INTRODUCTION

1. HISTORY OF PROGRAM

From its beginnings in the early twentieth century, the Department of Landscape Architecture at Cornell University has been progressive and forward looking. From its inception it was co-educational, which was not true of other Ivy League programs. Many of the earliest alumni became notable practitioners and academicians. Individuals such as E. Gorton Davis and Bryant Fleming helped articulate the pedagogic underpinnings of education throughout the first half of the twentieth century, not only for Cornell, but other landscape architecture schools throughout the country. Many of the first American Academy in Rome Prize winners were Cornell alumni. A tradition of winning this prestigious prize continues today.

Cornell was one of the initial departments to get ASLA recognition in 1939 when academic accreditation was instituted. During the twentieth century, Cornell produced internationally known designers. Many significant practitioners are Cornell alumni, including principals and associates at MVVA, SWA, EDSA, PWP, STANTEC, SASAKI, and many other private and public practices. Cornell also continues as a significant school for educating academicians. The program now has faculty and high-level administrators in countries including China, South Korea, Thailand, Australia, Malaysia, Ireland, Germany, and throughout Europe and at many schools in North and South America.

As we move forward into the twenty-first century, the department's global reach is increasing with more alumni in significant positions of leadership. While the department has a notable history, it turns its creative vision to the future to re-imagine landscape architecture in an increasingly interconnected world.

The following is a brief summary of the significant events that characterize the history of the Department of Landscape Architecture at Cornell University.

1897 Bryant Fleming enters Cornell Class of 1901 on advice of Frederick Law Olmsted, Sr., to “Put yourself under L. H. Bailey, who will see that you are furnished with the proper background of study in landscape architecture.”

1904 Program established through efforts of Liberty Hyde Bailey. Bryant Fleming joins the faculty to teach Landscape Architectural Design and Theory courses, assisted by practitioner Warren Manning.

1906 Liberty Hyde Bailey establishes a program as one of the first departments in the new College of Agriculture. Bryant Flemings appointed department chairman. A comprehensive undergraduate curriculum in Landscape Architecture is offered leading to a BS degree.

1912 Master of Landscape Design (MLD) degree established.
1913  Department acquires and renovates small a-frame building of its own overlooking Beebe Lake.

1915  E. Gorton Davis is appointed department chairman.

1922  Department is relocated to College of Architecture. The undergraduate curriculum is changed to a five-year BLA program. MLA Degree replaces MLD degree.

1930  Eugene D. Montillon is appointed department chairman.

1939  Accreditation process for landscape architecture programs established by ASLA. Cornell is one of the first 10 landscape architecture schools accredited.

1944  Frederick W. Edmondson, Jr. is appointed Director.

1948  Four year BS degree replaces five-year BLA degree (MLA degree continues).

1962  Landscape Architecture Department discontinued in College of Architecture. Landscape design courses continue to be offered by College of Agriculture and Life Sciences.

1968  Landscape architecture undergraduate curriculum re-established in the College of Agriculture & Life Sciences (CALS).

1972  Marvin L. Adleman is appointed to the landscape architecture faculty as Program Coordinator.

1976  Undergraduate and graduate landscape architecture degrees merge to become the “Cornell Landscape Architecture Program” with sponsorship of College of Agriculture & Life Sciences and the College of Architecture, Art & Planning. A three-year graduate first professional degree (MLA) curriculum initiated.

1979  Programs relocated to East Roberts Hall, CALS.

1985  Professor Peter J. Trowbridge appointed Program Coordinator.

1990  Landscape Architecture Program moves into Kennedy Hall.

1995  Professor Herbert Gottfried appointed as Program Chair.

1998  Department Status Established
2001  Professor Kathryn Gleason appointed Department Chair.

2004  100th Anniversary of the Department.

2007-2014  Professor Peter Trowbridge appointed Department Chair

2011-2014  Four new faculty hires including Josh Cerra, Thomas Oles, Brian Davis, and Maria Goula.

2. RESPONSE TO PREVIOUS LAAB REVIEW

The following is a response to the 2008-09 accreditation team’s recommendations and suggestions for improvement.

Recommendation affecting accreditation:
In the last report of the visiting team of the LAAB for the Master of Landscape Architecture (MLA) re-accreditation in 2008-09, there were no recommendations affecting accreditation.

However, there were numerous recommendations for improvements listed below.

Recommendations for improvement:
The visiting team made several suggestions for improvement at the 2008-09 re-accreditation review. Those suggestions are abbreviated here:

1. Develop additional means of monitoring and assessment of the Mission, Goals and Objectives.

Recently, the faculty as a whole revised our Strategic Plan to more clearly summarize our goals and aspirations. We contemporize the strategic plan annually and refer to it when writing job descriptions, consider curriculum revisions and/or consider new initiatives in the department.

2. Restate educational objectives in terms of what graduates should be able to do and achieve upon graduation.

Each course must now state objectives and related outcomes. These outcomes are evaluated annually. The nature of the outcomes become what students are intended to learn.

3. Consider means to regularize and formalize full faculty engagement of the MLA Programs Self-Governance.

The faculty of the whole, for the last few years, meets bi-weekly to discuss and engage in issues affecting the graduate program and governance of the department in general.
4. Develop, formalize and approve systematic, uniform curriculum review and curriculum revisions.

The faculty as a whole regularly, reconsiders and adjusts the curriculum. This is particularly important with new faculty hires. The curriculum was substantially revised/reconstructed by the faculty in 2013 in conjunction with our most recent Strategic Planning.

5. Coordinated with a more formal curriculum review and curriculum amendment produce a "Master Curriculum".

As stated in No. 4, the faculty has revised, streamlined and made more intuitive the MLA Curriculum. While this has reduced some of the former flexibility, it has provided greater clarity of curricular expectations for students. A checklist of core course requirements for graduation, updated by Kristie Oplinger and the student's advisor, now exists.

6. Develop a means of clarifying the intent, process and course example sequence for the Concentration.

The intent of the Concentration sequence is to enable students to compose a "professional identity" as they prepare to graduate. This requirement has been formalized as a self-directed course of study. A total of ten credits, including a paper that summarizes the list of self-selected courses and a reflective statement is reported.

Students are required to outline elective coursework taken with respect to a personal interest, stated as a concentration. In the past this has ranged from landscape ecology to art, architectural theory and horticulture. The report also allows them to reflect on any additional accomplishments such as service work, competition awards, or on campus student activities.

7. Develop comprehensive guidelines for the capstone studio, emphasize the integration of other core courses.

Since the last accreditation review, students have the choice of doing a thesis or a capstone studio LA7020. The student must demonstrate a high level of theoretical investigation and advanced technical and skill development as part of the capstone studio.

8. Increase funding for faculty development.

Since the last accreditation visit, new faculty hires are provided very generous start-up funds of $50,000. This is intended to be discretionary funding in support of faculty development and their research and academic programs. Senior faculty are expected to support faculty development through grants.
9. **Ensure provision of adequate number of tenure-track faculty for consistent instruction of core-courses.**

Over the past four (4) years, we have hired four new tenure-track faculty to teach core courses. We currently only have 1.25 FTE lecturer positions teaching core courses on a regular basis.

10. **Develop and implement a plan for providing regular program updates to alumni for systematic alumni involvement for program review.**

While we have a very close and continuing relationship with alumni, we do not have a formal organization, such as an alumni council. However, we do, on a regular basis, host alumni events at the National ASLA Convention and from time-to-time regionally around other sponsored events.

