

### **Vision**

Washington State University Landscape Architecture advances design education, research and practices that foster ecological consciousness, inspire ingenuity, and respond to the promise and limits of the 21st century.

### **Mission**

The Landscape Architecture Program at Washington State University is committed to the land grant tradition of connecting to and serving society. The program's mission is grounded by three multifaceted and interrelated components:

Generate landscape architectural knowledge through place-based, community-driven, and action-based design and research

Extend landscape architectural knowledge in diverse settings to deepen awareness of the relationships among design, complex systems, and substantive environmental issues

Apply landscape architectural knowledge to address local and global challenges and advocate for planetary wellbeing

### **Values**

Design Thinking:

We establish the design process as a holistic method for creatively addressing complex issues.

Resilience:

We foster design that responds and adapts to the dynamics of physical, biological, and social systems

Systems thinking:

We embrace understanding the interconnectedness and balance among multiple systems

Empathy:

We cultivate compassion and affection for living systems

Collaboration:

We are committed to team and interdisciplinary approaches to learning and research

Imagination:

We encourage wonder, awe, and fun to engage and discover possibilities

Place-based and Globally Aware:

We engage our unique bioregion in teaching and research as a way to consider the complex web of relationships among diverse systems, locally and globally

Beauty:

We embrace beauty as necessity and as a reflection of healthy systems

Diversity:

We value multiple perspectives and experiences

Stewardship, Responsibility, Action:

We are dedicated to service learning, action research, and sustainable and restorative practices

Community:

We cherish and respect the wisdom, values and needs of those we serve and work to facilitate reciprocity between people and places

## **Themes**

### Theme 1

Exceptional scholarship and application that facilitates critical understanding of and design for complex systems.

1. Engage in interdisciplinary research efforts that work to resolve complex ecological, social, and aesthetic problems within the scope of environmental planning and design, especially efforts that pertain to place, wellness, and landscape performance
2. Increase research efforts to build understandings of how healthy social systems depend upon, and are intertwined with healthy economies and ecosystems
3. Use landscape architectural research to expand awareness of the interdependence among urban, rural, and wilderness contexts
4. Cultivate scholarship that interprets landscapes through the lenses of indigenous knowledge, ecology and economics, infrastructure, place, art and aesthetics, and gender and social justice.
5. Further the program's strengths and opportunities for scholarship based on the Palouse bioregion.

#### Sub goals:

##### 1a. Grow and diversify extramural research funding

- Create incentives to submit grant proposals
- Enhance administrative infrastructure to support grants and contracts procurement and management.
- Support workshops and other educational modes that discuss acquiring funds for non-scientific pursuits
- Work with the Office of Grants and Research Development to create a database for the program/SDC that lists potential granting agencies
- Identify faculty across campus with who collaborations can be developed
- Work with Campus Centers (Center for Environmental Research, Education, and Outreach, CEREO, Center for Civic Engagement, CCE, etc) to generate partnerships
- Create faculty lines with research appointments
- Cultivate mutually beneficial strategic alliances with partners in the United States and abroad, to extend LA faculty expertise
- Foster greater collaboration with the SDC, across colleges, campuses, and disciplines to pursue large opportunities.

##### 1b. Attract and retain faculty members who combine research and practice

- Create incentives that allow faculty to practice and teach simultaneously
- Identify support mechanisms that allow fluid interchange among teaching, practice, and scholarship
- Bolster relationships with industry to identify potential faculty members
- Define and support high scholarship expectations.
- Support creative scholarly outputs
- Invest in professional development activities aimed at increasing research productivity.
- Encourage and incentivize short-term faculty-industry exchange programs.

##### 1c. Encourage and support faculty publications and presentations of scholarly work and pedagogical innovations in a variety of venues and media

- Encourage faculty to pursue scholarship about pedagogy
- Craft a database of publication venues that are outside of professional design affiliations
- Further relationships with publishers
- Continue to augment faculty travel and costs for attending conferences

##### 1d. Develop and support research frameworks that allow faculty to collaborate on multi-disciplinary projects

- Create an SDC or LA Center where LA faculty are PIs and leaders
- Create an SDC extension center that works with communities across the state with design issues...

