4. STUDENT and PROGRAM OUTCOMES

STANDARD 4: The program shall prepare students to pursue careers in landscape architecture.

INTENT: Students should be prepared—through educational programs, advising, and other academic and professional opportunities—to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. STUDENT LEARNING OUTCOMES

1. How does the student demonstrate the competency required for entry-level position in the profession of landscape architecture?

Students demonstrate competency in technical skills, theoretical comprehension, and holistic application of these capabilities throughout their student academic experience at Cornell. Particularly in technical and theoretical areas, student demonstrate competency course-by-course while they move through the MLA curricular track. Each curricular track sequences a combination of theory discourse and technical training courses, as well as design studios to prepare students with the knowledge, skills, and abilities they need to perform in an entry-level position in the profession of landscape architecture. Students demonstrate competence in technical and theory courses by meeting the learning outcomes for learning that is clearly stated in each course syllabus. The design studio, as the core of the student learning curriculum, is a critical program venue for faculty to engage students in the design process, as they develop their ability to apply technical and theoretical knowledge in a project environment. Students typically take a studio each semester during their academic career, and students therefore demonstrate progressive improvement in design competency throughout their academic time at Cornell by developing studio projects that have successively greater project depth and design complexity.

2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level position in the profession?

Student competency in technical skills and theoretical comprehension, and application of these areas is fundamental and is measured throughout a student’s academic experience. Faculty evaluate student work during their technical, theory, and topical courses against learning outcomes that are clearly stated in each course syllabus. By developing learning outcomes that have clearly defined objectives, methods and tools for achieving them, faculty can assess student work in technical and/or theoretical areas specific to the course topic.
The design studio is the core of the student learning curriculum, it is a critical arena for faculty to engage students in the design process, while assessing their ability to apply technical and theoretical knowledge during project development. Students typically take a studio each semester and faculty evaluate a student’s progressive improvement in design competency in the studio environment at a given point during her/his academic advancement through the curriculum. Studio courses also have learning outcomes that have specific objectives, methods and tools for achieving them that faculty use to assess student work.

Course and studio learning outcomes include, but are not limited to, the following types:

- Capacity to Develop a Research Question
- Identification of Issues
- Information Collection
- Analysis and Assessment of Environmental and Cultural Change
- Synthesis and Self-Criticism
- Implementation
- Communication of Results

These types of learning outcomes are used by most faculty, as a guide for them to administer some form of evaluation and are not used as a required list of evaluation categories. Various types of evaluation of student work to assess demonstration of learning outcomes occur in all courses. While methods of ongoing evaluation vary from faculty-to-faculty, evaluations fall into several different kinds of assessments including, traditional grading such as letter or pass/fail, used in all courses.

Mid-semester and end-of-semester faculty/student critiques and performance assessments occur for all courses. If problems in a student’s performance reach a critical level, warning letters are issued at mid-semester or in ample time for the student to respond in a particular course. Evaluations are seen as supportive of learning and not as a punitive action.

a. Interim studio pin-ups and final reviews, usually involving outside guest critics, project clients (if applicable) and faculty which occur in every studio and to some degree in other project-based courses. At semester’s end, faculty collectively review all studios and project-based courses and are assisted by outside critics for impartial assessment of student work.

b. Desk critiques in courses that require project applications occur on a daily basis undertaken by faculty and teaching assistants.

c. Faculty and teaching assistants review final projects/papers and course assignments for each seminar and lecture course.
d. Thesis reviews, involving committee members (for those students who choose thesis as a final semester option), occur additionally to all other degree requirements.

The curriculum is structured in a manner so that competencies are “benchmarked” around related course clusters. Faculty most recently have begun to discuss relationships of courses in a semester-based cluster and student expectations within and between courses.

3. How do students demonstrate their achievement of the program’s learning objectives, including critical and creative thinking and their ability to understand, apply, and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

Students demonstrate achievement by meeting the learning outcomes presented in each course syllabus. Learning outcomes, as stated above in question 2, are closely aligned with those defined in this question:

- Project definition- Capacity to Develop a Research Question
- Problem identification- Identification of Issues
- Information collection- Information Collection and Documentation
- Analysis- Analysis and Assessment of Environmental and Cultural Change
- Synthesis- Synthesis and Self-Criticism
- Conceptualization and Implementation- Implementation Through Theory and Methods

In addition to these learning outcomes, all studios and most courses have additional learning outcome(s) that stress communication of results via representation. Representation may be graphic as well as verbal, written, or a combination thereof. Students demonstrate critical and creative thinking in all of these areas by developing work and sharing it with their instructors for critique. In a studio environment there are typically multiple opportunities for students to share work with their instructor via desk crits, informal pinups, and group discussion. Several times a semester there will also be interim and final review studio dates where students share their work with visiting critics in a more formal environment. Students demonstrate their achievement of the program’s learning objectives process by showing creative and critical thinking, comprehension and application of project content, and representation of work products to effectively communicate results at each stage of the studio project. The Cornell studio culture is well-known for constructive interactions between faculty and students, and students can expect frequent structured and unstructured feedback from their
instructor and guest critics, and opportunities to improve their work based on this feedback.