11. **Sustain the excellent outreach emphasis by pursuing the development of endowed funding.**

Over the past two years, we have worked with the college and university development offices in crafting both very large and moderately sized proposals for such endowments. The outcomes of these proposals are not yet certain.

12. **Promote and market the programs research achievements and successes.**

The faculty is currently developing a “landscape change laboratory,” (L.C.L.), a mechanism to document and showcase on-going research/teaching endeavors across the department. At the time of writing this report, this documentation was still in development. We will be happy to discuss this more fully at our fall visit.

During the last several years, the faculty has completed and updated its strategic plan for the department. This has resulted in focus areas in landscape ecology, cultural landscapes, landscape hydrology and the built landscape that align with the past four recent faculty hires. The strategic plan also has been contemporized to include issues of sustainability and landscape resiliency. The four new hires complement interdisciplinary efforts with individuals with credentials not only in Landscape Architecture, but also in biology, geography, and other disciplines. Due to these hires, we have constructed more structured inter/multidisciplinary efforts including the annual Urban Land Institute competition (ULI) involving architecture, real estate, city and regional planning and business. The terminal/capstone studio for the MLA now has an urban design and real estate focus, requiring students to consider design and finance as central to the studio, or engaged learning in under-represented communities. Since the last accreditation review, CALS committed to a new mezzanine space within the studio in Kennedy Hall. This provided up to 40 new student desks, which not only allow for growth within the Department, but additional flexibility for collaborative efforts between
landscape architecture and related disciplines, such as a dual degrees with City and Regional Planning.

Over the past several semesters, almost all courses have included digital course folders that students can access for photographs, maps and course-related information. In addition, all student work is prepared in a digital format for archival purposes. Staff support person, Kristine Flahive, manages the digital course archives for all appropriate courses. Some courses, such as Creating the Urban Eden, allow students, alumni and others to access course information via websites in the public domain.

3. **DESCRIBE CURRENT STRENGTHS AND OPPORTUNITIES**

Like most departments, Landscape Architecture at Cornell University is characterized both by strengths and weaknesses. The Masters of Landscape Architecture Degree (MLA) has distinguishing characteristics that have been documented as part of our self-reflection as a department.

Strengths include the diversity of the faculty, the global support of our alumni, the wide demographics of our students, the comprehensive nature of our curriculum, our insistence on best professional practices including digital representation, focus on community design and public engagement, best practices related to landscape ecology and hydrology, theory and method, student placement, physical space dedicated to the department, and staff committed to the departmental mission as well as many other program characteristics.

Departmental Strengths - The following is a more detailed discussion of strengths outlined above.

- **Diversity of the faculty** – The current faculty represents a good balance of genders, but equally important, academic interests and credentials. Faculty degrees and areas of interest include: cultural landscapes, ecologic systems and biology, international practice, geography, archaeology, anthropology, city and regional planning and other areas of teaching and scholarship. This diversity of the faculty supports the teaching of the discipline of landscape architecture primarily, but also provides a range of associated fields that support graduate students’ interests including areas of concentration and thesis research.

- **Global support by our alumni** – Because our alumni are situated around the world, they provide a resource base for students and faculty in international study, travel and employment. The faculty looks to the alumni for support and guidance. The students look to the alumni for unique and localized resources in support of their study and employment and placement.

- **Best professional practices** – Our curriculum represents a comprehensive sequence of courses that prepare our masters candidates for a wide variety of careers, including those in public and private sectors, practice in academia and
advanced academic studies. Our students are characterized by prospective employers as having a high level of preparation including the most contemporary digital skills, technology, design strategies and design theory.

- Focus on community design and public engagement – Our faculty, students and curriculum are known for community and urban design that is supported by public involvement and engagement. This is supported within the curriculum through studios, theory and seminar courses as well as faculty scholarship and research foci.

- Institutional resources – Over the past several years, we have been provided necessary resources, notably from the College. This has allowed for a mezzanine adding 40 new student desks, contemporary digital production laboratory, classroom furnishings, and equipment in support of digital representation. Additional graduate M.L.A. funding and four new faculty hires have provided support of the departmental mission.

- Student recruitment and placement - An end of academic year “exit survey” preformed by the College and the biennial graduate school survey has shown that landscape architecture students have an excellent level of placement with some of the highest salaries of those departments surveyed within the College. This has been true for the last several years. Job placement with higher than average salaries is a good indicator of departmental performance.

- Physical space dedicated to the department – Landscape architecture has an ‘iconic’ studio space that creates an inclusive and democratic teaching environment that allows students and faculty to work freely across student levels. Classrooms, the gallery, and computer laboratories dedicated to the department are contemporary, well equipped and furnished.

- Staff dedicated to the departmental mission - Our current staff is truly exceptional. Students are provided the highest level of staff support in instructional technologies, advising for funding and resource availability, course sequencing, petitions and many other areas of student life. Staff are also committed to the support of faculty and the overall success of the department and its goals and Strategic Plan.

4. DESCRIBE CURRENT WEAKNESSES AND CHALLENGES

The department recognizes its weaknesses, especially related to graduate student support. Financial resources for international coursework and a formal structure for engaging alumni are also a weakness. The following is an elaboration:

- Limited financial support for graduate students – While we provide nearly full funding (tuition, stipend and insurance) for 8 students per semester; this is still limited for the 70± graduate students that typically enroll each academic year.
While we understand that landscape architecture is a professional degree and not an area of priority for graduate funding, the current level of support makes the program less competitive with other highly ranked schools in attracting students that require financial support, particularly under represented minorities and individuals with considerable need. Since faculty have limited research based financial support for graduate students, we need to explore other sources of graduate student support.

- International course work - The faculty is committed to international studies as described in our strategic plan. While faculty are engaged in and committed to international study, students are expected to pay for most of such studies which have expenses over and above traditional course work at Cornell. We need to find more permanent funding for students and faculty engaged in international studies.

- Formal Alumni Council - Previous to the 2000/2001 academic year, the department had an active alumni council. Since that time, we have informally engaged prominent alumni at annual A.S.L.A. meetings regarding their interest in serving on the council. There is considerable support by the alumni. However, we lack necessary resources to re-establish it. We annually sponsor alumni receptions at the National A.S.L.A. meeting. The most recent national meeting in Boston attracted over 140 alumni and was sponsored by an office where a principal is an alumni. We have previously drafted organizational guidelines to establish a revised alumni council. The challenge is the cost of bringing alumni to campus annually.

5. **DESCRIPT ANY SUBSTANTIAL CHANGES**

While the department has many strengths and weaknesses, the items outlined above are highlighted as the most significant issues currently facing the Department. No substantial changes have occurred since the last accreditation except for retirements of faculty and their replacements with more junior faculty and the improvements to the studio, specifically the mezzanine that has allowed for departmental growth.

6. **DESCRIPT WHO PARTICIPATED IN THIS REPORT**

Every full-time faculty member was assigned a section of the self-study to develop draft text as needed for each standard. The staff spent considerable time assembling and editing the SER. Subsequently, the text related to the standards was collectively edited and expanded for information consistency. Staff was involved in the specific detail and data summary related to student demographics, space-planning, IT, budget, policies and procedures, equipment and alumni records. The Senior Associate Dean, Max Pfeffer, a R.O.V.E. member of LAAB, reviewed the self-study in a draft form. Students assisted in numerous ways, especially in assisting in work sample compilation.
1. PROGRAM MISSION and OBJECTIVES

STANDARD 1: The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. PROGRAM MISSION

1. State the current program mission and date adopted.

The mission of the Cornell Department of Landscape Architecture is to address and solve the critical problems confronting the world’s landscapes through innovative teaching and design-related research. We view every landscape as an opportunity to create a more healthy, just, and sustainable world. The mission includes a three-part responsibility, consistent with the land-grant status of Cornell University.

