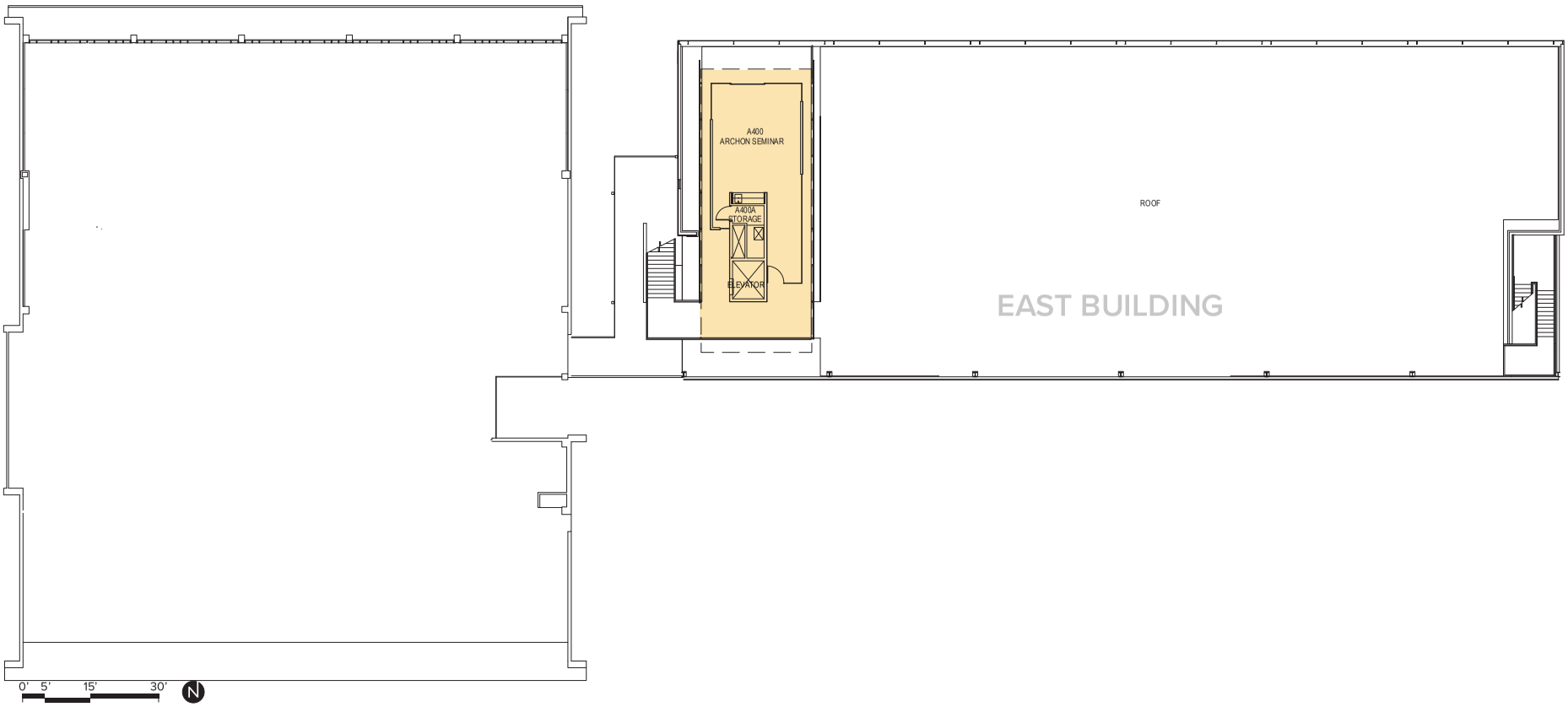
A203	Architecture Conference
A203A	School of Architecture Director Office
A203B	School of Architecture Staff Office
A203D	Faculty Office
A203E	Faculty Office
A203F	Faculty Office
A203G	Faculty Office
A203H	Faculty Office
A203J	Faculty Office
A203K	Faculty Office
A203L	Faculty Office
A203P	Copier/Mailboxes/Storage
A204	Architecture Studio
A207	Service
A208	Lactation Room
A210	Service
A211	Green Room

THIRD FLOOR

- Shared Space
- Landscape Architecture Program Space
- School of Architecture

304	Architecture Studio
310	Huddle Space
320	Huddle Space
328	Storage
330	Server Room
304A	SBE Studio Space
310A	Faculty Office
310B	Faculty Office
310C	Faculty Office
310D	Faculty Office
320A	Faculty Office
320B	Faculty Office
320C	Faculty Office
320D	Faculty Office
A303	School Conference
A303A	Director's office - Lauri Macmillan Johnson
A303B	School Staff Office
A303C	Copier/Mailboxes/Storage
A303D	Faculty Office

A303E	Faculty Office
A303F	Faculty Office
A303G	Faculty Office
A303H	Faculty Office
A303J	Faculty Office
A303K	Faculty Office
A303L	Faculty Office
A304	Landscape Architecture Studio
A304X	Triangle North
A304Z	Triangle West
A304Y	Triangle East
A305	Service
A306	School Storage
A308	Service



A400	Archon Conference Room
A400A	Storage

FOURTH FLOOR

Shared Space

X.1 PROGRAM HISTORY

Detailed history of the University of Arizona Landscape Architecture program from inception through 2025.

1891	The University of Arizona admits its first students.
August 1966	A major in landscape architecture is established in the Department of Horticulture.
October 1966	The four-year Bachelor of Science curriculum in landscape architecture is approved and is listed in 1967 – 1969 Biennial Catalog.
1969	A Master of Science with a major in landscape architecture degree is authorized and listed in the Graduate Catalog.
1973-1974	The four-year Bachelor of Science degree in landscape architecture receives Initial Accreditation.
December 1974	A four-year Bachelor of Landscape Architecture degree and a Master of Landscape Architecture degree are approved by the Arizona Board of Regents, replacing the Bachelor of Science and MS degrees; the School of Renewable Natural Resources and the Environment is approved by the Regents, with Landscape Architecture as a unit of the new School.
1975-1976	The four-year Bachelor of Landscape Architecture curriculum is reaccredited for a three- year period.
November 1975	The Master of Landscape Architecture Program is approved; a five-year Bachelor of Landscape Architecture curriculum is proposed and approved by the College of Agriculture.
August 1976	The five-year Bachelor of Landscape Architecture curriculum is implemented.
June 1979	The Bachelor of Landscape Architecture curriculum is reaccredited for a normal five-year period.
January 1984	A three-year Master of Landscape Architecture curriculum is implemented.
January 1985	The five-year Bachelor of Landscape Architecture is revised to a four- year curriculum due to growth of the graduate program.
Spring 1991	The five-year Bachelor of Landscape Architecture curriculum is reinitiated and is visited by an accreditation team.
July 1991	The LAAB votes for Initial Accreditation of the five-year Bachelor of Landscape Architecture curriculum.
August 1993	Due primarily to faculty strengths and interests and to continuing budget cuts, the Landscape Architecture Faculty vote to phase out the Bachelor of Landscape Architecture curriculum; phase-out of landscape architecture courses is initiated with the 1993-1994 academic year.
July 1994	The Bachelor of Landscape Architecture curriculum is accredited for a normal

	five-year period.
January 1995	The Master of Landscape Architecture Program is moved to a former Episcopal Church building located at 1501 E. Speedway Boulevard.
August 1996	A three-year Master of Landscape Architecture First Professional degree curriculum is (re) initiated.
July 1997	The Program is transferred from the School of Renewable Natural Resources to the College of Architecture.
1997/1998	College of Architecture renamed College of Architecture, Planning and Landscape Architecture (CAPLA).
May 1998	The final BLA class graduates; the Bachelor of Landscape Architecture curriculum and degree terminated.
Spring 1998	The Master of Landscape Architecture Program receives the normal three-year initial accreditation from Landscape Architecture Accreditation Board.
August 1998	Dr. Margaret Livingston is appointed as a full-time Assistant Professor of Landscape Architecture.
July 1999	Mario Schjetnan is appointed Professor-in-Practice and Director for a three-year term.
July 2001	Dr. Mintai Kim appointed as a full-time Assistant Professor of Landscape Architecture.
Spring 2001	The Master of Landscape Architecture Program receives the maximum six year accreditation from the Landscape Architecture Accreditation Board.
July 2001	Mario Schjetnan resigns and Oscar Blazquez is appointed Assistant Director for one year.
August 2002	Ronald Stoltz is appointed Professor and Director.
January 2003	School of Landscape Architecture threatened with closure.
Spring 2003	Provost announces that proposal to close the School of Landscape Architecture is reversed – finds argument to retain the Program as “persuasive.” College is renamed the College of Architecture and Landscape Architecture (CALA). The MS in Planning leaves the College.
Fall 2003	New Master of Landscape Architecture curriculum implemented.
June 2005	Dr. Richard Eribes retires as Dean of College of Architecture and Landscape Architecture (CALA).
July 2005	Charles Albanese is appointed Dean of CALA.
Fall 2005	Ground is broken for new addition to the Architecture Building where the Landscape Architecture program will move to in May, 2007.
2007-2009	Elizabeth Scott is hired as Visiting Professor.

January 2007	Design Intelligence names the Master of Landscape Architecture Program at The University of Arizona as the #1 Graduate Program in the western United States.
Spring 2007	Lauri Macmillan Johnson promoted to full Professor.
Spring 2007	The Master of Landscape Architecture Program receives the maximum six year accreditation from the Landscape Architecture Accreditation Board.
July 2007	Dr. Mintai Kim resigns from the Program.
2007-2009	Elizabeth Scott is hired as Visiting Professor.
July 2008	Janice Cervelli, FASLA, FCELA, is appointed Dean of CALA.
2009	Elizabeth Scott is hired as Assistant Professor.
Fall 2009	The Master of Science in Planning returns to the College and is administrated with the program of landscape architecture; the School of Landscape Architecture is renamed the School of Landscape Architecture and Planning.
July 2009	Ronald Stoltz is appointed Associate Dean of CALA: he retains his position as the Director.
July 2009	Lauri Macmillan Johnson is appointed Program Coordinator.
2010	Margaret Livingston is promoted to full Professor.
July 2010	Lauri Macmillan Johnson is appointed the Director; Ronald Stoltz retains position as Associate Dean.
Spring 2011	College receives approval for new undergraduate degree; Bachelor of Science in Sustainable Built Environments (SBE) degree.
Fall 2012	College name changes back to the College of Architecture, Planning, and Landscape Architecture, (CAPLA).
Fall 2013	Master of Real Estate Development added to the school.
Spring 2014	Beth Scott left the university.
Spring 2015	Professors Ronald R. Stolz, Mark Frederickson, and Oscar Blasquez retire.
Fall 2015	Assistant Professors Kirk Dimond and Kelly Cederberg hired, as well as Adjunct Lecturers Helen Walthier, Jennifer Patton, and Charles Anderson.
Fall 2016	Adjunct Lecturer Gina Chorover and Adjunct Lecturer Travis Mueller hired.
Spring 2016	Assistant Professor Philip Stoker hired with a joint appointment in Landscape Architecture and Planning. At the college level, Dean Janice Cervelli left CAPLA to become President of St. Mary's College. Professor Mary Hardin served as Interim Dean 2016-2017.
Fall 2017	Associate Professors Bo Yang and Shujuan Li hired.
Fall 2017	Nancy Pollock-Ellwand hired and commenced her tenure as the new Dean of

	CAPLA.
Fall 2017	Sustainable Built Environments, previously housed at the college level, is moved to the school.
Spring 2018	The Graduate Certificate in Heritage Conservation moved from the School of Architecture to the School of Landscape Architecture and Planning.
Fall 2020	Bachelor of Landscape Architecture launched and added to the school, providing entry into all graduate programs for Accelerated Master's Program students.
Fall 2020	Bo Yang promoted to full Professor.
Fall 2021	Travis Mueller promoted to full-time Lecturer of Landscape Architecture.
Fall 2021	Eric Schmahl is hired as Adjunct Lecturer of Landscape Architecture.
Fall 2021	Bo Yang appointed as Associate Dean for Research for the College.
Fall 2022	Eric Schmahl promoted to full-time Lecturer of Landscape Architecture.
Fall 2022	Philip Stoker promoted to Associate Professor of Landscape Architecture and Urban Planning with Tenure.
Fall 2022	Kirk Dimond promoted to Associate Professor of Landscape Architecture with Tenure.
Fall 2022	Garrett Smith is hired as full-time Lecturer in Sustainable Built Environments and Landscape Architecture.
Spring 2022	Mackenzie Waller hired as Assistant Professor of Landscape Architecture.
Fall 2022	Kenneth Kokroko hired as Assistant Professor of Landscape Architecture.
Summer 2023	Bo Yang appointed to the ASLA Council of Fellows.
Fall 2023	Wendy Lotze hired as Lecturer of Landscape Architecture.
Fall 2024	Kirk Dimond appointed as chair of Bachelor of Landscape Architecture degree program.
Fall 2024	Shujuan Li promoted to Professor of Landscape Architecture and Urban Planning.
Spring 2025	Gina Chorover retires from Landscape Architecture, Heritage Conservation, and Urban Planning as well as the chair of the Heritage Conservation Certificate Program.
Fall 2025	Bachelor of Science in Real Estate launches and provides entry into all graduate programs in the school through the Accelerated Master's Program.

X.2 LAAB WAIVER OF CANDIDACY LETTER

Advocating, advancing, and evaluating quality education in Landscape Architecture

May 4, 2022

Lauri Macmillan Johnson, FCELA, ASLA
Professor and Director
School of Landscape Architecture and Planning
College of Architecture, Planning, and Landscape Architecture
University of Arizona
Tucson, Arizona 85721

Dear Professor Johnson:

Thank you for submitting your February 11, 2022 request regarding candidacy and initial accreditation requirements for the recently launched Bachelor of Landscape Architecture (BLA) program, as it relates to the already accredited Master of Landscape Architecture (MLA) program, at the University of Arizona. First and foremost, congratulations for successfully launching and growing a new program during an unprecedented time. The Landscape Architectural Accreditation Board (LAAB) reviewed the request letter at its March 14-15, 2022 meeting.

The submitted February 11, 2022 letter requested the following:

1. Permission to apply for BLA initial accreditation at the same time as the MLA re-accreditation which ends June 30, 2026. This will be more than one year after the first graduating BLA class.

2. Permission to consider the two students who entered the program as sophomores in Fall 2020 (that will graduate in Spring 2023) as part of the Fall 2020 freshman cohort which will graduate in Spring 2024. Therefore, if the BLA receives initial accreditation in Spring 2026, their degree will be from an accredited institution.

3. Permission to skip the candidacy review.

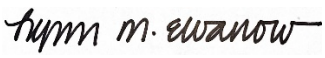
Based on the University of Arizona MLA program's 20-year history of excellent accreditation reviews, LAAB voted to grant a one-time waiver of the candidacy review requirement. Since the candidacy review has been waived, the BLA program may apply for initial accreditation on the timeline that the institution/program prefers.

Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-3736
202-898-2444 (O) Fax: 202-898-1185 (F)

However, regarding permission to consider the two students who entered the program as sophomores in Fall 2020 (that will graduate in Spring 2023) as part of the Fall 2020 freshman cohort which will graduate in Spring 2024, LAAB denied the request as the board does not have authority to designate degree dates. A solution for this should be handled internally within the institution.

We look forward to working with you as you start the initial accreditation process for the BLA program.

Sincerely,



Lynn Ewanow
LAAB Chair

X.3 LAAB FINAL ACTION LETTER

Advocating, advancing, and evaluating quality education in Landscape Architecture

September 13, 2019

Lauri Macmillan Johnson, FCELA, ASLA, APA
Professor and Director
School of Landscape Architecture and Planning
College of Architecture, Planning and Landscape Architecture
University of Arizona
Tucson, Arizona 85721

Dear Professor Johnson:

The Landscape Architectural Accreditation Board (LAAB) at its August 2-3, 2019 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at the University of Arizona. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends June 30, 2025. Accordingly, the MLA program is next scheduled for a review during the spring of 2025.

In making its decision, LAAB considered the program's self-evaluation report, the visiting team report, and the program's response to the report.

There were no recommendations affecting accreditation.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

Rodney Swink, FASLA, PLA
LAAB Chair

Enclosure

cc: Dr. Robert C. Robbins, President

Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-3736
202-898-2444 (O) Fax: 202-898-1185 (F)

University of Arizona
MLA Program
LAAB Meeting
August 2-3, 2019

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

There are no recommendations affecting accreditation.

X.4 LAAB ACCREDITATION EXTENSION LETTER

Advocating, advancing, and evaluating quality education in Landscape Architecture

December 29, 2020

Lauri Macmillan Johnson, ASLA, FCELA, APA
Director and Professor
School of Landscape Architecture and Planning
College of Architecture, Planning, and Landscape Architecture
University of Arizona
Tucson, Arizona

Dear Professor Johnson:

The Landscape Architectural Accreditation Board (LAAB) would once again like to thank you and the University of Arizona (MLA) landscape architecture program for hosting a mock Virtual Site Visit (VSV) on November 9, 2020.

In response to COVID-19 and the postponement of in-person accreditation site visits, LAAB developed policies and procedures to conduct VSVs. To flesh out this process and ensure it was prepared to go in effect by Spring 2021, LAAB conducted two mock VSVs during Fall 2020 with recently accredited programs.

As a program with no recommendations during your most recent accreditation review, University of Arizona was identified as a program eligible to assist LAAB in hosting a mock VSV. The purpose of the mock VSV was for LAAB staff to coordinate logistics and security with the program, and work through file sharing and coordination aspects related to information in a SER.

Although it's only a mock visit and doesn't actually count toward your accreditation, LAAB understands this can be a burden on a program during an already stressful time. Therefore, participants received a 1-year extension of their current accreditation term in return for your efforts to prepare and participate. Accordingly, the MLA program, which was next scheduled for a review during the spring of 2025, is now scheduled for a review during the spring of 2026. Thank you again for your participation and support during this important accreditation operational adjustment.

Sincerely,

Kristopher D. Pritchard
Accreditation and Education Director

Landscape Architectural Accreditation Board
636 Eye Street, NW
Washington, DC 20001-3736
202-898-2444 (O) Fax: 202-898-1185 (F)

This page intentionally left blank

X.5 GRANTS AND SPONSORED PROJECTS

1. External Grants

2025-2026 Urban Forestry for Heat Mitigation and Community Empowerment in Santa Cruz County. Arizona Department of Forestry and Fire Management. PI: **Yang, B.**, COI: **Li, S.** ($100,000)

2025-2026 Multi-Functional Sensory Garden Master Plan at The Hacienda at the River. Watermark Retirement Communities. PI: **Yang, B.** COIs: **Li, S., Kokroko, K.** ($25,000)

2025-2026 Tree Maintenance for Climate Adaptation and Mitigation: Creating a Knowledge Hub for Public Education and Outreach. PI: **Yang, B.,** COI: **Li, S.** ($34,500)

2025 Exploring Viral Testing and Energy Efficiency: A Pilot Study at the University of Arizona Building Facilities. Steel Jupiter. PI: **Yang B.** ($50,000)

2025-2026 South32 Hermosa Project Phase I: Asset Inventory, Gap Analysis, and Innovative Pathways. South32. PI: **Yang, B.** COIs: **Li, S.**, **Kokroko, K.** ($300,000)

2025-2027 Nogales Empowerment Through Tree Planting. USDA/Green Latinos. PI: Muñoz, E. Co-PIs: **Yang, B.**, Saldivar, J.M. ($750,000)

2025-2027 Planning for a Tucson Urban Wildlife Refuge in the Santa Cruz River Corridor (AZ). National Fish and Wildlife Foundation. PI: **Waller, M.**, COI: **Smith, G.** ($636,131)

2025 The Bob Cardoza CLASS Rund Research Grant. California Landscape Architecture Student Scholarship (CLASS) Fund. PI: **Kokroko, K.** ($25,000)

2024-2025 Sacred Spaces and Sustainable Places: Applying Dine Wellness Philosophies as a Framework for Participatory Landscape Design. The Council of Educators in Landscape Architecture. PI: **Kokroko, K.** ($25,000)

2024-2025 SCC-CIVIC-PG Track A Advancing A Net Zero Urban Water Future In The Southwest While Expanding Urban Greening And Associated Socio-Environmental Co-Benefits. National Science Foundation. KP: **Kokroko, K.** ($75,000)

2024 GSI Assessment Maricopa County. The Nature Conservancy. PI: **Yang, B.**, COI: **Li, S.**($30,000)

2023-2025 A thoughtful Approach to the Integration of Equity in Traffic Safety. The AAA Foundation for Traffic Safety. KP: **Waller, M.** ($461,314)

2023-2025 Smart Tree Watering in Arizona's Urban Environment. Arizona Board of Regents. Co-PI: **Li, S.** ($752,100)

2023-2026 Southwest Center on Resilience for Climate Change and Health (SCORCH). National Institute of Environmental Health Sciences. COIs: **Li, S.**, **Waller, M.** ($3,814,815)

2023-2024 Sensing Nature Sacred Place Use with DASH-Well: A Case Study of the Brooklyn Naval Cemetery Landscape. Nature Sacred. PI: **Li, S.** ($35,000)

2023 Vandal Farms Landscaping/Agriculture Project. Miami Unified School District. PI: **Livingston, M.** ($25,000)

2023 Historic Fourth Avenue District Improvement Plan Emphasizing Sustainability, Access, and Safety. Historic Fourth Avenue Coalition. PI: **Livingston, M.** ($25,000)

2023 LAF Case Study Investigation (CSI) Program. Landscape Architecture Foundation. PI: **Dimond, K.** ($5,600)

2022-2027 Southwest Urban Corridor Integrated Field Laboratory (SW-IFL). U.S. Department of Energy. PI: Ladd Keith. COI: **Kokroko, K.** ($25,000,000 subaward of 3,500,000 to the University of Arizona. Kokroko funding: $21,816)

2022-2023 Toward Effective Planning and Site Design of Public Electric Vehicle Charging Stations: A Location Survey. Salt River Project. PI: **Li, S.** ($77,639)

2022-2023 Place-Based Infrastructure Through Landscape Architecture. Pacific Northwest National Laboratory. PI: **Dimond, K.** KP: **Kokroko, K.** ($74,825).

