



William P. "Chip" Winslow, III, FASLA, PLA

Professor of the Practice

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Professor Emeritus of Landscape Architecture, Kansas State University

Nominee for the ASLA Jot D. Carpenter Medal

2024

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1 February 2024

Jot D. Carpenter Medal Nomination
c/o Honors and Awards
636 Eye Street, NW
Washington, DC 20001-3736

**RE: Nomination of Professor William P. “Chip” Winslow, III
for Jot D. Carpenter Medal**

Dear Honors and Awards Committee,

Professor William P. Winslow, III, FASLA, PLA, is the consummate landscape architecture educator. Known as “Chip” to everyone, he has made a huge impact teaching students, mentoring emerging professionals and collaborating with practitioners and educators for over forty years. His career and contributions are the epitome of what the Jot D. Carpenter Medal was created to recognize. We nominate him as an outstanding educator and a worthy candidate for the legacy of Jot Carpenter.

I first met Chip when we each joined the faculty of the Department of Landscape Architecture at Kansas State University in 1982. He was returning to KSU, where he had earned his BLA degree a few years earlier and where he had served as an undergraduate teaching assistant for both the Department of Landscape Architecture and the Department of Horticulture teaching landscape plant materials. It was rumored that Chip not only knew every single tree and shrub on campus, but he knew their parents as well. In this early experience, he not only got to work with plants as both horticultural and design elements, but he developed his interests in teaching as a means to helping students cultivate competence, interest, and their own confidence learning and applying information towards creating healthier and more useful environments. The challenges and satisfaction that he got from the enterprise of teaching was further developed while he served as an instructor while he was earning his MLA.

For many years, the Landscape Architecture program at KSU was highly regarded as one of the best in the nation with its strengths being in traditional site-scale design and implementation. At that time some other schools were integrating the use of computers into their curricula, but that was applied to large-scale resource analysis using main-frame computers. The IBM Personal Computer hit the market in 1981 and by 1983, Chip and I were integrating desktop computers with spreadsheets, databases, and word processing into the K-State curriculum to strengthen and enrich the programs strengths traditional site planning and implementation as well as enhance the project and office management components of the curriculum.

Typical of many programs was a full year of construction and landscape engineering coursework. With Chip’s leadership and passion, the K-State program gave the students two-and-half years of courses in these technical topics, providing them with the significant skill, expertise and confidence to tackle challenging site development and facilitate complex design work. This was quite a competitive advantage as these students sought entry-level positions.

The Design School

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Chip has a special talent for engaging students in complex technical and detailed skills. He helps them not only develop mastery of the subject, but also develop confidence in their skills and abilities and to appreciate their own capacity to contribute to and manage significant and complex project development, design and implementation. He is committed to both “the big picture” and to the details and he is serious about the subject matter, but he also enjoys fun and humor and he encourages his students to both be serious about their studies, but to also have fun and find joy, fulfillment and satisfaction in their studies and their aspirational pursuits.

Professor Winslow has an excellent national reputation for his ability to provide inspirational instruction in landscape construction design, detailing and project implementation. He has often been the faculty lead for construction and landscape engineering courses. However, he has also depth and breadth in teaching other subject matter in a landscape architecture and planning curriculum. He has also taught planting design, site design, woody plant materials, and advanced design. One term, Chip and I co-taught a regional landscape assessment and community planning course together. I found his ability to move between site-scale work and landscape-scale assessment to be fluid and connected. He was able to challenge students to think about whole watersheds and the implications of land planning that would ultimately have consequences for subdivision-scale community design and ultimately for the details of site development. It wasn't just that he could think this way but that he could coach the students to make these connections with logic and sustainability values. He is also an excellent colleague to co-teach with, accepting the challenges of sharing instructional responsibilities and leads and the turning of a teaching partnership into a synergistic enterprise that positively enhances the students' experiences, learning, and attitudes about the profession of landscape architecture.

Another special interest of Chip's is golf and golf course architecture. We didn't have a course in gold course design in our curriculum, but Chip created two elective courses, a first foundational course in “Golf Course Planning and Design” and a second – “Advanced Golf Course Planning and Design” that were offered as two-week intensive workshops during the two week intersession period between fall and spring semesters. The courses developed a very positive reputation and attracted participation from not only KSU students but also from landscape architecture students enrolled at other institutions and from professionals who wish advanced training in this specialized form of practice. One of those students, now a principal in an award-winning firm in Denver was reminiscing about his participation in Chip's Advanced Golf Course Workshop. He described not only the hard and detailed work, with complex routing details and quarter-foot contouring details, but also the fun and the impact of having Chip take the class out to a local golf course to walk the course, hit a few balls and talk about how design of the course was actually the design of the golfing experience for the player.

Chip has always been committed to the idea that teaching was more than just sharing information – it was also engaging the students in hands-on experiences that give the students a real world experience and appreciation for creating designs that both inspire and are capable of being built. Using projects that require the students to get to real sites and creatively and effectively deal with real and existing circumstances is a critical part of his pedagogical approach and it give the students confidence that they are capable of engaging real-world situations.