- Continue developing relationships with on campus centers and institutes
- Develop relationships with nonprofits, NGOs, and other multi-disciplinary organizations
- Invest in communication tools that enable virtual collaboration
- Work with ASLA to strengthen LA as a STEM discipline

1e. Encourage and support faculty-student research partnerships

- Encourage and promote entry of student research and creative projects to university-wide exhibitions and competitions (e.g. Wiley Research Symposium, WSU Showcase, SURCA).
- Establish an MLA to increase graduate student enrollment and thereby open new opportunities for faculty to conduct research with students
- Encourage faculty to acquire extramural funds to support undergraduate and graduate students

Theme 2

Professional design education and transformative learning experiences

Goals

1. Provide students with opportunities for interdisciplinary learning
2. Develop collaborative experiences that connect students to local and regional communities
3. Provide opportunities for experiential learning and travel
4. Promote understanding and integration of diverse bodies of knowledge
5. Prepare students to function as entry-level practitioners of landscape architecture

Sub goals

2a. Expose students to the varied professional opportunities of landscape architecture

- Formalize an internship option in the LA curriculum
- Continue and expand the professional mentorship program
- Formalize firm visits in various locations in the region
- Work with advisory board to create an annual SDC career fair
- Continue to evolve the portfolio presentation event in Seattle.

2b. Support student participation in conferences, workshops, and design competitions

- Work with WSU Development to establish funds that support student travel
- Work with WSU ASLA student chapter to establish a by-law that allocates funds for travel
- Require seniors to submit their capstone projects to the national ASLA student competition
- Identify studios on an annual basis that will use design competitions as project source

2c. Establish an international studies program for landscape architecture

- Establish objectives and requirements of an international LA program and link to SDC travel policy
- Establish a study abroad option during the fall semester of the senior year

2d. Develop and support opportunities for student internships

- Establish an internship option during the fall semester of the senior year
- Integrate LA internship requirements with those of CAHNRS
- Model LA internship program after ID's (Is this a real PIT?)

2e. Support opportunities for student research

- Enhance opportunities for student research awards and scholarships
- Reward students for high scholarship and creative activities

2f. Ensure that curriculum prepares students for taking the LARE-Continue to develop curriculum that requires understanding of physical and environmental sciences

- Use assessment activities and alumni surveys to determine curricular currency
- Consult with professional advisory board at regular intervals to review curriculum

2g. Support a comprehensive curricula that allows students to prepare for a variety of related career paths

- Assess and respond to emerging opportunities and issues through studio projects
- Periodically adjust course themes to reflect current issues and shifts in practice
- Facilitate student engagement in high-impact learning experiences such as study tours that reveal the diverse applications of landscape architecture
- Create master list of potentially related careers
- Create list of all lines of work WSU LA grads are in
- Create opportunities for WSU LA students to interact with LA grads in allied/other fields

2h. Encourage students to earn minors in allied fields

- Create a formal network of allied disciplines
- Ensure that all incoming LA Students understand the minor options available

2i. Increase relationships with LA practitioners

- Create annual program newsletter for Alumni, donors, and practitioners in WA state
- Submit news items in WASLA newsletter
- Bolster existing relationships with practitioners via visits and lecture invitations

2j. Create an MLA program

- Increase undergraduate enrollment such that 1 additional FTE faculty can be hired (for a total of 5 FTEs)
- Phase out/teach out MSLA program
- Develop MLA curricula
- Apply for MLA with LAAB
- Create an opportunity for BLA students to get an MLA

2k. Assure curriculum requires understanding of physical and environmental sciences as they apply to landscape architecture

- Deliver ecology requirement within the program
- Augment studio courses to integrate and reinforce concepts learned in other courses (geology, biology, soils, horticulture, etc.)

### Theme 3

Culture of civic engagement, outreach, and design leadership

#### Goals

1. Define and respond to the changing nature of design leadership
2. Foster a sense of responsibility related to ecological, social, aesthetic and design issues to make valuable contributions to a changing profession, society, and global environment
3. Discuss and define ecological citizenship through education and research
4. Provide a diverse and integrated set of research and educational experiences that inspires, stimulates, and nurtures life-long learning
5. Prepare students to embrace stewardship and leadership roles in the future
6. Encourage designers to be engaged citizens and leaders who advance the quality of the built and natural environment and ultimately the betterment of the human condition.