4. **How does the program assess the preparation of students in the above areas?**

The department is committed to innovative teaching and learning that is fostered through independent student inquiry, but also relies on collaborative learning processes situated in a real-world context. The department is also committed to transforming theory into practice. Our sense of community engagement is derived from an understanding that landscape architecture is a dynamic act of culture. The university, national and international urban areas, and the distinctive populations of the Finger Lakes region are the real-world classrooms within which we work. We approach landscape change as the interactions between ethics, environment, and people, utilizing knowledge of diverse methodologies and varieties of representation.

In addition to indicators that assess preparation of students in topic areas at the course level, at the department level there are four indicators that suggest Cornell students are well prepared to take their place in the professional world of landscape architecture:

1. The regularity with which Cornell graduate students are awarded summer internships at some of the most prestigious firms throughout the country is notable. This summer (2013), for example, graduate students have internships at (Sasaki Associates, MVVA, PWP, NYC Parks, SWA, Design Workshop and numerous other private and public offices. Other students recently have summer positions with the Department of Public Works in San Francisco, the New York State Department of Transportation, the Frank Lloyd Wright designed residence, Falling Water, in southwestern Pennsylvania and Versailles outside Paris.

2. The success of graduate students in national and international competitions is an important indicator of success. In the spring of 2013, several Cornell graduate students entered as members of an interdisciplinary team in the Urban Landscape Institute Design Competition. The competition focused on a redesign of the urban blocks in proximity to the Metrodome area of downtown Minneapolis, Minnesota. Out of over 200 submissions, Cornell graduate students received an Honorable Mention. In 2011, 2012, and 2013 Cornell Teams were First Place Winners of the Edmund Bacon Design Competition in Philadelphia. Similarly, in 2013, a Cornell Student won a First Place award winner for the James Rose Design Competition.

3. Consistent high national rank amongst accredited peer institutions is also a good indicator of preparedness. For example Cornell has consistently
ranked in the top five graduate programs nationally in the annual Design Intelligence program rankings.

4. Student post-graduate employment rates are surveyed every other year by the college and the graduate school. Within CALS, our students at the time of commencement rank in the top 10 of over 22 departments in the college for job placement.

B. STUDENT ADVISING

1. **How does the student advising and mentoring program function?**

   Upon entrance to the program, each student is officially assigned a faculty advisor who assists in course programming and general orientation. A student is free to change advisors at any time by simply obtaining the consent of the new advisor. The advising system works well and fosters close faculty/student interaction. Although some students may only come to their advisor for necessary signatures and course scheduling each semester, many students rely on an advisor for counsel relating to faculty/student problems, academic difficulties, personal matters and career and employment direction.

   During the final semester, students undertaking a thesis may restructure their advisory committee. The Committee Chair is required to be a member of the Landscape Architecture tenure-track faculty and may or may not be his/her original advisor.

2. **How does the program assess the effectiveness of the student advising and mentoring program?**

   The program assesses the effectiveness of student advising by soliciting letters from a random selection of advisees at critical points in a faculty members re-appointed at promotional and tenure times for tenure-track faculty. These are confidential letters, seen by the Chair. Aspects of these letters may be shared with a faculty at their annual review.

3. **Are the students effectively advised and mentored regarding academic and career development?**

   Academic advising is centered on the students and how to best assist them in meeting their academic potential. Faculty advisors are the first point of contact for students who seek counsel or encounter challenges during their Cornell academic experience. Advisors seek to guide students to the best of their ability, and assist advisees in seeking additional help should they need it. Beyond their advisor, Cornell has robust resources available to students to aid them in their academic and career development. Some of these resources are logistical and include academic registration, paper writing and grammar instruction, portfolio
counseling, interview counseling, and career advancement services. Other resources such as health services, counseling services, wellness programs, fitness and stress management programs are also available to assist students with other challenges or goals. Faculty advisors within the department are aware of these resources, and can also direct students to the best resources for students to help them beyond their own capacities so that students can best meet their needs.

Students are surveyed for advising effectiveness by the Graduate School through their Biennial Survey. Several questions, taken together, provide insight into the overall effectiveness of the departmental advising program. Approximately two out of three students responded that they “generally to strongly agree” that the “Advisor was available” and that the “Advisor had reasonable expectations.” Approximately three out of five students responded that they “generally to strongly agree” when asked if their “advisor clearly stated expectations” and if their “advisor gave constructive feedback.” The majority of graduate students rated the “quality of academic advising and guidance” as “good to excellent.” These numbers provide a measure of the overall effectiveness of the advising program within the department.