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In 2018, the Landscape Architecture Program at Texas A&M University recruited him to come and help them reinvigorate their landscape architecture curriculum and to take leadership in the in the landscape construction and planting design components of the curriculum. He accepted a position as a Professor of the Practice, leaving a tenured position and accepting a non-tenure position in a setting that gave him another opportunity to make a special and critical impact on the development of students and future professionals.

Chip's reputation for extensive knowledge and mentoring personality regularly makes him a preferred choice as graduate committee chair or member for dozens of MLA students and over 100 advanced undergraduate students. They very much appreciate his regular and systematic encouragement to experimentation, exploration, excellence and practical resolution with thesis research and graduate design projects and undergraduate capstone projects. Several of these student projects have been presented in regional and national forums and have been recognized and rewarded as exemplary work.

In addition to his course instruction activities, he regularly works with students outside of the classroom and coursework to aid and encourage them in their efforts to seek scholarships, internships, entry-level and early career employment opportunities and admission to graduate studies. He not only writes persuasive letters of recommendation – he also coaches, mentors and encourages students on their strategies for developing and advancing themselves. His contributions often facilitate making connections and helping students with professional networking. He is generous with his time and his enthusiasm on behalf of these students. Many of those students have been fortunate to have their work be recognized as demonstrating their worthiness for recognition with ASLA Honors Awards, ASLA Merit Awards, and Sigma Lambda Alpha Landscape Architecture Honor Society membership.

Many academic practitioners and others recognize that faculty are regularly challenged to demonstrate that their efforts and contributions are peer reviewed. For most, this mean that when they write a scholarly article, it gets reviewed by a panel of peers, and if worthy, gets published. That does happen, but peer review can and should mean much more than that. It means that all of the efforts in teaching and instruction, in research and scholarship, and in service and community engagement should be regularly reviewed by peers and when meritorious, should be recognized as such. His scholarship has been recognized not only by publication but also by an awards from The Michigan Chapter of ASLA. In addition to peer reviewed scholarship, he has also had meritorious peer-reviewed teaching and service.

The peer-reviewed teaching, meaning that juries or review panels of professionals have reviewed both his contributions and the work of his students and found them meritorious and worthy of recognition. His teaching activities have led to awards such as the Mary Jarvis Faculty Distinction Award for teaching (twice) and awards to students under his instructional mentorship by the Kansas Main Street Program. His service to the profession has received peer recognition by CLARB for his service in his service on the Exam Writing Committee and a CLARB Presidential Award in 2007 for his service as an LARE Grader and C2Ed/Outreach Committee Member. The ASLA has also recognized his achievements and contributions with election to Fellowship in 2003.

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His service activities within the institution, both in his time at K-State and at TAMU have typically been focused on activities that improve and enrich both the curricular and the extra-curricular experiences and opportunities for students in the programs. Improving the courses, the pedagogy and instructional strategies, the field studies and internship opportunities, the international study-abroad experiences, and the physical and cultural learning environment for the students have always held a high priority for him.

His service with CLARB arose from his deep commitment to the development of future practitioners. He wants to help his students become “practice-ready”, including being capable of becoming licensed as professional landscape architect. As a licensed landscape architect himself, he sets himself up as an ideal role model for professional development. It was through his extensive service to CLARB that he reached national prominence and appreciation for his leadership, vision and service. Those activities advancing professional development and licensure includes not only his CLARB actions but also his contributions to the Kansas State Board of Technical Professions (with appointment to that Board by the Governor), and his related advocacy through his participation ASLA, CELA, and LAAB activities.

Chip’s CLARB leadership has come through the elected offices that he has held, including Regional Director (1994-98), Secretary 1998-2000), Second Vice-President (2000-01); First Vice-President/President-Elect (2001-02), President (2002-03), Past President/President of CLARB Foundation (2003-04) and member of the CLARB Board of Directors (1997-2004). During this period of time, he served on over 20 different committees and task forces. Amongst those committees were significant efforts enhance professional education – both in formal accredited programs and in continuing professional education. He chaired CLARB’s Strategic Plan Committee in 2002-03, providing research, insight, and recommendations for the direction of the organization for the coming decade.

As the President of CLARB, one of his duties was to represent the missions of CLARB in collaboration with the apex leaders of the North American landscape architecture peer organizations – ASLA, CLARB, CELA, LAF, LAAB, and CSLA. This group is the Landscape Architecture Presidents’ Council and they meet annually to share common interests and develop collaborative strategies for advancing the collective capacity for the profession to serve people and places through informed planning, design, and management of the land.

One of the critical contributions to come out of this collaboration was his service as a member of the Education Crisis Task Force (2002-03) - dedicated at looking at and providing remedies for the issues facing the education of the profession of Landscape Architecture. The committee consisted of the leaders of the allied professional organizations, ASLA, LAAB, CELA, LAF, CSLA, and CLARB and the Task Force was responding directly to a challenge brought before it by the late Jot Carpenter when he observed in the late 1990s that the rate of graduations of new landscape architects at that time would not keep up with the rate of retirements of “boomer generation” landscape architects inspired to enter the field by surge of public interest in environmental issues in the 1960s and 1970s. One important and critical benefit of that Presidents’ Council work was a commitment by all of the landscape architecture peer organizations to seek better communication and collaboration among their organizations.

