

Professional Awards Program 2014  
American Society of Landscape Architects  
636 Eye Street NW  
Washington, DC 20001–3736

To the ASLA Awards' Committee,

It is my pleasure and my privilege to nominate Carl Steinitz for the ASLA Jot D. Carpenter Teaching Medal.

I have known Carl for over twenty years and have worked with him in a variety of contexts. First, I was one of his students in the MLA program at the Harvard Graduate School of Design. After graduation, I was a research fellow and the project manager for two of his research projects—the initial investigation on the region of Camp Pendleton, California and the study of the San Pedro Watershed in Arizona and Sonora. Carl also served as a member of my dissertation committee. And when I became an instructor, myself, he became an invaluable mentor and colleague.

In thinking of the values recognized by the Jot Carpenter Medal, two aspects of Carl's work stand out. The first is his understanding that while professionals can be identified by what they do, professionalism is recognized by the way things are done. Carl's knowledge of landscape planning and design methods is encyclopedic and he has used this understanding to great effect in his research and teaching activities. For example, *A Comparative Study of Resource Analysis Methods*, a 1968/1969 report on which he was lead author for the US Army Corps of Engineers, was called "the most comprehensive assessment of a wide variety of methods" by Forster Ndbuisi, FCELA. Taken as a stand alone statement, this

evaluation is noteworthy. More impressive, though, is that Ndbuisi wrote his appraisal in 2003, more than thirty years after the text's release.

Carl also advanced design methods in the classroom, helping his students understand how to improve, not just use, the tools and techniques of their profession. One example is Carl's 1966 studio project on the DELMARVA (Delaware, Maryland, and Virginia) Peninsula. In it, Carl worked with David Stinton to create a grid-based GIS representation system that became the basis for early ERDAS software and for Dana Tomlin's map algebra/map analysis package. Another example is his 1987 studio on Mount Desert Island in Maine. It gave rise to a comparison of visual quality analysis techniques that remains a touchstone in the literature of this field.

Across his teaching activities, Carl has shared an awareness that means of design should allow a community to move beyond zero-sum games of land use decisions. This kind of learning was especially emphasized in Carl's advanced studios, which often involved extensive interaction with community members and final presentations at public meetings held on the project site. In the final year my MLA degree, Carl asked our studio to provide a landscape plan for a county that was proud of its farming heritage, economically dependent on resort-style tourism, and quickly becoming a bedroom community for New York. It also just happened to have a NASCAR racetrack next to the habitat of a threatened salamander. I believe I can safely speak for all of my classmates when I say that that experience made us better prepared to do good for and to do right by local stakeholders in other projects.

The second aspect of Carl's work that I think reflects the spirit of the Carpenter Medal is his emphasis on collaboration to solve complex problems. I will say that for Carl, embracing different beliefs is ethically correct, recognizing different opinions is politically necessary, and utilizing different talents is instrumentally wise. Nevertheless, as we all know, collaboration can be difficult—sometimes, very, very difficult. Carl took up this challenge when he first started teaching. It was at the core of his first book, co-authored with Peter Rogers, *A Systems Analysis Model of Urbanization and Change—An Experiment in Interdisciplinary Education*, which published in 1970. In numerous articles, conference presentations, and lectures since, he has continued to advance ways in which we can train our students to work better with others and educate them to lead collaborations across disciplines.

Brining together all parts of Carl's work is his "Framework." I have seen some of the diagrams of its earliest stages, but most know it from its first publication in "A Framework for Theory Applicable to the Education of Landscape Architects (and Other Environmental Design Professionals)," which was published in *Landscape Journal* in 1990. The article is a seminal text. A search on Google Scholar shows

that it has been cited over 150 times and its applications have ranged from projects for riparian conservation to those for brownfield redevelopment. One of my doctoral students recently used it to contextualize the thinking of planners and urban designers working in shrinking cities.

Since its original publication, Carl's description of the framework and the way he uses it has evolved. Most recently, he has been elaborating his ideas on it through *geodesign*. Broadly, one might conceive of geodesign as "extreme landscape planning," involving the use of computational technologies to provide spatially explicit assessments of proposed changes to the environment as a means to make better decisions. Substantively, geodesign is inherently interdisciplinary, rather than just multidisciplinary. In a span of less than five years, it has gone from a neologism to the topic of conferences around the world. It has also become the premise for new classes at many institutions of higher learning and degrees at schools including the University of Southern California, Penn State University, the University of Philadelphia. Presentations and discussions at a conference held last year in California revealed that more geodesign certificate and degree programs are being planned at other universities. The common touchstone for all of these endeavors is Carl's framework. One mark of just how fundamental his ideas are to geodesign is that his most recent book, *A Framework for Geodesign: Changing Geography by Design*, which was published in 2012, is set to be translated into four different languages.