2022 La Doce Community Land Trust Planning and Community Engagement. Southwest Folklife Alliance. PI: **Kokroko, K.** ($6,000)

2022 Marshall Foundation Urban Design Studio. Marshall Foundation. PI: **Kokroko, K.** ($20,000)

2021-2022 Grace Lutheran Child Learning Center Children's Art and Nature Garden. Grace Evangelical Lutheran Church and Child Learning Center. PI: **Kokroko, K.** ($7,551)

2021-2022 Reimagining Landscapes for Casa La Paz, Tucson: Blending Water Conservation and Historic Preservation in Older HOAs. City of Tucson. PI: **Livingston, M.** ($7,719)

2021-2022 Spatial Distribution of Public Charging Stations and Its Impacts on EV Adoption in Arizona. Salt River Project. PI: **Li, S.** COI: **Yang, B.** ($86,552)

2021-2023 RTCA Arizona Landscape Architecture Community Assistance Projects. National Park Service. PI: **Livingston, M.** COI: **Dimond, K.** ($49,988)

2019-2022 CAZMEX: Green Infrastructure for Stormwater Management in NW Hermosillo, Mexico: Soil Recondition and Site Design. Consejo Nacional de Ciencia y Technologia (Mexico). COI: **Yang, B.** ($44,211)

2019-2020 Canoa Hills Master Plan (Project). Pima County Regional Flood Control District. PI: **Livingston, M.** ($18,611)

2019 Rio Rico Park System. Santa Cruz County. PI: **Dimond, K.** ($9,344)

2. INTERNAL GRANTS

2025-2026 Santa Cruz River Refuge Planning & Outreach Project Internships. Resilience Internships and Student Experiences (RISE), Arizona Institute for Resilience. PI: **Waller, M.** ($7,752)

2025 The Worth of Place: Building an Interdisciplinary Framework for Landscape Design and Valuation. CAPLA Grassroots Teaching Innovation Seed Grant. PI: **Dimond, K.**

($12,450)

2024-2025 Santa Cruz River Refuge Planning & Outreach Project Internships. Resilience Internships and Student Experiences (RISE), Arizona Institute for Resilience. PI: **Waller, M.** ($12,240)

2024-2025 Decolonizing Design Pedagogy." CAPLA Teaching Seed Grant. COI: **Waller, M.** ($19,745)

2024 Capacity Building Grant. UA Research Leadership Institute. PI: **Dimond, K.** ($5,000)

2023 Bridging Open Access Maps and Formal Planning/Design. CAPLA Research Seed Grant. PI: **Waller, M.** ($15,000)

2023 Urban Wildlife Microhabitat Mapping. CAPLA Restruct Grant. PI: **Waller, M.** ($10,000)

2023 Toward an Ethic of Equity: A Review of Inclusive Community Engagement Processes in Landscape Architecture Practice. CAPLA Research Seed Grant. PI: **Kokroko, K.** ($15,000)

2023 Barrio Kroeger Lane Community Planning and Design. UA Experiential Learning Design Accelerator. PI: **Waller, M.** ($4,500)

2023-2024 Transdisciplinary Bi-national Collaboration for Environmental Sustainability and Cultural Resilience. University of Arizona Research, Innovation & Impact and the Arizona Institute for Resilience, Technology and Research Initiative Fund. Co-PI: **Kokroko, K.** ($99,680)

2022-2024 Community Stories of Sustainability and Resilience: Promise for the Learning Experience. University of Arizona Center for University Education Scholarship, Spanning Boundaries Challenge. Co-PI: **Kokroko. K.** ($100,000)

2022-2024 Campus Living Lab: Designing, Building, and Monitoring Green Stormwater Infrastructure to Create a more Sustainable Campus and Inspire the Next Generation of Leaders. University of Arizona Provost's Investment Fund. Co-PIs: **Yang, B.**, **Dimond, K.** ($191,000)

2022-2023 Mitigating climate change impacts through park planning and design: Summer visits and use of parks in Tucson. Arizona Institute for Resilient Environments and Societies (AIRES). PI: **Yang, B.** Co-PIs: **Li, S.** and **Dimond, K.** ($89,600)

2022-2023 Electric vehicle public charging stations: Spatial planning and site design in Tucson metropolitan area. Arizona Institute for Resilient Environments and Societies (AIRES). PI: **Li, S.**, Co-PI: **Yang, B.** ($71,617)

2022-2023 Development of Sustainable Construction Using Local Materials. University of Arizona. Co-PI: **Dimond, K.** ($5,957)

2022 Assessing Environmental and Microclimate Impacts of Green Infrastructure According to Communities: Lessons from Plant Preferences in Low-Income Neighborhoods in Tucson to Build an International Network. University of Arizona Research, Innovation & Impact, International Collaboration Grant. Co-PI: **Kokroko,**

K. ($50,000)

2022 Partnerships for Public Space: Transdisciplinary Methods for Community Engagement and Collaborative Design in South Tucson. CAPLA Research Seed Grant. PI: **Kokroko, K.** ($10,000)

2022 Pollinator Pathways. UA Campus Sustainability Fund. Co-PI: **Waller, M.** ($10,000)

2022 CUES Climate Heroes Transforming the Built Environment. UA CUES. Co-PI: **Waller, M.**

2022 Linking Design and Science: Knowledge Innovation toward adaptive socio-environmental ecologies. CAPLA Research Seed Grant. Co-PIs: **Dimond, K.**, **Li, S.** ($20,000)

2021-2022 Community engagement for a river restoration project to enhance resilience in Nogales, Arizona. Arizona Institutes for Resilience. Co-PI: **Yang, B.** ($59,598)

2021-2022 AEDL at B2: Adaptive Environments Design Lab at Biosphere 2. Biosphere 2 Faculty Innovative Teaching Fellows Program. Co-PI: **Li, S.** ($5,000)

2021-2022 Using All of Us Research Program COVID-19 survey data to examine virus spread and mental health: What roles can the built environment play. CAPLA RESTRUCT Seed Funding. Co-PI: **Li, S.** ($10,000)

2021-2022 “DASH-SAFE” and “DASH-Well”: Two Near Real-Time Geographic Information System-Based Tools for Risk Assessment and Emotion Mapping in the Built Environment. CAPLA RESTRUCT Seed Funding. Co-PI: **Li, S.** ($10,000)

2021-2022 Accessibility of publicly available electric vehicle charging stations in Arizona. CAPLA RESTRUCT Instant Project Seed Funding. PI: **Li, S.** ($5,000)

2021-2022 Assessing urban park visits during a pandemic: Integrating big data with spatial planning and design. CAPLA RESTRUCT Instant Project Seed Funding. Co-PI: **Li, S.** ($5,000)

2020-2021 Restruct parks for sustainable built environment: Urban designer’s response to a pandemic. The Drachman Institute. PI: **Li, S.** ($10,000)

2020-2021 Plan and plan: A Crowdsource Public Participation, Data-sharing, and Visualization Tool for City of Tucson’s Neighborhood Planning. The Drachman Institute. Co-PI: **Li, S.** ($12,000)

2020 A crowdsourced data-sharing and visualization tool for university reopening: Risk assessment, early-warning, and performance evaluation of campus built environment. RII Research Opportunities During UArizona’s Phased Approach to Restarting Research. Co-PI: **Li, S.** ($35,000)

2019-2021 Photovoltaic Green Roof (PVGR) Project. CAPLA Research Seed Grant. PI: **Dimond, K.** Co-PI: **Livingston, M.** ($10,125)

X.6 FACULTY BIOS

Tenure Eligible Faculty

Lauri Macmillan Johnson, MLA, FCELA, ASLA, APA, Professor and Director of the School of Landscape Architecture and Planning at the University of Arizona, Lauri Macmillan Johnson currently leads five academic programs: Landscape Architecture, Urban Planning, Real Estate Development, Sustainable Built Environments, and Heritage Conservation. She is a nationally recognized scholar of design theories in history and contemporary landscape architecture, cultural landscapes, and children's environments. Her work has been published by the University of Texas Press, Fitzroy Dearborn, *Landscape and Urban Planning*, *Journal of the Southwest, Children's Environments Quarterly, Proceedings of the Council of Educators in Landscape Architecture* (CELA) and the *American Society of Landscape Architects.* She has won several design competitions, including the constructed entry entitled *Garden of Abandonment* for Chaumont-sur-loire's *International Festival of Gardens* held in France.

https://capla.arizona.edu/faculty-staff/lauri-macmillan-johnson

Kirk Dimond, LEED AP is an associate professor in Landscape Architecture with a BLA from Utah State University and a MS in Landscape Architecture from Penn State University. He teaches graduate and undergraduate studios with emphases in landscape performance through optimizing social and ecological synergies and tradeoffs in design decisions relating to ecology, energy, and water. Over the past few years his research has focused on renewable energy infrastructure and the opportunities and challenges they create in our cities and landscapes. Currently, he is seeking greater connections to professional landscape architects and researchers around the world to improve our understanding of place-based design performance in balancing water and energy resources in our built environment.

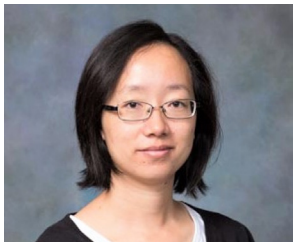
https://capla.arizona.edu/faculty-staff/kirk-dimond

Kenneth J. Kokroko PLA ASLA is a landscape architect with unique experience leading a community-based planning and design process for park, open space and neighborhood planning projects. His research background in anthropology, environmental science and community development brings a fresh, holistic perspective to his design approach.

Through his work in community-based projects, Kenneth became passionate about meaningfully connecting people with the built environment to improve social and ecological outcomes. His multidisciplinary training and experience collaborating with community partners from diverse backgrounds have also informed his approach to implementing equitable and inclusive engagement, planning and design strategies for public open space development.

As a staunch advocate for racial and environmental justice in design, Kenneth's approach embodies a critique of historic design practices, and a vital redefinition of what design success means in a community context.

https://capla.arizona.edu/faculty-staff/kenneth-j-kokroko



Shujuan Li PhD is a professor in the School of Landscape Architecture and Planning. Before Joining the University of Arizona, Li worked in the Department of Landscape Architecture and Environmental Planning at Utah State University for eight years. She graduated with a Ph.D. degree in geography from Texas A&M University in 2009. She received a master's degree in ecology from Peking University and a bachelor degree in geography from Beijing Normal University in China. Her research interests include the integration of spatial analysis and modeling with GIS for urban and environmental studies, geodesign, landscape ecology, and land-use dynamics and planning.

https://capla.arizona.edu/faculty-staff/shujuan-li

Margaret Livingston PhD is a professor in the School of Landscape Architecture and Planning. She teaches a range of courses related to ecological and environmental issues in arid environments, and has locally and internationally conducted lectures and workshops that focus on water conservation, wildlife habitat and use of native plants in urban areas. She teaches plant materials, planting design, landscape ecology and seminars focusing on development of the master's report for the graduate program in landscape architecture. She is also the coordinator for the internship course in the Sustainable Built Environments bachelor's program. As an urban ecologist, her work emphasizes the importance of evaluating and maintaining natural and semi-natural ecosystems within and surrounding urban areas. In her role as a designer, Margaret focuses on the use of native plants and design of urban wildlife spaces.

https://capla.arizona.edu/faculty-staff/margaret-livingston

Nancy Pollock-Ellwand PhD proudly serves as the dean of the College of Architecture, Planning and Landscape Architecture at the University of Arizona. She has a broad background in design with degrees in landscape architecture, architecture and planning. She is a member of the American Society of Landscape Architects and a Fellow of the Canadian Society of Landscape Architects. Prior to joining CAPLA, she served as dean of the Faculty of Environmental Design at the University of Calgary, Canada, and head and chair at the School of Architecture, Landscape Architecture and Urban Design at the University of Adelaide, Australia.

With a background in cultural landscape practice and scholarship, Pollock-Ellwand's research focus centers on the history of landscapes, as they are manifest in urban reform, landscape design and heritage conservation. This expertise comes together in an online course on cultural landscape conservation she developed for the college's Graduate Certificate in Heritage Conservation. On a local basis she lends her expertise as a board member to the Patronato San Xavier, dedicated to the conservation, preservation and maintenance of Mission San Xavier del Bac.

She is the author of T*he Olmsted Firm in Canada. Their Influence, Their Legacy, Their Disciples,* University of Toronto Press, publication anticipated at the end of 2025.

https://capla.arizona.edu/faculty-staff/nancy-pollock-ellwand

Mackenzie Waller is a landscape architect, urban designer and assistant professor. Her work centers on environmental and spatial justice in the urban built environment. Her current research interests explore how the mediums of story, wildlife and play can serve as strategies to co-create desired futures. Her project experience began in environmental restoration and expanded to interdisciplinary approaches to neighborhood and urban public space design. She was formerly a lecturer in the College of Built Environments at the University of Washington. She holds master's degrees in architecture and landscape architecture from the University of Washington and a BA in Political Economy from UC Berkeley.

https://capla.arizona.edu/faculty-staff/mackenzie-waller

Bo Yang PhD, PLA FASLA AICP is a professor in the School of Landscape Architecture and Planning and CAPLA associate dean for research. Prior to joining the University of Arizona Bo taught at Utah State University and Texas A&M University. Bo holds a PhD in Urban and Regional Sciences and a Master of Landscape Architecture from Texas A&M University and a Master of Architecture and Bachelor of Architecture from Huazhong University of Science and Technology in China. Bo has professional experiences in multidisciplinary firms (architecture, planning, and landscape architecture) in China and the United States (e.g., SWA Group, HNTB). His areas of interest are green infrastructure design and low-impact development, landscape performance assessment, environmental planning and technology, and landscape history and theory in China and East Asia. His research has been funded by the National Science Foundation, U.S. Geological Survey, Landscape Architecture Foundation, National Natural Science Foundation of China and others. He has published in premier academic journals, including *Landscape and Urban Planning*, *Ecological Engineering, Landscape Research* and *Ecological Indicators*, and is currently assistant editor of *Landscape Research* (Routledge). Bo is a registered landscape architect (Utah) and a member of the American Institute of Certified Planners.

https://capla.arizona.edu/faculty-staff/bo-yang

Career Track Faculty

Nolan Bade is a Landscape Architect instructing in the School of Landscape Architecture & Planning. His work explores how our cities need to be functionally reshaped into restorative ecologies that reconnect people with wild nature. Nolan has worked professionally in Phoenix and Los Angeles at Norris Design, Werk Urban Design, and Border-LA - specializing in water systems, microclimates, construction, and expressive design of streetscapes, retail, housing, hospitality, and luxury residential projects. He holds a Bachelor of Science in Environmental Science - Land Management from Northern Arizona University, and Master in Landscape Architecture from University of Arizona. Nolan's approach to instructing emphasizes the exploration of future ecologies and artfulness within the profession.

Nolan is the Principal of BLOOM Garden Architecture and an advocate for stronger landscape and urban-nature restoration policies.

https://capla.arizona.edu/faculty-staff/nolan-bade-0

Wendy Lotze, PLA, is a lecturer in landscape architecture. She teaches Site Engineering and Landscape Construction to BLA and MLA students. These core courses are highly technical in nature and provide an excellent foundation for students and prepare alumni for professional licensure. Wendy has successfully taught online general education courses for several years. She also teaches LAR 465/565 Cultural Landscapes: Protecting our Storied Environments an advanced online course developed by Dean Nancy Pollock-Ellwand.

https://capla.arizona.edu/faculty-staff/wendy-lotze

Travis Mueller is an independent landscape designer and a lecturer in the Bachelor and Master of Landscape Architecture programs in the School of Landscape Architecture and Planning. His teaching and studio courses focus on the aesthetics and details of design, the design process, and urban design. Before joining the university as a lecturer in 2016, he held positions at Ten Eyck Landscape Architects, dwg. | Landscape Architecture, and Tait Moring and Associates in Austin, Texas; Bernard Trainor and Associates in Monterey, California; and Olin in Philadelphia. Travis holds a master of landscape architecture from the University of Arizona and a bachelor's of arts in music from The University of Texas at Austin.

https://capla.arizona.edu/faculty-staff/travis-mueller

Erik Schmahl is a lecturer and designer whose landscape practice draws inspiration from garden construction craft, contemporary art and biogeography. Erik's background in environmental studies and fine art coalesced in landscape architecture at the University of Arizona, where he received his MLA.

Erik has worked on dusty backcountry trail crews in the California wilderness for the Bureau of Land Management, on large-scale civic infrastructure projects as a designer at AHBE Landscape Architects and on an eclectic array of art installations and commercial and residential projects as a design lead at TERREMOTO in Los Angeles. In 2019 Erik studied traditional garden craft at the Portland Japanese Garden's International Japanese Garden Training Center.