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Chip's engagement across multiple LA organizations has positioned him to effectively advocate for professional education and development in roles across several of the organizations, especially in his roles as a Trustee from the Prairie Gateway ASLA Chapter (2007-10) and as a member of LAAB's Roster of Visiting Evaluators (ROVE – 2009-present). In most of his ROVE Visiting Team assignments, he has served as the Chair of the Team and in that role, has provided professional mentoring to other team members and to numerous program administrators and faculty at various landscape architecture programs across the country.

Professor Winslow has not only been tireless and visionary in his lifelong effort to provide quality professional education to future landscape architects, but he has been effective at helping them care passionately about this field we all love. He has shared this passion not only in his classrooms but also across the country and through his very active engagement and leadership with many of our peer landscape architecture organizations. Students and colleagues appreciate his wisdom and experience, his patience and persistence in encouraging their success, and his friendship and good humor as a mentor, coach, confidant, and role model.

William P. "Chip" Winslow, III is an exceptionally fine candidate as a recipient of the legacy of Jot D. Carpenter and I wholeheartedly and unreservedly support his nomination.

Cordially,



Kenneth R. Brooks, FASLA, FCELA, PLA
Professor Emeritus of Landscape Architecture

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Trustee, Arizona Chapter of ASLA (2021-2024)
Past Chair of the Board, LAAB
Member of ROVE of the LAAB
Past President, CELA
Past Secretary-Treasurer of the CELA Academy of Fellows
Past President, Sigma Lambda Alpha



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February 8, 2024

Jot D. Carpenter Medal Nominations
c/o Honors and Awards
ASLA
636 Eye Street, NW
Washington, DC 20001-3736

**Re: Nomination of Professor William P. “Chip” Winslow, III
for the ASLA Jot D. Carpenter Medal**

Dear Committee Members:

My sincere thanks for the opportunity to offer my thoughts regarding the nomination of Professor William P. Winslow, III for the ASLA Jot D. Carpenter Medal.

The Carpenter Medal is particularly meaningful to me for several reasons, foremost being that I personally knew and worked with Jot on several ASLA projects, the most notable being the “Landscape Architecture Construction Handbook” in the early seventies. There is no person who teaches, practices or studies landscape architecture who does not owe Jot Carpenter a debt of gratitude for his significant contributions to this profession that continued far beyond his untimely passing. Secondly, I was the recipient of the Carpenter Medal in 2009.

Professor William P. Winslow has made significant, lifetime contributions to the profession over his forty plus years as a teacher of Landscape Architecture. Professor Winslow’s ability to visualize and break down complex design issues into their simplest denominator within the eyes and minds of his students; --- his ability to focus their attention on reasonable, workable solutions, within budget; --- his abilities to introduce and impart the knowledge required for his students to develop the documentation of those solutions necessary for the construction implementation of those end solutions on the ground; --- are all the traits of a truly outstanding teacher.

Professor Winslow's teaching areas of expertise fall into several focus areas including site planning, site engineering, site construction documentation, site construction management, golf course design, plant materials, planting design, storm water management and land development. I would estimate that Professor Winslow has taught well over 3000 students directly in his career at both Kansas State University and Texas A&M University and that thousands more at other programs have benefitted indirectly from his career of advocacy with ASLA, CLARB, LAAB, CELA, and KSBTP. Given the opportunity to weigh in on Professor Winslow's impact on their learning experiences during their college years; --- and beyond in their professional practice experiences to date, I am absolutely positive their response would be an overwhelming endorsement of Professor Winslow's efforts on their behalf!!!

Professor Winslow's many contributions to the Landscape Architecture profession extend far beyond his teaching responsibilities and accomplishments; ---- particularly in the area of professional practice registration, encompassing 11 years on Kansas State Board of Technical Professions 1992-2003 (Board Chair 1997-1998) and 7 years on CLARB 1997-2004 (Council President 2002-2003). I make the point of Professor Winslow's involvement in professional registration because it made for an interesting crossover of purpose between Professor Carpenter and Professor Winslow. Near the end of his career, Jot made an impassioned presentation to the leadership of ASLA regarding an impending crisis confronting the profession of Landscape Architecture due to the lack of sustainability in the form of legal basis and low numbers, among other issues. In response to that "impending crisis", a Task Force was formed known as "The Education Crisis Task Force" dedicated to looking at, and providing remedies for, issues facing the education of the profession of Landscape Architecture. Professor Winslow was a member of that task force as the President of CLARB; --- and was instrumental in developing and offering those remedies for consideration by the ASLA leadership.

Professor Winslow is a man of the highest integrity, a master teacher at the highest level, who has dedicated his life to teaching and service to the profession of Landscape Architecture; --- and is certainly most worthy of your high consideration for the Carpenter Medal. Thank you.

Sincerely,



Dennis J. Day, FASLA
Professor Emeritus of Landscape Architecture
Kansas State University

Jot D. Carpenter Medalist, 2009
Past Member, LAAB Board
Past LAAB Visiting Evaluator

Dear Jot D. Carpenter Teaching Medal Awards Committee:

The following letter is to serve as a letter of support for **William P. “Chip” Winslow as exceptional nominee for this year’s Jot D. Carpenter Teaching Medal**. The following letter addresses several of Chip’s sustained and significant contributions to landscape architecture (LA) education over his storied career.