In thinking about the development and the applications of Carl's framework, I cannot help but emphasize a point: What my GSD classmates and I were taught by Carl in his "Theory and Methods" class and in his concurrent studio is now the basis for new university degrees and for what could become a broad platform to plan and design complex landscapes. We were very fortunate to have had such exposure.

Since retiring from Harvard, Carl has made considerable contributions to design education around the world. Still performing the role of project critic, he regularly participates in the weekly seminar meeting of doctoral students and post-doctoral fellows at the Center for Advanced Spatial Analysis at the Bartlett School, University College London. There, as he has done so many times before, he helps young scholars develop their research skills. In the role of institutional guide, he has helped to develop a doctoral program that is offered jointly by the three universities in Portugal that grant degrees in landscape architecture. The introduction of this program is expanding the intellectual base of the profession in that country. And in the role of what I can only call "educational sage," he has been working with the European Council of Landscape Architecture Schools (ECLAS) to help its members develop compatible curricula guidelines so that they can meet the European Union mandate that professional degrees be recognizable across national borders for licensure. Much more than a matter of administrative

alignment, this challenge raises questions of what is, could be, and should be common in the landscape architecture body of knowledge and in expectations for practice.

The area in which Carl has been most active since leaving Cambridge has been the teaching of teachers. For the last several years—and with increasing pace—he has been holding two- or three-day workshops in which he leads university faculty members and advanced graduate students through a project that culminates in a public presentation. Each project is real, complex, and—I would say most important—charged by competing views about what is "good." Two examples include the re-design and re-construction of a town that was literally washed away by the tsunami that hit Japan in 2011 and the redevelopment of an industrial section of Mexico City near the Universidad Autónoma Metropolitana campus. Over the years, I have heard Carl present the process and products these and other workshops. What I continually find to be impressive is the way in which he helps even very experienced educators better classify data, better structure information, and better employ knowledge to reach a consensus of opinion about how to shape the environment.

Very deservedly, Carl has been recognized for his contributions to the education of landscape architects and designers in allied fields. He has been an Honorary Professor at Beijing Forestry, University College London, University of Sheffield, Cagliari University (Italy), and Ritsumeikan University (Japan); he has been a Fulbright Distinguished Professor at Lisbon Technical University, the University of Port, and the University of Coimbra (Portugal) and the University of Ljubljana (Slovenia). In 1990, he received the Alfred LaGasse Medal from the American Institute of Architects. In 2003, he became an Honorary Member of the American Society of Landscape Architects. And in 2010, he was named a Fellow of the Council of Educators in Landscape Architecture. I believe these honors reflect his commitment and his excellence as a teacher.

As a conclusion, I would like to share a question that Carl asked generations of his students: "Do you want to influence a few people a lot or, a lot of people a little?" I first heard it seated in the back of a crowded classroom on the top floor of Gund Hall during my second year of my MLA studies. While my classmates and I each expected to make a difference in the world, very few if any of us thought of it in this way. Carl admitted these possibilities were only ends points of a spectrum, but that he always has appreciated the stark clarity of a dichotomy to begin an inquiry that ultimately requires nuanced thinking. He never hesitated in giving a strongly held position for himself, but was also equally receptive to all other responses. It was a special question in that any answer to it was both personally empowering and collectively leveling. What my classmates and I came to understand was that what matters is not one's answer *per se*, since the inherent reciprocity between the breadth of impact and the depth of impact renders all choices to be relatable.

Instead, what matters is having an answer—being conscious that one can have influence, being committed to using it for the betterment of others, and being aware that others can make equivalent contributions to society through different personal and professional balances. In this light, the most important lesson taught by Carl may be that there are different kinds responsibilities that come with choosing to change the world, that everyone can contribute, and that no one can do it alone. I can think of no more meaningful benefit of education.

Than you for considering this nomination.

Sincerely,



Allan W. Shearer, Ph.D., ASLA  
Associate Professor  
Co-Director of the Center for Sustainable Development

MICHAEL  
VAN  
VALKENBURGH  
ASSOCIATES  
INC

Jot D. Carpenter Medal Nominations  
c/o Carolyn Mitchell  
636 Eye Street, NW  
Washington, DC 20001-3736

Dear Members of the Executive Committee:

I consider it a great honor to support the nomination of Carl Steinitz for the 2015 Jot D. Carpenter Teaching Medal. Carl has dedicated himself to the field of landscape architecture education for over 50 years and continues to inspire students and practitioners alike through his teaching, scholarship, and commitment to solving complex problems through design.