This mission statement is the foundation for the new Departmental Strategic Plan, adopted by the faculty in August 2013. This strategic plan highlights three core areas:

1. Teaching. Equipping a new generation of landscape architects with the technical and critical skills to emerge as transformational practitioners in the years to come.

2. Research. Maintaining the highest standards for innovation in our core areas of research; landscape history and theory, community-based design, cultural landscape studies, and sustainable landscape technologies.

3. Outreach. Putting theory into practice in communities across New York, the United States, and the world through faculty-directed design projects, action research, and public outreach.

2. Describe how the mission statement reflects the purpose and values of the program and how it relates to the institution's mission statement.

The above mission statement derives from a culture of collaboration, experimentation, and research. The Department of Landscape Architecture today is positioned at the heart of wider institutional priorities to respond to the challenges of a rapidly changing world. These include a robust and transformative
environment within which to teach, engage in collaborative research and participate in meaningful outreach.

B. EDUCATIONAL GOALS

1. State the academic goals of the program.

The academic goal of the MLA program is to prepare visionary practitioners and theorists of landscape architecture who will move the discipline of landscape architecture into the future, broadening its scope and expanding its relevance in wider society. We view the aspirations and idealism of every entering student as human capital to be mentored and increased.

These goals correspond to the following aspirations for the Department:

- Expand the role of landscape architecture as a profession
- Become collaborative leaders in a vibrant design community
- Maintain existing and create new partnerships across disciplines
- Forge new international alliances to create a truly global program
- Embrace diversity in all its forms
- Strengthen community and service learning
- Expand the knowledge and definition of sustainable best practices
- Disseminate design thinking to a wider world
- Contribute to the development of a systemic cultural and ecological basis for design

2. Describe how the academic goals relate to the program’s mission.

These goals emerge from the mission and values of the Department as set forth in the new strategic plan. The Department is committed to:

- Work to create and support healthy places
- Pursue excellence in design theory and practice
- Promote environmental stewardship and sustainable practice
- Link research and teaching to communities
- Learn from each other through collaboration
- Embrace a diversity of people and ideas
- Advocate social justice in all its forms
- Prepare skilled and critical practitioners
- Develop creative solutions to complex problems
- Pursue innovative models of pedagogy and design inquiry

3. Describe how the program regularly evaluates its progress in meeting its goals.

The program regularly monitors its progress toward meeting these goals through
all-faculty meetings, College and University data tracking, and yearly College, CELA and LAAB reviews.

C. EDUCATION OBJECTIVES

1. List the educational objectives of the program.

The educational objective of the program is to instill in every graduate student a comprehensive and nuanced understanding of the history, theory, and practice of landscape architecture as a distinct discipline. This understanding consists of thorough and demonstrated knowledge in each of the following subject areas:

- Landscape architecture history and theory;
- Ecological systems and processes;
- Design methods and applications;
- Landscape planning and management across scales;
- Site design and construction;
- Written communication;
- Digital and analog graphic communication;
- Plants and ecosystems across scales;
- Landscape materials and technologies;
- Professional ethics; and
- Computing applications and other advanced technology.

2. Describe how educational objectives fulfill the academic goals.

These objectives have been established to insure that each student of the MLA program will possess the technical and intellectual skills to emerge as engaged, innovative, and transformational practitioners and theorists.

D. LONG RANGE PLANNING PROCESS

1. What is the program’s long-range planning process?

The long-range planning for the Department has entered an intensive phase during the past three years, with four new hires and a new strategic plan. In addition, the Department is currently looking forward to hiring a fifth new faculty member who will assume a critical role in the Department.

2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process.

The Departmental Strategic Plan sets out a number of actionable items for yearly monitoring to assure that progress is being made toward it’s realization. These include a response to course outcomes. These outcomes are defined for each course, re-stated in the syllabi and responded to relative to their success.
annually.

3. **Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.**

While the core values outlined above have been constant throughout the history of the Department, the Strategic Plan will continue to be adjusted and adapted to reflect changing faculty composition, institutional priorities, and disciplinary evolution.

**E. PROGRAM DISCLOSURE**

1. **Describe how program information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the visiting team.**

The program has made continual adjustments to the ways it publicizes its activities to prospective students, the profession, and the general public, in order to keep up with advances in technology. In particular, the Department has since the last LAAB accreditation process established a presence on social media such as Facebook and Twitter.

Current dissemination methods consist of the following:

1. On-line program brochure;
2. On-line description of MLA course sequences and requirements;
3. On-line course descriptions from the Cornell University catalog; and
4. Departmental website (www.cornell.edu/landscape). The website contains all pertinent information about the curriculum, faculty, and admission requirements. It also offers a gallery of student work and links to faculty websites. The Department is endeavoring to archive all studio products (graphic materials, written materials, and videos where available) in a permanent location linked to the website. Finally, the website contains regularly updated job listings, event announcements, and links for alumni.

A description of the MLA program, an introduction to the profession of landscape architecture, and a statement on accreditation status are included on the website with descriptions of the academic program included in publications by the College of Agriculture and Life Sciences and the Graduate School, as well as in the Cornell General Catalog.
STANDARD 2: The program shall have the authority and resources to achieve its mission, goals and objectives.

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. PROGRAM ADMINISTRATION

1. Is the program seen as a discrete and identifiable program within the institution?

All professional graduate programs in the College of Agriculture and Life Sciences at Cornell, including the Masters of Landscape Architecture, fall under the general supervision of the Associate Dean/Director of the Office of Academic Programs in CALS. The department works with the Graduate School regarding joint degrees with other departments and programs and relationships with the New York State Department of Higher Education in Albany. The allocation of teaching assistantships and operating resources occurs through CALS which is determined each year with the Associate Dean/Director of the Office of Academic Programs. Most of the teaching assistants are funded by CALS. Some teaching assistants are funded outside of the department and the college.

The Department of Landscape Architecture is administered by the department chair. Of the eight full-time landscape architecture faculty and one full time lecturer, all are funded by CALS. Of these, all but one hold advanced degrees in landscape architecture.

Landscape Architecture is a discrete department. It manages its own budget (but shares an Administrative Manager with other departments), has designated instructional space, the authority to make decisions about faculty and staff, and shapes its own curriculum. Many of these attributes are reviewed, as are other departments in CALS, by the Senior Associate Dean, the Dean of the Graduate School, and other college and graduate school committees. The department chair is appointed by and reports to the Dean and Senior Associate Deans of the College of Agriculture and Life Sciences. The faculty practice shared governance and decisions are reached by consensus. Admission to the graduate program and student requests for variations in courses of study (petitions) are handled by the Director of Graduate Studies, DGS.
2. Does the program administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?

The department chair is appointed by the Dean of the College of Agriculture and Life Sciences for a three-year term of office, renewable for additional three-year periods. The chair represents the faculty in the College of Agriculture and Life in matters of program policy, budget requests, correspondence, faculty recruitment, interviewing prospective students, curriculum matters, university announcements, appointment of advisors, admissions review, program accountability, and in the day-to-day activities that are characteristic of such a position. The college has recently identified a listing of responsibilities of the chair, which may be found in Appendix A. The current chair, Peter Trowbridge, is a Fellow of the American Society of Landscape Architects, Professor of Landscape Architecture, and brings to the position considerable prior experience as the chair of the department.