#### Sub-goals:

- 3a. Increase collaboration with communities and non-profit institutions to allow for service based learning
  - Explore formalizing relationships with community-building non-profits to develop and implement service projects
  - Create a more formal structure for the Community Design Team and implement a two project per year

schedule

-Continue partnerships with the Center for Civic Engagement

3b. Support lectures, exhibits, and service that profile the work within the program and the role of LA in addressing contemporary issues

-Work with WASLA and other universities to develop a “road show” exhibit that highlights the work of LAs which can be placed in community settings (libraries, schools, galleries, etc...)

-Develop a “speaker’s bureau” to supply LA professionals to speak at civic clubs, community groups, etc.

-Grow lecture endowment to regularly bring globally recognized LA professionals and scholars to speak at WSU

3c. Use the land grant mission to positively affect land use, environmental policy, and the quality of design, planning and development in the State

-Work with the WASLA advocacy committee to expand their mission

-Work with WASLA Public Relations and Communication committee to strengthen LA presence among allied professions

-Seek projects for students and research that reflect the land grant mission

-Build relationships with regional cities and local communities

3d. Increase the impact of landscape architecture research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.

-Create an extension faculty line for landscape architecture

-Work with WASLA, and UW to communicate LA’s contribution to the state

-Continue to develop and actively participate in strategic coalitions and organizations at the local, state, national and international levels.

-Work collaboratively with federal, state, and local policy leaders to engage landscape architecture faculty in research, education, and outreach that addresses important policy issues.

#### Theme 4

Cultivate Landscape Architecture Awareness

Goals:

1. Increase recognition of and respect for the profession of landscape architecture locally, regionally, nationally, and globally

2. Increase the awareness and understanding of landscape architecture in high schools and community colleges

3. Intensify recruiting efforts to increase student quality, quantity and diversity

4. Develop and bolster fundraising efforts to support activities that showcase landscape architecture

Subgoals

4a. Take advantage of opportunities to share the profession

-Develop a yearly “public-contact” benchmark

-Explore ways to increase knowledge of LA throughout the WSU system

-Encourage faculty to write and speak about LA in venues outside of the discipline

-Encourage faculty to write about LA to a general audience via publications across the state

4b. Increase the size and diversity of the landscape architecture program

-Develop stronger outreach and recruitment for high-achieving underrepresented students.

-Increase visits with undecided majors at WSU, high schools, community colleges, and other appropriate venues

4c. Develop dynamic web-presence to facilitate landscape architecture awareness

- Formalize social media strategy and define operative procedures within the SDC and program
- Encourage students to utilize social media to share their LA stories
- Establish stronger reciprocal digital connections with allied professions
- Require students to document their work on the SDC homepage and to share links via social media

4d. Establish matriculation agreements with community colleges in Washington State

- Identify community college programs with significant design and horticultural offerings
- Build a support structure to recruit and retain transfer students

4e. Create a landscape architecture minor

- Define mission and objectives of minor
- Identify LA coursework that would fulfill objectives
- Draw from SDC student body
- Advertise minor option in diverse programs including fine arts, horticulture, engineering, agriculture, health science, human development, biology, environmental science, business, economics, education.

Theme 1 Subgoals	Potential Initiatives & Tactics	Quantitative Metrics	Other types of evidence
<p>1a. Grow and diversify extramural research funding</p>	<ul style="list-style-type: none"> <li>- Create incentives to submit grant proposals</li> <li>- Enhance administrative infrastructure to support grants and contracts procurement and management.</li> <li>- Support workshops and other educational modes that discuss acquiring funds for non-scientific pursuits</li> <li>- Work with the OGRD to create a database for the program/SDC that lists potential granting agencies</li> <li>- Identify faculty across campus with who collaborations can be developed</li> <li>- Work with Campus Centers (CEREO, CCE) to generate partnerships</li> <li>- Create faculty lines with research appointments</li> <li>- Cultivate mutually beneficial strategic alliances with partners in the United States and abroad, to extend LA faculty expertise</li> <li>- Foster greater collaboration with the SDC, across colleges, campuses, and disciplines to pursue large opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of interdisciplinary and/or multi-institution grant awards and/or collaborative applications (tracked by eREX and org/budget numbers, OGRD).</li> <li>- Number of grant applications to outside agencies (tracked through documentation).</li> <li>- Number of faculty participating in grant workshops, seminars (OGRD sponsored, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Development of SDC applicable grants list.</li> <li>- Assign respective staff duties and/or obtain OPDRS equivalent staff/personnel.</li> <li>- Faculty-directed publications, projects, designs, or courses emerging from or associated with grants and/or fellowships.</li> <li>- Hiring of research and/or extension faculty in LA</li> </ul>