I have had the pleasure of working with Chip for the past six years at Texas A&M University (TAMU). As an educator, myself, with nearly 15 years of experience teaching and researching as well as a decade of administrative roles, I currently serve as a senior member of the TAMU faculty as well as the current Department Head of Landscape Architecture and Urban Planning where Chip works. From the position of senior faculty and Associate Department Head, I participated in the direct recruitment of Chip and helped entice him to leave a comfortable and secure long-time position to come to TAMU to strengthen and rebuild a critical part of our curriculum. Now, in the role as Head of the Department, I have the responsibility to evaluate and assess the performance and contributions of all faculty members. This affords me special insight and appreciation of the contributions that Chip has made that advance the education, mentoring of students, and the coaching and encouragement of junior faculty. Further, my position as a recent President of CELA allowed me to experience engagement with many leaders and faculty from other LA programs. This experience gives me a unique perspective to both see and compare Chip’s contributions and accomplishments to other landscape architecture educators as well as speak on his impact to the allied organizations in LA (e.g. CELA, ASLA, CLARB, LAAB, etc.)

A Decorated Background in LA Education. Chip Winslow joined the TAMU faculty six years ago, in 2018, as Professor of Practice, after spending the majority of his academic career at Kansas State University (KSU) where he was a tenured Professor and is now Professor Emeritus. He is also a licensed LA and has been since 1993 as well as a Fellow of the American Society of Landscape Architects (ASLA). As such, Chip has had a very storied and impressive career both professionally and academically at KSU and TAMU. Specifically, his academic work across both universities related to teaching LA construction and site engineering classes as well as his roles in LAAB and CLARB, primarily through his service on accreditation boards for LA programs and his pursuits to increase licensure standards and obtainment standards in the LA profession which have been significantly impactful to academia and the profession at large, as well as CELA, CLARB, ASLA, LAAB. And allied organizations.

Significant Impacts on LA Education and LA Construction Courses. Chip’s approach to teaching has always focused on providing 1) an experience for students to become personally involved with the subject matter, 2) an avenue to incorporate and validate knowledge and experiences, and 3) the opportunity for students to experience connections to the entire process. This approach has served him well in his career where, although he is renowned for his ability to teach LA construction courses, he has taught a diversity of subject areas across multiple disciplines. He effectively updated and taught multiple levels of LA construction and site engineering courses at both KSU and TAMU. He uses an integrated approach which ties real world projects into the construction pedagogical process and breaks the content across multiple studios and courses for increased knowledge retainment. Due to his construction related teaching at KSU, his students won the *Student Award of Excellence* in the Design Built Category from the ASLA Central States Chapter and kept KSU’s construction courses at the top of the *DesignIntelligence* rankings for many years. He continued this success at TAMU through helping the curriculum committee best readjust and realign the construction course sequence and content. He teaches undergraduate and graduate students across disciplines at TAMU, in both the LA programs and the Land and Property Development (MLPD) program.

He has taught 9 different courses in 5 years at TAMU and has taught 30 different courses in his entire career. Other than the construction course overhaul, he also developed a new planting design course for LAUP at TAMU and has completely rethought the Sustainable Development course in MLPD. This is a true testament to his knowledge of the

LA discipline. Also, at TAMU, as an example of his stellar work, he tied his unique teaching approach into a large interdisciplinary, funded, service learning, community-based project with the City of Buffalo Gap, TX. Here, his studio worked with Architecture students and faculty to create a Master Plan for the town to grow, including site scaled architectural renderings and detailed landscape schematics. Groups from this studio won several awards from the Texas Chapter of the American Society of Landscape Architects for their integrated, multi-disciplinary, multi-scalar, and engagement related designs.

Integrating LA Education with Changes within Allied Organizations in LA. Perhaps one of the most significant contributions that Chip has made in his career is his service to LAAB and CLARB, which have had a ripple effect on organizations such as CELA and ASLA. He has chaired over a dozen accreditation reviews for LA programs with LAAB. Some of these schools include Penn, Georgia, Mississippi State, Arkansas, Boston Architectural College, Auburn, Maryland, and Syracuse. Through his CLARB leadership, he was an integral part of the call to action by CELA, ASLA, LAAB, and LAF to deal with the “Education Crisis” that Jot Carpenter discovered in his initial research. The result was an amazing interaction of the various entities involving the profession under one roof to address this crisis. Prior to this undertaking, there was not much interaction between those groups and there was more competition among groups over their singular missions. As the only educator in the CLARB system at the time, Chip acted as one of the first bridges between the practicing professionals and the educators, as he was a member of both CLARB and CELA at the time. Many great things came about with that relationship that we benefit from today, including the 50 by 2010 effort to have all 50 states with LA licensing. Overall, there became a greater awareness of the professional groups and their contributions to the LA profession as a whole, and more mutual respect across the board. This is quite an amazing testament, as these groups are significantly allied today and work together on numerous undertakings. He has held many positions in CLARB including President and Secretary. For his work with CLARB, he has won several awards including the CLARB Recognition Award and the Presidential Recognition Award. He also chaired the CLARB Strategic Plan Committee and served on the LARE Writing Exam Committee. These important roles shaped how academic programs become accredited and how professionals become licensed. This has also had a profound impact on accreditation standards and education that prepares students for success for the LARE, which he continues to employ in his classrooms.