3. How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.

As described above the department chair has a listing of responsibilities as set out by the college. The chair has the responsibility to a variety of other administrators in the college and across the university. The following is a current list of administrators who relate to the department, as of this self-study printing:

Administrators
- David Skorton, President, Cornell University
- Kent Fuchs, Provost
- Kathryn Boor, Dean, College of Agriculture and Life Sciences
- Max Pfeffer, Senior Associate Dean, College of Agriculture and Life Sciences
- Barbara Knuth, Dean of the Graduate School
- Kent Kleinman, Dean, College of Architecture, Art and Planning
- Donald Viands, Associate Dean and Director of Academic Programs
- Kathryn Gleason, Associate Professor and Director of Graduate Studies

The following are a current list of Faculty and Staff of the Department of Landscape Architecture. These individuals work with the department chair directly. Emeritus faculty do not have a day-to-day relationship to the chair as do other faculty.

Faculty
- Arthur Lieberman
- Marvin Adleman
- Herbert Gottfried
- Roger Trancik
- Peter Trowbridge*
Sherene Baugher Professor
Daniel Krall* Associate Professor
Kathryn Gleason* Associate Professor
Paula Horrigan* Associate Professor
Joshua Cerra* Assistant Professor
Brian Davis* Assistant Professor
Thomas Oles* Assistant Professor
Marc Miller* Lecturer
Michele Palmer Part-Time Lecturer

*Full-time FTE Faculty with Advanced Degrees in Landscape Architecture
Staff report directly to the administrative manager but work closely with the chair on a daily basis.

Support Staff
April Kampney Administrative Manager
Kristine Flahive Computer Operations Supervisor
Kristie Oplinger Administrative Assistant to Chair, Graduate and Undergraduate Assistant

The support staff play a major role in the administration of the graduate program. The Administrative Manager, April Kampney, is responsible for the financial arrangements for new faculty, appoints Teaching Assistants, keeps all the accounts for the department, oversees transactions, monitors budget income and expenses, and helps to prepare the annual budget as well as serves as liaison with the Teaching Assistants. She oversees departmental staff.

The Computer Operations Supervisor, Kristine Flahive, is responsible for the department computer laboratories and is the liaison with the Colleges IT Support Group. She is responsible for the supervision of the teaching assistants who work in the computer lab. She is also responsible for course scheduling and all academic reporting, including curriculum committee and accreditation self-study reporting. She works closely with the chair in regards to space planning, including new classrooms, computing lab and furnishings.

The Administrative Assistant to the Chair, Kristie Oplinger, is responsible for the graduate and undergraduate admissions processes and maintains student advising records. She schedules appointments for the Chair with faculty, perspective students, and current students. She also serves as the Assistant to the Chair as well as the Director of Graduate Studies for the department and handles all administrative duties for the faculty.

The department chair is responsible for helping to assemble all tenure and promotion documentation. Landscape Architecture faculty are normally appointed in tenure-track positions beginning at the assistant professor level. Initial appointments are for a 3-year
period, at which time performance is reviewed by the tenured faculty and a recommendation is made by the Chair to the Dean and Senior Associate Dean of the College regarding reappointment for a second 3-year period. The tenure review and promotion process is then initiated at the beginning of the assistant professor’s sixth year. A recommendation is made by the tenured faculty and transmitted by the Chair to the Senior Associate Dean. The Senior Associate Dean then appoints an anonymous ad hoc review committee composed of faculty outside of the department and in the case of Landscape Architecture often outside of the college. The ad hoc committee makes a recommendation to the Dean and Senior Associate Dean regarding promotion and tenure. The Senior Associate Dean makes a recommendation for promotion (if appropriate) and the dossier then proceeds to the Office of the Provost, where it is first reviewed by a faculty ad hoc committee that assures consistently high standards for tenure across the colleges of the University. The Provost considers the resultant recommendations and may in turn ask other tenured Cornell faculty to review the dossier. If the Provost’s decision is positive, a recommendation is forwarded to the Board of Trustees of the University who finally make tenure decisions.

Since the primary responsibility of most Landscape Architecture faculty members is teaching, demonstrated excellence in teaching ability is given the greatest weight in a tenure consideration. Course preparation, innovation and organization are carefully considered, as are student course evaluations. In addition to teaching ability, the faculty member must demonstrate achievement in the missions of the University and the College. All tenure-track faculty in Landscape Architecture also have a research appointment that is evaluated relative to peer review of their work, support and funding as well as publication. Outreach involvements at the community, state or university level are also considered important. Faculty being reviewed submit a tenure/promotion dossier including publications and other material that best represent their achievements. Each tenure-track faculty member upon promotion to associate professor with tenure is then eligible for a one semester sabbatic leave at full salary or a two semester sabbatic leave at half salary. Sabbatic leave proposals must be reviewed and approved by the Senior Associate Dean and are not considered a “right” of tenured faculty. The chair must demonstrate that faculty absence on sabbatic, will not impact the department.

Advancement from associate professor to professor normally occurs after a minimum of six years of distinguished achievements to the University. Nominations to professorial rank are made by the members of the faculty with that rank in the department and by the Chair. Approval is by the Dean and Senior Associate Dean of the college and the Provost. Complete information regarding College and University policies for various faculty ranks for promotion and tenure are included in Appendix B.

Since all of the faculty are on a 9-month appointment, the remaining time period of 3-months is available to consult or advance their research program or teach
summer session courses, as long as it does not involve a conflict-of-interest. Each year, every faculty member must file appropriate conflict of interest forms related to their past and future engagements outside their designated College and University responsibilities.

B. INSTITUTIONAL SUPPORT

1. **Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?**

Each year the department develops an “Annual Report” which is provided to the Dean and Senior Associate Deans of the College. The Annual Report provides updates to the departments Strategic Plan as well as other timely issues and faculty search requests. Relative to the Annual Report, the department chair with the administrative manager provides a summary and forecast of the departmental finances and budget. Within this context, the department provides a summary of priority items for the next fiscal year including facilities and (if appropriate) faculty hires and departmental expectations. While the departmental finances, in detail, are considered confidential and are not shared with the entire faculty, finances are discussed in general terms. During these annual reviews, a budget for the department is discussed which considers priority needs for faculty support, department facilities, equipment and technical support needed as related to the mission of the department.

Annual budget preparation begins in February and approved in May for the upcoming academic year beginning July 1st thru June 30th. Although the current budget leaves little room for any other expenses than intended, it is sufficient in providing adequate support of the department faculty professional development and teaching programs. Actual budget allocation is under the control for the College of Agriculture and Life Sciences. The budget and allocation process is administered by the Department Chair and Department Business Manager.

Beginning in Academic Year 2012-13, the College began a program of fund reallocation to programs with ten (10) or more Professional Masters Candidates. Landscape Architecture benefits considerably from this new revenue source which is reflected in recent years funding.

The following is a five-year summary of the curriculum under review.

<table>
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<th>SALARIES</th>
<th>2013/14</th>
<th>2012/13</th>
<th>2011/12</th>
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Allotments:

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<td>Chair Support</td>
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<td>38,500</td>
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<td>Faculty Instruction Support</td>
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<td>15,184</td>
<td>13,728</td>
<td>12,720</td>
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2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal?

The current faculty-student ratio is less than (8) eight students for each faculty member for the MLA Program. While this ratio is relatively low for the MLA Program overall, the number of students in studio courses determine the effective faculty-student ratio that is most readily observed. We strive for a studio that has 15 students per faculty member. In recent years, due to the take-rates of graduate applicants, this “ideal” number is often greater and sometimes less.