A single question in the most recent graduate student Biennial Survey addressed topics in advising and professional development. Approximately half (46.2%) of respondents responded that they “generally to strongly agree” when asked if their “advisor promoted my professional development.” This question asks about an advisor’s “promotion” of a student’s professional development (which could be interpreted as whether advisors provided letters of recommendation or providing a reference, for example), and not about how effectively students are advised and mentored regarding academic and career development.

4. Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

Students formally learn about the path to licensure including apprenticeship, testing, and continuing education expectations in Site Construction, LA6180 and LA4120, Professional practice course. This process is also reinforced during other courses and studios, where instructors link the relevance of course learning outcomes to professional development experiences and licensure requirements students will encounter when they are in the work force. Examples of these courses include LA6160, Site Engineering, LA6180, Site Construction, LA3170/5170 Design and Environmental Systems, and LA4070/6070 Emerging Dimensions in Sustainable Practice.

The department regularly receives announcements for professional development, internships, and employment opportunities and typically on a daily basis we share them with students through the departmental email. These announcements are local, regional, and international in scope. Sometimes the department is also able
to fund student travel to professional activities, for example the 2013 ASLA conference in Boston, as well as CELA and EDRA Conferences. Regular guest speaker events with national and international-level practitioners also increase exposure of students to professional experiences and opportunities in the profession.

5. **How satisfied are students with academic experiences and their preparation for the landscape architecture profession?**

The most recent graduate student Biennial Survey (*Appendix C*) indicates that graduate students are very satisfied with their academic experiences. 100% of students surveyed rated the “quality of graduate curriculum” as “good to excellent,” and 92.9% rated the “quality of graduate level teaching” as “good to excellent.” The same survey found that, of graduate students exiting the program,

a) 100% responded “maybe or definitely” when asked: “if you were to start your graduate studies again, would you select the same field of study”

b) 83% responded “maybe or definitely” when asked: “if you were to start your graduate studies again, would you select the same degree”

c) 83% responded “maybe or definitely” when asked: “if you were to start your graduate studies again, would you select Cornell”

d) 91% responded “maybe or definitely” when asked “would you recommend Cornell to someone considering going to grad school in your field of study.”

Eighty four percent (84%) of graduate students participating in the survey responded that they “generally to strongly agree” when asked whether the “program prepared me for current career goals.” While an indirect measure of student perception of degree of preparation for the landscape architecture profession, Cornell has consistently ranked in the top five graduate programs nationally in the annual Design Intelligence program rankings. As part of this ranking, employers are polled for their perception of student preparedness for professional employment with respect to where they received their professional degree.

**C. PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES**

1. **What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?**
Students actively participate in a multiple programs within the institution and the community. Several members of the departmental student body annually represent Cornell as collegiate athletes, most recently in collegiate rowing, football, lacrosse, and diving. Landscape Architecture students also participate in intramural sports programs like rugby. In recent years, several student have maintained leadership roles in the Cornell Outdoor Education, which sponsors student-led backpacking, canoeing, kayaking, climbing, hiking, and mountain-biking trips throughout the region.

Many of our students also participate in two student-run design initiatives, Cornell University Sustainable Design (CUSD) and Design Connect, which are available to all students university-wide. Both programs provide opportunities for students to design and occasionally implement real-life projects with local and regional clients who otherwise may not be able hire professional design services. During the project process, students have an opportunity to work with students from outside the department in an interdisciplinary environment. Project types are far-reaching, and have recently included trail design, urban redevelopment, sustainable housing, and regional economic development projects and other initiatives. Several of our students have also taken leadership roles in these programs as program officers or project managers.

Design Teach is a unique program initiated by students within our department. Design Teach provides engaged learning opportunities for mostly graduate Landscape Architecture students to mentor and teach local high school students fundamental principles of landscape architectural design. This program has had early successes and increasing participation amongst both our students and high school students alike. In 2013 the program was recognized with a national ASLA Community Service Award.

Landscape architecture students regularly prepare for and submit an entry into the Urban Land Institute (ULI) competition held annually in late January, early February. At least one of the landscape architecture faculty typically serves as a faculty advisor for the student teams, which are composed of a combination of planners, business and real estate majors, architects, and landscape architects. While not a formal initiative or program, the long-standing cooperation between the departments representing these disciplines has made this a regular part of the Cornell experience for designers. Students begin meeting, organizing, and preparing for the competition in September of the prior year through an interdisciplinary lecture series for credit. The overall experience has become a unique opportunity for students to meet and collaborate with student members of other professions in an interdisciplinary environment.

2. To what degree do students participate in events such as LABash, ASLA annual meetings, local ASLA chapter events, and the activities of other professional societies and special-interest groups?
The Cornell student chapter of the American Society of Landscape Architects (ASLA) is composed of student chapter representatives that are elected by the Landscape Architecture student body. This student-run organization meets throughout the academic year on a regular basis, usually monthly. The student chapter annually organizes and promotes multiple activities including a lecture series, key chapter initiatives such as Parking Day, Landscape Architecture promotions and chapter-oriented activities. Most of these activities are located within the department, and are readily accessible to Cornell Landscape Architecture students. Faculty strongly encourage student participation in the student ASLA chapter, to nurture student professional development and professional networks.