Carl's distinguished teaching career has spanned the globe. He has lectured at academic institutions in nearly two dozen countries and provided thousands of students in the United States and abroad with the opportunity to tackle real-world design problems in some of the most challenging circumstances around the world. Carl currently holds the position of Alexander and Victoria Wiley Professor of Landscape Architecture and Planning, Emeritus, at the Harvard University Graduate School of Design, where he has taught since 1965, and is Honorary Visiting Professor at both University College London and Sheffield University in the United Kingdom.

I have had the great privilege to teach alongside Carl at Harvard since 1982 and have observed first-hand his passion for teaching and for the profession of landscape architecture. He has earned a reputation for being fair, honest, and approachable, and is widely adored by students, alumni, and faculty alike. As a lecturer, he is a master of his craft. Like Jot Carpenter, who was my first professor of landscape architecture at Cornell in 1970, Carl is exceptionally skilled at drawing out the very best that his students have to offer. He has high expectations, and challenges his students to dig deeply to find the best solutions to complex design problems. As a result, Carl's students learn to formulate better questions, to use research more powerfully, and to think more broadly about the role of landscape architecture in society. For his innovative teaching methods and dedication to his students, Carl received the Outstanding Educator Award from the Council of Educators in Landscape Architecture in 1984, and is a two-time recipient of the Outstanding Teacher Award at Harvard.

Underlying all of Carl's work is his firm belief in the capacity of landscape architecture as a profession to assume a central role in solving complex spatial design problems. Carl's focus on large sites and on developing methods for working with complex variables made him uniquely qualified to help lead the profession through the shifts that have occurred over the last several decades. He has been at the forefront of the profession regarding new approaches to questions of scale, urbanism, and ecology. Carl's status as an Honorary Member of the ASLA is a testament to his dedication to the profession despite his training in sister disciplines.

As Carl has noted, while most of his colleagues at Harvard are known for what they've built, Carl may be best known for what hasn't been built. For example, Carl and his students helped to conserve view corridors to the Bunker Hill Monument in Boston by applying techniques Carl developed for analyzing visual quality, a major focus of his scholarship. While beauty may be in the eye of the individual beholder, it can also be the basis of collective action and Carl has tackled this issue head-on: not through abstraction, but through observation, experiment, and simulation. For most of his time at Harvard, Carl made sure to involve his students in this work, through an advanced seminar that he offered over and above his required teaching load. His students went on to help develop techniques and systems to assess visual preference in support of federal, state, and local regulations.

Another profoundly important area of Carl's scholarship is his development and application of digital technologies to landscape planning and design. As a young professor, Carl was part of the Harvard Laboratory for Computer Graphics and Spatial Analysis. His studio on the DelMarVa (Delaware-Maryland-Virginia) Peninsula is recognized as the first study of any kind to apply computational technology to the practice of landscape planning. Through this and subsequent projects—and as always, with the integral involvement of his students—Carl helped to develop and advance many techniques that have become standard practices. It is safe to say that contemporary Geographic Information Systems software would not exist without the contributions that Carl and his former students, including Jack Dangermond, founder of ESRI, and Lawrie Jordan, founder of ERDAS, have made.

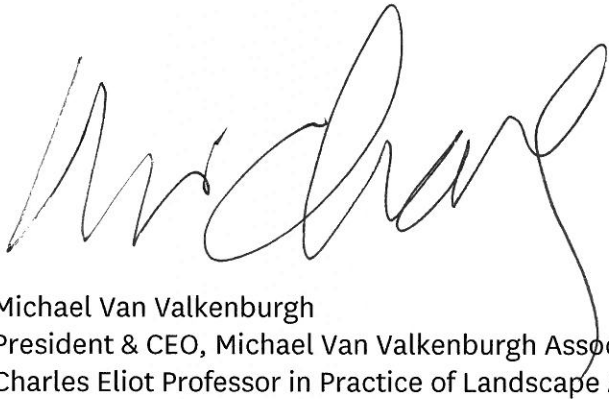
In all of his endeavors, Carl has challenged the traditional academic distinction between research and teaching. At the center of his work is a belief in the need for interdisciplinary efforts to solve complex problems and the related responsibility to prepare people to work collaboratively. As a studio instructor, Carl seeks out challenging, real-world design problems and provides his students with access to the tools they need to develop and test solutions that are both innovative and practical. For example, the landmark 1996 study *Alternative Futures for the Region of Camp Pendleton, California* was based upon the findings of Carl's students working in collaboration with governmental and non-profit agencies. Carl's "Framework," on which such classes and research projects are based, has since been applied by numerous scholars and practitioners alike. The