3. Is funding adequate for student support, i.e., scholarships, work-study, etc?

With 70+ graduate students, and only (8) eight teaching assistants, most students pay tuition for several semesters. We strive for providing each graduate student at least one semester as a TA with tuition deferment, a stipend and insurance. The Biennial Survey conducted by the Graduate School shows that one of the most significant issues for graduate students is the lack of financial support.

4. Are adequate support personnel available to accomplish program mission and goals?

We believe we have adequate personnel to effectively deliver the graduate program. While both faculty and staff are fully and effectively engaged, the Biennial Survey shows a high level of satisfaction by our graduate students. (See Appendix C)
C. COMMITMENT TO DIVERSITY

1. How does the program demonstrate its commitment to diversity in the recruitment and retention of students, full-time faculty and staff?

The Provost's Office actively promotes greater diversity in hiring through a previously funded program called 'Advance,' a Day Hall initiated program. This has included protocol and procedures for being more inclusive in recruiting and hiring practices. The Dean and Senior Associate Dean of the College of Agriculture and Life Sciences have also reinforced more inclusive hiring practices. They provide guidelines to clarify the structure of faculty search committees, to provide a guide for preparing position descriptions, to define the procedures to be utilized to meet affirmative action and equal employment opportunity expectations, and guidance.

Search committees for faculty positions in the College of Agriculture and Life Sciences should normally consist of at least four members. The chair of the committee shall be from the department seeking to fill a position. Other members of the search committee are selected from other units at Cornell by the chair of the department seeking to fill a position and approved by the Senior Associate Dean. The external members should be selected with due consideration for the type of position being filled and the department emphasis on strategic planning for the position. Female and minority faculty members should be represented appropriately.

The department chair is actively involved in all phases of the search process. Chairs may find it helpful to have all correspondence related to a search handled by their offices. Specific search committee procedures are determined by the College and relate to each department to fit its needs and need to be supported by departmental strategic plan.


1. Search Committee Meeting
   The Senior Associate Dean will meet or correspond with each search committee and department chair soon after the position is approved and the search committee is appointed. Discussions will occur around the search plan, search procedures, interview guidelines, and related matters as defined by the College.

2. Candidate Selection for Interview
   When the search committee is at the point of selecting candidates for interviews, the department chair with the search committee chair will contact the Senior Associate Dean to review the applicant pool prior to extending any invitations to interview. The Senior Associate Dean will then review the status of the search process and examine the pool and
effectiveness of the search procedures.

Information that the Senior Associate Dean will need at this point in the process includes:

a) number of applicants
b) number of male, female, and minority applicants (if identifiable)
c) names and current locations of finalists
d) reasons for not selecting females or minorities, if any were among the applicant pool and did not appear as finalists.

If the recommended candidates are consistent with the position description, search plan, and AA/EEO guidelines, the search committee will be informed by the Senior Associate Dean that it may proceed to schedule interviews with finalists.

3. Recommendation to Employ
The department chair will present the recommendations of the search committee, the department's faculty, and the search committee chair at a meeting or correspondence with the Senior Associate Dean of the College. When a recommendation is accepted by the College, the Senior Associate Dean will inform the department chair of the recommendation to employ and the nature of the offer that can be made to a candidate.

4. Acceptance and Appointment
The department chair needs to inform the Senior Associate Dean when a candidate has accepted a position. Upon appointment, each new faculty member is given a copy of the CALS guidelines and criteria for promotion and tenure.

D. FACULTY PARTICIPATION

1. Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

The faculty meets on a bi-weekly basis throughout both semesters to discuss short and long-term issues related to strategic planning, staffing, curriculum, demonstrated outcomes of teaching and scholarship and day-to-day administration of the department. We also have two (2) or more department-wide meetings each semester to make announcements that affect the student body at-large.

2. Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty.
Each year, the faculty in its entirety are required to meet with the department chair individually to discuss in detail the prior year successes and opportunities for improvements. The chair subsequently writes a letter to each faculty member, including full-time lecturers, summarizing the discussion. The chair also provides some recommendations for change or improvement to each faculty member, as appropriate. This letter becomes, in part, a basis for annual salary improvements (SIP) as well as promotion and tenure. Faculty are told that if any aspect of the chair’s letter is in error, or if the letter fails to fully characterize the faculty/chair discussion, it should be brought to the attention of the chair. At the time of this annual review, each faculty member, as appropriate, is either provided or directed to the promotion and tenure guidelines as updated by the Office of the Senior Associate Dean of CALS.

3. **Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?**

As part of the annual review of all faculty, responsibilities and resources to be successful in promotion and tenure are discussed. A continually engaged mentoring process occurs for all faculty, but with untenured faculty, mentoring occurs on a structured on-going basis. With untenured faculty, we strive to have mentors both from within the department as well as from outside of the department. Out-of-department mentors may come from departments within or outside the college and affiliated fields of Landscape Architecture.

For untenured faculty, greater resources are provided for teaching and especially conferences when a paper or presentation occurs. Poster sessions are also encouraged but to a lesser degree than peer-reviewed presentations and papers. While each faculty has a responsibility to teach two (2) courses each semester, every faculty member also needs to advance his or her scholarship/research. Untenured faculty are mentored more frequently by a mentoring committee. Mentoring includes mechanisms to document and improve teaching, research/scholarship, and outreach. Particular emphasis is placed on teaching but also upon research/scholarship to ensure peer-reviewed presentations and publications.

**E. FACULTY NUMBERS**

1. **Does an academic unit that offers a first professional program have a minimum of 5-fulltime faculty who hold professional degrees in landscape architecture?**

Yes, we have over five full time faculty with advanced degrees in Landscape Architecture. These include J. Cerra, P. Trowbridge, D. Krall, K. Gleason, T. Oles, B. Davis, P. Horrigan and the recent hire of M. Goula.
2. Does an academic unit that offers first professional programs at both bachelor's and master's levels have a minimum of 7 fulltime faculty, at least 5 of whom hold professional degrees in landscape architecture?

We currently have seven full-time tenure-track faculty as well as one full-time and part-time lecturers.

3. Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number of faculty?

Our most recent and updated strategic plan is used as a “Blueprint” for new and future faculty position descriptions and assistance in new tenure-track faculty hires.

4. Is the number of faculty adequate to achieve the programs mission and goals and individual faculty development?

The current number of full-time tenure-track faculty is deemed adequate to deliver a consistently and highly ranked MLA Degree Program. While we currently have (8) eight full-time faculty with the advanced professional degrees in Landscape Architecture, it is our hope to be allowed an additional faculty search in 2014-15. This would be a replacement for Dan Krall who took advantage of an early retirement incentive.

The following is a summary of the current faculty and faculty/student ratios that demonstrate adequacy for faculty related to the program under review.

Summary:

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.25</td>
<td>Total program faculty (head count for program under review) This includes 8 tenure-track positions, 1 Full-time Lecturer and apart-time Lecturer(s).</td>
</tr>
<tr>
<td>9</td>
<td>Equivalent full-time faculty (assigned to program under review).</td>
</tr>
<tr>
<td>9.25</td>
<td>Total FTE Budget Faculty (assigned to program under review).</td>
</tr>
<tr>
<td>1:7.35</td>
<td>Faculty-Student Ratio</td>
</tr>
<tr>
<td>NA</td>
<td>Earned FTE Faculty</td>
</tr>
<tr>
<td>68</td>
<td>Total enrollment LA majors (program under review Sp. 2014)</td>
</tr>
<tr>
<td>39</td>
<td>Total of other students (non-LA) enrolled in program courses (Spring 2014)</td>
</tr>
</tbody>
</table>
2.0 8. Total faculty (program under review) with a degree in Landscape Architecture.

6.0 9. Total FTE male faculty (program under review) with degree in LA.