Erik is the owner of One Big Yard, a design office based in Tucson, Arizona.

https://capla.arizona.edu/faculty-staff/erik-schmahl

This page intentionally left blank

X.7 STUDENT AWARDS

	2019-20 MLA Student Awards	2020-21 MLA Student Awards	2021-22 MLA Student Awards	2022-23 MLA Student Awards	2023-24 MLA Student Awards	2024-25 BLA/MLA Student Awards
CELA Fountain Scholar		Irene Pineda	Patricia Vasquez Cabrera	Oscar Rodriguez Ponce	Raul Bellerez, Darin Jin	Esmeralda Rubi Carrasco (MLA), Isabela Santos (BLA)
LAF Olmsted Scholar	Penelope Cottrell-Crawford	Paige Anthony	Kendra Potter	Jlanjie Ma	Oscar Rodriguez Ponce	Julia Nunn
National ASLA Honor Award - Student Research					Annalise Hummel, Christian Aguilar Murrieta, and Cordell Lee for *Smart Tree Watering in Southern Arizona's Urban Environment.*[1]	
AzASLA Honor Award (MLA)	Tess Wagner	Ramzy Bejjani	Alizabeth Potucek Kendra Potter	Teresa DeKoker	Oscar Rodriguez Ponce	Christian Aguilar Murrieta
AzASLA Honor Award (BLA)						Ava Bezaire Ashley Limbaugh
ASLA Merit Award (MLA)	Penelope Cottrell-Crawford	Paige Anthony	Hunter Lohse Heather Schmidt	Jianjie Ma	William Liepold III	Jackson Ells
ASLA Merit Award (BLA)						Arden Cherry Joseph Graff
AzASLA Award of Excellence Student Individual				Krista Planinac for *The Ephemeral Essence of Plant + Place*		
AzASLA Honor Award Student Individual		Austin Young for *Geometry and Light*			Krista Planinac for *Heightening the Presence*	Julia Nunn for *De Urbanite Park*
AZASLA Honor Award Student Individual-Community Service			Alizabeth Potucek for *Pathways & Portals: Narrative in Space for Pascua Yaqui Community and Youth*			

1 https://www.asla.org/2024studentawards/10372.html

	2019-20 MLA Student Awards	2020-21 MLA Student Awards	2021-22 MLA Student Awards	2022-23 MLA Student Awards	2023-24 MLA Student Awards	2024-25 BLA/MLA Student Awards
ASLA Award of Excellence Student Collaborative	Jianquio Deng, Mario Nuño-Whelan, Isaac Palomo, Tess Wagner, for *Against the Grain*	Ramzy Bejjani and Paige Anthony for *Hope Rock Park*	Patricia Vasquez Cabrera, Keegan Thomas, Jianjie Ma, Sinlin Tang, Ryan Helmick, Ivan Woestman for *Harmonious World: Mochik Ranch Redevelopment Project for the Pascua Yaqui Tribe*			
AZASLA Award of Excellence Student Collaborative - Community Service			Alizabeth Potucek, Mattea Wallace & Jake Siegel for *Shady Sonoran School: Microclimates for Macro Problems*			
University of Arizona Centennial Achievement Graduate Award			Hunter Lohse			
Sigma Lambda Alpha Honor Society	Dionna Hatch, Isaac Palomo, Sydney Truly	Paige Anthony, Ramzy Bejjani, Chelsea Hendryk, Rebecca Shaw, Gabrielle Spickard	Hunter Lohse, Emily Lorenz, Kendra Potter, Austin Young, Jordan Lawson, Heather Schmidt, Mattea Wallace	Blake Houghton II, Keegan Christopher Thomas, Jianjie Ma	Cynthia Ruelas Balderrama, Olivia Gilliam, William Glockner, Annalise Hummel, William Leipold Julia Nunn, Oscar Rodriquez Ponce	Daniel Schwab, Raul Berrellez Jr., Cynthia Ruelas Balderrama, Olivia Gilliam, Olivia, Annalise Hummel, Julia Nunn,

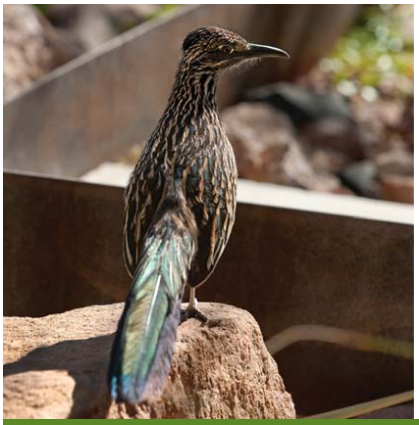
	2019-20 MLA Student Awards	2020-21 MLA Student Awards	2021-22 MLA Student Awards	2022-23 MLA Student Awards	2023-24 MLA Student Awards	2024-25 BLA/MLA Student Awards
ASLA Honor Award Student Collaborative	Rebecca Johnstone, Penelope Cottrell-Crawford, Dionna Hatch, Warren Bristol, Jessica Eppard, for Modern Krutch		Teresa Dekoker, Emma Nakpairat, Lauren Morrissey, B. Blake Houton II, Kendall Murie, Paticia Vasquez Cabrera, Keegan Thomas, Kevin Chu, Huanyu Liu, Jianjie Ma, Sinlin Tang & Price Riggens for *A Designer's Guide to Effective Planning & Site Design of Public Electric Vehicle Charging Stations* Teresa Dekoker, Emma Nakpairat, Lauren Morrissey, B. Blake Houton II, & Price Riggens, for *Lessons from the Wind* Hunter Lohse and Ethan Wissler for *Cultural Contours: Shaping the Earth and its People*			MLA: Ashley Danforth, Akshaya Bharathi, Esmeralda Carrasco, Darin Jin, Quinn McElvain, Renee Peters, Sam Pratt, Greeshma Singireddy BLA: Elizabeth Allen, Mierya Ballesteros, Jaden Bamum, Chase Birch, Allison Castro, Miranda Cortes, Danielle Covey, Violet Dasse, Julia Esslinger, JP Estupinan, Mia Ferring, Sid Fichter, Diego Gomez, Alexa Hopkins, Michael Lawson, Paulina Lazcano, Jorge Leon, Ashley Limbaugh, Chase Linzey, Aziz Murodkhujaev, Michael Obi, Abigail Power, Isabela Santos, River Spangler, Paul Suarez Cors, Isabella for *Rodeo Wash Watershed: Methods of Understanding Exhibition*

This page intentionally left blank

SCHOOL OF LANDSCAPE ARCHITECTURE & PLANNING

Bylaws

March 2017



College of Architecture, Planning & Landscape Architecture

TABLE OF CONTENTS

SCHOOL OF LANDSCAPE ARCHITECTURE AND PLANNING BYLAWS

Date Accepted 03/06/2017

PREAMBLE

These are the articles by which the Faculty of the School of Landscape Architecture and Planning (herein referred to as the Faculty) at the University of Arizona (herein referred to as the University) shall function as a professional organization, exercising its authority and responsibility subject to the constitution and statutes of the State of Arizona and the regulations of the Arizona Board of Regents and the University. The purposes of these bylaws is to 1) assure orderly means for reaching and expressing agreement among faculty on the governance of the School of Landscape Architecture and Planning (herein referred to as the School), 2) establish clear, consistent, and fair procedures for conduct, and operation of the School, 3) facilitate the performance of faculty duties and obligations, and 4) protect the rights and privileges of the Faculty in accordance with the policies, rules, and regulations of the Arizona Board of Regents and the University. The School recognizes that it is bound by the University Handbook for Appointed Personnel (UHAP)) and that these bylaws are supplementary to these regulations. No part of these bylaws is to be construed as contravening, supplanting, or otherwise negating any provision of UHAP. In any case of conflict between the two, UHAP shall govern. These bylaws shall also comply with the Handbook of the College of Architecture, Planning, and Landscape Architecture (herein referred to as the College), including the policies to which it is subject, which takes precedence in case of conflict.

The School is comprised of four individual and distinct academic programs: the program of Landscape Architecture, the program of Urban Planning, the program of Real Estate Development, and the program of Sustainable Built Environments. These programs shall retain autonomy with respect to budgets, and faculty and student affairs including curricular issues, faculty promotion and tenure requirements, faculty hiring, student admissions, and scholarships. Within the School, there are three graduate degrees [the Master of Landscape Architecture (MLA), the Master of Science in Planning (MSP), and the Master of Real Estate Development (MRED)] and one undergraduate degree [the Bachelor of Science in Sustainable Built Environments (BSSBE)].

ARTICLE I - Faculty Membership and Responsibilities

Organization

At both the School level and program levels the Faculty consists of Full Members and Associate Members. Only Full Members shall be eligible to vote unless specified. These bylaws refer to both Full and Associate Members of the Faculty as Faculty Members. Faculty Members in Landscape Architecture must have appointments in Landscape Architecture. Faculty Members in Planning must have appointments in Planning. Faculty members in Real Estate Development must have appointments in Planning with a teaching assignment in Real Estate Development. Faculty Members in Sustainable Built Environments must have appointments in the College with a teaching assignment in Sustainable Built Environments.

Full Members are faculty holding half-time or greater appointments in the School: with tenured and tenure-eligible appointments, continuing status, professional ranks, and emeritus faculty with active DOE assignments for two of the last three years. Full Membership is retained by the Director or Full Faculty Member on approved leave, including sabbaticals and leaves of absence. However, the Director shall refrain from voting on issues for which the vote of the Faculty serves as a recommendation to the Director.

Associate Members are eligible to participate in faculty meetings and shall have all other rights and

privileges of Full Members except the right to vote. Associate Members include: affiliated faculty from other units on campus, adjunct lecturers who teach less than half-time, emeritus faculty without DOE assignments or who teach less than half-time, visiting professors, and those holding primary appointments in other departments.

As mentioned in the Preamble each academic program [the program of Landscape Architecture, the program of Urban Planning, the program of Real Estate Development, and the program of Sustainable Built Environments shall retain its own autonomy and only Full Faculty Members within that program shall participate in program level decisions including, but not limited to, curricular issues, faculty hiring, student admissions, and scholarships.

Responsibilities

Consistent with practice at the University, all authority vested in the School and programs to establish curricula, curriculum policies, and student and academic requirements rests with the Full Members of the Faculty.

In other matters, the Faculty and Administration are together responsible for implementing these bylaws, establishing procedures thereunder, and implementing those policies and procedures.

Tenured and tenure eligible Faculty in the School have individual responsibilities in three areas: 1) teaching; 2) research, scholarship, and creative work; and 3) service. Other non-tenure track Faculty may have Distribution of Efforts (DOE) in one or two of these areas depending on their contracts. The relative weighting of teaching, research, and service (DOE) for each Faculty Member will be determined on an annual basis between the Faculty Member and the Director.

Teaching responsibilities within the School include the following: course and curricular development, classroom instruction, academic advising and mentoring of students, supervision of independent studies, maintaining current syllabi and supplemental materials for courses, satisfying professional accreditation requirements (if applicable), evaluation of student performance, supervision of teaching assistants and graders (if applicable), and development and dissemination of pedagogical and technological innovations which enhance learning. Faculty may also teach outside the School, as agreed upon between the Faculty and the Director.

Research responsibilities are identified at the program level and are presented in the form of Promotions and Tenure Guidelines (supplement to these bylaws).

Service responsibilities include internal service to the programs, School, College and the University; local, regional, and national, or international professional organizations, and external service to the program, School, College, University, and community stakeholders.

ARTICLE II - Shared Governance and Academic Freedom

The School shall operate in accordance with the Shared Governance provisions of the College and the University, which ensure that Faculty Members share responsibility for academic and educational activities and shall participate in governance. The School is committed to open inquiry and expression by students and all Faculty Members according to the ideal of academic freedom. The academic freedom afforded the Faculty of the School shall be consistent with the rights and privileges approved by the Board of Regents of the University of Arizona, delineated in the University Handbook for Appointed Personnel (UHAP) or supplements reflecting current policies.

Other Privileges and Obligations

Policies and procedures concerning other faculty privileges and obligations such as travel, retirement, awards, enrollment in University courses, and leaves of absence, including sabbatical leave, sick leave, military leave, and leave without pay, shall be consistent with University policy and consonant with all applicable laws.

ARTICLE III - Leadership Structure and Responsibilities

Organization and Administration

The School shall be administered by a Director. The Director, in consultation with the Faculty, shall provide leadership in all matters of policy and shall be responsible for administering the affairs of the School in accordance with College and University policies. The Director and the faculty together are responsible for defining School and program interests in terms of the College and University goals and priorities. It is the responsibility of the Director, either directly or through delegation to committees, and subject to the authority of the Dean, to make decisions on such matters as, but not limited to: 1) establishing policies for expenditures from the program budgets, 2) approving class schedules for the programs, 3) assigning teaching, service, and, administrative responsibilities to the Faculty, 4) setting the time and frequency of School and program meetings, 5) with appropriate input from the Faculty Status Committee, making recommendations for annual performance review and increases in salary, and 6) recommendations on third year reviews and promotion and tenure reviews (in accordance with UHAP policies), and continuing appointments,

The Director is responsible for participating on the Dean's Executive Council as a representative of the School and its programs. It is the responsibility of the Director to ensure the Faculty have input in the administrative decisions regarding utilization of School resources, to maintain accountability for administrative decisions affecting resources and the setting of School and program priorities, and to enhance cooperation among programs. The Director is responsible for conveying School and program concerns and/or problems to the Dean's Executive Council and for reporting to the programs decisions and directions taken by the Executive Council and the Dean.

The Director may, with proper administrative approval, appoint from the voting Faculty of the School an individual who shall act for the School in his/her absence.

Members of School/program standing and Ad Hoc committees shall be appointed by the Director unless otherwise specified. These committees will be comprised of Faculty Members and, where appropriate, classified or appointed staff, appointed professionals, students and/or ad hoc members.

ARTICLE IV - Faculty Meetings

Scheduling of Meetings

The Director shall schedule one or more School meetings of the Faculty each academic semester. The Director shall also schedule special meetings on a special topic if requested in writing by at least one-third of the Full Members. For all meetings the time and place shall be announced by the Director at least one week prior to the meeting.

The Director shall schedule at least two program level meetings of the Faculty (associated with that program) each academic semester. The Director shall also schedule special program meetings on a special topic if requested in writing by at least one-third of the Full Members of that program. For all meetings

the time and place shall be announced by the Director at least one week prior to the meeting.

Definition of a Quorum

For both the School and programs the quorum required for the purposes of transacting business at a meeting shall be one half of the Full Members not counting those on approved leave. Program quorums consist of Faculty Members retained in the respective academic unit. Faculty Members not able to attend a meeting may submit written comments concerning agenda items for distribution at the meeting.

Voting Procedure

At both the School and program levels votes shall normally be taken by a show of hands during meetings with voting restricted to Full Members present at that time. If requested by one or more Full Members present at the meeting, the vote will be by secret ballot. A majority vote of the Full Members present shall be necessary and sufficient for passage of motions. The minutes of the meeting shall state all motions for which there was a vote, and whether the motion passed or did not pass. Unless the vote is unanimous, the number of votes to pass or not pass a motion will not be included in the minutes.

Process and Parliamentary Authority

The conduct of business, and all matters not provided for in these bylaws shall follow the latest edition of Robert's Rules of Order.

ARTICLE V - School Committees

The only permanent standing committee at the School level is the Faculty Status Committee. Other committees listed in these bylaws, including: the Faculty Search Committees and Ad Hoc Committees are created when they are needed. Additional standing committees can be created by action of the Faculty.

Faculty Status Committee

The School Faculty Status Committee shall advise the Director on the Annual Performance Reviews of the tenure track and tenured Faculty in accordance with UHAP procedures. The Faculty Status Committee shall consist of at least five elected members of the Faculty holding the rank of tenured full professor or associate professor; non-tenured Faculty Members shall not serve on this committee. The Faculty Status Committee is the peer committee that makes a recommendation to the Director regarding the annual performance of faculty teaching, research, and service. In accordance with UHAP the final annual performance assessment is made by the Director. Faculty will be reviewed by at least three members of the Faculty Status Committee with a majority (minimum of two) of these peer reviewers having appointments from in the same unit as the faculty member being evaluated. Example: in cases where there are three reviewers: 1) Planning faculty will have at least two peer reviewers with appointments in Planning; 2) Landscape Architecture faculty will have at least two peer reviewers with appointments in Landscape Architecture. In cases where there are not enough eligible Faculty Members to serve on the Faculty Status Committee other University full or associate tenured professors may be elected by the Faculty to serve.

The Faculty Status Committee is elected by the Faculty for three-year staggered terms. When calling for elections, the Director may assign a lesser term to achieve appropriately staggered terms. Members of the of the Faculty Status Committee may serve on consecutive terms depending on the numbers of full or associate professors available in the School to serve.

Other functions of the School Faculty Status Committee are to assist faculty candidates in guidance and advice regarding promotion and tenure readiness, procedures, and in the preparation of their dossiers.

In faculty third year reviews and promotion and tenure reviews, select members of the School Faculty Status Committee will be designated to serve on College Faculty Status Committees according to College and UHAP guidelines. The Director shall consult with members of the School Faculty Status Committee, with appointments in the same program as the candidate under review, before writing her/his recommendations for Promotion and Tenure. College level Faculty Status Committees will use the Promotion and Tenure Guidelines established by the programs. The faculty member's primary appointment will determine the applicable requirements and guidelines.

Changes to the criteria for program level Promotion and Tenure Guidelines shall require approval of the majority of that program's tenured and tenure track Faculty, the Director, and the Dean.

Faculty Members who teach in the Master of Real Estate Development program are Planning Faculty and thus would follow the Planning Promotion and Tenure Guidelines. Faculty Members who teach in undergraduate programs may have appointments in other Schools or Colleges and would follow the appropriate Promotion and Tenure Guidelines for their respective academic appointments.

Faculty Search Committee

A Faculty Search Committee shall be appointed by the Director when tenure-track faculty positions are to be filled. The composition of the committee will follow University guidelines; committee chairs and a majority of the members will be appointed from the respective program for which the hire is intended. The committee shall assist in seeking and evaluating applications and shall recommend candidates to be invited for interview. After discussion with the program faculty, the committee shall recommend a candidate(s) to the Faculty first and then the Director based on a vote of acceptability of the candidates by Search Committee Members.

Ad Hoc Committees

Ad Hoc Committees may be created by the Director or by the action of the Faculty to achieve specific tasks not assigned to other committees by these bylaws. The Director shall solicit participation from the Faculty and appoint an ad hoc committee to study and report on any issue of concern to the Faculty. The Director shall maintain and annually publish a list of ad hoc committees and their memberships. An ad hoc committee shall be automatically dissolved when its final report is accepted by the Faculty.

Other Standing Committees

Other standing committees may be created by action of the Faculty. The motion to create a standing committee shall include a statement of its function and a method for the selection if its chair and its members, including staff and/or students as appropriate. Standing committees may be dissolved only by action of the Faculty.

ARTICLE VI - Program Committees

Programs within the School retain autonomy with respect to faculty and student affairs. Unless otherwise specified program faculty meetings are used to conduct business with respect to the following activities: curricular issues, admissions, and scholarships and awards. The graduate program committees are comprised of the committee of the whole Faculty to include both Full and Associate members. Only Full Members have voting rights. A two thirds majority vote is required for all recommendations and changes.

Graduate Curriculum Committees

Each graduate program shall have a Curriculum Committee to oversee its own curriculum, entrance and graduation requirements, and other academic policies of its respective degree. Specific duties include:

1) review and implementation of accreditation (as applicable) curriculum requirements, 2) program changes, 3) course sequencing, and 4) consideration of new courses. The committee will be composed of the Director (as an ex officio member) and Faculty of the whole with respect to each graduate degree. Regular faculty meetings shall be used as needed to review proposals on new degrees, or programs, dual degrees, and additions, and deletions to existing courses.

Graduate Admissions Committees

Each graduate program shall have a Graduate Admissions Committee to oversee admissions of its respective degree. Committees shall work with the Director, the graduate advisors, and recruiting staff to recruit potential candidates. The committee proposes, reviews, and implements admissions criteria, within University standards, and reviews and evaluates the qualifications of applicants for admission recommendations for their respective degree programs. The committee shall be composed of the Director, the graduate advisors, and the Faculty of the whole with respect to each graduate degree. Regular faculty meetings shall be used as needed to review and recommend candidates.

Graduate Scholarship and Awards Committees

Each graduate program shall have a Scholarship and Awards Committee that shall review scholarship applications in accordance with the timeline set by the College. The committee shall make scholarship recommendations in keeping with the policies set by the individual scholarships. The committees shall include the Director, the graduate advisors, and the Faculty of the whole with respect to each graduate degree. The committee shall set policies and make recommendations for other student awards as deemed appropriate. Regular faculty meetings shall be used as needed to review candidates and make recommendations.

Undergraduate Curriculum Committees

Each undergraduate program shall have a Curriculum Committee to oversee the curriculum, graduation requirements, and other academic policies of its respective degree. Specific duties include: 1) review and implementation of accreditation (as applicable) curriculum requirements, 2) annual catalog updates, 3) course sequencing, and 4) consideration of new courses. The committee shall be composed of a Faculty Chair, the undergraduate advisor as a non-voting member, and three faculty representatives who teach in the undergraduate program. If applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree. Faculty Members shall serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

Undergraduate Admissions Committees

Each undergraduate program shall have an Admissions Committee to oversee admission requirements of its respective degree. Committees, appointed by the Director, shall recommend candidates, as special circumstances may require, for admission to respective degree programs in accordance with University guidelines and requirements. The committee shall be composed of a Faculty Chair, the undergraduate advisor, and two faculty representatives who teach in the undergraduate program; (if applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree). Faculty Members will serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

Undergraduate Scholarship and Awards Committees

Each undergraduate program shall have a scholarship and awards committee, appointed by the Director,

to review scholarship applications in accordance with the individual scholarship guidelines and those set by the College. The committee shall be composed of a Faculty Chair, the undergraduate advisor, and two faculty representatives who teach in the undergraduate program. If applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree. Committees shall make recommendations for other student awards as deemed appropriate. Faculty Members will serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

ARTICLE VII - Amendments

These bylaws take effect upon approval by a majority of Full Members. The bylaws may be subsequently amended by favorable vote of at least two thirds of the Full Members. Copies of the proposed amendment or amendments shall be circulated to all Members of the Faculty one week prior to the vote.