Cornell Landscape Architecture was recognized in 2013 by the CALS as a M.P.S. Funding program due to its high placement of graduate students relative to other college departments. As a model department, the department has been awarded annual funding to be used in support of student professional development. During the first year of this award the department used these funds for various graduate professional development activities including sponsorship of charter bus to the National ASLA conference in Boston as well as a professional office visits and a Cornell alumni networking event during the Boston visit.
5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. CREDENTIALS

1. Is the faculty’s balance of professional practice and academic experience appropriate to the program mission?

The faculty of ten (10) includes eight individuals in tenure track positions with other lecturers engaged as necessary (one full-time and one part-time were on staff for the 2013-14 academic year). Of the eight tenure track faculty, seven have advanced degrees in Landscape Architecture. Of these, three have PhDs.

Most faculty members within the Cornell Department of Landscape Architecture have engaged in professional practice prior to and/or during their academic employment. While encouraged, professional practice is not a requirement of employment but is generally a major factor in hiring decisions. Since all of the faculty are on 9-month appointments, some level of professional practice is allowed under contract.

2. Are faculty assignments appropriate to the course content and program missions?

Faculty are hired with a specific job description which highlights a certain area of expertise that both determines the courses to which that individual is assigned as well as fulfilling program needs as stated in the department’s mission statement and strategic plan. Generally faculty are assigned one design studio per semester and then asked to develop two additional courses, one for each semester that reflect his or her interests and expertise.

3. How are adjunct and/or part-time faculty integrated into the program’s administration and curriculum evaluation/development in a coordinated and organized manner?

Adjunct and part/time faculty are engaged as fully as possible within the daily workings of the department. They are invited to all faculty meetings and retreats (except those regarding discussions of tenure or hiring) and have a vote on issues
before the group. They also have complete access to all equipment, staff, and other resources available to tenured faculty. They may also receive funding for equipment or travel through specific requests to the department chair. Full-time lecturers (only one exists in the department) are engaged in all activities and decisions as if they were in tenure-track positions.

B. FACULTY DEVELOPMENT

1. How are faculty activities – such as scholarly inquiry, research, professional practice and service to the profession, university and community – documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?

The faculty are encouraged to be engaged in continuing education as well as professional activities that support their research/scholarship programs, and that are appropriate for academic practitioners within Cornell University. The nature of the academic and professional activities are as varied and diverse as the faculty itself. While community and urban design and the study of cultural landscapes generally characterize the department, unique faculty activities include archaeology, landscape ecology, urban/international design and many other academic interests (see individual faculty vitae provided in this report). Since all faculty in tenure positions have teaching and research responsibilities, they must demonstrate peer-reviewed work, papers, presentations, and publications on an annual basis which is documented in annual reporting to the college and also reviewed with the department chair at the time of the annual review or during personal mentoring. Annual reporting in the college is referred to as “Activity Insight” documentation which is available in the public domain.

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Each faculty member is assigned two courses per semester that is typical of most of Cornell’s peer institutions. As noted, this includes a design studio plus a course highlighting the personal expertise and/or interest area of the individual. In some cases faculty are released from one of these additional courses if he or she is developing a new course or has taken on particularly heavy administrative responsibilities. Faculty are also allowed to take time for conferences, seminars or invited presentations that occur within the academic semester. This would also include classes (CEU’S) necessary for registered practitioners to maintain their official registration within New York State or other states. In general, release time for one course is provided to the Director of Graduate Studies, DGS.

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?
All faculty members must engage in course evaluations in landscape architecture. While mid-term evaluations are encouraged they are not required. End of the semester course evaluations are required and are reviewed collectively by the department chair. Student evaluations are always anonymous. Faculty may choose a college evaluation instrument or construct an evaluation instrument that best serves them and their teaching style and pedagogic objectives. The Department Chair and College Deans have access to summaries of course evaluations that become part of the annual reviews that occur with every faculty member as well as lecturers.

Non-tenured, tenure-track faculty are reviewed by tenured faculty during the process of “collegiate review.” (See discussion in Part 3, under course evaluation).

4. **How are the results of these evaluations used for individual and program improvement?**

The results of the individual evaluations are the basis for the annual discussions between the chair and each faculty member regarding the past year’s performance, in particular areas in need of improvement and areas in which the individual is maintaining high levels of engagement and professional output. Following the discussion, the chair writes a summary of the discussion which is reviewed and signed by the faculty member and chairperson. These are made available to the Senior Associate Dean and become a part of that faculty member’s personal record. These are reviewed annually to report improvement or progress in the individual’s scholarly activities and teaching successes and are also use for salary improvements, S.I.P.