2.0 10. Total FTE female faculty (program under review) with degree in LA.

<table>
<thead>
<tr>
<th>Rank/Title</th>
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<tbody>
<tr>
<td>Professor/LA</td>
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<tr>
<td>Assoc. Prof./LA</td>
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<tr>
<td>Asst. Prof./LA</td>
<td>3.0</td>
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<tr>
<td>Lecturers</td>
<td>1.25</td>
</tr>
<tr>
<td>TOTALS*</td>
<td>9.25</td>
</tr>
</tbody>
</table>

*F.T.E. Budgeted Faculty Assigned to the Program Under Review.

(NOTE: Paula Horrigan, a faculty member in Landscape Architecture is currently in the Department of Development Sociology and will retire in 2016.

The current student/faculty ratio is based upon budgeted faculty assigned to graduate students in the professional degree, MLA Program. Factors affecting this ratio are:

a. Graduate students have access to more than just the FTE Faculty in landscape architecture. They also work with the Graduate Field Faculty for independent study and thesis projects. This represents more faculty resources than just the core faculty.

b. Faculty other than those designated "F.T.E. budgeted faculty" teach core courses.

c. Students take directed studies, concentration courses and electives with faculty other than those designated "F.T.E. budgeted faculty."

The MLA Program at Cornell has a good student/faculty ratio at just over 8:1. This provides good teaching and advising and the one-on-one student/faculty relationship that the department strives for. The department has an "open-door" policy for student advising. This policy and the student/faculty ratio result in better teaching, consultation and advising related to the unique requirements for graduate students.
3. PROFESSIONAL CURRICULUM

STANDARD 3: The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

a. In addition to the professional curriculum, a first professional degree program at the bachelor’s level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.

b. In addition to the professional curriculum, a first professional degree at the master’s level shall provide instruction in and application of research and or/scholarly methods.

c. A first professional degree at the master’s level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for A and B.

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program’s mission and specific learning objectives. The program’s curriculum should encompass coursework and other opportunities intended to develop students’ knowledge, skills, and abilities in landscape architecture.

A. MISSION AND OBJECTIVE

1. How Does the Curriculum address the Program’s Mission, Goals & Objectives?

The professional curriculum provides instruction in the discipline and practice of landscape architecture with emphasis on a design approach that values the creation of physical solutions to environmental problems. The curriculum is the arbiter of what is presented to the students within the context of the core values and program aspirations as highlighted in the Department of Landscape Architecture’s Strategic Plan. The mission, goals and objectives for the department are summarized in Standard 1. For teaching and learning, the department supports instructional strengths to be equipping students with technical and critical skills to be transformational practitioners.

2. How Does the Program identify the knowledge, skills, abilities and values it expects students to possess at Graduation?

The knowledge, skills, abilities and values expected of students who graduate from the program are those embraced in the Strategic Plan and by the faculty and highlighted in the successful completion of the specific curriculum as determined by the faculty and accreditation monitors. Most importantly, students must acquire and display a strong facility in landscape architectural design at a variety
of scales. Designs must emerge from a critical understanding of design tradition and theory, a synthesis of methodology and artistry, and an intimate understanding of and responsibility to social, historical, cultural and environmental issues. The curriculum framework adapts to contemporary developments and innovation in the field of landscape architecture, and the strengths and interests of the faculty. Students must meet and exceed stated outcomes for each course.

B. PROGRAM CURRICULUM

The focus of this accredited degree and related curriculum is the teaching of the theoretical underpinnings of the field of landscape architecture while building the necessary skills for practicing this challenging profession. The program consists of design studios, courses in technical and computing skills, and the development of a concentration focused on the student’s personal area of interest. The typical duration of the degree is six semesters although some students arriving with unique skills or exceptional background may complete the curriculum in a slightly shorter time. The emphasis is to construct a personal curriculum for each student within the realities of the program, college and accreditation requirements.

Central to the graduate curriculum is the design studio, which focuses on conceptual and applied design. The studio format entails lecture, demonstration, one-on-one instruction and group discourse. Rather than espousing a single design philosophy, the department presents numerous perspectives on design, imparted through the studio course sequence. Class sizes allow for discussions among faculty and students. The graduate curriculum culminates with either a thesis or capstone studio.

1. How does the program curriculum include coverage of:

History, Theory and Criticism —Students are required to take five courses from the History/Theory offerings including LA 5900 (Theoretical Foundations), LA 5170 (Design and Environmental Systems) and the new history course being developed by Professor Oles, LA6910, (Design of Landscapes) Two additional courses must be selected from the list below:

LA 6900, Methods of Landscape Architectural Inquiry, builds on the theoretical foundations provided in LA 5900 with an investigation of the variety of methods used in landscape architectural and urban design research and practice. These methods may include, but are not limited to, physical analysis, mapping, site inventory, behavioral observations, cultural landscape investigations, surveys and interviews. The course combines weekly lecture and applied research projects.
LA 6600, Pre-Industrial Cities and Towns of North America, considers various American Indian civilizations as well as diverse European cultures that have exerted their influences on the organization of town and city life. The manner in which each culture has altered the landscape in its own unique way is a focus of the course.

LA 7910, Placemaking by Design, is a seminar providing an understanding of contemporary planning and landscape architecture design strategies that reaffirm and reclaim a sense of place. Readings and discussions focus on the theory and practice of placemaking as represented in the literature and in built works. Students are asked to address the following questions: What constitutes a place-based design approach and what distinguished it from other more conventional design approaches? Who are the key players shaping the theory and practice of placemaking?

LA 5450, The Park and Fora of Imperial Rome, an advanced seminar for graduate students, seeks an interdisciplinary group of students in classics, art history, archaeology, landscape architecture, horticulture and architecture to bring their knowledge of Latin, Greek, Italian, archaeology, drawing, design, or computer modeling to a collaborative study of ancient fora and public parks depicted on the Severan Marble plan of Rome.

Natural and Cultural Systems (including principles of sustainability) – LA 6010, Integrating Theory and Practice I, is the third (of six) studio and focuses on urban, site-scaled projects that consider significant cultural and natural/resilient landscapes. Students explore theories of landscape restoration, sustainable design, and landscape representation. These topics are examined through projects that derive form from specific site and place. The integration of site history, ecology, and site construction supports an understanding and relationship between theory and practice.

LA 6020, Integrating Theory and Practice II, builds on prior course work with an expectation that participants can creatively manipulate the program and conditions of a site, with increased emphasis on contemporary technology and “best green practices.” Projects focus upon the expression of design solutions that grow from and affirm an explicit sense of site and place. Social, cultural, physical and historic factors and their relationship to site design and planning are critically explored through theory and practice.

LA 5170, Design and Environmental Systems, engages in exercises of space-making, that is influenced by the physical and biological properties that make up the project site. Physical and biological properties often structure site conditions, and frame many of the opportunities and constraints to site design. The physical and biological properties of a site are also influenced by their ongoing relationship with broader, large-scale physical and biological systems that operate in a site’s context. The physical and biological properties of sites, the contextual
environmental systems that influence them, and opportunities and constraints. These factors afford site-based projects that are investigated. This knowledge is applied to sites in the field through a series of quantitative and qualitative exercises.

**LA 6070, Emerging Dimensions in Urban Ecology and Sustainable Practices**, Course explores the urban ecological design movement as an interdisciplinary combination of ecological science and sustainable design innovation. Students research contemporary relationships between the built and natural environments through a series of written and graphic exercises, and then present their work in a symposium format for class discussion.