<p>1b. Attract and retain faculty members who combine research and practice</p>	<ul style="list-style-type: none"> <li>-Create incentives that allow faculty to practice and teach simultaneously</li> <li>-Identify support mechanisms that allow fluid interchange among teaching, practice, and scholarship</li> <li>-Bolster relationships with industry to identify potential faculty members</li> <li>-Define and support high scholarship expectations.</li> <li>-Support creative scholarly outputs</li> <li>-Invest in professional development activities aimed at increasing research productivity.</li> <li>-Encourage and incentivize short-term faculty-industry exchange programs.</li> </ul>	<ul style="list-style-type: none"> <li>-Number of interdisciplinary and/or multi-institution grant and/or industry supported awards and applications (tracked by eREX and org/budget numbers, OGRD).</li> <li>-Number of single-authored, peer-reviewed books.</li> <li>-Number of single-authored peer-reviewed articles, juried shows, exhibits, or designs.</li> <li>-Number of joint peer-reviewed articles, juried shows, exhibits, or designs.</li> <li>-Number of citations per faculty member (H Index).</li> <li>-Number of invited and/or delivered presentations or talks at regional, national, or international conferences of disciplinary and/or professional rigor</li> <li>-Number of faculty participating on professional boards and editorial boards</li> <li>-Number of reviews in peer-reviewed scholarly publications by LA faculty</li> <li>-Number of built works by LA faculty</li> <li>-Number of new hires with Ph.D. degrees and/or active research agenda</li> <li>-Number of prestigious faculty awards</li> <li>-Number of new LA faculty seed grants received</li> <li>-Number of LA faculty with licensure</li> <li>- Number of faculty who conduct consulting business outside of WSU duties</li> </ul>	<ul style="list-style-type: none"> <li>-New faculty “research” and “practice” on promotional materials.</li> <li>-Public outreach and/or dissemination of faculty research, scholarship, and practice via mainstream press and industry/professional publications like Landscape Architecture Magazine</li> <li>-Integrated/cross-disciplinary research projects undertaken amongst LA faculty.</li> <li>-Recognition of high-performing faculty in annual reviews and merit increases.</li> <li>- Number of faculty who conduct consulting business outside of WSU duties</li> </ul>
---	--	--	---

<p>1c. Encourage and support faculty publications and presentations of scholarly work and pedagogical innovations in a variety of venues and media</p>	<ul style="list-style-type: none"> <li>-Encourage faculty to pursue scholarship about pedagogy</li> <li>-Craft a database of publication venues that are outside of professional design affiliations</li> <li>-Further relationships with publishers</li> <li>-Continue to augment faculty travel and costs for attending conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Number of single-authored, peer-reviewed books.</li> <li>-Number of single-authored peer-reviewed articles, juried shows, exhibits, or designs.</li> <li>-Number of joint peer-reviewed articles, juried shows, exhibits, or designs.</li> <li>-Number of citations per faculty member (H Index).</li> <li>-Number of invited and/or delivered presentations or talks at regional, national, or international conferences of disciplinary and/or professional rigor, as well as conferences outside of landscape architecture</li> </ul>	<ul style="list-style-type: none"> <li>-Public outreach and/or dissemination of LA faculty research, scholarship, and practice via mainstream press and industry/professional publications like Landscape Architecture Magazine and social media</li> </ul>
<p>1d. Develop and support research frameworks that allow faculty to collaborate on multi-disciplinary projects</p>	<ul style="list-style-type: none"> <li>-Create an SDC or LA Center where LA faculty are PIs and leaders</li> <li>-Continue developing relationships with on campus centers and institutes</li> <li>-Develop relationships with nonprofits, NGOs, and other multi-disciplinary organizations</li> <li>- Invest in communication tools that enable virtual collaboration</li> <li>-Work with ASLA to strengthen LA as a STEM discipline</li> </ul>	<ul style="list-style-type: none"> <li>-Number of new classroom(s) or spaces outfitted with up-to-date technology crucial for virtual collaboration</li> <li>-Number of centers and institutes in which LA faculty are committee members and/or advisory board members</li> <li>-Number of interdisciplinary and/or multi-institution grant awards and applications (tracked by eREX and org/budget numbers, OGRD).</li> <li>-Number of grant awards and applications pertaining to STEM (tracked by eREX and org/budget numbers, OGRD)</li> </ul>	<ul style="list-style-type: none"> <li>-Symposia held on campus to develop center framework</li> <li>-LA is included in STEM programs nationwide</li> </ul>