Professional and Academic Success of His Students. Chip has taught thousands of students and served as a role model for many others over the years, in an effort to continually give back to the profession through his service. Some of these mentorship opportunities have come through direct teaching in the institutions he has been associated with and some have come as a result of his service roles through the years through his service on ASLA committees and leadership positions, CLARB leadership positions, or serving as an exam writer and grader for the LARE. Many of his former students and mentees have become principles or leaders of significant firms or academic units across the country, and, in some cases, globally. He is in continuous contact with alumni from all his previous places of employment and they rely on him to help them in their recruitment. Also, alumni seeking relocation often contact him to assist them in future career options and plans. From a small fraction of the students that Chip has positively impacted over the years, I will provide a few professional and academic examples of successful impact cases from his teaching and mentorship below.

Many of the students whom he taught or mentored, who obtained an expertise in golf course design, a rare and unique factor of Chip’s design arsenal, have gone on to have amazing professional careers. For example, students from KSU such as Phil Smith, Chad Goetz, Jeremy Anterola, and Nichole Crutchfield have all gone on to become renown golf course architects and designers and have worked for legends in the sporting industry like Jack Nicklaus and Tom Weiskopf, in both the U.S. and Europe. Many other of his students, such as Ian Scherling who is now at Sasaki Associates, have simply carved out profound professional niches in LA design (more mentioned below). Others

have gone on to have storied careers in academia and have also taken on leadership roles in these institutions. A few of these examples include Katie Kingery-Page who is now Associate Dean at KSU, Howard Hahn who practiced professionally for decades and is now a faculty member at KSU, and Bryce Lawrence who is an LA faculty member at TU Dortmund University in Germany. Many junior faculty members whom he has worked with and mentored have also gone on to have tremendous careers and success. For instance, Maria Bellalta, FASLA, is now Department Head at NC State and ASLA Trustee. Further, many of his former students and mentees have also gone on to take on significant leadership roles in LA-related national organizations. For instance, Phil Smith and Carissa McMullen both went on to become President of CLARB. Nichole Crutchfield is now a Director at Large for CLARB. Finally, he continues to mentor students who show tremendous success in the classroom and show national prominence. Adriana Hernandez, a former TAMU student who is a practicing LA in Austin, TX, became a National LAF Olmsted Scholar Finalist under Chip's mentorship. Another TAMU Student, Nancy Valenzuela (who transferred to TAMU from KSU to work with Chip) won the ASLA Fellows Scholarship. These stellar examples only show a glimpse of the impact that Chip has had over his long career as an educator; but, as you can see, he has had an amazing positive impact on the field and its existing and future professionals and teachers.

In conclusion, I would like to emphatically state that **I highly recommend Chip Winslow for the Jot D. Carpenter Teaching Medal.** His record of teaching and mentoring impact on students and professionals is on par with many other winners of this prestigious honor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Galen Newman'.

Galen D. Newman, PhD, FASLA
Professor and Head
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February 12, 2024

Jot D. Carpenter Medal Nominations
C/O Honor and Awards
636 Eye Street, NW
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RE: Mr. Chip Winslow Endorsement

Executive Committee and Board of Trustees,

This letter is written to endorse Mr. Chip Winslow for the Jot D. Carpenter Teaching Medal. I consider myself very fortunate to have had Chip Winslow as a professor for many classes during my years as a student at Kansas State University from 1988-1993. During my time, I was instructed in the critical areas of practice including planting design and construction courses. Chip was a hands-on professor providing real-life, practical design challenges requiring resolution by a licensed landscape architect. This allowed his students to engage with him to best understand how our future work was going to impact and benefit both the environment and the people spending time in it. To be shown the relevancy of the assignments and work effort by applying what we were learning to solve problems was not only motivation to complete the classes but was also valuable as I entered the profession and began testing for the licensing exams.

During my time at K-State, the college was due for an accreditation review and the university president was planning to allow our accreditation to lapse. It was the professors in our program, including Chip, who explained the process and impact this decision would have on not only the university and the faculty, but also the graduates. I know the professors took risks going against the administration, but we were able to organize and demonstrate around campus and the president's home to change the decision. Understanding the importance of accreditation on licensure was extremely valuable as a student, and having a cause both students and faculty could rally around created an impression and a bond.

Chip was a fantastic educator in part because he connected with the students. At times, he could almost be one of us. It was not uncommon for Chip to be seen at one of the late-night gatherings or student - organized events. He was approachable and remains approachable to this day.

During Chip's tenure, Chip and other professors offered a strong emphasis on design and construction documentation. Having practiced in the field, Chip brings his knowledge to the classroom yielding graduates who perform very well in the workforce. Chip is a key reason why the Kansas State landscape architecture program was sought-after and why graduates of the program were in high demand for so many decades. I am thankful I had Chip as a professor as it allows me to be part of the club of graduates that span so many years with stories and "Chip-isms" that bring fond memories. I can still hear his chuckles from the hallway when I recall my time in the studio.





For the last 24 years, I have managed a landscape architecture practice in the Midwest. As a practitioner, I compete against others in the region who were instructed by Chip. The world of landscape architecture is relatively small, so we know the formidable players. There are three quality firms in our region run by landscape architects who graduated during the years Chip was teaching at Kansas State University.