**Public Policy and Regulation**
Discussion of public policy and regulation may occur in any studio or technical course where the relevant information is a necessary part of an informed understanding of the limitations or challenges present in the project at hand. Specific discussions of these issues take place in presentations of lecture material in the LA4120, Professional Practice course, LA6160, Site Engineering and LA6180, Site Construction. Additional policy issues and regulations are also addressed in the final collaborative studio (LA.7020) with real estate students.

**Design, Planning and Management**
**LA 5010, Composition and Theory I**, is the introductory design studio for students entering the program. This studio presents basic principles of natural and cultural processes that create “places” in the landscape. Projects focus on design applied to the practice of landscape architecture, particularly the relationship between measurement, process, experience and form at multiple scales of intervention.

**LA 5020, Composition and Theory II**, highlights the spatial design of project-scale development. Students develop their expertise in applying the design theory, vocabulary and graphic expression introduced in their previous studio. A focus on real-life, program-derived design is emphasized.

**LA 6010, Integrating Theory and Practice I**, is the third (of six) studios and focuses on urban, site-scaled projects that consider significant cultural and natural landscapes. Students explore theories of landscape restoration, sustainable design, and landscape representation. These topics are examined through projects that derive form from specific site and place.

**LA 6020, Integrating Theory and Practice II**, builds on prior course work with an expectation that participants can creatively manipulate the program and conditions of a site, with increased emphasis on contemporary technology and “best green practices.” Projects focus upon the expression of design solutions that grow from and affirm an explicit sense of site and place. Social, cultural, physical and historic factors and their relationship to site design and planning are critically explored through theory and practice.
LA 7010, Urban Design and Planning Studio, explores the application of urban design and landscape urbanism techniques to the problems and opportunities of contemporary city making. The studio investigates the social, cultural, natural and infrastructure systems of urban environments and develops integrated spatial design strategies involving streets, built form, and open space networks. The course engages three-dimensional computer modeling and digital design media as tools for urban design.

LA 7020, Advanced Design Studio, provides students in the final semester of the graduate program the opportunity to work on complex, real-time projects. The overarching goal of this course is to test the student’s theoretical, methodological, technical and representational competency and ability to engage with a range of scales and issues. Through intensive studio work, seminar sessions, independent research and site visits, students gain the knowledge and skills necessary to develop sound and creative solutions to environmental design problems.

In recent years this studio has taken on another level of complexity in working collaboratively on projects with graduate students from the Cornell Program in Real Estate Development. Lectures and reviews by faculty from both programs highlight the professional nature of such experiences while the additional engagement with other professionals illustrates future opportunities and challenges of such involvements, including development strategies and finance.

LA 8900, The Master’s Thesis in Landscape Architecture, allows any graduate student so motivated to generate a dedicated thesis on a topic or subject of personal or professional interest. Independent research, under the guidance of a faculty committee, leads to the development of a comprehensive and defensible design or study related to the field of landscape architecture. Work is generally completed in the final semester of enrollment.

Site Design and Implementation —
LA 6160, Site Grading for Landscape Architects, exposes students to the fundamentals of site grading and its relationship to best environmental practices. Lectures and short projects are provided to students and “worked-through” within the class period. These projects deal with earthwork estimating, storm water management, site layout and other essential professional skills.

Construction Documentation and Administration —
LA 6180, Site Construction, emphasizes detail design and use of landscape materials in project implementation. The course presents construction materials, including specifications, cost estimates, and methods used by landscape architects in project implementation. Also included in the course are lecture, design problems and developments of drawings leading to construction documentation for one or more comprehensive projects.
LA 4940, Real World AutoCAD, is a companion course to LA 6180 focusing on the specific requirements for developing construction documents.

**Written, Verbal and Visual Communication** –
Students are regularly required to complete written reports as all or part of studio projects, or complete research papers for history, theory and cultural landscape courses. Specific forms of visual applications are highlighted in the several computer courses offered by the department and the larger college and university. In the Professional Practice course (LA 4120) students are required to complete several written documents including letters seeking positions or requesting information regarding job opportunities, and written responses to “Requests for Proposals.”

The majority of reviews for individual or groups projects, whether completed in studios, technology and/or plant courses, are verbal presentations in front of the student’s peers, faculty members and invited critics. These offer excellent opportunities for each student to gain confidence and improve his or her personal verbal and presentation skills. Visual communication and representation skills are developed in every studio course as well as in other seminars.

**Professional Practice** –
LA 4120, Professional Practice, presents the student with an understanding of the emerging role of the professional landscape architect. The course assists students in exploring various types of practice and introduces the challenges and opportunities one may encounter in an office or other professional situations. Topics include job search preparation, practice diversity, marketing professional services, office and project management, construction management, computers in the profession and professional ethics.

**Professional Values and Ethics** –
Profession values and ethics may be part of the discussions in many of the classes and/or studios but are specifically examined in the LA 4120, Professional Practice. However, other technology courses such as LA 6170 and LA 6180 focus on professional values.

Students may also engage in discussions on values and ethics under their own direction. This last spring three graduate students created a one-semester seminar entitled, “Structural Barriers to Equity in Landscape Architecture.” The seminar explored issues including educational and employment opportunities for persons of color and under-represented minorities within the profession.

**Plants and Ecosystems** –
Students have a vast array of plant materials and taxonomy courses offered to them at Cornell. Two core sequence courses are LA 4910/4920, Creating the Urban Eden: Woody Plant Selection, Design and Landscape Establishment. The course sequence engages the students in a study of the trees, shrubs, vines and
groundcovers used in landscape plantings in temperate climates. Emphasis is on plant identification and the physical and cultural characteristics of plans that determine their usefulness in the landscape.

The course sequence also focuses on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, students learn to critically assess and modify potential planting sites and to select appropriate trees, shrubs and groundcovers for a given site. Students learn the principles and practices of plant establishment both in the ground and in contained/rooftop environments. Designs, including specifications and graphic details, are generated to implement these practices. Techniques for tree preservation and land reclamation/revegetation are also discussed.

**Computer Applications (other advanced technologies)** – Recognizing the varied backgrounds and experiences that entering graduate students bring with them, the department offers a variety of computer skill building courses allowing the student to identify and take those most appropriate to her or her background and needs. Courses include:

LA 4100, Computer Applications in Landscape Architecture, is an optional but highly recommended course for all graduate students not having computer skills. This course is designed to help the student develop a working knowledge of various computer software applications with emphasis on AutoCAD. Other applications relative to land-use planning and the profession of Landscape Architecture are also presented.

LA 4940, Real World AutoCAD, is a companion course to LA 6180 focusing on the specific requirements for developing construction documents.

LA 4940, GIS for Landscape Architects, explores central New York’s cultural and natural history within a Geographic Information System (GIS) framework. Students learn to compile, format and analyze spatial date, which is incorporated into a comprehensive spatial database for on-going research. (Offered in 2013-14).

2. **How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?**

The logic in the sequences of courses is that information is presented and learned in a “building block” approach, with each semester’s work constructed so it utilizes previous learned concepts and theories while adding new and more complex information to the student’s knowledge base. This is true both in the studio sequence and also in the additional courses offered during the ongoing semesters. The first year (first and second semesters), is focused on basic design skills including design terminology, concepts, process, representation and
production. This is supported with the yearlong Urban Eden sequence with its focus on plant identification, best practices and landscape establishment.

In the second year courses become more focused on particular topical areas as well as increasing in expectations of design complexity and representation expertise. These two semesters are augmented with the technology courses including Site Engineering (fall) and Site Construction with concurrent AutoCAD instruction (spring). The final year requires the utilization of the palette of information and skills acquired by the student with additional focus on a student’s completion of his or her concentration highlighting the student’s individualized research and areas of personal interests.