<p>1e. Encourage and support faculty-student research partnerships</p>	<ul style="list-style-type: none"> <li>-Encourage and promote entry of student research and creative projects to university-wide exhibitions and competitions (e.g. Wiley Research Symposium, WSU Showcase, SURCA).</li> <li>-Establish an MLA to increase graduate student enrollment and thereby open new opportunities for faculty to conduct research with students</li> <li>-Encourage faculty to acquire extramural funds to support undergraduate and graduate students</li> </ul>	<ul style="list-style-type: none"> <li>-Number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students</li> <li>-Number of students winning awards or recognition at graduate or undergraduate competitions or symposia (WSU reports, conference proceedings, etc.)</li> <li>-Number of grant applications and awards designating funding to support students</li> </ul>	<ul style="list-style-type: none"> <li>-Produce a proposal for an MLA program</li> <li>-Number of presentations at SURCA and GPSA annual research presentation events and professional meetings</li> <li>-Number of Honors theses completed (Honors College report)</li> <li>-Number of student research presentations at professional meetings (e.g. student organization conferences); GPSA annual events (e.g. Wiley Research Symposium); or SURCA</li> <li>-Number of SDC students completing Honors thesis</li> <li>-Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement)</li> <li>-Promotion of student research and creative projects in internal and external communications (website, social media, marketing material, or message board).</li> </ul>
--	---	---	--

Theme 2 Subgoals	Potential Initiatives & Tactics	Quantitative Metrics	Other types of evidence
2a. Expose students to the varied professional opportunities of landscape architecture	<ul style="list-style-type: none"> <li>-Formalize an internship option in the LA curriculum</li> <li>-Continue mentorship program</li> <li>-Formalize firm crawl in Spokane</li> <li>-Work with advisory board to create an annual SDC career fair</li> <li>-Continue to evolve the portfolio presentation event in Seattle.</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA students participating in internships</li> <li>-Percentage of LA students working with professional mentors informally</li> <li>-Number of graduates with employers that participate in SDC job fair and/or on campus interviews</li> </ul>	<ul style="list-style-type: none"> <li>-LA courses sponsored by and/or taught by and/or featuring industry professionals</li> <li>-Internships created through academic-industry partnerships</li> <li>-Exit interviews reporting graduating seniors are satisfied with exposure to the profession during education</li> </ul>
2b. Support student participation in conferences, workshops, and design competitions	<ul style="list-style-type: none"> <li>-Work with WSU Development to establish funds that support student travel</li> <li>- Work with WSU ASLA student chapter to establish a by-law that allocates funds for travel</li> <li>-Require seniors to submit their capstone projects to the national ASLA student competition</li> <li>- Identify studios on an annual basis that will use design competitions as project source</li> </ul>	<ul style="list-style-type: none"> <li>-Percentage of LA students that receive SDC, program or club funds to participate in professional conferences</li> <li>-Percentage of student applications and awards for national ASLA recognition</li> <li>-Number of courses that utilize competitions as project source</li> </ul>	<ul style="list-style-type: none"> <li>-Establishment of student travel budget and/or student travel scholarship</li> </ul>
2c. Establish an international studies program for landscape architecture	<ul style="list-style-type: none"> <li>-Establish objectives and requirements and link to SDC travel policy</li> <li>-Establish a study abroad option during the fall semester of the senior year</li> </ul>	<ul style="list-style-type: none"> <li>-Percentage of LA students participating in LA led travel experience (International Programs and internal data)</li> </ul>	<ul style="list-style-type: none"> <li>-SDC travel policy amendment reflecting LA program standards</li> </ul>

