

4. FACULTY

Purdue University's Landscape Architecture Program has 7 FTEs in teaching (Table 4.1). The faculty members are distributed among the various professorial ranks. With the exception of Mr. Kenneth Schuette, all of our teaching staff have an MLA and have faculty appointments. Kenneth Schuette is an architect by training and was hired many years ago in an administrative / professional position. He has remained in that capacity and provided valuable instruction in the areas of graphic arts, architecture and historic preservation. Rabindra Mukerjea is also on our faculty. He is an architect by training, but presently has administrative responsibilities in the University President's office and no formal teaching assignments. Rabindra currently participates in juries, departmental meetings and retreats. If his administrative duties permit, we hope to involve him in studios and limited teaching assignments in the future. The members of the LA faculty are "general practitioners" of landscape architecture. Several have extensive professional experience and most have the ability to teach every course in our curriculum. Individuals do have special areas of interest and expertise (Table 4-1). These specialized areas are complimentary and provide for a balanced experience for our students.

The size of our landscape architecture faculty has remained steady since the last accreditation (Table 4-2). Two faculty members retired and one resigned in 1998. Both Phillip Deturk and Don Molnar participated in voluntary early partial retirement. During the period when each was only working part-time, we employed landscape architect from the profession to cover some of their duties. With the recent addition of Matthew Kirkwood, we are fully staffed.

4.1 Teaching Assignments and Loads

Teaching assignments are generally three classes in one academic year (Table 4-3). This is typically two classes in one semester and a one class in the other semester. Credit hours assigned to classes are defined by University practice as 1 hour credit for each 1 hour lecture period per week and 1/2 hour credit for each 1 hour studio period per week. This means a course which is lecture-based such as LA 166 is calculated as a 3 credit course because it meets 3 times a week for one hour lectures. A studio course of 3 credits such as LA 216 is based on one lecture plus 2 two-hour studios each week ($1 + 4 \times 1/2$).

Several faculty teach either electives or design courses outside of the LA program (Table 4-3). Faculty also have the opportunity to offer special interest or exploration courses under the umbrella of LA 490, designated a special problems course. Credits can range from 1 to 6 hours. Course offerings have included sketching, environmental art, computer applications, and seminars on particular topics.

4.2 Student Counseling

A necessary and vital responsibility is student advising. Each faculty member has a group of students assigned to them. The students come to the faculty twice each year to register for courses. Students also arrange to see counselors on an as-need basis for course advising, mentoring, career planning or personal issues

4.3 Faculty Scholarship

All the Landscape Architecture faculty are actively and productively involved in activities beyond their classroom responsibilities. These range from voluntary participation in campus committees to writing and consulting activities (see personal records). Incentives for faculty to attend professional meetings have included Departmental subsidies for attendance at meetings (particularly CELA, ASLA) at which the faculty member is presenting a paper, has a program responsibility, or to which the program needs to be represented by the Chair for visibility.

4.4 Committee Responsibilities

Governance of the LA Program, the Department and the University requires faculty participation. Members of the LA faculty thus serve on committees at the Program, Department, School of Agriculture and University levels. In some cases, LA faculty members serve in leadership positions within these committees.

4.5 Faculty Development

Purdue University has both formal and informal mechanisms to foster faculty development. The Center for Instructional Excellence sponsors short courses, workshops and seminars designed to improve teaching skills. In addition, University-wide programs such as “Conversations about Teaching” and “Teaching for Tomorrow” focus on improving the capabilities of our faculty to teach effectively. The School of Agriculture through “COLA – Conversations on Learning in Agriculture” and the department through our annual teaching retreat also provide opportunities for faculty members to share ideas about effective teaching and learning.

The Department and School of Agriculture require that all courses must be evaluated by their students. Our mechanism is designed to collect constructive feed-back that can help our program improve. However, such evaluations are an important component of faculty members annual assessment and their progress toward promotion and tenure.

ITaP (Information Technology @ Purdue) offers non-credit short courses related to computer applications for faculty and staff. A variety of course offerings are available.

The Diversity Resource Office sponsors workshops and seminars to make faculty members aware of multicultural and diversity issues. The School of Agriculture has sponsored several 3-day diversity workshops that member of the LA faculty have participated on invitation.

Purdue values increasing the global prospective of our faculty and students. To assist this goal, Purdue provides faculty members with competitive access to international travel grants through the Purdue Research Foundation. The Office of International Programs also has “seed money” that faculty can write grants to establish either new study abroad programs or enhance the international flavor of their course offerings.

4.6 Visiting Lecturers/Critics

The faculty recognizes that they cannot possibly bring all expertise, knowledge and experience to the classroom. Therefore, they choose to draw heavily on the professional community to bring a

myriad of experiences and skills to the classroom. An extensive listing of these guest lecturers and critics is included in Section 7.

4.7 Teaching Assistants

While several faculty hire upperclass students as teaching assistants, these students rarely do any teaching. They more likely assist the professor in preparing for class by gathering site data or project oriented literature. Some teaching assistants may be in the classroom but they are not assigned to lectures or studio management. There is always a professor in the classroom.

Table 4-1. Landscape Architecture Faculty
Faculty rank and area of specialization are indicated

Name	Rank	FTE	Area of Specialization
Dahl, BL	Assoc	1.0	Landscape Architecture/Regional Design
Kirkwood, MJ	Asst	1.0	Landscape Architecture, Landscape Ecology, Construction Documentation, Airport Design
Pierceall, GM	Prof	1.0	Landscape Architecture/Site Design
Schuette, K	AP	1.0	Architecture, Historic Preservation, Urban Markets
Siciliano, PC	Asst	1.0	Landscape Architecture/History, Theory
Sovinski, R	Prof	1.0	Landscape Architecture, Design Theory, Materials
Wilson, KL	Asst	1.0	Landscape Architecture/Urban Design, Community Planning
Total FTE		7.0	
<u>University Administrators with Academic Appointment in HLA</u>			
Mukerjea, R	Prof	1.0	Architecture, Director of Strategic Planning and Assessment

Table 4-2. Changes in faculty and FTEs since last accreditation.

	FTE	Specialization
<u>Retirements</u>		
DeTurk, PE (1998)	1.0	Landscape Architecture
Molnar, DJ (2003)	1.0	Landscape Architecture
<u>Resignations</u>		
Heynssens, R (1998)	1.0	Landscape Architecture
Decrease	3.0	
<u>New Hires</u>		
Kirkwood, MJ (2003)	1.0	Landscape Architecture
Siciliano, PC (1999)	1.0	Landscape Architecture
Wilson, KL (1999)	1.0	Landscape Architecture
Increase	3.0	
Net Change	0.0	

NOTE: Information about each of the faculty can be found on the departmental website.