SUPPLEMENT ONE

Tenure-Line Landscape Architecture Faculty Reappointment, Promotion and Tenure Guidelines

Approved by vote of the Landscape Architecture faculty on 11/15/16

Introduction

Excellence and productivity of faculty in the Landscape Architecture program in the College of Architecture, Planning and Landscape Architecture is typically demonstrated across three broad areas: (1) teaching; (2) research, scholarship and creative activities; and (3) service and leadership. Civility, in the form of responsible college citizenship and the stewardship of students and emerging faculty is expected in carrying out these accomplishments. The following descriptions offer guidance to faculty members in their understanding of the School's expectations for reappointment, promotion, and tenure, and the forms of evidence that will be considered. A successful candidate will have achieved a national reputation and recognition, and be able to demonstrate the likelihood of continued productivity in the future.

The program expects a successful candidate to demonstrate:

- Work focused in a particular area of expertise.
- National recognition for excellence in scholarship or instruction and significant contributions to her/his field.
- Excellence in classroom teaching.
- An integrated program linking her/his scholarship with instructional and mentoring activities.
- Contributions to the discipline of landscape architecture through organizations such as the Council of Educators in Landscape Architecture (CELA) and the local, state, and national chapters of the American Society of Landscape Architecture (ASLA); and contributions to related disciplines, if deemed appropriate.
- A record of applying for and obtaining internal and external grants to fund research, scholarship or teaching.
- An ability to draw graduate students from within the University and from other campuses nationally and internationally.
- The ability to successfully mentor students through their academic careers and post-graduation.
- Involvement with department interests and the potential to lead committees and other department activities, although it is not expected that a candidate is as active on committees as tenured faculty.

Teaching

Effective teaching, whether at the undergraduate or graduate education level, should be a fundamental principle for all faculty members. Successful teachers must demonstrate depth and breadth of knowledge in their discipline, communicate this knowledge to others, create a positive environment for learning, and provide evidence of a continuing development of their knowledge over the duration of their appointment. They must also be acquainted with the broader content of landscape architecture and related professions and be able to develop connections between their courses and other offerings.

Evidence of teaching activities may include, but are not limited to:

- Classroom, field, and non-credit instruction.
- Online courses, distance learning, and computer aided teaching that indicates skill in technological adaptations for pedagogy.
- Participation in interdisciplinary courses.
- Direction of class projects that benefit communities.

- Team and collaborative teaching efforts.
- Supervision of research, student internships, professional practice, master's reports, theses, and doctoral dissertations.
- Academic advising and acting as a mentor for undergraduate and graduate research efforts.
- Development of other instructional materials, including effective textbooks or digital material for use in the classroom.
- Participation in honors courses and other special courses offered through other units of the University.
- Syllabi development, with a discussion of learning activities and sample student work.
- Improvement of course offerings and other instructional activities.
- Honors, awards, grants, or mentions for teaching, studio, or class based project.
- Video-recorded classroom activities.
- Participation in professional development or skill enhancement training courses, workshops, study tours, or seminars.

Indicators of teaching accomplishments may include:

- Assessment scores indicating students' perceptions of teaching effectiveness.
- External recognition for teaching excellence, e.g., advising and teaching awards received.
- Contributions to curriculum design and reorganization.
- Peer-reviewed journal articles on teaching, advising, and pedagogy.
- Textbooks that contribute to the instructional goals.
- Invited lectures and conference presentations on teaching, curriculum, and pedagogy.
- Collaboration with other teaching faculty from across campus or other institutions.
- Students' qualitative comments regarding teacher effectiveness on these forms.
- Unsolicited letters from current or past students.
- Volume and quality of advising offered to students including assessments of advising effectiveness.
- Excellence in teachings as recorded in peer reviews in the classroom (upon assignment by the Program Director).
- New course creation (evidenced by syllabi and other materials).
- Innovations and changes introduced into continuing courses.
- Candidate's statement regarding pedagogical approach.
- Visiting teaching or critic at other institutions.
- Achievement of professional licensure.

Research, Scholarship, and other Creative Activities

Landscape architects contribute research and scholarship in a variety of ways and these activities are considered an essential effort of all members of the faculty. Scholarship, including basic and applied research, typically focuses on in-depth study and learning in a specific field and involves inquiry designed to make direct contributions to knowledge in that field. Contributions that advance the discipline in the form of creative peer-reviewed activities are also considered a form of scholarship. Publication may take the form of research reports, agency publications, and monographs that generally require peer review as a condition of agency support.

Indicators of research and scholarship accomplishments may include:

- Design and execution of applied research in the laboratory or in the field.
- Peer and non-peer reviewed publications as scholarly or professional journal articles and books.
- Peer and non-peer reviewed publications in conference proceedings.
- Peer and non-peer reviewed publications as book chapters, edited works, or texts.
- Lecturing in scholarly, professional and other public forums.

- Publication of funded or non-funded research studies, scholarly or professional monographs and/or reports.
- Invited speaker or paper/project presentation(s) at organized scholarly meetings, at the local, regional, national or international level.
- Poster presentation(s) at local, regional, national or international conferences.
- Panel participation in local, regional, national or international workshops or conferences.
- External support or competitive fellowships and awards appropriate to the faculty member's field of study.
- Professional awards, honors, and mentions received for research or scholarship.
- Desktop publications intended for dissemination at the local or regional level.
- Editing, translation, compilation of information, and development of materials that make information more accessible to researchers, other scholars, and practitioners.
- Development of a portfolio of creative or professional projects and studies demonstrating distinctive practice appraised by qualified evaluators external to the university.
- Competitively refereed, juried, and awarded recognition through design competitions, juried exhibitions, and selection for competitive awards and residencies.
- Scholarly and peer recognition for outstanding intellectual contributions.
- Class or student awards, honors, or mentions under the direction or co-direction of the faculty member being considered for tenure and promotion.
- Participation(s) in college/university workshops and conferences and continuing education activities.

Service

Service includes the contributions of a faculty member to their academic profession, the university, and to society at large. All faculty members have a responsibility to play a role in university life, college and departmental governance, and professional service. Service activities of Landscape Architecture faculty are often closely related to scholarship and teaching, professional growth, and mentorship. Service activities provide opportunities for faculty to expand their own and their department's visibility and provide connections for their unit and its disciplines with their respective professions. These connections are critical and should be given considerable weight in assessing a faculty member's contribution.

Indicators of scholarship accomplishments may include:

- Member or chair of standing or ad-hoc university committee.
- Leadership in university governance.
- Leadership in professional organizations related to the practice of the respective disciplines.
- Leadership in scholarly societies and teaching organizations in the respective fields.
- Evidence of involvement in other activities that contribute to the university or community.
- Mentor to younger faculty members.
- Mentor or advisor to student groups and organizations.
- Active membership in professional organizations.
- Participation in regional and national professional society meetings.
- Service to local community that directly reflects professional expertise.
- Service to state or regional organizations which directly reflect professional expertise.
- Consultations with public and private groups not leading to publications or design products.
- Participation in design review and editorial boards.
- Reviewer for professional publications.

X.9 OUTREACH PROJECTS

1. Projects

Selected Bachelor and Master of Landscape Architecture Outreach Projects 2019-25

Fall 2025	
Course	**LAR 401, BLA Design Studio V**
Instructor	Kokroko, Kenneth
Location/Community Partner	Navajo Technical University, Crownpoint, New Mexico
Project Title	Designing for Hózhó – Reciprocity, Water, and Well-being
Funding	CELA Bob Cardoza CLASS Fund Research Grant, $25,000
Description	This advanced undergraduate studio invited students into a culturally grounded, interdisciplinary exploration of landscape architecture that is shaped by the Diné (Navajo) place-based worldview. Specifically, planning and design activities were informed by the Four Directions Model, the Diné wellness concept of Hózhó, and the paradigm of Sa'ah Naaghái Bik'eh Hózhóón (SNBH). Through these lenses, the studio positioned design not simply as a technical or aesthetic practice, but as a form of care and reciprocity undertaken to restore balance, nurture stewardship, and cultivate beauty. Working in partnership with Navajo Technical University (NTU), NTU's student Sustainability Club, and an MLA studio from the University of New Mexico (UNM), students co-authored a transformative and re-imagined vision for the NTU campus in Crownpoint, NM. The project addressed stormwater challenges and support climate resilience while affirming Diné values through culturally informed green infrastructure (GI) and spatial or programmatic interventions that respect water as a central component in the socioenvironmental health of the campus and campus community. Particular attention was given to healing the campus landscape through a reciprocal design process that engages NTU students, faculty, staff, and community members as co-creators. Students sought to understand the landscape and its sense of place across multiple scales, from regional hydrologic systems to detailed site-specific design interventions, integrating site analysis, visual communication, and iterative design through community engagement and collaboration. In this context, the SNBH framework served as both a cyclical design methodology and as a value system that guided ethical engagement, long-term stewardship, and a collective commitment to landscape justice and well-being. Through this studio, students were challenged to design in ways that are meaningful, beautiful, and in balance with both cultural and ecological systems.
Course	**LAR 612, MLA Design Studio V**
Instructor	Yang, Bo
Location/Community Partner	Rio Rico and Nogales, Arizona; Santa Cruz Valley Unified School District No. 35, Nogales Public Works Department, Arizona Department of Forestry and Fire Management
Project Title	Urban Forestry for Heat Mitigation and Community Empowerment
Funding	Arizona Department of Forestry and Fire Management (ADFFM). $100,000

Description	Tree planting plans are being prepared based on green stormwater infrastructure to mitigate urban heat and flooding challenges in Santa Cruz County, Arizona. The proposed plans include planting 500 shade trees along four miles of multifunctional pathways that serve adjacent low-income and historically disadvantaged communities (representing around 15% of the county's population). Funding from AZDFFM awarded to Dr. Yang's team will be used to implement the project in phases starting in 2026. Student teams are also collaborating with project partners to develop a preliminary framework for an urban forestry plan to support long-term environmental sustainability in the county.
Course	**LAR 612, MLA Design Studio V**
Instructor	Yang, Bo
Location/Community Partner	The Hacienda at the River, Tucson. Watermark Retirement Community
Project Title	Multi-Functional Sensory Garden for a Retirement Community
Funding	Watermark Retirement Community. $25,000
Description	A multi-functional sensory garden masterplan and designs are being prepared for specific areas of a retirement community, The Hacienda at the River. The masterplan showcases sustainable landscape practices, water harvesting and conservation, wildlife habitat enhancement, and user engagement for health and well-being. It includes a spatial layout of functional components with anticipated performance outcomes. Students are collaborating in teams to advance the masterplan by developing detailed designs for each component, working closely with user groups
Course:	**LAR 612, MLA Design Studio V**
Instructor:	Waller, Mackenzie (Project PI)
Location/Community Partner:	Santa Cruz River Corridor; Partners included Sonoran Institute, Tucson Audubon Society, The Wilderness Society, Pima County, Tierra y Alma Reconciliación en el Río, University of Arizona
Project Title:	Tucson Urban Wildlife Refuge – Santa Cruz River Corridor Planning
Funding:	America the Beautiful Challenge – Planning Grant (amount not specified in proposal)
Description:	This planning initiative advanced a community-driven vision for an urban wildlife refuge along the Santa Cruz River in Tucson, Arizona. Building on decades of collaborative conservation efforts, the project sought to restore riparian habitat, expand public access to nature, and strengthen ecosystem and community resilience in historically underserved neighborhoods. The interdisciplinary team co-developed a Migration Master Plan and a portfolio of five priority refuge sites through inclusive engagement with local communities, tribal partners, and stakeholders. Activities included ecological assessments, public engagement mapping, and development of strategic implementation tools to guide conservation decisions. Outreach emphasized multilingual engagement (English, Spanish, O'odham), culturally responsive workshops, and participatory design sessions to capture community preferences around conservation, recreation, and restoration. Deliverables included illustrated plans, aerial overviews, and conceptual designs that communicated ecological and economic benefits, addressing urban heat, drought, and flood mitigation. The project also incorporated workforce development through UA student involvement and community-based restoration workshops, aligning with environmental justice and equity principles.
Spring 2025	
Course	**LAR 302, BLA Design Studio IV**
Instructor	Kokroko, Kenneth
Location/Community Partner	Nogales, Sonora, Mexico

Project Title	Jardines de Lluvia Escolares
Funding	Transdisciplinary Bi-national Collaboration for Environmental Sustainability and Cultural Resilience ($99,680). University of Arizona Research, Innovation & Impact and the Arizona Institute for Resilience | Technology and Research Initiative Fund | Water, Environmental, and Energy Solutions Initiative. PI Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI Kokroko, K.J. (33.3%). Community Stories of Sustainability & Resilience Promise for the Learning Experience ($100,000). University of Arizona Center for University Education Scholarship | 2022 Spanning Boundaries Challenge. PI Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI Kokroko, K.J. (20%)
Description	Building on recent green infrastructure and stormwater management initiatives at seven school campuses and other community spaces in Nogales, Sonora, Mexico, this project immersed students in an interdisciplinary, community-based planning, design, and implementation process. Students collaborated with K-12 teachers, their students, and local community partners to propose Nature-based Solutions (NbS)—particularly green stormwater infrastructure (GSI)—to address flooding, water quality, and related environmental justice concerns in their schools and surrounding neighborhoods. In parallel, UA students worked alongside students enrolled in an Environmental Justice course at Arizona State University and Urbanism and Sustainable Energy courses at the Instituto Tecnológico de Nogales and the Universidad Tecnológica de Nogales. This partnership aims to deepen understanding of the complex socio-environmental contexts of stormwater management in Ambos Nogales. Drawing from interdisciplinary research and dialogue, students created NbS proposals that are not only technically sound and environmentally sensitive but also fair, inclusive, and responsive to the community's needs and cultural values. Students also had the opportunity to travel to Nogales over Spring Recess to help construct rain gardens on school campuses and at a migrant shelter in Nogales.
Course:	**LAR 202/511, BLA & MLA Design Studio II**
Instructor:	Waller, Mackenzie
Location/Community Partner:	Tucson urban sites; Coalition for Sonoran Desert Protection; Tumamoc Hill Desert Laboratory; Roger Road Studios
Project Title:	Wild City Design Studio – Adaptive Reuse for Urban Wildlife and Human Recreation
Funding:	N/A
Description:	This interdisciplinary design studio advanced skills in site-scale planning and design through three major projects: Systems Research & Analysis, Site Design Intervention, and Materials Tectonic Design. Students explored adaptive reuse strategies to create multifunctional spaces that support urban wildlife and human recreation. The studio integrated ecological analysis, socio-cultural research, and iterative design processes, emphasizing spatial justice and environmental stewardship. Students engaged in field visits, digital mapping using ArcGIS Online, and fabrication in the Materials Lab, producing scaled models and detailed graphic representations. Collaborations included guest critiques and input from local conservation experts and community partners. Deliverables ranged from experiential mapping and conceptual interventions to final models and a cumulative gallery exhibition, demonstrating innovative approaches to urban ecological design and inclusive public spac

Fall 2024	
Course	**LAR 401/612, BLA & MLA Design Studio V**
Instructor	Kokroko, Kenneth; Yang, Bo
Location/Community Partner	UA Sierra Vista Campus, Sierra Vista AZ
Project Title	EPA RainWorks Challenge
Funding	N/A
Description:	Design Studio V is a required studio course in the Bachelor of Landscape Architecture curriculum. This semester's class responded to the 2023 EPA Campus RainWorks Challenge design competition RFP*. Specifically, the class explored alternative solutions for the University of Arizona's Sierra Vista campus stormwater management using green infrastructure approach and strategies. Green infrastructure is a resilient, cost-effective approach to planning, design, and managing ecologically integrated human settlements. This studio course built on previously introduced planning, design, and policy aspects of green infrastructure implementation in sustainable development. The course focused on water-sensitive design approaches for stormwater management through lectures, homework assignments, discussions, field trips, and a final studio project submission to the 2024 EPA Campus RainWorks Challenge competition.
Course	**LAR 612, MLA Design Studio V**
Instructor	Yang, Bo; Kokroko, Kenneth
Location/Community Partner	University of Arizona Sierra Vista Campus Facilities Management, Master Gardener and Cochise County Cooperative Extension, School of Natural Resources and the Environment, University of Arizona Planning, Design & Construction, University Facilities Management Project
Title	Green Infrastructure for University of Arizona Sierra Vista Campus
Funding	N/A
Description	Four design scenarios were provided for the University of Arizona Sierra Vista Campus, focusing on green stormwater infrastructure, rainwater harvesting, water quality enhancement, wildlife habitat, and community engagement. Student teams made four submissions to the 2025 EPA Campus RainWorks Design Competition.
Spring 2024	
Course	**LAR 498, BLA Capstone; LAR 611, MLA Design Studio IV**
Instructor	Kokroko, Kenneth
Location/Community Partner	Caminantes del Desierto, Hermosillo, Sonora, Mexico
Project Title	Visions of a Verdant Future: GSI and Urban Greening in Hermosillo
Funding	Transdisciplinary Bi-national Collaboration for Environmental Sustainability and Cultural Resilience ($99,680). University of Arizona Research, Innovation & Impact and the Arizona Institute for Resilience | Technology and Research Initiative Fund | Water, Environmental, and Energy Solutions Initiative. PI: Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI: Kokroko, K.J. (33.3%) Community Stories of Sustainability & Resilience: Promise for the Learning Experience ($100,000). University of Arizona Center for University Education Scholarship | 2022 Spanning Boundaries Challenge. PI: Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI: Kokroko, K.J. (20%)

Description	The studio incorporated a community-engaged design-build project/competition focused on green stormwater infrastructure (GSI) for a roadway median in Hermosillo. The project—which included both a design and a construction element—was undertaken in collaboration with Caminantes del Desierto (CDD), a local community organization that promotes "the care and restoration of the Sonoran Desert for future generations" (CDD, 2023). The partnership began after studio instructor Kokroko learned about CDD's grassroots community greening efforts through a local public radio story and initiated contact. Following a series of phone conversations and a visit to Hermosillo, the design-build competition was proposed as a service-learning opportunity for students to gain hands-on experience while assisting CDD with their greening efforts. CDD volunteers worked with instructor Kokroko to select the project site, define project goals, and arrange meetings with stakeholders. The competition complemented the primary studio project by offering MLA students a more technically focused landscape architecture-specific project. While UNISON students did not participate in the design portion of the competition, several participated in the construction of GSI facilities during UA's second visit to Hermosillo, after the winning projects were selected.
Fall 2023	
Course	**LAR 301, BLA Design Studio III**
Instructor	Kokroko, Kenneth
Location/Community Partner	Tuba City Chapter, Navajo Nation, Tuba City, AZ
Project Title	Tuba City, AZ Chapter Tract Master Plan
Funding	Some funding for travel provided by Laura Carr via Drachman Native Peoples Design Coalition
Description:	Tuba City is one of the largest Navajo Nation communities and is managed by the Tuba City Chapter, the local leadership team. Recently, The Chapter withdrew a 40-acre parcel (known as The Tract) to develop for direct community benefit. Students tasks included collaboratively developing master plan proposals for The Tract site that include: 1) A new commercial complex and flee market; 2) A new civic complex including a chapter house; 3) A community center and event plaza; 4) A new Navajo Nations service complex; 5) A community park; and 6) A redesigned transfer station that will include a maintenance and equipment yard. Students also individually developed detailed design proposals for select spaces within the master plans. Importantly, students engaged in design processes intended to convey Navajo cultural identity, encouraged youth and elder leadership, inspired critical reflection, stimulated informed action, demonstrated social and environmental justice, and facilitated active physical engagement. Site design was considered holistically, incorporating place-keeping and place-making practices rooted in Navajo values of environmental stewardship, resiliency, and sovereignty, which resulted in high-quality public space the community can take pride in.
Course:	**LAR 612, MLA Design Studio V**
Instructor:	Waller, Mackenzie
Location/Community Partner:	Santa Cruz River Corridor, Tucson; Sonoran Institute; Pima County Flood Control; Tucson Audubon Society
Project Title:	Santa Cruz River Design Studio
Funding:	N/A