5. **How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.**

Financial support and resources attributable to the department allow faculty to carry out the collective, agreed upon mission for teaching, research and outreach. As with all units, resources are not unlimited so that we encourage faculty to be their own advocates for travel to conferences. The last four hires have had generous start-up funds of $50,000. Costs for many nationally peer-reviewed abstracts/papers and resulting presentations are covered by the faculty members funding. For other conferences, such as CELA (Council of Educators in Landscape Architecture), the faculty may use start-up funds and the department attempts to cover basic reimbursable costs with a proposal to the chair. Newly hired faculty members use start-up funds to offset travel and other conference expenses. International conferences may have reimbursable costs offset with competitive college funds for international travel funding (ITF).

The Chair attempts to anticipate faculty needs, especially for resources that support the Department as a whole. This has resulted in a new digital/computing
laboratory, (supported by the college), digital classroom and gallery critique space supported by the college and a new mezzanine to provide more studio desk space. We have purchased a laser cutter, and drafting table projector and we are in the process of purchasing an EmRiver (Em2 System) water table. This will be used to test proposed design for waterfront development and evaluate compatibility with site hydrology and sediment transport dynamics in studio. The department provides proposals to the college, usually quite successfully for equipment and technical support.

6. **How are the activities of faculty reviewed and recognized by faculty peers?**

Faculty are recognized throughout the year as they receive college and national awards as well as following the publication of books, articles or major presentations. These are announced at annual department-wide meetings as well as being noted through the department’s list serve and sent to the Dean and Senior Associate Dean. All recognitions are listed on the faculty “Activity Insights” available to the public domain.

7. **How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program.**

Faculty self-select, and are sometimes assigned, committee responsibilities such as the Director of Graduate Studies (DGS), and standing committees such as CALS Senate, University Senate, College Curriculum Committee, Department Space Committee, University Planning Committee, Plantations Advisory and Collections/Policy Committee, Cornell Creative and Performing Arts (CCPA) and many other committees with specific terms and conditions. These should be represented on the faculty vitae. Many faculty members also have ASLA, CELA, LAAB and other national and international organization responsibilities, past and present. These responsibilities enhance and support the mission of the Department within the College, University and within the context of a national/international setting.

All graduate field faculty (all tenure-track faculty in the department with others from related fields and departments) advise graduate students. Generally graduate students are assigned advisors prior to their arriving at Cornell. However, students are encouraged to self-select advisors based upon their interests or thesis development after their first year of study. The Graduate School requires minimally that each student undertaking a thesis have a faculty advising committee of two or more individuals. This student advising is central to the success and effectiveness of the program.

C. **FACULTY RETENTION**
1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

The salaries for the department faculty are competitive in the college related to other colleagues of their rank as well as compared to peer institutions. Since all faculty are in 9-month positions, their salaries must be compared accordingly. The 9-month positions allow the faculty to supplement their incomes with additional grants, projects, teaching and consulting during the summer months.

2. What is the rate of faculty turnover?

Two faculty members have left the Department within the five years since the last accreditation review. One left as the result of very weak teaching evaluations at the end of his first three years as an assistant professor and was not reappointed. A second faculty member moved to a similar position within the university, but in the Department of Architecture in the College of Art, Architecture and Planning. Both have been successfully replaced with the group of four new hires within the last four years. Prior to these two individuals leaving the department, only one other individual in the past 35 years was not retained due to a failed tenure review.
6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. INTERACTION WITH THE INSTITUTION, AND PUBLIC

1. How are service-learning activities incorporated into the curriculum?

Department of Landscape Architecture faculty members believe in linking theory, teaching, and practice. In a department with a high percentage of time devoted to teaching we have linked teaching and outreach into many of our courses. Our courses, especially studios, also have a component of community service and outreach and some courses have that component carried out through service-learning.

In the past, senior faculty members have taught service-learning studios and have won grants from Cornell’s Public Service Center for their service-learning courses. So on an administrative level there is a strong history and commitment to service-learning as well as a strong commitment from individual faculty members.

Currently, our department offers two complete service-learning courses: LA4020, Rust-To-Green Capstone Studio and LA 4050/LA 6050 Designing Archaeological Exhibits. Participatory action research is also a part of the approach to service-learning in these courses. Community members appreciate the students’ energy and new ideas, and the students gain insights into the knowledge of a community that is often different from their own in terms of ethnicity, race, religion, and/or socio-economic class. There are two additional courses that have regular service-learning components; they are, Fieldwork in Urban Archaeology and Laboratory in Landscape Archaeology. In addition to involving local community members, these students learn how to engage community members in research partnerships. Numerous other courses and faculty directed programs, such as Yardworks regularly engage students in outreach and community engagement.
In June 2013, some faculty members attended a two-day workshop on service-learning education run by the Cornell Center for Engaged Learning and Research. Faculty are studying how to incorporate service-learning components into future courses. Other faculty members are also engaging the public and involving studio classes in community projects both in the Finger Lakes, regional New York State and metropolitan New York City.

2. **How are service-learning activities documented on a regular basis?**

All service-learning activities are documented in the faculty members’ yearly reports to the college entitled “Activity Insights”. Service-learning activities are also documented by granting organizations, such as Cornell’s Faculty Fellow-in-Service grants. This way also involve reports to the Cornell Cooperative extension staff.