Jot D. Carpenter Teaching Medal Nomination:  
Carl Steinitz

opportunity to contribute to scholarship at this level has been profoundly rewarding for Carl's students, and has prepared them well for working in a professional setting.

Carl has devoted his entire career to educating landscape architects. He believes deeply that landscape architects should be leaders in solving some of the most pressing issues of our time. Thousands upon thousands of students around the globe have been influenced by Carl's teaching, and his methods and values are subtly reflected in the many who have gone on to be leaders in the field.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Van Valkenburgh". The signature is fluid and cursive, with a large, sweeping loop at the end.

Michael Van Valkenburgh  
President & CEO, Michael Van Valkenburgh Associates  
Charles Eliot Professor in Practice of Landscape Architecture,  
Harvard University Graduate School of Design





Gentlepersons:

I was a student of Carl Steinitz's in 1968-1969 at the Lab (later called the Laboratory for Computer Graphics and Spatial Analysis) in the Graduate School of Design (GSD) at Harvard.

I had previously received a Bachelor's degree in Landscape Architecture at Cal Poly-Pomona in California, and had just finished a Master's degree in urban planning at Minnesota in 1968.

I had read an article about the Lab in a journal, and, 46 years ago, I went on to Harvard.

The first day in Cambridge I met Howard Fisher, who had founded the Lab in 1965 with a grant from the Ford Foundation, and was director at that time. Howard soon hired both me and my wife, Laura, to work on computer mapping for the Lab, which was then located down in the basement of Memorial Hall on the Harvard campus.

Carl Steinitz had joined the Lab in 1965 as an assistant research professor. Already, in 1967, he had done his design studio project on DelMarVa with GSD graduate students. That project made use of SYMAP to analyze and map urbanization on the Delmarva Peninsula.

In 1968-69 I took a studio course with Carl and Peter Rogers; the project involved computer mapping and analysis of portions of the city of Boston.

At the time I took the design studio I was working nights for Howard Fisher on computer mapping, including preparing the manual for SYMVU.

Laura and I did all kinds of work at the lab, often working far into the night, and then I went to classes during the day.

Those who have worked with or for Carl know him to be very demanding. Carl insisted that we learn the tools. At the time that meant carrying boxes of IBM cards the quarter mile to the mainframe at the Harvard computer center, where you could get two or three hour turnarounds for your decks, if you came in to the center at 3 or 4 AM, instead of the eight hour turnarounds at other times of the day. Just to produce one computer map might take thirty trips to the computer center before you got all the coding and keypunching mistakes out of your deck.

Carl's design studios were what I now call problem-based learning. It was not enough to master the tools. Both Carl and Howard Fisher insisted that we also had to understand what the tools meant and how to apply them to solve problems.

But the most important moment of my Harvard education was the day—which I remember vividly—when Carl first explained to us how we could do quantitative spatial analytics using the computer.

That was the moment I fell in love.

I became so excited by what he had explained that I found it hard to sleep nights.

Laura and I realized that this computer technology could make a difference in the world and that perhaps we should devote our lives to developing this technology and making it available to others.

It was a magical time for us. Everything was new and exciting. We felt exhilarated. We had enough energy to work day and night, like the feeling you get after drinking seven cups of coffee.

During that year at Harvard, with Carl, I had the feeling that I was drinking knowledge out of a fire hose.

I think I learned more in that year than I had learned in the previous ten years of my education.

Meanwhile, Carl kept pushing all of us to understand and apply the technology. He and Howard Fisher emphasized, repeatedly: “the applications, not just the technology.”

I finished my degree, came back to California, and, in 1969, founded ESRI.

I think it is widely agreed that Carl Steinitz, over the fifty years he taught at Harvard, has been one of the most important figures in influencing the theory and practice of landscape architecture and the application of computer technology to planning.

In 2011 Harvard recognized the development of computer mapping—the work of Howard Fisher, Carl Steinitz and others—as one of ten most important developments at Harvard in the entire 375 year history of the university.

In 1998 Esri presented Carl with our Lifetime Achievement Award for his work.