Description:	This advanced graduate studio focused on stormwater management, urban flooding mitigation, and landscape performance within the Santa Cruz River corridor. Students developed a comprehensive design framework through three phases: Goals & Context, Sites, and Design, culminating in a final project informed by resilient strategies and ecological metrics. The studio integrated research-based programming, site analysis, and performance evaluation using the Landscape Performance Guidebook. Students collaborated with regional partners and engaged in field visits, feedback sessions, and iterative design reviews. Deliverables included wireframe documentation of existing plans, spatial mapping of collaborative efforts, and design proposals addressing stormwater and climate resilience. Final outputs combined physical and digital models with narrative strategies to communicate ecological and community benefits.
Spring 2023	
Course	**LAR 511, MLA Design Studio II**
Instructor	Dimond, Kirk
Location/Community Partner	College of Civil and Architectural Engineering and Mechanics
Project Title	East Palm Drive District Revitalization
Funding	N/A
Description	The College of Civil and Architectural Engineering and Mechanics have created an Independent Research Group (IRG) to improve the mini district of Palm Drive at the University of Arizona. Students and faculty had developed a preliminary plan with other projects toward envisioning a change for the outdoor spaces, but were interested in a more collaborative perspective for the outdoor spaces. Students proposed worked with IRG to produce various concepts for the space and presented their work on site with opportunities for visitors to the space to fill out surveys in relation to the ideas. This added to the district improvement decision making and further collaborations are anticipated in 2025-26 toward getting the work built.
Course	**LAR 498, BLA Capstone; LAR 611, MLA Design Studio IV**
Instructor	Kokroko, Kenneth
Location/Community Partner	Caminantes del Desierto, Hermosillo, Sonora, Mexico
Project Title	Visions of a Verdant Future: GSI and Urban Greening in Hermosillo
Funding	Transdisciplinary Bi-national Collaboration for Environmental Sustainability and Cultural Resilience ($99,680). University of Arizona Research, Innovation & Impact and the Arizona Institute for Resilience | Technology and Research Initiative Fund | Water, Environmental, and Energy Solutions Initiative. PI: Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI: Kokroko, K.J. (33.3%) Community Stories of Sustainability & Resilience: Promise for the Learning Experience ($100,000). University of Arizona Center for University Education Scholarship | 2022 Spanning Boundaries Challenge. PI: Caitlyn Hall, University of Arizona, W.A. Franke Honors College; Co-PI: Kokroko, K.J. (20%)

Description	The studio incorporated a community-engaged design-build project/competition focused on green stormwater infrastructure (GSI) for a roadway median in Hermosillo. The project—which included both a design and a construction element—was undertaken in collaboration with Caminantes del Desierto (CDD), a local community organization that promotes "the care and restoration of the Sonoran Desert for future generations" (CDD, 2023). The partnership began after studio instructor Kokroko learned about CDD's grassroots community greening efforts through a local public radio story and initiated contact. Following a series of phone conversations and a visit to Hermosillo, the design-build competition was proposed as a service-learning opportunity for students to gain hands-on experience while assisting CDD with their greening efforts.
Course:	**LAR 202, BLA Design Studio II**
Instructor:	Waller, Mackenzie
Location/Community Partner:	Barrio Kroeger Lane, Tucson; Favor Celestial; San Xavier District; Tucson Audubon Society; Tucson Storm to Shade
Project Title:	Barrio Kroeger Lane – Community Mapping, Animal-Aided Design, and Site Scale Design
Funding:	N/A
Description:	This second-year undergraduate design studio engaged students in a comprehensive exploration of the Barrio Kroeger Lane neighborhood through three sequential projects: Community Mapping, Animal-Aided Design, and Site Scale Design. Students investigated site ecology, socio-cultural factors, and environmental systems to inform design proposals that integrated human and non-human programs. The studio emphasized iterative design processes, fabrication skills, and digital tools such as ArcGIS Online, Adobe Suite, and SketchUp. Students collaborated with community partners and specialists, including Favor Celestial and Tucson Audubon, and participated in field visits to Mission Garden, Tumamoc Hill, and green stormwater infrastructure sites. Deliverables included geo-spatial mapping, conceptual and schematic models, and site-scale plans and sections developed through participatory engagement and interdisciplinary input. The work advanced principles of environmental justice, ecological design, and cultural responsiveness while fostering professional communication and collaborative problem-solving.
Fall 2022	
Course	**LAR 612, MLA Design Studio V**
Instructor	Yang, Bo
Location/Community Partner	Taliesin West Board, Frank Lloyd Wright Foundation
Project Title	Landscape Change at Frank Lloyd Wright's Taliesin West
Funding	N/A
Description	Student teams created masterplans and documented landscape features at the heritage site Taliesin West, including drainage, viewsheds, topography, and built elements within the context of this significant work by Frank Lloyd Wright. Students also participated in workshops with the CAPLA community, the Taliesin West Board, and the Frank Lloyd Wright Foundation.
Conference presentation	Landscape Change at Frank Lloyd Wright's Taliesin West. Twentieth Century Heritage & Resilience. GA 2024 ICOMOS, Sydney, Australia. September 6th, 2023.
Course:	**LAR 610, MLA Design Studio III**
Instructor:	Waller, Mackenzie
Location/Community Partner:	Sierra Estates neighborhood, Tucson; City of Tucson Ward 6; Tucson Clean & Beautiful; Tucson Audubon Society

Project Title:	Sierra Estates Burns Park – Studio Sonoran Birds and Climate Change
Funding:	N/A
Description:	This graduate design studio addressed the intersection of climate change, bird habitat conservation, and urban resilience through four integrated projects: Site Scale Design, Design for Bird Habitat, Design for Climate Change Resilience, and Speculating Across Scales. Students explored strategies to mitigate climate impacts while enhancing ecological connectivity and cultural identity in the Sierra Estates neighborhood. The studio combined ecological research, habitat suitability mapping, and iterative design processes with community engagement and interdisciplinary collaboration. Students worked with partners including Tucson Audubon and Tucson Clean & Beautiful, and participated in field visits, materials lab training, and guest lectures on public humanities and narrative design. Deliverables included site-scale plans, physical prototypes, and speculative design narratives supported by video and graphic communication. The work emphasized environmental stewardship, biodiversity protection, and climate adaptation through creative, story-based design approaches.
Spring 2022	
Course	**MLA Graduate Assistant Work**
Instructor	Kokroko, Kenneth
Location/Community Partner	Grace Lutheran Child Learning Center, Sahuarita
Project Title	Grace Lutheran Child Learning Center Children's Art and Nature Garden
Funding	$7,551, Grace Lutheran Child Learning Center, Sahuarita, AZ
Description	Located in Sahuarita, Arizona, the newly opened Grace Lutheran Child Learning Center provides full-time care for infants through preschool age children and before and after school care for K-5th graders. The Learning Center, which has capacity for 200 students, intends to transform a highly visible 150’ x 150’ area of land in front of their building into a Children’s Art and Nature Garden. Proposed amenities include a tricycle track, an area to create art and music, a science learning area, raised gardens and a nature walk where children can learn about and discover the desert landscape.
Course	**LAR 611, MLA Design Studio IV**
Instructor	Kokroko, Kenneth
Location/Community Partner	The Marshall Foundation, Tucson
Project Title	Marshall Foundation Urban Design Studio
Funding	The Marshall Foundation, $20,000
Description	The studio integrated research and scholarship into urban design approaches highlighting sustainable systems-based design strategies, creative placemaking methods, and processes for inclusion and equity in public realm improvements. Additionally, the studio identified synergies between the proposed public realm improvements and imagined development projects to create a speculative future vision of Main Gate Square and the surrounding area. Professional communication and design studies ranging from pragmatic to radical were emphasized.

Fall 2021	
Course	**LAR 610, MLA Design Studio III**
Instructor	Yang, Bo
Location/Community Partner	Tucson Planning and Development Services Department, Tucson Department of Transportation and Mobility, University of Arizona Disability Resource Center
Project Title	Guidebook for the Implementation of Electric Vehicle Charging Stations
Funding	Salt River Project. $85,250 (Phase I); Arizona Institute for Resilience ($71,617)
Description	Working with project partners, we surveyed community members in Tucson regarding EV charging station design and user challenges and provided retrofit designs for 12 project sites (e.g., Tucson Desert Museum, Arizona Inn). The project also involved local groups that serve people with disabilities (e.g., Southern Arizona Adaptive Sports, Commission on Disability Issues) who are current and/or future EV users.
Spring 2021	
Course	**LAR 611, MLA Design Studio IV**
Instructor	Mueller, Travis
Location/Community Partner	Rillito Bend Neighborhood Association
Project Title	Grid Street Place (Realizing Rillito Bend)
Funding	$1000 Student Design Award
Description	The 2nd year landscape architecture students worked with members of the Rillito Bend Neighborhood Association to create a vision for the neighborhood at multiple scales. They met with our partners at each phase of the project (site assessment, concept development, design development/master plan) to receive feedback and have discussions around needs for the neighborhood vision as set forth by the neighborhood association partners. This process culminated in the opportunity for a public presentation in which specific partners were then asked to choose a project as the winner of the design prize.
Fall 2020	
Course	**LAR 610, MLA Design Studio III**
Instructor	Dimond, Kirk
Location/Community Partner	Landscape Architecture Foundation
Project Title	The Green New Deal Superstudio
Funding	N/A

Description	Project 1 was registered with the Landscape Architecture Foundation (LAF) to be joined in a collaborative network of studios focusing on the physical manifestation of the Green New Deal (https://www.congress.gov/bill/116th-congress/house-resolution/109/text). The Green New Deal Superstudio is national conversation about how the framework of the Green New Deal can be translated into actual projects and where, as a matter of priority these projects should take place, what will they look like, who will they serve, and how will they roll out. The project focused on site design but specifically related to mitigating impacts of potential disasters associated climate change vulnerability and adjustments following the Green New Deal transition. Students were required to locate and provide a site design for a community resource situated within and serving an at-risk community. Projects encapsulated the integration of decarbonization, justice, and jobs and considered potential risks (e.g. blackouts, extreme heat, flooding, fire, etc.), resources needed, and accessibility to the site, and communicated landscape performance.
Course	**LAR 610, MLA Design Studio III**
Instructor	Yang, Bo
Location/Community Partner	City of Hermosillo, Mexico; Universidad Nacional Autónoma de México (UNAM); Watershed Management Group, Tucson; Udall Center for Studies in Public Policy
Project Title	Urban Park in Hermosillo, Mexico
Funding	Arizona Institute for Resilience. $59,598
Description	Working with project partners in Sonora, Arizona, and Mexico, student teams gathered feedback from community members in the City of Hermosillo and provided a master plan for a greenway and a regional park design for the city. The project deliverables were used by the city for fundraising to facilitate project implementation in phases. The project team also published an article based on this service-learning project.
Publication	Zuniga-Teran, A. A., González-Méndez, B., Scarpitti, C., Yang, B., Murrieta Saldivar, J., Pineda, I., ... & Valencia-Sauceda, J. (2022). Green Belt Implementation in Arid Lands through Soil Reconditioning and Landscape Design: The Case of Hermosillo, Mexico. Land, 11(12), 2130.
Fall 2019	
Course	**LAR 526 Planting Design**
Instructor	Margaret Livingston
Location/Community Partner	UA Herbarium
Project Title	DELEP Botanical Park
Description	A collaboration among 2nd year graduate students and the UA Herbarium faculty that focused on development of a public park that highlights plants in the bean (Fabaceae) family. This project is intended to be an educational destination for UA students, staff, and faculty as well as the general public at the Campbell Avenue Farm in Tucson. The students focused on trails, seating areas, interpretive materials and enhanced planting designs within a 3-acre site. Their designs were used to help the Herbarium with future development of the area.

X.10 LEARNING OUTCOMES SURVEYS

Congratulations on your upcoming graduation from the UArizona's Bachelor of Landscape Architecture Program! Please help us improve our program by filling out the following confidential survey as completely and honestly as possible.

1. Please rate your level of satisfaction with the following dimensions of the BLA program: Circle from 1 (extremely dissatisfied) to 5 (extremely satisfied):

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
The faculty	1	2	3	4	5
Undergraduate advising	1	2	3	4	5
The overall BLA curriculum	1	2	3	4	5
The overall BLA program	1	2	3	4	5

1b. Any additional comments on the above items add here:

2. Upon graduation, how confident do you feel in your skills and/or knowledge in the following areas? Circle from 1 (not confident) to 5 (extremely confident).

	Not at all confident	Somewhat confident	Confident	Totally Confident
DESIGN AND COMMUNICATION				
Design Processes, Methods, and Solutions (the ability to identify appropriate methods of design inquiry and problem-solving processes to produce creative solutions)	1	2	3	4
Overall ability to communicate design solutions through written, oral, and graphic methods	1	2	3	4
SUSTAINABLE STRATEGIES & NATURAL PROCESSES				
Overall ability to create design concepts and solutions using sustainable strategies	1	2	3	4
Stormwater management	1	2	3	4

Urban heat island mitigation	1	2	3	4
Plant and ecosystem science and design	1	2	3	4
Landscape performance assessment	1	2	3	4
PROFESSIONAL PRACTICE				
Principles of social justice, diversity, inclusion, and cultural heritage	1	2	3	4
Professional ethics and values	1	2	3	4
CRITICAL THINKING				
Design critique and evaluation	1	2	3	4
Understanding of contemporary landscape architecture	1	2	3	4
Understanding of the history of landscape architecture	1	2	3	4

2b. Additional comments on above items add here:

3. Please indicate how you feel about the following statement: The BLA program at the University of Arizona has adequately prepared me for practice in the landscape architecture profession. Circle from 1 (strongly disagree to 5 (strongly agree):

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

3b. Additional comments:

4. During your time in the BLA program, did you participate in or experience any of the following: (Check all that apply)
___ Participated in off-campus classes or workshops
___ Attended a professional conference
___ Completed an internship (follow up question: with what organization?)
___ Worked on a community-based project (follow up question: please describe)
___ Member of ASLA
___ Received an award (follow up question: please describe)
___ Worked a landscape architecture-related job outside of school

5. At this time, what will be your status after graduation? (Check all that apply)

____Employed in a private landscape architecture firm (follow up: with what organization, job title)

____Continuing graduate education, certification, or training (follow up: where, what degree)

____Employed in government (follow up: where, job title)

____Employed in landscape horticulture/design build (follow up: where, job title)

____Engaged in volunteer service (follow up: please describe)

____Employed in another field, not landscape architecture (follow up: please describe)

____Not employed, actively looking

____Not employed, currently not looking

____Other:_____

6. Any additional comments or suggestions on how the BLA program might improve?

Thank you for your time and valuable input!

Congratulations on your upcoming graduation from the UArizona's Master of Landscape Architecture Program! Please help us improve our program by filling out the following anonymous survey as completely and honestly as possible.

1. Please rate your level of satisfaction with the following dimensions of the MLA program: Circle from 1 (extremely dissatisfied) to 5 (extremely satisfied):

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
Opportunities to engage in real world projects	1	2	3	4	5
Opportunities for community outreach	1	2	3	4	5
The faculty	1	2	3	4	5
Faculty advising	1	2	3	4	5
The overall MLA curriculum	1	2	3	4	5
The overall MLA program	1	2	3	4	5

1b. Any additional comments on the above items add here:

2. Please indicate how you feel about the following statement: The MLA program at the University of Arizona has adequately prepared me for practice in the landscape architecture profession. Circle from 1 (strongly disagree to 5 (strongly agree):

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

2b. Additional comments:

3. Upon graduation, how confident do you feel in your skills and/or knowledge in the following areas? Circle from 1 (not confident) to 4 (very confident).

	Not Confident	Somewhat Confident	Confident	Very Confident
DESIGN COMMUNICATION SKILLS & TECHNOLOGY				
Ability to communicate design methods & processes through written, verbal, and oral presentation	1	2	3	4
Hand drawing graphics	1	2	3	4
GIS applications for landscape architecture	1	2	3	4
DESIGN PRACTICE, METHODS, AND THEORY				
Ability to identify appropriate methods of design inquiry to produce design solutions.	1	2	3	4
Understanding of contemporary landscape design theory	1	2	3	4
Understanding of the theoretical and historical context of the profession of landscape architecture.	1	2	3	4
RESEARCH, ANALYSIS, AND CRITICAL THINKING				
Applying background research to complex design decisions	1	2	3	4
Landscape and site analysis	1	2	3	4
Design critique and evaluation	1	2	3	4
SUSTAINABLE STRATEGIES & NATURAL PROCESSES				
Overall ability to create design concepts and solutions using sustainable strategies	1	2	3	4
Stormwater management	1	2	3	4
Urban heat island mitigation	1	2	3	4
Plant and ecosystem science and design	1	2	3	4
Landscape performance assessment	1	2	3	4
PROFESSIONAL PRACTICE				
Principles of social justice, diversity, inclusion, and cultural heritage	1	2	3	4
Professional ethics and values	1	2	3	4

3b. Additional comments on above items add here:

4. During your time in the MLA program, did you participate in or experience any of the following: (Circle all that apply)

Participated in off-campus classes or workshops	Attended a professional conference
Completed an internship	Worked on a community-based project
Worked as a graduate assistant	Received an award
Member of ASLA	Worked a landscape architecture-related job outside of school

5. At this time, what will be your status after graduation? (Check all that apply and provide details)

Check all that apply:	**Details: (name of firm, location, job title, etc.)**
____Employed in a private landscape architecture firm	
____Continuing graduate education, certification, or training	
____Teaching at the college or university level	
____Employed in government	
____Employed in landscape horticulture/design build	
____Engaged in volunteer service	
____Employed in another field, not landscape architecture	
____Not employed, actively looking	
____Not employed, currently not looking	
____Other	

6. Any additional comments or suggestions on how the MLA program might improve?

Thank you for your time and valuable input!

BLA Capstone Rubric

Learning Outcome #1: Design Processes, Methods, and Solutions
Students will be able to identify appropriate methods of design inquiry and problem-solving processes (including research methods) to produce creative solutions to identified problems and questions.

Learning Outcome #2: Communication Skills
Students will develop effective written, oral, and graphic skills to communicate design methods and processes.

Learning Outcome #3: Sustainable Design Strategies
Students will be able to create design concepts and solutions that use best practices for stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment.

Learning Outcome #4: Professional Practice
Students will apply principles of social justice, diversity and inclusion, cultural heritage, and ethics and act responsibly towards the public, profession, and environment.

Learning Outcome #5: Critical Thinking
Students will demonstrate critical thinking skills and an understanding of the theoretical and historical context of the profession of landscape architecture.

	3 - Exceeds Requirements	**2 - Meets Requirements**	**1 – Does Not Meet Requirements**
Design Processes, Methods, and Solutions	The student has clear and well-developed design intentions that include a purpose and scope of work. The student has made excellent use of background research as a basis for complex design decisions that are programmatically appropriate.	The design program is adequate but is not fully developed and may include some deficiencies or errors that make the final design less effective. The background research is adequate but is lacking some components that may have improved the design.	The design is programmatically flawed or is poorly executed. The design does not satisfy the project goals, objectives, or requirements and does not make adequate use of background research.
Communication Skills	The student is exceptionally competent in articulating design	The student design work and presentations can be easily	The student fails to communicate a clear design process and the

	doctrines through design representation tools and methods. Digital media, hand drawings, written programs, and design descriptions are expressed clearly and presented in organizational graphic sequences that provide reviewers with a comprehensive understanding of developed design concepts as well as design and evaluation processes.	understood; design intentions, concepts, and schemes are reasonably clear, but some aspects of the design are not completely articulated or are not accurately represented.	design is not well articulated through graphics, text, or verbal presentation. The design organization is unclear and appears incomplete.
Sustainable Design Strategies	The student has made excellent use of sustainability concepts as a basis for identifying problems and solutions. These include, as appropriate: grading, drainage, water quality and stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment. The student's designed landscapes are accessible, safe, and ecologically sustainable.	The student adequately incorporates sustainability concepts as a basis for identifying problems and solutions but misses some important sustainability aspects they should have considered.	The student's design incorrectly or does not incorporate sustainability concepts that should have been considered given the scope and nature of the project.
Professional Practice	The student excels in applying principles of social justice, diversity, inclusion, and cultural heritage to their design decisions. They demonstrate an understanding of the ethical and professional obligations to clients, communities, the public, and the landscape and environment in their work.	The student adequately applies principles of social justice, diversity, inclusion, cultural heritage, and professional ethics to their design decisions, but misses some important principles that they should have considered.	The student has an insufficient understanding of the ways in which design decisions can disparately impact vulnerable populations. Their design does not apply principles of social justice, diversity, inclusion, cultural heritage, and professional ethics.