I have also hired a few professionals who received the same instruction I had. There was security in knowing their skills in construction were strong. Clearly, students prepared under Chip's instruction are well-equipped and well-prepared to not only succeed in practice but to provide leadership for the profession.

Lastly, although Chip's service to the Kansas State Board of Technical Professions and CLARB leadership occurred prior to my involvement, as current KSBTP board member and current Past-President of CLARB, I am intimately familiar with the commitment and dedication this work takes. Additionally, I recognize how this volunteer work significantly impacts the members and member boards these organizations serve and the licensed professionals who benefit. Chip volunteered his time for twenty years to the CLARB organization. During this time, his work was significant. He served in nearly every capacity, from works as a grader and examination writer to various committees and board positions including President of the CLARB organization. Chip was, in fact, the administrator for the in-person testing sessions I attended during my pursuit of licensure. He was a kind and reassuring presence at a time when that was exactly what I needed!

Chip's impacts on CLARB include the development of the electronic exam from the written format to development of one of the organization's strategic plans. The groundwork he laid for the current CLARB organization is the result of a professional who remains passionate about landscape architecture and licensure.

In summary, from my first day as a student walking into the landscape architecture department at Kansas State University to my exam testing dates and as a practicing professional, Chip has been there to support me. Although Chip is no longer here in Kansas, he still responds to my requests for any potential talent I might add to my practice or serves as a reference for an application I might receive. I can't imagine an educator who has had more impact on the profession or on as many licensed practitioners as Chip.

Respectfully submitted,

Carisa L. McMullen, PLA
Principal





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February 11, 2024

RE: Endorsement of Chip Winslow for the Jot D. Carpenter Teaching Medal

Dear Executive Committee,

I am honored to write a letter of endorsement in support of Professor Chip Winslow to be this year's recipient of the Jot D. Carpenter Teaching Medal. In my experience, he exemplifies someone who has dedicated his life to expanding the knowledge in the profession as well as supporting professionals and former students even well after their graduation. Both as a student and later as a colleague of Chip's, I have experienced direct and profound moments in my career and education that I can directly attribute to Chip's energy and dedication. These moments continue to inspire and support my thirty-year career to date.

Looking back at my 19-year-old self, as a student taking earthwork and construction classes at 7 AM three days a week, I had no idea that these lessons would influence my career so significantly. For example, one unique aspect of his teaching was having us as students make our own research manuals by compiling what we learned at the end of each semester. He ensured they were readable and usable. I still reference these binders today as I work with young staff members on my team.

The foundations that Chip instilled in me as a student continue to show up in my career through unique and relevant ways. As an example, as a public sector employee, I have had the curiosity to create new research knowledge through cold weather wetland design by experimenting with researchers from North Dakota State University in partnership with the City of Fargo's stormwater engineers. Recently, I have had the courage to challenge my peers in City Engineering when reviewing earthwork spot elevations for better accessibility design on a public entrance for our new city hall in Fargo North Dakota. When working with developers on their subdivision layouts, site construction or even affordable housing financial proformas, I have had the confidence to ascertain cost appropriateness on behalf of the public's priorities. Chip's teachings along with his consistent and thorough delivery created a wealth of lessons that enable me to currently serve as the first female Planning Director for the City of Fargo, North Dakota. As a Planning Director in the largest city in the State of North Dakota, I find myself in unique and strange situations but through my well-rounded education I can show up with

confidence and influence the built environment and policies that effect the built environment in positive ways and with a problem-solving can-do attitude.

In my last few years of classes with Chip and then later serving as Prairie Gateway Chapter President in the late 1990s, Chip would share his experiences with CLARB and ASLA. His volunteerism as an exam writer, grader and CLARB board president taught me the value of giving back. I was proud that someone from our small state of Kansas could have such a national impact and be involved in significant ways.

I believe one of the strongest legacies from Kansas State University is how the professors convey dedication to our professional organizations and sharing the importance of giving back. As such, Chip instilled the belief in me that giving back and being involved in our associations was a great honor. As such I have found immense reward and value in volunteering for both ASLA and CLARB in my thirty-year career. I currently serve on the CLARB's Board as Director-at-Large and am one of the more tenured volunteers at the age of 55 with over twenty years of volunteering with CLARB.

One key involvement I have had with CLARB is being the subject of one of the case studies to demonstrate the need for significant governance changes in 2019 in order to allow people like myself to serve on the board of directors. Prior to governance changes, I would never have been qualified due to my state's limitations on serving on the licensure board. Through my career in the Kansas City region and my previous work in the 1990's and 2000's I've experienced firsthand the advocacy work needed to obtain and maintain licensure and practice regulations. Without Chip's teachings and his involvement later in my career as a mentor and connector, I'm not sure if I would be dedicating time today in these professional arenas nor would I have built the confidence to navigate the organizational bureaucracy. Just this year, in the State of North Dakota I helped lead a state law change to get one landscape architect seat and one public member seat on the state board following CLARB's model law. In 2009, our profession was told this would never happen, but we didn't give up.

In 2003, my first year serving on the grading committee with CLARB, I was by far the youngest person in the room. A fellow K-Stater had recommended my service. Chip attended this same grading session to welcome and encourage my involvement. Throughout my career Chip has been part of the professional community cheering me on.