Faculty have given numerous academic conference papers on service-learning. Both Baugher (2007) and Horrigan (2011) have each separately co-edited a book on community collaborations. In terms of publications on service-learning since 2008, Baugher has also written two book chapters (2009, 2013), one encyclopedia entry (2013), and one *Landscape Journal* article (2013). Faculty regularly have produced reports for their community partners.

This year three faculty members were named Cornell Faculty Fellows in Engaged Learning. Faculty and students have won CELA and ASLA awards for service-learning as well as Cornell teaching awards for engaged-learning. Graduate students in both 2013 and 2014 have won national ASLA Awards for Service-Learning.

3. **How does the program interact with the institution and the public, aside from service-learning?**

**Institutional Interaction**

All of the faculty members, serve on committees throughout the institution. Some serve on faculty search committees for other departments such as Classics and City and Regional Planning. Others serve on college-wide or university-wide committees such as the college curriculum, the college senate, and the university senate. Tenured faculty members have been asked to be on the college-level tenure review of faculty in both our college (CALS) and in the College of Architecture, Art, and Planning (AAP). Because of the design and planning experience of our Landscape Architecture faculty, the Cornell Offices of Planning, Design, and Construction (PDC), Cornell Plantations, and the Facilities Design and Review Committee call on them on for advice and membership on committees.

Because of the interdisciplinary backgrounds of our faculty, they are also members of the following graduate fields: anthropology, archaeology, city and
regional planning, classics, design and environmental analysis, horticulture, real estate, and public affairs. Because of our affiliation with these other graduate fields we can also serve as chairs of masters and doctoral committees in those fields. Students from those fields also take some of our courses thus providing a more interdisciplinary experience for our landscape architecture students. Faculty members from these other departments also serve as critics for final projects in our studios. In addition, we offer a dual MLA/MA degree with the Department of City and Regional Planning and a dual degree MLA/MS degree with the Department of Horticulture. These two dual degrees create collaboration and interdisciplinary engagement through research, classes and internships.

Some faculty members have been involved in joint research projects with faculty in other graduate fields. Most faculty give guest lectures for courses in other departments and programs such as in Anthropology, Architectural History, Classics, Architecture, Horticulture, Real Estate and Historic Preservation. Some of our courses are co-listed with other departments: Archaeology, City and Regional Planning, Horticulture, and Real Estate. Some faculty members serve as critics for classes in other design departments including Architecture and Interior Design.

Interaction with the Public
Most of our studio classes work on real projects with community members or staff in government agencies throughout New York State, the projects provide service-learning. The students meet with community members and/or agency staff in local communities throughout the state. Students participate in creating design solutions for these communities. Community members and/or government staff members attend the reviews and student designs are presented to community and/or institutional agencies. In addition to our studio courses, community projects are also incorporated into courses such as Creating the Urban Eden (LA 4910/4920).

The department has provided diverse hands-on educational experiences for graduate students. From the first year in their three-year program, students are challenged to develop solutions to design problems by working with actual stakeholders in communities such as landowners, developers, neighborhood groups, senior citizens, young people, and staff in government agencies. Some master’s theses involve graduate students working with a real client base. These theses are given to the clients, and years later some of these student proposals are implemented by local under-resourced communities.

Faculty members serve on local and statewide boards such as Historic Ithaca, Ithaca Parks Commission, New York State Archaeological Association, and the New York State Council for the Arts. Faculty have been active advisors to municipal, state, and national agencies, such as City of Ithaca Planning Department, Town of Ithaca Planning Department, Town of Ulysses Planning Board, Ithaca Town Board, New York State Office of Parks, Recreation, and
Historic Preservation, New York State Department of Transportation, and the Onondaga Indian Nation. Faculty regularly offer lectures for community organizations such as Historic Ithaca, the History Center in Tompkins County, Cornell Plantations, and Cornell Cooperative Extension.

4. **How does the program assess its effectiveness in interacting with the institution and the public?**

The Graduate School has recently conducted a Biennial Survey assessing the effectiveness of teaching, research, and outreach. The complete survey is provided as *Appendix C*. This Biennial Survey is a highly detailed reference for the faculty related to the effectiveness of our department using a variety of indicators.

**B. INTERACTION WITH THE PROFESSION, ALUMNI, AND PRACTITIONERS**

1. **How does the program recognize professional organizations, alumni, and practitioners as resources?**

**Professional Organizations**

Some of the faculty members in our department are licensed landscape architects who have been or are currently involved in private practice. These faculty members are members of ASLA and are frequent speakers and contributors at the annual ASLA and CELA conferences. Even though we are a small faculty, three of our faculty members are Fellows of ASLA, including Kathryn Gleason, Daniel Krall, and Peter Trowbridge. Faculty are also involved with the Upstate New York Chapter ASLA by giving papers and participating at their annual conferences.