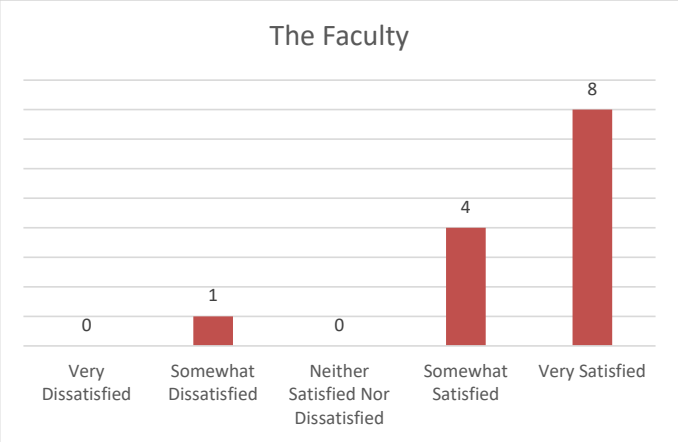
Critical Thinking	The student demonstrates excellent critical thinking skills in their analysis of current conditions, background research, and creative solutions to design problems. They demonstrate understanding of the history and theories of the art and science of landscape architecture. Student excels at the application of theory to the practice of landscape architecture in their design decisions.	The student adequately demonstrates critical thinking skills and applies theory to the practice of landscape architecture in their design decisions but misses some important theoretical applications.	The student does not demonstrate adequate critical thinking skills and an understanding of the history and theories of the art and science of landscape architecture. There is no application of theory to their design decisions.

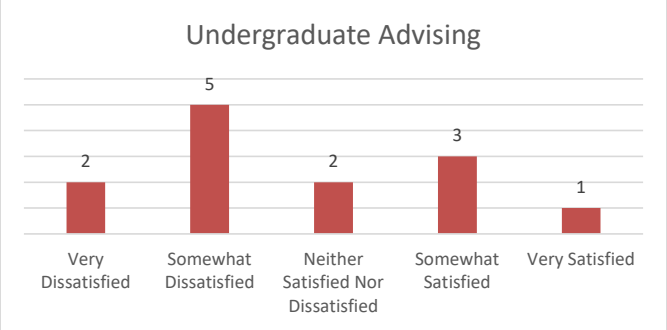
This page intentionally left blank

X.12 BLA LEARNING OUTCOMES SURVEY REPORT

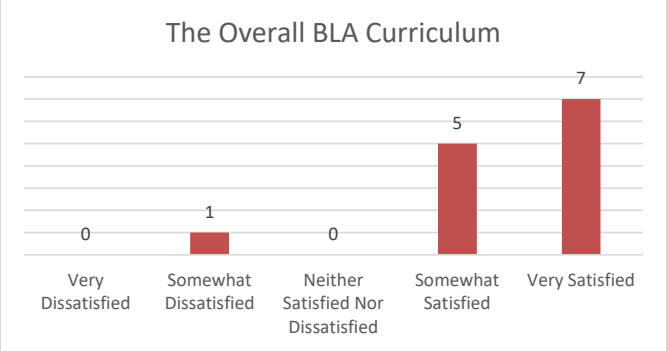
BLA Exit Survey 2025

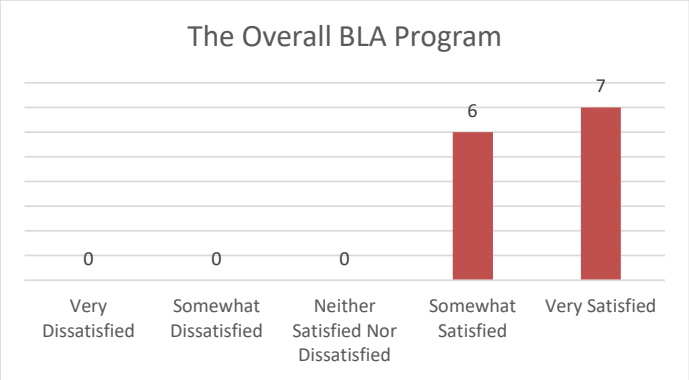
Please rate your satisfaction with the following dimensions of the BLA program:





*Note: the advising staff is completely new as of Fall 2025. This question pertains to the advising staff prior to Fall 2025.





Additional comments:

Would have loved to have Travis's graphics arts class required early in my coursework as it would have helped. It was not required when I started the program.
I would like it if there was a bit more flexibility with the program to allow for completing things like internships/study abroad
I am satisfied with the staff and faculty, they are helpful.
All of the professors and faculty were very kind, helpful, and supportive. I did not often feel well prepared for the expectations of the studio courses. Areas like graphic production and layouts I did not feel well taught and instead had to learn on my own. I would have liked to see these be more formally taught. More information into the technical aspects of the field would also be appreciated; even becoming the main emphasis of the curriculum.
Over all the curriculum was good i would love to see a change in the order of classes. Site engineering and Site construction would be great classes junior year while ecology and plant materials would be great earlier on.
never needed to use advising besides my curriculum plan. Sometimes it was difficult to fulfill classes I needed for my minors because the required classes were at different times inconsistently (for example a class only on tuesday mornings made me not able to take any morning time Tues/Thurs art classes

Upon graduation, how confident do you feel in your knowledge/skills in the following areas?

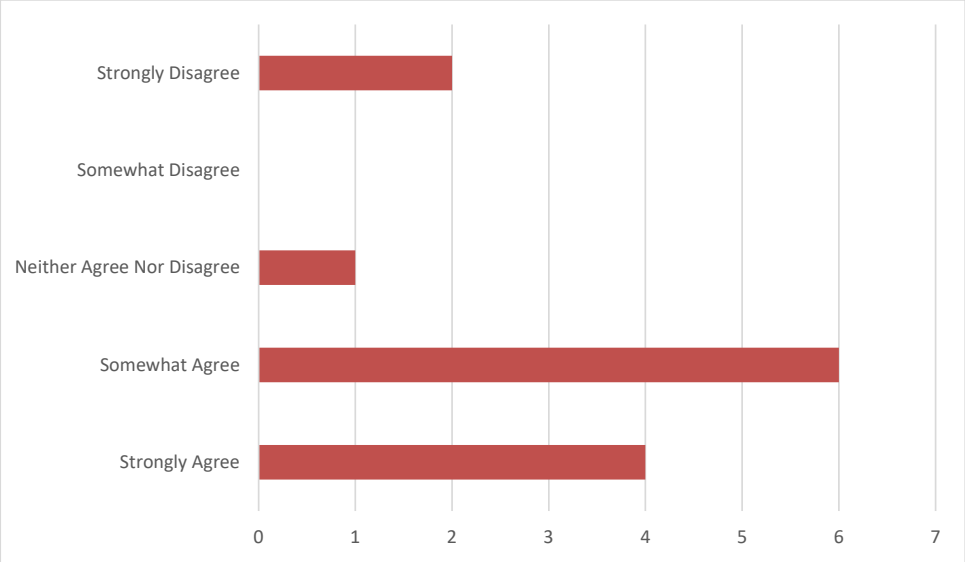
	Not at all Confident	Somewhat Confident	Confident	Totally Confident
DESIGN AND COMMUNICATION				
Design Processes, Methods, and Solutions (the ability to identify appropriate methods of design inquiry and problem-solving processes to produce creative solutions)	0	1	8	4
Overall ability to communicate design solutions through written, oral, and graphic methods	0	2	8	3
SUSTAINABLE STRATEGIES & NATURAL PROCESSES				
Overall ability to create design concepts and	0	1	4	8

solutions using sustainable strategies				
Stormwater management	0	2	7	4
Urban heat island mitigation	0	0	6	7
Plant and ecosystem science and design	0	3	5	5
Landscape performance assessment	0	5	6	1
PROFESSIONAL PRACTICE				
Principles of social justice, diversity, inclusion, and cultural heritage	1	3	5	4
Professional ethics and values	1	1	5	6
CRITICAL THINKING				
Design critique and evaluation	0	1	6	6
Understanding of contemporary landscape architecture	1	2	2	8
Understanding of the history of landscape architecture	0	2	2	9

Additional comments:

I wish there had been more emphasis on landscape ecology throughout the entire program, as well as a little more education on how to calculate elements of a design to be sure they are actually ecologically beneficial. I also think GIS and Construction Documentation could have been more emphasized (not just have one class in the whole program on each).
I have not yet taken the contemporary landscape Architecture class so this may change.
There should be more emphasis on how to present. We have lots of oral presentations but not a lot of students know how to present or the techniques behind oral presentation skills.
Need more education in construction, engineering, and scientific analysis of the landscape. Make us more informed to practice real world landscape architecture in practical applications.

Please indicate how you feel about the following statement: “The BLA program at the University of Arizona has adequately prepared me for practice in the landscape architecture profession.”



NOTE FROM KELLY: I believe that the 2 people that clicked "strongly disagree" meant to click "strongly agree," based on their open-ended comments and their answers to program satisfaction at the beginning of the survey. I need to re-order the answers in Qualtrics to avoid confusion next time.

Additional Comments:

I think some more push towards real-world practice (internships, shadowing work etc) could be helpful, as well as a bit more assistance with those interested in international work
I feel prepared for the workforce.
More introductions to software, such as Rhino and Revit, would have been helpful.
I still don't know how to provide construction drawings for pool design.

During you time in the program, did you participate in any of the following (check all that apply):

	Count	Percentage
Participated in off-campus classes or workshops	5	38%
Completed an internship	5	38%
Member of ASLA	8	62%
Attended a professional conference	2	15%
Worked on a community-based project	7	54%
Received an award	5	38%
Worked a landscape architecture-related job outside of school	9	69%

Note: Student awards include: ASLA Student Merit Award (2); Liba Wheat Design Award (2); and ASLA Student Academic Honor Award

Note: Students interned at: Universal Creative; Norris Design; City of Tucson; The Planning Center; Smith Group; and Emma Stahl-Wert LLC

At this time, what will your status be after graduation? Check all that apply:

	Count
Continuing Graduate Education, Certification, or Training	4
Employed in Landscape Horticulture/Design Build	2
Engaged in Volunteer Service	1
Employed in a Private LAR Firm	4
Not Employed, Actively Looking	5
Not Employed, Currently Not Looking	1

Name of Employer:

Desert Horizon Nursery and La Campagna Homestead, Nursery Sales Associate and Farmer's Assistant

Any further comments on how the MLA program might improve?

This page intentionally left blank

X.13 EMPLOYMENT OUTCOMES

Grad Year	Student	Employer	Title of Position	Location
2025	Aguilar Murrieta, Christian	Tucson Clean and Beautiful	Green Stormwater Infrastructure Design & Project Manager	Tucson, AZ
2025	Berrellez, Raul	Unknown		
2025	Gilliam, Olivia	Kimley Horn	Landscape Designer	Tucson, AZ
2025	Hesla, James	Norris Design	Landscape Designer	Tucson, AZ
2025	Hummel, Annalise	Unknown		
2025	Ruelas Balderrama, Cynthia	Unknown		
2025	Schwab, Daniel	WLB Group	Landscape Designer	Tucson, AZ
2024	Brown, Waverly	Design Collaborations	Landscape Designer	Tucson, AZ
2024	Caldarera, Blake	The Nature Conservancy	Agricultural Drainage Project Manager	Little Rock, AR
2024	Ells, Jackson	River Guide	Hatch River Expeditions	Flagstaff, AZ
2024	Eppard, Jessica	Norris Design	Landscape Designer	Tucson, AZ
2024	Glockner, Will	McCullough	Junior Associate	San Diego , CA
2024	Lee, Cordell	Tucson Clean and Beautiful	Project Manager	Tucson, AZ
2024	Leipold, William	Tucson Clean and Beautiful	NeighborWoods Program Manager	Tucson, AZ
2024	Rodriguez Ponce, Oscar	Tucson Clean and Beautiful	Grow Tucson Designer & Project Manager	Tucson, AZ
2024	Yescas, Selenne	Concept Lightling Lab, LLC	Designer	Tucson, AZ
2023	Andre, Zachary Raymond	Lyon Landscape Architects	Landscape Designer	Tacoma , WA
2023	De Koker, Teresa Rene	Tohono O'odham Community College	Adjunct Faculty Instructor and Living Laboratory Design Consultant	Tucson, AZ
2023	Houghton II, Blake	Novak Environmental, Inc.	G.I.S. Analyst/Landscape Designer	Tucson, AZ
2023	Liu, Huanyu	Unknown		
2023	Ma, Jianjie	M2L Associates Inc.	Landscape Designer	Houston , TX
2023	Planinac, Krista	WLB Group	Landscape Designer and Planner	Tucson, AZ
2023	Sarneyzehdoost, Nadia	Witkin Hults + Partners	Landscape Designer	Hollywood, FL
2023	Tang, Sinlin	Walt Disney Imagineering	Master Planning Intern	Glendale , CA

Grad Year	Student	Employer	Title of Position	Location
2023	Thomas, Keegan Christopher	AQUA Design International, LLC	Project Manager	Tucson, AZ
2023	Vasquez Cabrera, Patricia	Sutra Research and Analytics	Planning Consultant	San Diego , CA
2022	Galindo, Christian Francisco	Design Workshop	Landscape Design Intern	Denver , CO
2022	Howell, Jacqueline (Ariel)	Hicks Nursery Inc	Landscape Designer	New York City, NY
2022	Kazmarek, Isabella	Prosser, a PRIME AE Company	Land Planner	Jacksonville , FL
2022	Lawson, Jordan	Parker-Yannette Design Group	Landscape Designer	Jupiter, FL
2022	Lohse, David Robert Hunter	City of Brownsville, Texas	City Forester	Brownsville, TX
2022	Lorenz, Emily Anne	Green Landscape Solutions	Landscape Design Associate	Boulder County, CO
2022	Morrissey, Lauran Lee	Short Elliot Henderson (SEH)	Graduate Landscape Architect	Denver, CO
2022	PANDIT, RUCHA MANOJ	Hamilton Anderson associates	Landscape Designer	Detroit, MI
2022	PINEDA, IRENE	EPTDesign	Landscape Designer	Orange County, CA
2022	Potucek, Alizabeth Blaine	Wheat and Assoc.	Landscape Designer	Tucson, AZ
2022	Schmidt, Heather Erin	Industrious Renegade Design Group	Small Business Owner	Tucson, AZ
2022	Shaw, Rebecca Laurel	USFS	Regional Landscape Arhcitect - SW Regional Office	Tucson, AZ
2022	Shu, Shen	Logan Simpson	Landscape Designer	Phoenix, AZ
2022	Siegel, Jacob DeWitt	Environmental Planning and design	Landscape Designer and Community Planner	Pittsburgh, PA
2022	Wallace, Mattea Sierra	Terremoto	Designer	Los Angeles, CA
2022	Wissler, Ethan Craig	Smith Group	Entry Level Landscape Architect	Detroit, MI
2022	Young, Austin	Hocker Design	Landscape Designer	Dallas, TX
2021	Anthony, Paige	McGann and Associates	Landscape Designer	Tucson, AZ
2021	Bejjani, Ramzy Tabet	Gehl	Urban Designer	Alameda, CA
2021	Hendryk, Chelsea M	Green Side LLC	co-owner, Plant Design & Maintenance	Tucson, AZ
2021	Jones, Samuel	Watershed Management Group	Water Harvesting Design Practitioner	Tucson, AZ

Grad Year	Student	Employer	Title of Position	Location
2021	Maccabe, Sean van Dyke	DMP Hardscape Landscape and Design	Landscape Designer	Concord, NH
2021	Potter, Kendra Darlene	The Planning Center	Landscape Designer	Tucson, AZ
2021	Shi, Hanjun	Unknown		
2021	Spickard, Gabrielle Mary	NYC Parks	Assistant landscape Architect	New York, NY
2020	Cottrell-Crawford, Penelope Philomène	Logan Simpson Design	Architectural Historian/ Landscape Specialist	Phoenix, AZ
2020	Deng, Jinqiao	Rick Engineering Company	Landscape Designer	Tucson , AZ
2020	Hatch, Dionna	The WLB Group, Inc	Landscape Designer and Planner	Tucson, AZ
2020	Johnstone, Rebecca	Tucson Clean and Beautiful	Trees For Tucson Program Manager	Tucson, AZ
2020	Nuño-Whelan, Mario	Pland Collaborative	Landscape Architect	Albuquerque, NM
2020	Palomo, Isaac	McGann & Associates	Landscape Designer	Tucson, AZ
2020	Song, Zhiyuan	Christine London LTD	Landscape Designer	Beverly Hills, CA
2020	Stoner, Grace	Brodeur Landscapes	Lead Designer	Sacramento , CA
2020	Truly, Sydney Ann	The Garden Gate	Landscape Designer	Austin, TX
2020	Wagner, Tess	Pima County Flood Control	Landscape Designer	Tucson, AZ
2019	An, Tai	Unknown		
2019	Bonnet, Cody	Schmidt Design Group	Landscape Designer	San Diego, CA
2019	Molina (Casebeer), Nichole	Pima County Regional Flood Control District	Landscape Architecture Project Manager	Tucson, AZ
2019	Choi, Jonathan	City of Tucson	Green Stormwater Infrastructure Capital Projects Manager	Tucson, AZ
2019	Elbirt Carnaval, Diana	Tohono Chul Park	Greenhouse Manager	Tucson, AZ
2019	Johnson, Aaron	Terracon	Landscape Designer	Salt Lake City , UT
2019	Kohen, Sol	Miami-Dade County Parks, Recreation and Open Spaces	Park Planner II	Miami, FL
2019	Lutheran, Matthew	Pima County Regional Flood Control District	Landscape Architect	Tucson, AZ
2019	Moscato, Jennifer	McGann & Associates	Landscape Designer	Tucson, AZ
2019	Sanabria, David	J2 Design	Design Associate	Tucson, AZ

Grad Year	Student	Employer	Title of Position	Location
2019	White, Cody	Horticulture Unlimited	Landscape Designer	Tucson, AZ
2019	Nguyen, Truc	Maptician	Map Designer	Philadelphia, PA

X.14 MASTER'S REPORTS

Master's Reports 2019-2025

Year	Term	Student	Thesis Title
2025	Spring	Christian Aguilar Murrieta	Embracing Urban Nature: Connecting People and Landscapes in the Build Environment
2025	Spring	Olivia Gilliam	Shifting the Goal: A place for women & a design for nature
2025	Spring	Cynthia Ruelas Balderrama	Spirituality through the Sonoran Desert
2025	Spring	Raul Berrellez	Ritual Landscapes: Aztec Design Principles for Urban Resilience
2025	Spring	Daniel Austin Schwab	Defensible Spaces: Firescaping In Chaparral Biomes
2025	Spring	James Hesla	Augury of an Abandoned Golf Course: A Framework For Urban Infill And Wash Preservation
2024	Spring	Waverly Bridget Brown	TERRIOR & Pairing Earthworks and Artworks at Callaghan Vineyards
2024	Spring	Blake Caldarera	Valencia Wetlands Research Station: Enhanced Arid Wetland Agriculture through Topographical Landscape Design
2024	Spring	Jessica Eppard	Growing back to our Roots: Sustainable designs for the Microclimates of Tucson, AZ
2024	Spring	Will Glockner	Bellringer Ranch Renovation
2024	Spring	Cordell Lee	Reviving Abandonment
2024	Spring	Will Leipold	From Hot Dogs to Cool Communities: Sustainable Design Solutions for Socio-Ecological Revitalization of the Tucson Greyhound Park
2024	Spring	Oscar Rodriguez Ponce	The True Green: Shifting Toward a Resilient, Place-Based Landscape Identity For the UA Campus
2024	Spring	Nadia Sarneyzehdoost	"Enhancing exurban park for Inclusive Learning and Development for children: A Focus on Sensory Stimulation, Exploration, and Physical Activity"
2024	Spring	Selenne Yescas	Embracing the Past, Present, and Future: A Learning Center at the Miguel Alemán Bosque
2023	Fall	Andre, Zach	Simple Small-scale Applications of Constructed Wetlands that Address Water Protection and Energy Recapture
2023	Fall	Planinac, Krista	Garden Design as an Instrument for Enhancing Connections among Urban Inhabitants
2023	Fall	Sarneyzehdoost, Nadia	Enhancing an Exurban Park for Inclusive Learning and Development for Children: A Focus on Sensory Stimulation, Exploration, and Physical Activity
2023	Spring	DeKoker, Teresa	The Tohono O'odham Community College Living Laboratory
2023	Spring	Houghton, Blake	Storytelling Historic North Fourth Avenue: exploring an historic urban landscape
2023	Spring	Ma, Jianjie	Establish a Friendly Healing Landscape for St. Joseph's Hospital
2023	Spring	Liu, Huanyu	Tucson Downtown Street Renovation: Enhancing Pedestrian Experiences