Landscape Architecture Strategic Plan Draft

<p>2d. Develop and support opportunities for student internships</p>	<ul style="list-style-type: none"> <li>-Establish an internship option during the fall semester of the senior year</li> <li>-Integrate LA internship requirements with those of CAHNRS</li> <li>-Maintain a database of employers and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA students participating in industry and/or CAHNRS sponsored internships in the fall of senior year</li> <li>-Number of internships sponsored by/located through database</li> </ul>	<ul style="list-style-type: none"> <li>-Internships created through academic-industry partnerships</li> </ul>
<p>2e. Support opportunities for student research</p>	<ul style="list-style-type: none"> <li>- Enhance opportunities for student research awards and scholarships.</li> <li>- Reward students for high scholarship and creative activities</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA students receiving research-based scholarships</li> <li>-Number of LA students awarded for research and scholarly efforts</li> <li>-Number of LA students participating in academic or professional conferences or juried exhibitions that were funded via LA program or LA faculty grants</li> </ul>	<ul style="list-style-type: none"> <li>-Student research featured on promotional materials.</li> </ul>
<p>2f. Ensure that curriculum prepares students for taking the LARE</p>	<ul style="list-style-type: none"> <li>-Use assessment activities and alumni surveys to determine curricular currency</li> <li>-Consult with professional advisory board at regular intervals to review curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA graduates that take the LARE within 5 years of graduating</li> <li>-Number of LA graduates passing the LARE within 5 years of graduating</li> <li>-Alumni survey: percent of licensed graduates</li> </ul>	<ul style="list-style-type: none"> <li>-Number WSU graduates sponsoring in-state LARE examinees via tutoring</li> </ul>

<p>2g. Support a comprehensive curricula that allows students to prepare for a variety of related career paths</p>	<ul style="list-style-type: none"> <li>-Assess and respond to emerging opportunities and issues through studio projects</li> <li>-Periodically adjust course themes to reflect current issues and shifts in practice</li> <li>-Facilitate student engagement in high-impact learning experiences that reveal the diverse applications of landscape architecture</li> <li>-Create master list of potentially related careers</li> <li>-Create list of all lines of work WSU LA grads are in</li> <li>-Create opportunities for WSU LA students to interact with LA grads in allied/other fields</li> </ul>	<ul style="list-style-type: none"> <li>-Percentage of recent LA alumni in LA or related employment</li> <li>-Percentage of undergraduates enrolled in design or construction-related or environmental-based graduate programs (either at WSU or elsewhere)</li> <li>-Percentage of LA students involved in internships</li> <li>-Diversity of types of post graduate employment</li> <li>-Number of service learning hours completed by LA program</li> </ul>	<ul style="list-style-type: none"> <li>-Number of companies and/or firms choosing to interview LA students for employment in Carpenter Hall</li> <li>-Number of companies and/or firms choosing to recruit SDC students at WSU career fairs</li> <li>-Involvement of advisory board members in student focused workshops, lectures, symposia, etc.</li> <li>-Involvement of advisory board members or industry partners in faculty re-training via faculty internships, etc.</li> <li>-Press featuring LA student projects</li> </ul>
<p>2h. Encourage students to earn minors in allied fields</p>	<ul style="list-style-type: none"> <li>-Create a formal network of allied disciplines</li> <li>-Ensure that all incoming LA Students understand the minor options available</li> <li>--CAHNRS/VCEA led presentation to incoming freshman on potential minors opportunities and benefits of acquiring a minor</li> <li>- Student-led initiative to market and promote to their classmates benefits of a minor</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA students working toward minors</li> <li>-Number of LA students counseled about minors</li> </ul>	<ul style="list-style-type: none"> <li>-Survey of LA graduates after 5 years</li> <li>-Impact of minor on employment/career satisfaction</li> </ul>