In 2003 the ASLA made him an Honorary Member.

I strongly support your presenting Carl Steinitz with the Jot D. Carpenter Teaching Medal of the ASLA.

Sincerely,

A handwritten signature in black ink, reading "Jack Dangermond". The signature is fluid and cursive, with the first name "Jack" and last name "Dangermond" clearly legible.

Jack Dangermond

Executive Committee  
Board of Trustees  
American Society of Landscape Architects  
636 Eye Street NW  
Washington, DC 20001-3736

Re: Letter in Support of Carl Steinitz Hon. ASLA for the Jot Carpenter Medal

Dear Executive Committee Members:

It's an honor for me to urge ALSA to award the prestigious Jot Carpenter Medal to Professor Carl Steinitz, Honorary ASLA. Indeed—it's surprising to learn that Carl has not received this recognition before now.

I'll say it's impossible to overstate the scope and import of Carl's teaching, which spans from 1965 through 2010 at Harvard, and as an intrepid world traveler since his move to the United Kingdom. From my time as a student in the mid-1980s, and then across two decades as a colleague of Carl's at Harvard, I've experienced first hand his unbending commitment to teaching—he is relentless and driven still, almost 50 years later. Carl's drive seems to me built around a dual personal mission: pushing the boundaries of land-based planning research that result in beneficial ways of predicting or designing human settlement, and teaching future teachers how to do this, or how to devise and test approaches to doing it. There are so many notable teachers whom he's influenced directly, as doctoral supervisor or as a close mentor: I think of Kristina Hill, Konjian Yu, Richard Hawks, Dana Tomlin, David Hulse, Doug Olson, Doug Johnson, Ellen Deming, Alan Shearer; there are a hundred others.

In many ways, Carl taught against the grain at Harvard, and he did it with the greatest efficacy. He constantly foregrounded approaches to ecology-based planning in a department that didn't always privilege these matters. Carl took the common friction that exists quite naturally between planning and design and made it his métier. He's always believed that his work at every scale must be characterized as design. And that landscape architects were the best qualified to achieve it.

Here is another quality that deserves recognition, and it may not be widely known outside the university: Several deans, provosts, and even presidents of Harvard looked directly to Carl for clarity on university culture, rules of order, fairness, and the ombudsman role that crucially represents the student's rights and responsibilities. At times it seemed to me that Carl stood in for the conscience of the university. And I know that this positioning is, for him, a representation of both the intellectual and the everyman. That is the world he inhabits: the one that is built to privilege both the everyday and the special. That world is the one he's emphasized at the core of his teaching and research. And his life.

And one more list: I think Carl's body of research, coursework, publications, influence, and productive longevity—fifty years and counting—place him in a very special class of teachers—with the likes of Erv Zube, Ian McHarg, Stanley White, Hideo Sasaki, and Meto Vroom and Dirk Sijmons in Europe. Quite simply, Carl Steinitz has been and remains one of our most deeply committed and influential teachers. Let's be sure that Carl Steinitz holds the great honor of the Jot Carpenter Medal, along with many of our other significant teachers. He is a measure, himself: a legend, an influencer, a man of unmatched accomplishment, and a teacher's teacher.

Thank you for allowing me to comment.

Sincerely,



Gary R. Hilderbrand FASLA FAAR  
Principal, Reed Hilderbrand  
Professor in Practice of Landscape Architecture  
Harvard Graduate School of Design



State University of New York  
College of Environmental Science and Forestry  
Department of Landscape Architecture

Jot D. Carpenter Medal Nominations  
c/o Carolyn Mitchell  
636 Eye Street, NW  
Washington, DC 20001-3736

It is my privilege to write this letter of support for Dr. Carl Steinitz's nomination for the Jot Carpenter Teaching Medal.


In 1976 I chose to enter my graduate studies at Harvard so that I could be mentored by Carl. From the first day I entered the classroom I realized what a special teacher he was. I knew Jot Carpenter and I believe Carl embodies the same limitless energy and complete commitment to each student he teaches. Many of my GSD contemporaries can trace their decision to enter academia from their exposure to Carl including Lolly Tai, Art Rice, Doug Johnston and Mary Myers to name a few. Carl was always willing to mentor me at each stage of my career. Last year when I was hiring a new faculty member I called Carl as one of their references. Even though he had taught the candidate years earlier he was capable of offering insightful observations about the strengths and weaknesses of the applicant.