Year	Term	Student	Thesis Title
2023	Spring	Tang, Lin	Green Links
2023	Spring	Thomas, Keegan	Riparian Renewal: Rethinking Randolph Dell Ulrich Golf Course Watercourses
2023	Spring	Vasquez, Patricia	Designing Inclusive Public Spaces: The Development of the Tubac Nature Preserve
2022	Spring	Galindo, Christian	"Apporchable" Tucson: Creating a Vision for Shared Outdoor Spaces and Public Porches in Tudson and Other Warming Cities
2022	Spring	Howell, Ariel	Putting Down Roots: Promoting Community Resilience Through Ecological Equity
2022	Spring	Kazmarek, Isabella	The Rillito River Bat Experience: Interpreting Urban Habitat Opportutnities
2022	Spring	Lawson, Jordan	Happy Hollow Food Forest
2022	Spring	Lohse, Hunter	Immobile Homes: Addressing Tucson's Manufactured Housing
2022	Spring	Lorenz, Emily	Taking Class Outside: an ASDM Annex for Tucson Residents at Fort Lowell Park
2022	Spring	Pandit, Rucha	The Wyman-Gordon Power Plant: Repurposing Industrial Land for a Community Park
2022	Spring	Pineda, Irene	Eternal Tierra: Exploring Alternatives to Traditional Burials and Cemeteries
2022	Spring	Potucek, Alizabeth	Designing for Conservation, Advocacy and Recreation on the High Sonoran Grasslands
2022	Spring	Schmidt, Heather	The Alfresco Lifestyle: Blurring the Lines between Inside and Outside
2022	Spring	Shu, Shen	Enhancing Community Connections: Reimagining La Madera Park
2022	Spring	Siegel, Jake	Re-envisioning Rust Belt Cities: Connecting Urban Communities with Nature in the Wyoming Valley
2022	Spring	Wallace, Mattea	Re-envisioning the Participatory Design Process + Using Graphic Storytelling to Explore the Legitimacy of Imaginative Practices
2022	Spring	Wissler, Ethan	Landscape Information Modeling: Implications for Urban Policy and Design
2022	Spring	Young, Austin	The Desertification of Contemporary Design Ethea
2021	Spring	Anthony, Paige	Transect the Loop
2021	Spring	Bejjani, Ramzy	Tucson al Fresco: A Toolkit for Decentralized Streetscape and Streatery Design
2021	Spring	Hendryk, Chelsea	Side of Greens: Exploring sustainable on-site food production for restaurants in arid environments
2021	Spring	Jones, Samuel	No Dust in the Wind: Reclaming an Agricultural Area Along the Santa Cruz Riverfor Public Use
2021	Spring	Maccabe, Sean	Gastro-Autonomy: Building community with a food centric design approach

Year	Term	Student	Thesis Title
2021	Spring	Shaw, Rebecca	Reclaiming our Mountains: Appalachia after King Coal
2021	Spring	Spickard, Gabrielle	Greening the Gaps: Re-imagining neglected and underutilized public spaces throug hthe layering of ecological, social, and aestheric functionality
2020	Fall	Stoner, Grace	Public for Public's Sake: Designing Parks for the Populations that are Present
2020	Spring	Cottrell-Crawford, Penelope	Songs of Chansons D' Haute Ville: Strategies for resilience within a rural heritage landscape
2020	Spring	Deng, Jinqiao	Loma Verde Discovery Park
2020	Spring	Hatch, Dionna	A Walk on the Wild Side: Incorporating Ecological Design and Ethnobotany Interpretation in Morris K. Udall Park
2020	Spring	Johnstone, Rebecca	Lizard Tales Loop: An Urban Greenway throug Flood Mitigation and Wildlife Education
2020	Spring	Nuno-Whelan, Mario	Wetlands and Bouncy Castles: A Juarez Nature Park Along the Us-Mexico Border
2020	Spring	Palomo, Isaac	Urban Voids: A Potential in Tucson's Wasted Spaces
2020	Spring	Truly, Sydney	Panther Island: Redeveloping the Urban Brownfield Along the Trinity
2020	Spring	Wagner, Tess	Canoa Hills Trails: Interpreting Ecological Restoration Strategies for Repurposed Golf Courses in the Sonoran Desert
2019	Fall	Song, Zhiuyan	INTERLACE: NANHU ECOLOGICAL PARK New development of the city, ecological restoration, and reuse of abandoned man-made reservoirs
2019	Spring	An, Tai	Absolute Street, a new type of streetscape for future high-density urbanism
2019	Spring	Bonnet, Cody	Mission Revival: Reimagining the San Xavier Mission Del Bac's Relationship with the Land and its Community
2019	Spring	Carnaval, Diana Elbirt	Rillito River Restoration Southeast Branch: Green Infrastructure Strategies and App Technology in a Xeroriparian System
2019	Spring	Casebeer, Nichole	BIODIVERSITY & INCLUSION: Leveraging community connections into shared stewardship and increased conservation capacity at Tumamoc Hill and beyond
2019	Spring	Choi, Jon	ONE TREE AT A TIME: exploring equity in landscape architecture through incremental change
2019	Spring	Johnson, Aaron	The Solar Vista: Integrating solar energy into our neighborhood parks
2019	Spring	Kohen, Sol	Southside Revival: A Research-based Design Approach to Revitalizing the 6th Avenue Corridor in South Tucson
2019	Spring	Lutheran, Matthew	Art for Plants' Sake: Encouraging Arid Plant Palettes Through Installation Art
2019	Spring	Moscato, Jennifer	Parks are for People
2019	Spring	Nguyen, Truc	Astoria Urban Waterfront Park: Re0Imagining Existing Abandoned Playgrounds in Queens, New York City

Year	Term	Student	Thesis Title
2019	Spring	Sanabria, David J	Iron Horse Park Renovation: Preserving Iron Horse Park & Arroyo Chico as a critical social open space in an urban context
2019	Spring	White, Cody	Malls of Memory Death and Rebirth in a Suburban Landscape

College of Architecture, Planning & Landscape Architecture

Student: _____

Reviewer: _____

Date: _____

Rubric for Assessing MLA Students' Design and Planning Skills and Solutions

	Communication Skills	Design Practice, Methods, and Theory	Research, Analysis and Critical Thinking	Sustainable Design Strategies	Professional Practice
Level 4: Exemplary Performance (Exceeds Standards)	At this level, the student excels in expressing ideas through diverse communication channels – written, oral and graphic. They clearly convey to reviewers their understanding of different perspectives and handle feedback constructively. Digital media, hand drawings, written programs, and design descriptions are expressed clearly and presented in organized graphic sequences that provide reviewers with a comprehensive understanding of developed design concepts as well as design and evaluation processes.	At this level, the student excels in designing projects that deeply consider the context and contemporary design theory. They expertly synthesize analysis, evaluate program suitability, and demonstrate innovation in the application of design methods. Their critique of alternatives and synthesis of ideas result in comprehensive, visionary solutions. Their work masterfully integrates creative, cultural, and historical aspects of the site, grounded in relevant sciences, addressing diverse goals with exceptional proficiency.	At this level, the student excels in research and analysis. The student has made excellent use of background research as a basis for complex design decisions that are programmatically appropriate. They clearly articulate theories, skillfully apply diverse research methods, effectively convey significance, and are innovative in addressing challenges. Additionally, they adeptly measure impacts, identify data types, use metrics, integrate sustainability principles, employ relevant methodologies, and apply behavioral sciences across contexts.	At this level, the student has made exemplary use of sustainability concepts as a basis for identifying problems and solutions. These include, as appropriate: grading, drainage, water quality and stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment. The student's designed landscapes are accessible, safe, and ecologically sustainable.	At this level, the student excels in applying principles of social justice, diversity, inclusion, and cultural heritage to their design decisions. They demonstrate a deep understanding of the ethical and professional obligations to clients, communities, the public, the landscape, and environment in their work. In their work and in the classroom, they demonstrate empathy and respect for others.
Level 3: Competent (Meets Standards)	The student design work and presentation can be easily understood. They convey to reviewers some understanding of different	The student meets the expectation of demonstrating design skills that show responsiveness to context. Development of	The student exhibits basic competency in their ability to formulate relevant hypotheses, apply methodologies that are	The student adequately incorporates sustainability concepts as a basis for identifying problems and solutions but misses some	The student adequately applies principles of social justice, diversity, inclusion, cultural heritage, and professional ethics to their

	perspectives and handle feedback constructively. Their design intentions, concepts, and schemes are reasonably clear, but some aspects of the design could be articulated further.	diverse design alternatives are synthesized into solutions that address core project objectives Their work adequately integrates creative, cultural, and historical aspects of the site, but they are missing some components that may have improved the design.	appropriate, and draw reasonable conclusions. The background research is adequate but is lacking some components that may have improved the design.	important sustainability aspects they should have considered to improve their design.	design decisions, but misses some important principles that they should have considered. They demonstrate a basic understanding of professional ethics. In their work and in the classroom, they demonstrate empathy and respect for others.
Level 2: Developing (Approaching Standards)	The student is making progress in expressing ideas, engaging diverse viewpoints, and handling feedback, but their design intentions, concepts, and schemes are disorganized.	The student exhibits some basic skills of context-aware design, analysis, synthesis, and early stages of developing evaluation abilities. Work reflects limited exposure to various approaches and design innovation is limited and narrowly framed.	The student demonstrates beginning steps to formulate research hypotheses or questions relevant to the field. While they may be exploring various research methodologies and data analysis techniques, their proficiency in these areas is still developing.	The student minimally incorporates sustainability concepts into their design and needs improvement.	The student demonstrates the first steps of incorporating principles of social justice, diversity, inclusion, and cultural heritage to their design decisions, but does not fully articulate the ways in which design decisions can disparately impact vulnerable populations. They need improvement on understanding professional ethics.
Level 1: Beginning (Below Standards)	The student has difficulty expressing ideas clearly, engaging with diverse perspectives, and handling feedback constructively. Their design intentions, concepts, and schemes are not clear to the reviewers.	The student has difficulty creating context-aware design, analysis, synthesis, and evaluation which results in significant design deficiencies. They have difficulty critiquing alternatives and synthesizing ideas. Their work demonstrates a lack of understanding of different approaches and knowledge domains.	The student requires a high level of guidance in research and applies limited use of available methodologies. They lack technical skills for formulating research questions. Evaluating perspectives, contributing meaningfully, and problem-solving are areas for growth.	The student's design incorrectly or does not incorporate sustainability concepts that should have been considered given the scope and nature of the project.	The student has an insufficient understanding of the ways in which design decisions can disparately impact vulnerable populations. Their design does not apply principles of social justice, diversity, inclusion, cultural heritage, and professional ethics.
Score:					

<u>Learning Outcome #1: Communication Skills</u>

Students will demonstrate effective written, oral, and graphic skills to communicate design methods and processes.

<u>Learning Outcome #2: Design Practice, Methods, and Theory</u>

Students will be able to identify appropriate methods of design inquiry and problem-solving processes to produce creative design solutions which convey an understanding of contemporary landscape design theory.

Learning Outcome #3: Research, Analysis, and Critical Thinking
Students will use critical thinking skills to analyze and apply background research to complex design decisions.

Learning Outcome #4: Sustainable Design Strategies
Students will create design concepts and solutions that use best practices for stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment.

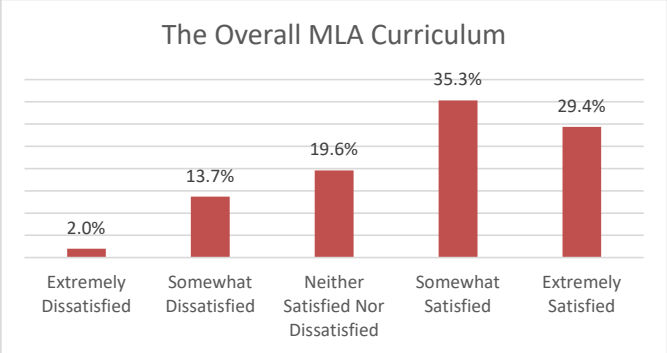
Learning Outcome #5: Professional Practice
Students will apply the principles of social justice, diversity and inclusion, cultural heritage, and ethics and act responsibly towards the public, profession, and environment.

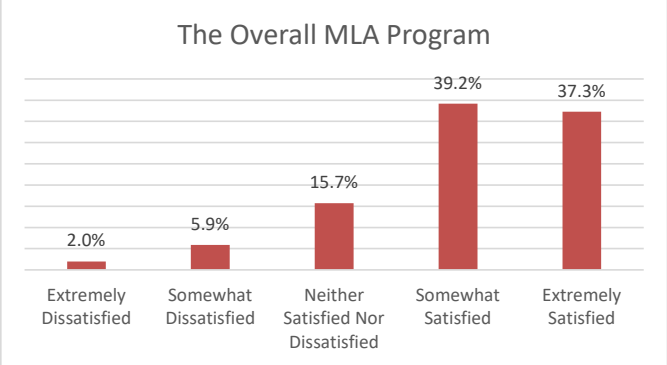
This page intentionally left blank

X.16 MLA LEARNING OUTCOMES SURVEY REPORT

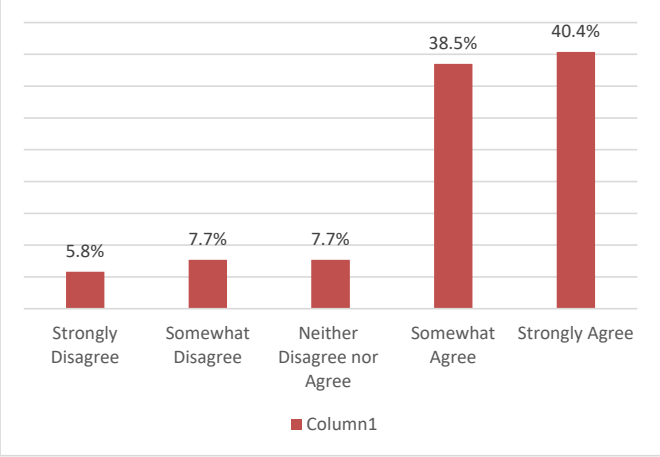
MLA Learning Outcomes Survey – Abbreviated Report
2019-2025
(n=51)

Please rate your satisfaction with the following dimensions of the MLA program:





Please indicate how you feel about the following statement: "The MLA program at the University of Arizona has adequately prepared me for practice in the landscape architecture profession."



Upon graduation, how confident do you feel in your knowledge/skills in the following areas?

	Not Confident	Somewhat Confident	Confident	Very Confident
Ability to communicate design methods & processes through written, verbal, and oral presentation	0%	19%	39%	42%
Hand-drawing graphics	17%	27%	34%	22%
GIS applications for landscape architecture	15%	22%	40%	23%
Ability to identify appropriate methods of design inquiry to produce design solutions	5%	19%	45%	31%
Understanding of contemporary landscape design theory	12%	32%	24%	32%
Understanding of the theoretical and historical context of the profession of landscape architecture	12%	34%	29%	24%
	Not Confident	Somewhat Confident	Confident	Very Confident
Applying background research to complex design decisions	0%	17%	39%	44%
Landscape and site analysis	5%	13%	54%	28%
Design critique and evaluation	7%	12%	41%	39%
Overall ability to create design concepts and solutions using sustainable strategies	9%	9%	33%	48%
Stormwater management	3%	17%	35%	45%
Urban heat island mitigation	3%	17%	40%	40%
Plant and ecosystem science and design	5%	22%	41%	32%
Landscape performance assessment	12%	27%	44%	17%

Principles of social justice, diversity, inclusion, and cultural heritage	9%	14%	38%	38%
Professional ethics and values	0%	9%	43%	48%

This page intentionally left blank

X.17 UCATT ASSESSMENT LETTER

THE UNIVERSITY OF ARIZONA
Office of the Provost

Old Main, Room 217
PO Box 210021
Tucson, Arizona 85721-0021

Of: 520-621-4783

February 1, 2025

Dr. Lauri Johnson, Director
School of Landscape Architecture & Planning
PO Box 210075
Architecture Bldg. Expansion (#75A)
Room #: A303L

Dear Lauri,

One of our institutional responsibilities is to report on the learning outcomes from our academic programs. Regular review of student outcomes informs curricular and programmatic decisions, enabling us to speak with authority about the quality of our academic enterprise. **Collecting program-wide *evidence* of student learning allows us to inform continuous improvements in our teaching and curriculum structures.** In addition to the importance of this process for our institutional purposes, demonstrating that we have a robust process and universal participation in assessment work is required for institutional accreditation.

Annual assessment reporting on student learning for all degree programs in the university is required and has been since 2011, when program assessment was embedded in the 7-year Academic Program Review (APR). Last year, the University Assessment Council, which consists of representatives from across campus, updated the evaluation rubric with which all program learning-outcome assessment plans are reviewed.

To support our institutional responsibility to assess our academic programs, the assessment team in the University Center for Assessment, Teaching and Technology (UCATT) reviews and provides annual feedback for all degree programs for which assessment plans and findings are entered into the Planning and Self Study (PSS) reporting system. This can only be accomplished if the assessment cycles are submitted annually for review. Additionally, the UCATT assessment team reviews the assessment portions of the APR Self-Studies and summarizes their review in a memo shared with the APR coordinator and Department Head/Director. A final summary of all assessment program evaluations is shared with me and your Associate Dean. I am writing today in response to the UCATT reports for the 2023-2024 assessment cycle.

Congratulations! You have done a great job of maintaining good assessment plans. I encourage you and your faculty to continue these assessment efforts and improve upon your findings and actions. All the submitted programs have been reviewed in Planning and Self Study. You can view the scores and comments by logging into PSS and clicking on the link: *2023-2024 Assessment Cycle Review*. I encourage you to continue to devote time and effort to maintain your assessment plan and keep it up to date.

Landscape Architecture and Planning	Assessment Cycle Year	Mission Stmt	Proc of Assmnt	Outcomes	Curr Map	Measures	Targets	Results	Findings	Actions	Closing the Loop	Outcome Analysis
MLA Landscape Architecture	2023-2024	yes	no	Excellent	Outstanding	Outstanding	yes	Acceptable	Unacceptable	Developing	no	partly
	2024-2025											
	2025-2026											
MS Urban Planning	2023-2024	yes	no	Outstanding	Outstanding	Excellent	yes	Outstanding	Acceptable	Unacceptable	partly	partly
	2024-2025											
	2025-2026											
Bachelor Landscape Architecture	2023-2024	yes	no	Outstanding	Outstanding	Acceptable	yes	Outstanding	Developing	Unacceptable	yes	partly
	2024-2025											
	2025-2026											
BS Sustainable Built Environments	2023-2024	yes	no	Outstanding	Outstanding	Outstanding	yes	Acceptable	Acceptable	Developing	yes	partly
	2024-2025											
	2025-2026											
BS Real Estate	2023-2024	no	no	Unacceptable	Beginning	Beginning	Beginning	Beginning	Beginning	Beginning	NA	NA
	2024-2025											
	2025-2026											
MS Real Estate Development	2023-2024	yes	no	Outstanding	Outstanding	Excellent	yes	Acceptable	Acceptable	Unacceptable	no	partly
	2024-2025											
	2025-2026											

Landscape Architecture and Planning	Standing Requirements		Assessment Cycle	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
MLA Landscape Architecture	Outcomes	Excellent	Plan	Achiev/excel	Excellent	Excellent	Outstanding	
	Map	Outstanding	Findings	Achiev/excel	Excellent	Outstanding	Excellent	Submitted for Review
	POA	Met	Changes	Achieving	Excellent	Excellent	Excellent	
MS Urban Planning	Outcomes	Excellent	Plan	Excellent	Excellent	Outstanding	Outstanding	
	Map	Excellent	Findings	Outstanding	Excellent	Outstanding	Excellent	Submitted for Review
	POA	Met	Changes	Achieving	Excellent	Excellent	Excellent	
Bachelor Landscape Architecture	Outcomes	Outstanding	Plan		New program	Excellent	Excellent	
	Map	Outstanding	Findings			0	0	Submitted for Review
	POA	Met	Changes			0	0	
BS Sustainable Built Environments	Outcomes	Achiev/excel	Plan		New program	Achiev/excel	Achiev/excel	
	Map	Outstanding	Findings			Excellent	Achieving	Submitted for Review
	POA	Met	Changes			Excellent	Achieving	
MS Real Estate Development							New program	Submitted for Review

For detailed explanation of criteria and scores, please refer to the rubric

For assistance with your assessment efforts, please contact members of the assessment team in UCATT (Dr. Elaine Marchello or Dr. Laurie Sheldon). For any curriculum- and new-program design questions, contact David Herring. This team is available to answer your questions and help you with your plans.