<p>2i. Increase relationships with LA practitioners</p>	<ul style="list-style-type: none"> <li>-Create annual program newsletter for Alumni, donors, and practitioners in WA state</li> <li>-Submit news items in WASLA newsletter</li> <li>-Bolster existing relationships with practitioners via visits, lecture invitations</li> </ul>	<ul style="list-style-type: none"> <li>-Number of articles in professional publications or newsletters that feature LA students and faculty</li> <li>-Number of articles in professional publications or newsletters that are written by WSU LA faculty</li> <li>-Number of on campus interactions with LA professionals (in studios, lectures, workshops, etc)</li> </ul>	<ul style="list-style-type: none"> <li>-Involvement of advisory board members in student focused workshops, lectures, symposia, etc.</li> <li>-Involvement of advisory board members or industry partners in faculty re-training via faculty internships, etc.</li> <li>-Include practitioners as advisers for CDT when appropriate</li> </ul>
<p>2j. Create an MLA program</p>	<ul style="list-style-type: none"> <li>-Increase undergraduate enrollment such that 1 additional FTE faculty can be hired (for a total of 5 FTEs)</li> <li>-Phase out/teach out MSLA program</li> <li>-Develop MLA curricula</li> <li>-Apply for MLA with LAAB</li> <li>-Create an opportunity for BLA students to get an MLA</li> </ul>	<ul style="list-style-type: none"> <li>-Total number of bachelor's degrees awarded</li> <li>-MLA candidacy status from the LAAB</li> <li>-MLA is accredited by the LAAB</li> </ul>	<ul style="list-style-type: none"> <li>-Six FTE LA faculty</li> <li>-5 LA faculty with an accredited LA degree</li> </ul>
<p>2k. Assure curriculum requires understanding of physical and environmental sciences as they apply to landscape architecture</p>	<ul style="list-style-type: none"> <li>-Deliver ecology requirement within the program</li> <li>-Augment studio courses to integrate and reinforce concepts learned in other courses (geology, biology, soils, horticulture, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-LA 380 is consistently offered</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty hired with ecological application expertise</li> <li>-Program and Capstone Assessment reports reflect students can integrate ecological knowledge</li> <li>-Ecological ethics are discussed via the ASLA student chapter activities and guest speakers</li> </ul>

Theme 3 Subgoals	Potential Initiatives & Tactics	Quantitative Metrics	Other types of evidence
<p>3a. Increase collaboration with communities and non-profit institutions to allow for service based learning</p>	<ul style="list-style-type: none"> <li>-Explore formalizing relationships with community-building non-profits to develop and implement service projects</li> <li>-Create a more formal structure for the Community Design Team and implement a two project per year schedule</li> <li>-Continue partnerships with the CCE</li> </ul>	<ul style="list-style-type: none"> <li>-Number of contracts or MOU's with community building non-profits</li> <li>-Percent increase in revenue raised by ASLA student chapter</li> <li>-Number of LA student service hours (CCE and Coug Sync)</li> </ul>	<ul style="list-style-type: none"> <li>-Undergraduate and graduate assessment that demonstrates enhanced student community engagement and achievement (e.g., Center for Teaching &amp; Learning)</li> <li>-Testimonials from agencies and community members on strength of LA program, faculty, and courses (local media attention; websites)</li> </ul>
<p>3b. Support lectures, exhibits, and service that profile the work within the program and the role of LA in addressing contemporary issues</p>	<ul style="list-style-type: none"> <li>-Develop a “road show” exhibit that highlights the work of LAs which can be placed in community settings (libraries, schools, galleries, etc...)</li> <li>-Develop a “speaker’s bureau” to supply LA professionals to speak at civic clubs, community groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Number of presentations in community settings</li> <li>-Number of university and community exhibits that showcase landscape architecture</li> </ul>	<ul style="list-style-type: none"> <li>-Testimonials from agencies and community members on strength of LA program, faculty, and courses (local media attention; websites)</li> </ul>
<p>3c. Use the land grant mission to positively affect land use, environmental policy, and the quality of design, planning and development in the State</p>	<ul style="list-style-type: none"> <li>-Work with the WASLA advocacy committee to expand their mission</li> <li>-Work with WASLA Public Relations and Communication committee to strengthen LA presence among allied professions</li> <li>-Seek projects for students and research that reflect the land grant mission</li> </ul>	<ul style="list-style-type: none"> <li>-Number of student designed, built, or managed works for community-based entities</li> <li>-Number of WASLA roles held by WSU faculty</li> </ul>	<ul style="list-style-type: none"> <li>-Testimony before legislative bodies</li> <li>-Number of environmental and land policies directly influenced by LA Faculty</li> </ul>

Landscape Architecture Strategic Plan Draft

<p>3d. Increase the impact of landscape architecture research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.</p>	<p>-Create an extension faculty line for landscape architecture -Work with WASLA, and UW to communicate LA's contribution to the state -Continue to develop and actively participate in strategic coalitions at the local, state, and national levels. - Work collaboratively with federal, state, and local policy leaders to engage landscape architecture faculty in research, education, and outreach that addresses important policy issues.</p>	<p>-Number of citations of LA publications in disciplinary and non-disciplinary media -Number of courses partnering with the CCE -Number of student of faculty presentations in front of alumni, communities, government entities, industry professionals, or the public (studios, senior capstone, design build, etc.)</p>	<p>- Establishment of extension faculty line for LA -Testimonials from agencies and community members on strength of LA program, faculty, and courses (state and regional media attention; websites)</p>
--	---	---	--