I left private practice and joined public practice because of my desire to be able to influence public infrastructure design and construction along with regional scale planning. It has been a very rewarding experience to work on a wide variety of issues that my position at the City of Fargo affords me the opportunity to witness. The work requires me to work at a harried pace, diverting between wide ranging of topics, and collaboratively working across disciplines and with people who have strong opinions. Having the firm foundations of construction and overall professional knowledge has given me the tools to arrive in totality in this career. I am open to the challenge of working in a remote part of the country in a state with approximately 24

registered practicing landscape architects residing in North Dakota. I've learned to adapt and most importantly figure out how to solve problems. There is probably not a week that goes by where I'm not remembering something I've learned from Chip. The best part is that these memories are probably less about the construction or the design issue of the day, but more about the fundamentals on general physics and materiality which allows me to fully bring forward creativity in trying to work on resolving community problems and serving our community to obtain the best public spaces and built environment as possible. I still remember Chip telling us as students, that we have to be able to think on our own in order to make it through our job.

Today, thirty-two years later, nothing would be more rewarding but to see one of my mentors and advisors recognized with such a significant medal in Jot D. Carpenter's name. Chip's influence on multiple generations of landscape architects is powerful. I am hopeful laying out some highlights of my thirty-year career portrays a snapshot how Chip's teachings, dedication and enthusiasm has shaped my career and therefore positively impacts and influences not only our built environment but also our regulatory environment.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Nicole B. Crutchfield', with a long horizontal stroke extending to the right.

Nicole B. Crutchfield, ASLA, PLA, AICP
Director of Planning and Development



February 12, 2024

Re: Letter of Recommendation
William (Chip) Winslow, FASLA

Dear Honors & Awards Selection Committee:

I am honored and privileged to highly recommend Chip Winslow for the Jot D. Carpenter Teaching Medal for his excellence in teaching, mentoring, service and visionary understanding of the art and science of landscape architecture.

My close connection to Chip began in 1982 as an Assistant Professor at Kansas State University teaching construction class. At first, I was disappointed to learn that Dennis Day, FASLA, 2009 Jot D. Carpenter Teaching Medal recipient, was not going to be our instructor for construction classes. This new guy that Dennis Day had been mentoring was challenged to maintain the tradition and high level of academic standards that has been nationally recognized for decades. Chip quickly drew great respect and trust from all the students and provided a seamless transition with his own experience, sense of style, and understanding of the profession.

All students knew that one of the largest hurdles in our academic journey was to make it through the grueling and in-depth rigger of construction classes. We all knew this was make it or break it time at Kansas State and we had all been told that this portion of our education would set us apart from many of our peers as we entered our careers. I am pleased to say, 40 years later, that my beloved alma mater was right. Chip not only filled a faculty position, but he also continued to elevate and challenge himself to be the very best at what he does.

Looking back, it was an amazing amount of information that Chip had to teach us in 3 semesters. This included grading, earthwork calculations, stormwater management, road geometrics, lighting design, construction materials, site layout, setting up construction document packages, specifications and so much more. It was a masterful process of learning, conducted by Maestro Winslow who connected with us young students and presented the information in a way that we were able, and willing, to take it all in. This was clearly the result of Chip's passion and winning over the trust of students eager to take his instruction. Yes, it was exhausting but Chip was always there for us and by our side if we went adrift.

In Fall 1983, Chip asked me to be his Teaching Assistant, which I was eager to take on. I had no idea I would still be learning in this new role. I grew to know Chip as a mentor, more invested and curious about my wellbeing. Helping to redline students' work and during studio time, provide desk critique, was all part of the job. I found later, through my journey, how pivotal this would be in owning my own business. Mentoring, and the art of critique while maintaining the

individual's desire to own a project continues to be a value that permeates the culture of my business.

With Chip's zest for teaching the key fundamentals of design through the creation of construction documents, I began to learn how understanding nature and the role of plants played into how we thought about design. This was very exciting to me since my passion from a very early age was to understand nature. During my summers I worked at the Missouri Botanical Garden on the horticulture team. Chip seized this experience as an opportunity to connect with me. We took many woody plant materials walks together sharpening our skills as he would call upon me to help other students to engage and get excited about all aspects of a given plant. More than ever Chip's passion and curiosity is critical in today's complex environmental learning. He clearly was on the forefront of ecosystem services though we had not yet fully understood how to quantify or explain it yet.

During my last years at Kansas State, the age of microcomputers had entered our collective world, and it was no longer just a punch card and large machines operated by computer science majors. Chip and other faculty members realized that the PC would be a key tool if they were to keep pace with the industry. With extremely limited budgets and no help from the University, this courageous faculty group pooled their money and asked for donations to help purchase enough IBM PCs to fit out a computer room and provide them to faculty. This selfless act led to the quick adoption of the PC into the various classes. I fondly remember Chip teaching us Lotus 1-2-3 and WordStar and how we could create spreadsheets to do our earthwork calculations, cost spreadsheet analysis and specification writing. I am sure Chip and other professors were working day and night to learn this new technology to bring back to the class. This was both magical and very scary at the same time, but Chip assured us that accepting the computer would be key as we moved on from school.