One of Carl's greatest legacies as a teacher was his introduction of GIS to a generation of Landscape Architects. It was his leadership and vision that was instrumental in GIS becoming core to the profession and led to the creation of ESRI and ERDAS. Visual impact assessment is another area in which Carl had a significant impact both in his scholarship and the students he taught. Carl and his colleagues developed what has become a core area of contemporary landscape architecture practice. In fact Visual Assessment is one of the few sectors of practice in which landscape architects are the dominant professionals.

At the height of his career there were few academic programs that did not have at least one faculty member that had studied with Carl. He and Ian McHarg probably mentored more future faculty members than anyone else in their generation. To this day I still use notes from Carl's classes. His lecture titled "the Escape of Tigers" is timeless and continues to be relevant today. He had a way of helping students see the essence of complex environmental and design issues. No matter how his students chose to express their careers the rigor and insightfulness of his classes lasted a lifetime.

For these reasons I enthusiastically support Carl Steinitz's nomination for the Jot D. Carpenter Teaching medal.

Sincerely,

A handwritten signature in black ink, reading "Richard S. Hawks". The signature is written in a cursive style with a prominent vertical line on the left side.

Richard S. Hawks, FASLA  
Professor

Jot D. Carpenter Teaching Medal  
c/o Carolyn Mitchell  
636 Eye Street NW  
Washington, DC 20001-3236

Re: Endorsement of Carl Steinitz for the Jot D. Carpenter Teaching Medal

Dear Committee Members:

It is my privilege to give my enthusiastic support to Carl Steinitz's nomination for the Jot D. Carpenter Teaching Medal. Because I have known Carl as a faculty colleague rather than as his student, I will address not only his teaching, but also his role as a mentor to young faculty and his generous contributions to landscape architecture education at Harvard and elsewhere.

Before 1985, I knew Carl only from his inspiring lectures at professional and academic meetings and from a few brief conversations when I found his quick mind and conversational style a bit intimidating. But after joining the Harvard faculty in 1985, I was quickly introduced to his personal warmth and his concern for his students and faculty colleagues. From my first faculty meeting until my last at the GSD, his advice – on topics ranging from how to challenge students to take risks to the best way to accommodate Norman's Newton's critiques in my studio - guided me to become a more effective studio instructor and a more forward-thinking educator. His advice and support continued, and in fact, increased when I was appointed Chair of Harvard's department following his own generous service as Interim Chair. He was always willing to dig into the complexities of curriculum development and the endless paperwork of admissions, faculty searches and student advising. Whenever he saw a learning opportunity for students he somehow found time to develop special events, local and overseas trips and lectures that supplemented student experiences.

But Carl's greatest contribution has been in the classroom. It was a privilege to see first hand how his intellect, creativity, efficient teaching style and tireless energy impacted the lives of the hundreds of landscape architects he has taught. Everyone who has been Carl's student or colleague knows that he sees debate as crucial to teaching and, although I frequently disagreed with his position I, like his students, always left such discussions with

new knowledge and greater clarity for my own positions. His teaching techniques inspired students to take risks, try new approaches and defend their positions with rigorous discipline. A piercing critic of student work at any scale, in a few quick sentences he would address all aspects of a student's project – from its graphic communication to its intellectual underpinnings and its social/political impact. With thoughtfulness and just the right amount of “tough love,” he always challenged the strongest students while providing careful support to the least adept ones.

Carl Steinitz, perhaps more than anyone I have known in Landscape Architecture education, has been uncompromisingly dedicated to serving his students, former students and faculty colleagues across the globe. Once Carl becomes your supporter, it is for life. He has stayed in touch during the twenty-some years since I left Harvard and has continued to offer advice on concerns that impact landscape architecture education. Like scores of other educators, I have no doubt that, without Carl's mentoring, I would be a much less effective educator of Landscape Architects. As a former Carpenter Medal winner, it is somewhat disconcerting to be writing a recommendation for someone who was so key in my own development as an educator. It seems overdue that the ASLA recognize the many contributions that he has made in educating hundreds, if not thousands, of Landscape Architects, including those like myself who are educators.

Sincerely,

A handwritten signature in dark ink, reading "Linda Jewell". The signature is written in a cursive, flowing style. The first name "Linda" is written in a larger, more prominent script, and "Jewell" follows in a similar but slightly smaller script. The signature is positioned to the left of the typed name and title.

Linda Jewell, FASLA and 2008 Jot D. Carpenter Medal Recipient  
Professor of Landscape Architecture & Environmental Planning  
and Chair of Urban Design Program