Sincerely,

Ronald W. Marx, Ph.D.
Interim Senior Vice-President for Academic Affairs and Provost

X.18 FACULTY SCHOLARSHIP OVER THE ACCREDITATION PERIOD

Books and Book Chapters

Yang, B., & Young, R. (Eds.). (2019). *Ecological Wisdom: Theory and Practice.* Springer Nature.

Dimond, K. (2022). Site design for Solar PV within the urban boundary. In B. Yang & A. Taufen (Eds.), *Handbook of Sustainable Cities and Landscapes in the Pacific Rim.* Routledge.

Fiorelli, T., Yu, Y., Ko, Y., **Dimond, K.**, & Coffman, M. (2022). Colocation for Co-benefits: the SWOC Analysis of Brightfields and Agrivoltaics. In B. Yang & A. Taufen (Eds.), *Handbook of Sustainable Cities and Landscapes in the Pacific Rim.* Routledge.

Kokroko, K.J. (2025). Inclusive Community Engagement for Equitable Development of Vacant Land in Underserved Communities: Lessons from Detroit's Joe Louis Greenway. In R. Zhu & G. Newman (Eds.), *Vacant Land Regeneration: Novel Strategies for Maximizing Local Impact.* Routledge.

Li, S., Stoner, A., Sternberg, E.M., Deuster, P.A., Runyon, J.R., & **Yang, B.** (2024). Sacred Gardens as Healing Spaces. In *Modernity and the Construction of Sacred Space.* De Gruyter Oldenbourg.

Peer-Reviewed Journal Articles

Li, H., **Li, S.**, **Yang, B.**, Baldwin, E., **Dimond, K.**, Jackson, G., Gillett, N., & Mendenhall, A. (2025). Association between relative surface temperature and urban park visits during excessive heat. *Environmental Research Communications,* 7(6), 065011.

Li, S., Stoner, A., Walseng, A., Srinivasan, N., Sternberg, E. M., & **Yang, B.** (2025). The Value and Access of Urban Greenspace: A Comparison Study of User Perceptions of the Naval Cemetery Landscape, New York. *International Journal of Environmental Research and Public Health,* 22(6), 870.

Li, S., Stoner, A., Sternberg, E. M., Deuster, P. A., Runyon, J. R., **Yang, B.**, & Walseng, A. (2024). Sacred Gardens as Healing Spaces. In *Modernity and the Construction of Sacred Space* (p. 55). De Gruyter Oldenbourg.

Wang, Z., Hu, K., Wang, Z., **Yang, B.**, & Chen, Z. (2024). Impact of Urban Neighborhood Morphology on PM2.5 Concentration Distribution at Different Scale Buffers. *Land,* 14(1), 7.

Chen, M., Sun, Y., **Yang, B.**, & Jiang, J. (2024). MSPA-based green space morphological pattern and its spatiotemporal influence on land surface temperature. *Heliyon,* 10(11).

Buzzard, V., **Dimond, K.**, Gerlak, A., McCormick, B. G., Meixner, T., Meredith, L., & **Yang, B.** (2024). UArizona Campus Living Lab Green Stormwater Infrastructure Data. Zenodo. https://zenodo.org/records/13159611

Li, S., **Yang, B.**, & Li, H. (2023). Using big data to assess park system performance during the COVID-19 pandemic. *Sustainability,* 15(22), 16056.

Chen, S., Sleipness, O., Christensen, K., **Yang, B.**, & Wang, H. (2023). Developing and testing a protocol to systematically assess social interaction with urban outdoor environment. *Journal of Environmental Psychology,* 88, 102008.

Gerlak, A. K., Baldwin, B., Zuniga-Teran, A., Colella, T., Elder, A., Bryson, M., Gupta, N., **Yang,**

B., Doyle, T., Heflin, S., MacAdam, J., & Wilson, J. K. (2022). A collaborative effort to address maintenance of green infrastructure through a university–community partnership. *Socio-Ecological Practice Research,* 4(4), 393–408.

Zuniga-Teran, A. A., González-Méndez, B., Scarpitti, C., **Yang, B.**, Murrieta Saldivar, J., Pineda, I., Peñúñuri, G., Hinojosa Robles, E., Irineo, K. S., Müller, S., & Valencia-Sauceda, J. (2022). Green Belt Implementation in Arid Lands through Soil Reconditioning and Landscape Design: The Case of Hermosillo, Mexico. *Land,* 11(12), 2130.

Luo, W., Baldwin, E., Jiang, A. Y., **Li, S.**, **Yang, B.**, & Li, H.-Q. (2022). Effects of housing environments on COVID-19 transmission and mental health revealed by COVID-19 participant experience data from the All of Us research program in the United States: A case-control study. *BMJ Open.*

Li, S., & **Yang, B.** (2022). Social media for landscape planning and design: a review and discussion. *Landscape Research,* 1–16.

Li, S., & **Yang, B.** (2021). How important are the park size and shape to a park system's performance? An exploration with big data in Tucson, Arizona, USA. *Socio-Ecological Practice Research,* 3(3), 281–291.

Chen, M., Bai, J., Zhu, S., **Yang, B.**, & Dai, F. (2021). The influence of neighborhood-level urban morphology on PM2.5 variation based on random forest regression. *Atmospheric Pollution Research.*

Gerlak, A. K., Elder, A., Thomure, T., Shipek, C., Zuniga-Teran, A., Pavao-Zuckerman, M., Gupta, N., Matsler, M., Berger, L., Henry, A. D., **Yang, B.**, Murrieta, J., & Meixner, T. (2021). A trajectory of heightened investment and planning: Tracing evolving green stormwater infrastructure in Tucson, Arizona. *Environment: Science and Policy for Sustainable Development,* 63(3), 15–24.

Cheng, M., Dai, F., & **Yang, B.** (2020). Spatiotemporal variations of PM2.5 concentration at the neighborhood level in five Chinese megacities. *Atmospheric Pollution Research,* 11, 190–202.

Yang, B. (2020). Landscape Performance Evaluation for Socio-Ecological Practice: Current Status and Prospects. *Socio-Ecological Practice Research,* 2, 91–104.

Yang, B., & **Li, S.**-J. (2019). Blending project goals and performance goals in ecological planning: Ian McHarg's contributions to landscape performance evaluation. *Socio-Ecological Practice Research,* 1, 209–225.

Cheng, M., Dai, F., **Yang, B.**, & Zhu, S.-W. (2019). Effects of urban green space morphological pattern on variation of PM2.5 concentration in neighborhoods of five Chinese megacities. *Building and Environment,* 158, 1–15.

Cheng, M., Dai, F., **Yang, B.**, & Zhu, S.-W. (2019). Effects of neighborhood green space on PM2.5 mitigation: evidence from five megacities in China. *Building and Environment,* 156, 33–45.

Flint, C., Jackson-Smith, D., **Yang, B.**, & Dean, T. (2019). Transdisciplinary Socio-Scientific Practice: Lessons Learned from Social and Engineering Water Science. *Socio-Ecological Practice Research,* 1(1), 55–66.

Pederson, F., Florendo, R., Khawaja, S. A., **Dimond, K.**, & Kim, H. (2024). Effects on the compressive strength of cement-stabilized rammed earth blocks with varied content of

buffelgrass-based fibers in wet-dry conditions. *Frontiers in Built Environment,* 10, 1362254.

Glockner, W., Planinac, K., & **Dimond, K.** (2024). The Power of Place: Unleashing the Potential of Place-Based Green Energy Landscapes. *Architecture,* 4(1), 148–169.

Dickinson, S., **Dimond, K.**, & **Li, S.** (2023). Green waste to green architecture: optimizing urban tree systems for renewable construction material supply chains. *Socio-Ecological Practice Research,* 1–11.

Dimond, K. (2021). A Pattern Language for solar photovoltaics. *Landscape Journal,* 39(1), 21–37. https://doi.org/10.3368/wplj.39.1.21

Barron-Gafford, G. A., Pavao-Zuckerman, M. A., Minor, R. L., Sutter, L. F., Barnett-Moreno, I., Blackett, D. T., Thompson, M., **Dimond, K.**, Gerald, A., Nabhan, G. P., & Macknick, J. E. (2019). Agrivoltaics provide mutual benefits across the food–energy–water nexus in drylands. *Nature Sustainability,* 2(9), 848–855. https://doi.org/10.1038/s41893-019-0364-5

Apanovich, N., King, G., Limbaugh, A., Smith, G., & Bernal, S. (2025). Socio-cultural benefits of an urban agriculture initiative designed for vulnerable populations in Tucson, Arizona. *Journal of Agriculture, Food Systems, and Community Development,* 14(3), 1–18.

Radonic, L., Zuniga-Teran, A.A., Gupta, N., Hovis, M.E., **Kokroko, K.J.**, et al. (2025). Learning from Bilingual Engagement Practice to Advance Justice in Climate Resilience Planning. *Environmental Justice*. https://doi.org/10.1089/env.2024.0076

Zuniga-Teran, A.A., **Kokroko, K.J.**, et al. (2025). Beyond native plants: Aligning Greening Programs with Disadvantaged Communities' Landscape Needs for More Equitable Green Infrastructure Planning. *Geoforum,* 166, 104393. https://doi.org/10.1016/j.geoforum.2025.104393

Kokroko, K.J., Leipold, W., & Hovis, M. (2024). Applying a Pedagogy of Interdisciplinary and Cross-cultural Collaboration as Socio-ecological Practice in Landscape Architecture Education. *Socio-Ecological Practice Research,* 6, 21–40. https://doi.org/10.1007/s42532-023-00175-5

Schmahl, E., & OOLA. (2021). Response-ability. In G. Denis (Ed.), In, From, & With: Exploring Collaborative Survival. *Circadian,* pp. 56–57.

Godshall, D., Webb, S., & **Schmahl, E.** (2020). Let Us Dance with New Moves to Songs of the Past. *Ground Up Journal.*

Bade, N. (2023). Urban (Re)cology. *Antennae: The Journal of Art in Visual Culture,* Issue 56.

Waller, M., Cove, M. V., Daniels, J. C., & Yocom, K. P. (2025). Innovative communication strategies for promoting urban wildlife habitat conservation. *Landscape and Urban Planning,* 253, 105229. https://doi.org/10.1016/j.landurbplan.2024.105229

Cantú, A., & **Waller, M.** (2021). Pandemic and Gentrification: An Interdisciplinary Pedagogy to Engage the Messiness of Urban Spatial Justice. *Expanding The View,* 613–619. https://doi.org/10.35483/acsa.am.109.86

Conference Proceedings

Deng, W., Fan, N., **Li, S.**, & **Yang, B.** (2024). Integrating Urban Design into Optimal Spatial Deployment of Electric Vehicle Charging Stations. *Proceedings of the IISE Annual Conference & Expo 2024,* Montreal, Canada.

Dimond, K. (2019). Context and Embellishments for a Solar Photovoltaic Pattern Language. In A. Beth, R. Wener, B. Yoon, R. A. Rae, & J. Morris (Eds.), *Proceedings from EDRA 50: Sustainable Urban Environments.* Environmental Design Research Association.

Kokroko, K.J. (2024). From Play to Policy: Applying Gamification to Enhance Community Engagement in Urban Greening Policymaking. *CELA Annual Conference Proceedings.*

Kokroko, K.J. (2024). Applying a Pedagogy of Interdisciplinary and Cross-Cultural Collaboration as Socio-Ecological Practice in Landscape Architecture Education. *CELA Annual Conference Proceedings.*

Kokroko, K.J. (2023). From Liability to Asset: Engaging Radical Imaginaries to Unveil the Transformative Impact of Landscape Planning & Design in Distressed Urban Communities. *CELA Annual Conference Proceedings.*

Kokroko, K.J. (2023). Service Learning in the Landscape Architecture Design Studio: A Guide to Success. *CELA Annual Conference Proceedings.*

Kokroko, K.J. (2022). Detroit's Joe Louis Greenway: Urban Trail Development as Infrastructural Necessity, Not Recreational Luxury. *CELA Annual Conference Proceedings.*

Conference Presentations

Yang, B., Buzzard, V., McCormick, G., **Li, S.**, Loy, D., Wang, Z., Xu, T., Gillett, N., Baldwin, B. (2025). *Smart Tree Watering in Arizona's Urban Environment.* CELA Conference. March 27-29, 2025, Portland, Oregon.

Yang, B., Buzzard, V., & McCormick, G. (2024). *Improving Tree Establishment Success.* Desert Horticulture Conference. May 10, 2024, Tucson, AZ.

Yang, B., Buzzard, V., & McCormick, G. (2024). *Improving Soils through Green Stormwater Infrastructure.* Desert Horticulture Conference. May 10, 2024, Tucson, AZ.

Wei, S., Wang, Y., Wang, Z., **Yang, B.**, Buzzard, V., Xu, T. (2024). *Trade-offs Between Water Conservation and Heat Mitigation:* Multi-Objective Optimization of Urban Tree Watering Solutions in Arid Landscapes. American Geophysical Union (AGU) Conference, Washington DC. December 9-13, 2024.

Yang, B., **Li, S.**, **Dimond, K.**, Li, H., Jackson, G., Boyer, S., Gillett, N. (2024). *Climate-resilient park and green space for health and heat mitigation during summer.* St. Louis, Missouri. March 20-23, 2024.

Li, S. (2023). *Urban Growth Modeling for Wildlife Habitat Conservation.* 18th International Conference on Computational Urban Planning and Urban Management, Montreal, Canada.

Yang, B., **Li, S.**-J. (2023). *Using big data to assess park system performance during COVID-19 pandemic.* CELA 2023: Align | Realign; San Antonio, TX. March 16-18, 2023.

Yang, B., **Li, S.,** Jackson, G. (2022). *Evolving norms of park use during the coronavirus disease 2019 (COVID-19) pandemic.* CELA 2022 Evolving Norms Conference. Santa Ana Pueblo, New Mexico, March 16-19 2022.

Li, S., Yang, B. (2020). *Assessing urban park visits using big data: what role can spatial planning and design play?.* 2021 CELA Conference (virtual conference, accepted).

Li, S., Yang, B. (2020). *Evaluating urban park performance: Lessons learned from Tucson, Arizona Architectural Research Centers Consortium (ARCC) 2021 Conference on Performative Environments.* University of Arizona, Tucson, AZ, April 7-10, 2021 (virtual conference, accepted)

Sternberg, E., **Yang, B.**, **Li, S.**, Engineer, A., Stoker, P., Jun Son, Y., Hyde, J. (2020). *A Survey for Assessment of Stress, Building Design, and Movement to Mitigate At-Risk Spaces in Post-COVID-19 Campus Re-Entry.* RESTRUCT Symposium on Research in the Built Environment, Mid-Pandemic Adaptation. September 21-23, 2020.

Dziubanski, D., **Yang, B.**, Meixner. T. (2020). *Green infrastructure design and performance evaluation: A practice-based interdisciplinary design and research.* The 54th International Conference of the Architectural Science Association (ANZAScA) 2020. Virtual Conference, Auckland University of Technology. November 25-28, New Zealand.

Li, S., Yang, B. (2020). *Transforming Space to Place: Evaluation of Landscape Performance Using Big Data.* 2020 IACP Shenzhen Conference (online). December 5-13, 2020.

Li, S., Yang, B. (2020). *GIS in landscape architecture education, research, and practice: A review.* 2020 CELA Conference, March 18-21, 2020, Louisville, Kentucky (conference cancelled)

Li, S., Yang, B. (2020). *Visitors' behavior and landscape perception: A case study of Saguaro National Park based on social media data.* 2020 American Association of Geographers (AAG) conference, April 6-10, 2020, Denver, Colorado (conference cancelled)

Yang, B., **Li, S.**-J. (2020). *Design with Nature at 50: Ian McHarg's contributions to performance evaluation of ecological planning.* 2020 CELA Conference, March 18-21, 2020, Louisville, Kentucky (conference cancelled)

Yang, B., **Li, S.**-J. (2020). *Blending project goals and performance goals in ecological planning: Ian McHarg's contributions to landscape performance evaluation.* 2020 Environmental Design Research Association (EDRA) conference, Tempe, Arizona, April 4-7, 2020.

Liu, L.-Y., & **Yang, B.** (2019). *Children's Daily Activities, Spatiotemporal Characteristics, and Daily Life-Sphere Structure: A Case Study of Wuhan, China.* 2019 CELA Conference (May 6-9, 2019), UC Davis.

Liu, L.-Y., & **Yang, B.** (2019). *Study on the Self-Organization Characteristics of County Urbanization and its Fractal Urban System in Hubei Province.* 2019 CELA Conference, May 6-9, 2019, UC Davis.

Tang, H.-B., & **Yang, B.** (2019). *Facing Sea Level Rise: Strategies in Establishing a Global Community in Coastal Ecological Planning.* 2019 CELA Conference, May 6-9, 2019, UC Davis (Abstract accepted)

Yang, B., Luo, Y., & **Li, S.**-J. (2019). *Social Benefits Assessment: Comparing Project Goals with Outcomes.* 2019 CELA Conference, May 6-9, 2019, UC Davis.

Luo, Y., **Yang, B.**, & **Li, S.**-J. (2019). *Doing Real and Permanent Good: Examining Landscape Performance Benefits from an Ecological Wisdom Perspective.* 2019 CELA Conference, May 6-9, 2019, UC Davis.

Li, S., Yang, B. (2019). *Social Media in Lanscape Planning and Design: A Review.* American Association of Geographers Annual Meeting, April 3-7, 2019, Washington DC.

Yang, B., Currie, M., & **Li, S.**-J. (2019). *Ecological Planning as a Tool for Urban Flood Resilience: Lessons from Community Developments in the Houston Region.* The 99th American Meteorological Society Conference, Phoenix, Arizona, January 6-10, 2019 (Abstract accepted)

Dimond, K., Vasquez Cabrera, P., Rodriguez Ponce, O., Bolyard, L., & Livingston, M. (2023). *Deeper Reach: Academic design assistance with the National Park Service through the Cooperative Ecosystem Studies Unit program.* CELA Annual Meeting, San Antonio, TX.

Thomas, K., **Dimond, K.**, Livingston, M., & Barron-Gafford, G. (2022). *Photovoltaic Green Roof: Plant establishment in an Arid Environment.* CELA Annual Meeting, Albuquerque, NM.

Dimond, K., Barron-Gafford, G., & Livingston, M. (2019). *Maker Space for Environmental Monitoring.* CELA Annual Meeting, Sacramento, CA.

Lotze, W. (2024). *Finding the Right Software to Grow an Environmental Non-Profit. Partnership for National Trails Workshop,* Tucson, AZ.

Lotze, W. (2024). *Trail Skills Development and Higher Education.* Mountain States Trail Conference, Vernal, UT.

Lotze, W. (2024). *State of the Trails – Arizona State Panelist.* Mountain States Trail Conference, Vernal, UT.

Lotze, W. (2024). *Building an Engaged Volunteer Community.* Western Collaborative Conservation Network Confluence, Tucson, AZ.

Lotze, W. (2023). *Building a Trail Community in the Face of Catastrophic Climate Change*. International Trails Summit, Reno, NV.

Golding, J.D. & **M. Waller** (2024). *Non-Human Centered Design: implications for conservation biology.* Confluence Center Conference. Tucson, AZ.

Waller, M. & J. Golding (2024). *Non-Human Centered Design: a critical exploration of objects created for wildlife*. CELA Conference Presentation, St. Louis, MO.

Waller, M., G. Smith, J. Oliver, K. Prudic, A. Murphy. (2024). *Comparing Urban Wildlife Microhabitat Mapping Methods: designers, research ecologists, and ecological practitioners.* CELA Conference Presentation, St. Louis, MO.