3. **Student Work (other accomplishments) demonstrates curriculum is providing students with appropriate content to enter profession.**

Cornell students demonstrate a high level of professional competence within and beyond the program. This is evidenced by the high rate of students finding employment immediately prior to and following graduation, impressive level of competitiveness for national and international internships, and their remarkable results in national and international student design competitions. Design Intelligence, a widely read periodical rating national graduate programs, has regularly listed Cornell’s graduate program in the top five schools. The student work is a clear demonstration of outcomes central to our academic mission.

4. **Curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession.**

As an accredited program, the students receiving a Cornell graduate degree are acknowledged as receiving a highly regarded education. Employers regularly contact the department, listing available employment opportunities or requesting information on students who have applied for positions with their firms or institutions. The graduate education received at Cornell has also been the springboard for several students in recent years that have been accepted into highly competitive PhD. programs in this country and abroad.

C. **SYLLABI**

1. **Syllabi include educational objectives, course content, and the criteria and methods used to evaluate student performance.**

All course syllabi are required to include course objectives, content and methods used to evaluate student performance. This is reviewed by the “collegiate reviewer” for the non-tenured faculty and by the chairperson’s in his annual review for other faculty and lecturers. The Cornell Graduate School has also established a Biennial Review for each graduate program in the university with a
particular focus on stated course objectives and measurable outcomes. Each course in the department includes a statement of learning outcomes.

2. **Syllabi identify various levels of accomplishment students must achieve to successfully complete the course and advance in the curriculum.**

In a design curriculum, a major part of assessment of learning outcomes is done through scheduled presentations by the students of their work to a panel of faculty and invited critics. Such public presentations highlight each student’s progress within the expected levels of skills and knowledge at that point in his or her academic career. Written comments and responses are provided to each student with additional opportunity of speaking individually with the faculty members or critics present. A semester end review of each student’s final project also identifies whether the student has achieved the skills and knowledge necessary to continue in the curricular sequence.

The nature of several courses within the curriculum (plants, technology, history) allow for the more typical form of written exams and research papers or term reports to evaluate a student’s progress within the class.

**D. CURRICULUM EVALUATION**

1. **How does the program evaluate how effectively the curriculum is helping students achieve the program’s learning objectives in a timely way at the course and curriculum levels?**

Students regularly present their finished projects to a group of invited reviewers who are professionals or practitioners from outside the university. These interactions are important not only for the feedback given students but also to the instructor. The success of these projects clearly identifies areas of concern within the existing curriculum and topics or skills that need to be addressed by the faculty.

A second method of curriculum review is regular faculty retreats, usually a day in length at the end of each semester where faculty discuss what has occurred during the previous three months as well as what issues need to be addressed or classes changed, removed or added to the curriculum. These have been particularly helpful the last few semesters with new faculty coming into the department. One result has been the addition of required theory courses with one course for each being taught by a newly hired faculty member.

2. **How does the program demonstrate and document ways of:**

Assessing students’ achievements of course and program objectives in the length of time to graduation stated by the program?
Each graduate student is assigned a faculty advisor who meets regularly with the student to discuss any issues regarding academic performance or extended time to meet graduation requirements. This is especially important when a student needs to request a leave of absence due to financial and/or personal issues. Deficiencies in academic work can also be addressed with possible solutions identified.

The GFA (Graduate Field Assistant) maintains an updated list of students successful course completion and their expected graduation date. This is reviewed three times a year (as each of three possible graduation dates approach) to ascertain whether a student intends to graduate or to review his or her current status in the program.

**Reviewing and improving effectiveness of instruction methods in curriculum delivery?**
The department has initiated collegiate review of faculty teaching performance with its own method of peer review reporting for faculty members. The chair requests tenured faculty within the department to undertake reviews of untenured faculty. Faculty members were reviewed in three different areas relating to their teaching mandate within the overall curriculum. These were: course syllabus and class handouts; teaching methods and classroom deportment, and student comments and advising. For the final point, the faculty member being reviewed was asked to generate a list of questions to be answered by the students and then shared with the faculty member and faculty reviewer.

**Maintaining currency with evolving technologies, methodologies, theories and values of the profession?**
The department’s computer lab is open to only landscape architecture students and is noted for the wide range of advanced programs available, which are updated annually. New computer technologies are also introduced as required for research demands of new faculty and thus incorporated into the lab’s inventory of offerings.

3. **How do students participate in evaluation of the program, courses and curriculum?**

Each faculty member is required during mid-term and the conclusion of each course to execute some instrument to evaluate teaching and the course offering. The College and the University have two standardized course evaluation forms that are electronically evaluated by the Cornell Diagnostic Observation and Reporting System for Student Description of College Teaching. One of the two evaluation forms allows faculty to incorporate general teaching objectives as well as provide unique questions that faculty may have for students that are specific to a course. The evaluation using teaching objectives skew student responses to incorporate what the faculty member has stated as important for a particular course.
A list of standardized objectives includes:

1. Gaining factual knowledge (terminology, classification, methods, trends);
2. Learning fundamental principles, concepts, or theories;
3. Improving logical thinking, problem-solving and decision-making abilities;
4. Developing specific psychomotor (manipulative, manual) skills;
5. Developing a favorable attitude toward the subject matter;
6. Developing creative (imaginative, inventive, original) capabilities;
7. Developing skills in organizing ideas and presenting them in written, oral and graphic forms.

Faculty members have the prerogative of developing their own course evaluation instrument. However, these are not electronically coded and are not compared against other faculty performance levels college-wide. With the standard college course evaluation instrument, faculty can request a summary of his/her course evaluations and associated recommendations for improvement. All course evaluations are periodically reviewed by the department chairman.

E. AUGMENTATION OF FORMAL EDUCATIONAL EXPERIENCES

1. How does the program provide opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences?

Students are encouraged to participate in paid internships although academic credit is typically not awarded for these experiences. All students are informed of internship opportunities upon notification of these openings arrive in the department offices. Numerous emails are typically sent to students daily to announce internships and jobs. Students also become aware of internships through word of mouth and through lunch-time presentations by students who have engaged in these opportunities previously.

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Internships are discussed informally by students with their advisors and through presentations to the entire department. As there is typically no academic credit awarded for internships typically, there is no formal evaluation of these experiences.

3. Do students report on these experiences to their peers? If so, how?

Students are requested to make a public presentation to the entire department describing their internship experience and highlighting the challenges and rewards of that position. These presentations are not mandated but rather strongly encouraged.
F. COURSEWORK (Bachelor’s Level): N/A

G. AREAS OF INTEREST (Bachelor’s Level): N/A

H. RESEARCH/SCHOLARLY METHODS

1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?

LA 6900, Methods of Landscape Architecture Inquiry, builds on the theoretical foundations provided in LA 5900 with an investigation of the variety of methods used in landscape architectural and urban design research and practice. These methods may include, but are not limited to, physical analysis, site inventory, behavioral observations, cultural landscape investigations, surveys and interviews. The format of the course combines weekly lecture and applied research projects.

2. How does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

As previously stated, students have the option of selecting a capstone studio, LA 7020 or a thesis. The capstone studio is structured in such a manner to demonstrate competencies in independent research associated with site design. Students have developed final presentations to a panel of professionals and experts that assist in evaluating project significance.

The thesis option, by its nature, mandates a very high level of independent work, use of research methods and a document that must be approved by a designated graduate committee. In recent years, students working on thesis have also independently had their work selected for presentation by blind review for conferences such as CELA and EDRA.