All of our faculty members have given papers at CELA (Council of Educators in Landscape Architecture). These papers reflect their academic research and/or their innovative approaches to the teaching of landscape architecture. Our faculty members serve as conference reviewers for CELA and journal reviewers for CELA's publication, the *Landscape Journal*. Our faculty members also give papers, organize sessions for the annual conference for Environmental Design Research Association (EDRA) and serve as reviewers for EDRA.

We encourage our students to become members of the ASLA Student Association and to participate in ASLA award competitions. We encourage graduate students to attend ASLA, EDRA and CELA conferences. We have recently provided some financial support for graduate students giving papers or poster sessions at ASLA, EDRA and CELA meetings.

Interdisciplinary research of our faculty members is evident in conference papers they present for allied fields, such as, Archaeological Association of America, Association of Collegiate Schools of Architecture (ACSA), the Society for
Garden Archaeology, and the Society for Historical Archaeology (SHA). Our faculty members' interdisciplinary research is evident in their ability to publish in the journals in other field, such as, *HortTechnology, International Journal of Historical Archaeology, Historical Archaeology, Memoirs of the American Academy in Rome, and Public Garden.*

Faculty also serve on boards, as officers, and committee members of professional organizations such as ASLA, CELA, LAAB, New York State Preservation League, New York State Archaeological Association, New York State Licensing Board, Society for Garden Archaeology, and the Society for Historical Archaeology. The CVs and "Activity Insight" reports of our faculty list all of their conference papers, publications, officer affiliations, and committee memberships in professional organizations.

**Practitioners as Resources**
Programs in urban centers can easily draw on a large pool of professionals for juries, guest lectures, and part-time employment for students during the semester. In contrast, Cornell is "centrally isolated" from the large urban centers in the Northeast and it takes between four and six hours driving time from cities such as New York, Philadelphia, Toronto, Ottawa, and Montreal. This distance has placed certain constraints on our ability to easily maintain an active level of engagement with diverse practitioners. We realized that we had to develop creative and cost-effective ways to provide our students with interactions with practitioners. The department has concentrated our approach bringing practitioners to the campus for studio reviews and lecture series. We also bring our students to other cities for studio projects and also arrange to visit offices of practitioners while we are on a studio project trip. We invite practitioners from the local and regional municipalities to provide critiques in studio courses, be guest critics for final studio presentations, and to serve as jurors in the spring for the ASLA student awards.

Our studio projects are selected to incorporate out of town practitioners and these practitioners often come to Cornell for the final studio reviews. Because Cornell is a land grant college we do focus most of our studio projects on large, medium, and small size cities in New York State, including projects in New York City, Albany, Binghamton, Buffalo, Corning, Ithaca, Rochester, Syracuse, and Utica.

We have established a fall and spring lecture series to bring practitioners to Cornell for a large public guest lecture. Our guests spend typically two days at Cornell, which allows the practitioner to be available to meet with students informally to answer student questions regarding jobs, summer internships, design portfolios, etc.

**Alumni as Resources**
Many national, regional alumni and practitioners are regularly engaged as critics in our studios and also as reviewers of the students ASLA award competitions.
These alumni represent high profile private firms, such as MVVA, Sasaki Associates, Design Workshop, and government organizations such as New York City Parks Department, and public agencies such as the National Park Service and private educational institutions. For example, our alumni are faculty, current and past chairs of academic departments, and in administrative positions in highly ranked departments such as: Harvard, University of Virginia, University of New South Wales, University of Rhode Island, Rhode Island School of Design, University of Oregon, University of Georgia and others. Alumni also regularly give guest lectures to our students.

We also try to add in visits to the offices of our alumni, when we take students on trips to other US cities for annual meetings. As practitioners, our alumni are principals and associates in such firms as Sasaki Associates, SWA, EDSA, Design Workshop, Civitas, Copley-Wolff, Halverson Associates and Michael Van Valkenburgh Associates. Alumni also regularly call our department to send announcements regarding full time jobs, exhibits, internships, and other opportunities.

2. **Does the program maintain a current registry to interact with alumni?**

The department has historically maintained a database of alumni since the early 20th century. However, in early 2008 this responsibility was taken over by the Office of Alumni Affairs in our college. Annually we update the information in a format required by the college. This college alumni registry allows us to contact our alumni via email, phone, or mail. Students and faculty regularly do searches by city or zip code to contact specific alumni or engage in a regional search.

3. **Does the program use the alumni registry to interact with alumni?**

We regularly contact alumni for special events such as reunions, exhibitions, and retirements. We have solicited their opinions on diverse topics such as Continuing Education courses.

4. **How does the program engage alumni, practitioners, allied professionals, and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc.**

**Student Advising**

We regularly encourage our students to be in contact with our alumni, especially during job searches. Our alumni have academic positions in many European and Asian locations including: Thailand, Malaysia, Ireland, Germany, China, and Australia. We also have alumni as practitioners in many countries including firms in Cape Town, South Africa; Caracas, Venezuela; Haifa, Israel; Paris, France; Seoul, South Korea; and Sydney, Australia. Students are encouraged to engage our alumni in networking to seek out advice regarding study and travel abroad.
and student internships. We engaged in contracting alumni in the past few years to determine their willingness for further contacts, especially by students.