Theme 4 Subgoals	Potential Initiatives & Tactics	Quantitative Metrics	Other types of evidence
4a. Take advantage of opportunities to share the profession	<ul style="list-style-type: none"> <li>-Develop a yearly “public-contact” benchmark</li> <li>-Explore ways to increase knowledge of LA throughout the WSU system</li> <li>-Encourage faculty to write about LA in venues outside of the discipline</li> <li>-Encourage faculty to write about LA to a general audience via publications across the state</li> </ul>	<ul style="list-style-type: none"> <li>-Number of public contacts per year</li> <li>-Number of faculty guest lectures outside of the SDC</li> <li>-Number of LA faculty authored publications in mainstream press</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in potential LA student contacts</li> <li>-Increase in CDT requests</li> <li>-Increase in LA faculty to speak at conferences/ community groups</li> <li>-Create link on website to describe CDT</li> </ul>
4b. Increase the size and diversity of the landscape architecture program	<ul style="list-style-type: none"> <li>-Develop stronger outreach and recruitment for high-achieving underrepresented students.</li> <li>-Increase visits with undecided majors at WSU, high schools, community colleges, and other appropriate venues</li> </ul>	<ul style="list-style-type: none"> <li>-Number of certified majors</li> <li>-Percentage of LA students from underrepresented groups</li> <li>-Freshmen retention rate</li> <li>-Number of non-LA students who choose LA after first year immersion</li> <li>-Number of new LA scholarships or programs aimed at non-traditional, first-generation, or other undeserved or underrepresented students</li> </ul>	<ul style="list-style-type: none"> <li>-Diverse aspects of LA highlighted on SDC website</li> <li>-Promotion of enrollment growth on SDC website</li> <li>-LA presence at local, regional and national conferences, career fairs and competitions</li> <li>-Evidence of recruitment efforts aimed specifically at non-traditional, first-generation, or other underserved or underrepresented students (e.g., follow-up from Cougars of Color event; SDC Ambassador or faculty-staff presence at statewide recruitment fairs)</li> </ul>

Landscape Architecture Strategic Plan Draft

<p>4c. Develop dynamic web-presence to facilitate landscape architecture awareness.</p>	<ul style="list-style-type: none"> <li>-Formalize social media strategy and define operative procedures within the SDC and program</li> <li>-Encourage students to utilize social media to share their LA stories</li> <li>-Establish stronger reciprocal digital connections with allied professions</li> </ul>	<ul style="list-style-type: none"> <li>-Number of social media connections/ friends/followers</li> <li>-Number of reciprocal links to allied websites/ media</li> <li>-Number of student run/ maintained social media sites</li> </ul>	<ul style="list-style-type: none"> <li>-WSU LA trending on social media</li> <li>-Develop relationships with software companies directly related to LA and allied professions</li> <li>-LA faculty expertise in software that is cross-disciplinary</li> </ul>
<p>4d. Establish articulation agreements with community colleges in Washington State</p>	<ul style="list-style-type: none"> <li>-Identify community college programs with significant design and horticultural offerings</li> <li>- Build a support structure to recruit and retain transfer students</li> </ul>	<ul style="list-style-type: none"> <li>-Number of articulation agreements with community colleges</li> <li>-Number of transfer students into WSU LA</li> <li>-Transfer retention rates</li> </ul>	<ul style="list-style-type: none"> <li>-Inquiries about WSU LA at the community college level</li> </ul>
<p>4e. Create a landscape architecture minor</p>	<ul style="list-style-type: none"> <li>-Define mission and objectives of minor</li> <li>-Identify LA coursework that would fulfill objectives</li> <li>-Draw from SDC student body</li> <li>-Advertise minor option in allied programs: fine arts, horticulture, engineering</li> </ul>	<ul style="list-style-type: none"> <li>-Number of LA minors</li> </ul>	<ul style="list-style-type: none"> <li>-Submission of curriculum change form to create minor</li> </ul>