As my college days began to wind down in spring of 1984, Chip would continue to help his students find great jobs and make sure we would come back to take our registration exams. Typically, 80% of the students would return the next spring to take a grueling 3-day test. Chip was always there to proctor the exams, encourage us, and take a woody plant materials identification walk, which I passed with ease.

My first job out of school was working at the World Headquarters of Hellmuth, Obata and Kassabaum in St. Louis. I was highly recruited and was able to jump into the fire two days after graduation to begin my 11-year journey there. Chip's impact was immediately evident as I had to use my construction class experience to craft base maps for the historic St. Louis Union Station renovation. Since I was the new guy on the block, HOK had a mandate that all departments would deliver the new corporate headquarters of Burger King using an integrated CAD software called HOK Draw on a mainframe platform. No one wanted to take on the complex journey to learn the command language of HOK Draw and leave their drafting tables. As a young bright-eyed kid who had at least used an IBM PC, I was tapped to take the project on from start to finish. Much like the mindset of my role model, Chip Winslow, why not take this on, it's our future.

This desire for learning, handed down from Chip, equipped me and so many others for this new age. I soon became one of the top 2D and 3D computer creatives in all of HOK, opening doors to travel to other offices, other countries, and to participate in unique problem-solving opportunities. Geo Obata would call me into his office to help him model buildings in 3D. Who would have thought? While all of this was great fun and very exciting times, I knew from my time

with Chip that landscape architecture had so much to offer, and my attention turned to my own exploration of what I could achieve.

With an Apple Macintosh, Micro VAX station, pen plotter, and a roll of trace, I started my own office out of my attic in 1995, Spaid Associates and later SWT Design. The foundation to starting my business was organizing my process and approach. During my construction classes with Chip, part of our assignment was to keep well organized and thorough notes of all our assignments. It was a critical part of our grade to create our own "construction design manual". I had three binders full of notes with tabs, that were front and center in my new home office. These binders served as references to me for years and I shared them with my new young staff.

When I realized that growing my business was inevitable, I made one of my first calls to Chip to ask if he had any recommendations for a student intern. Chip, always eager to help, suggested Jay Wohlschlaeger, a hardworking and willing to take on any challenge student. Of course, I said, send him my way. After spending two summers interning and becoming a trusted member of the team, my first intern accepted a job offer with a three-person LA firm out of school.

Chip's recommendation was more instrumental that he will ever know. Jay has now been with me for over 25 years and is my Managing Partner in charge of operations. Like me, Jay and so many others have passed through the KSU landscape architectural program under Chip's care and instruction.

I often call Chip and see him at conferences, always asking for student references and suggestions. We of course catch up on all our advancements and share family stories. When preparing to write this letter, I talked with five others from my team who had Chip as an instructor at KSU and they all had similar stories to share. Three things stick out, first Chip's focus on detail and quality and how that has permeated in their career. Second, Chip's joy of teaching and love for his students. Third, the personal connection that he makes with his students that continues many years after the teacher-student relationship comes to an end.

During the beginning of the Sustainable SITES pilot program, SWT Design became one of the early adopters in the certification process. With Novus International HQ being awarded a 3-Star certification and the SWT Design campus a 2-Star certification. It is relevant to know that Chip's impact on my office pushed us to enter this rigorous early program. We began to measure and understand what ecosystem services could be and better know how to explain this to our clients and public. Chip's love for information sharing, prairie ecology, horticulture, construction practices, drainage, and the craft of design is fully realized in the SITES rating system. More than ever, Chip has helped hundreds of students that I am sure have gone on to impact thousands of people in the pursuit of environmental learning and care for our fragile earth.

Today SWT Design has grown into a multi-disciplinary site design firm with civil engineering, survey, planners, and landscape architects. We have offices in St. Louis, Kansas City and Louisville. Our partner team has grown to six, with four that have been shaped by Chip's skillful mentorship and teaching. SWT Design's fundamental values are described as our CHOPS, that stand for Collaboration, Honesty, Originality, Passion and Steadfast. As I reflect on these values it is easy to draw a direct line back to Chip who has and continues to exhibit all these traits.

I can guarantee you my experiences shared in this letter can be found in many firms around the country and can clearly say that SWT Design has a foundation that is built on the educational DNA of Professor William (Chip) Winslow, FASLA.

His longevity and commitment to educating and preparing young professionals has guaranteed a legacy that will continue to flow through the profession of Landscape Architecture for generations to come. Due to this impact, past, present, and future, I enthusiastically and with heartfelt appreciation, believe Chip Winslow is worthy of joining the past recipients of the Jot D. Carpenter Teaching Medal. On behalf of all my team at SWT Design, I want to thank the Nomination Committee for their consideration of William (Chip) Winslow for the 2024 Jot D. Carpenter Teaching Medal.

With deep gratitude,

A handwritten signature in black ink, appearing to read "Ted H. Spaid". The signature is fluid and cursive, with a large, sweeping initial "T" and "S".

Ted H. Spaid, FASLA, CLARB
Founding Partner



Winslow gives personalized desk crits. (Photo: Peters, TAMU)



Winslow's LA Construction Implementation students get field experience in a design-build lab.



Winslow's Plant Materials student ready for an afternoon field session. (Photos: Winslow)



Winslow (right) participated with other members of the CLARB Exam-writing Committee (CLARB-1993)