Potential Employment
The department has asked practitioners interested in recruiting to give presentations of their work as well as their overall practice. In some cases, practitioners have given presentations to students on how to develop their design portfolios. These announcements are emailed to students and notices placed on the department bulletin boards or on the department website. Practitioners regularly give lectures which allow students to talk to them on what skills and knowledge they need to find employment, this is especially useful for second year graduate students as they plan out their course schedules.

Continuing Education
The department offers professional continuing education courses from time to time supporting the requirements of CEU’s for Licensed Professionals. These courses include subjects such as grading and drainage, plant establishment and site assessment, and landscape preservation/restoration. Often times these occur off-campus and frequently in metropolitan, New York City. We have also given papers at ASLA and CELA that support and qualify as continuing education presentations. We consult with alumni and other practitioners on what material might be most useful for these courses.

Fund Raising
Regarding fund raising, the university and college restrict departments in their ability to independently fund raise. We are limited to only two months of the year (May and June) to contact alumni. We are also limited in what alumni we can contact and need to have contacts approved before we can approach specific alumni. We have found that our efforts generate small amounts of financial support directly in terms of checks to the Department usually in support of Excellence in Teaching, an endowment account. Over the past two years, we have developed with the college and university offices, large proposals with alumni and friends of the department that have not been successful to date. Therefore, we have turned our efforts to engaging our alumni in guest lectures, providing internships, advising students and hosting class visits to their offices.

Advisory Council
Regarding an advisory council, we had a council for many years but it was allowed to lapse due to the outdated nature of the organization. Having alumni come to campus annually was a very expensive proposition. We have used electronic communication, primarily email, to keep in touch with alumni. However, this is currently not done in a structured manner.
5. **How does the program assess its effectiveness in engaging alumni and practitioners?**

We currently do not have a survey mechanism to assess effectiveness for alumni and practitioner engagement. However, when we do organize an alumni event, which occurs annually at the National ASLA Convention, we attract a very large assembly of alumni/practitioners. This past year, by example, the office of Carol Johnson Associates helped sponsor an alumni even that attracted over 140 alumni practitioners.
STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program’s mission and objectives.

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. FACILITIES

1. How are faculty, staff, and administration provided with appropriate office space?

Faculty are provided with individual offices that are primarily located adjacent to the gallery space or within the main office suite of the department. Offices located within the main office suite are provided with an additional level of privacy. The Director of Undergraduate and Graduate Studies are located here, adjacent to the office of the Department Chair. Temporary office space for instructors or lecturers is located here as well.

Members of the department staff are provided with separate desks located within the main office suite. The Assistant to the Chair also serves as the first point of contact while the desk of the Support Technician is located away from the primary door to the suite, facing the main studio which allows for more direct contact with students. The two Administrative staff members responsible for department finances are located outside of the department facilities, working for multiple departments. They have been provided with separate secure offices and are located also on the 4th floor of Kennedy Hall.

All offices are equipped with conventional phone service, network cable connection and access to the campus-wide wireless network (Red Rover) via routers located within the building. All offices are equipped with computer hardware at the request of the faculty member and based on available equipment. Staff members are provided with computers and conventional phone networks. The “public phone exchange” for the department is connected through the phones located at the Assistant to the Chair and the Support Technician.

2. How are students assigned permanent studio workstations adequate to meet the program needs?

Every year, enrollment within the department is assessed based on the number of available seats within the main studio. There are approximately 140 student desks
and seats located in the main studio. The number of seats available are then
‘reconciled” with the number of students within each class.

Students are assigned space based on their “studio level” within the department.
Since the construction of the mezzanine, undergraduate level studios are typically
located on the eastern side of the studio (under the mezzanine) and graduate level
students are located on the western side. Priority is given to graduates and upper
level undergraduates studios with respect to the desks on the mezzanine.

Once the studios have been assigned space, individuals self-select their seats on a
first come, first serve basis. Exceptions to this include the provision for extra
space to anticipate interest from students in partnering departments such as City
and Regional Planning. Other space which is limited, is set aside for use for
student organizations such as Design Connect and Design Teach to support their
needs. All desk space has been provided using an adjustable office system. This
allows students to “customize” their individual space according to their needs or
work method (eg. standing versus sitting). Each desk is also provided a surface to
store drawings, a continuous bookshelf and a movable drawer with locking
hardware.

In addition to the desk space within the main studio area, there are two breakout
spaces within the studio for model making and discussion. Pinup space is limited,
but rolling panels have been provided for studio use and there some small
discussion space located in the vestibule at the north end of the studio. This also
serves as the location for photographing models using the aluminum reflector
halogen lighting.

In addition to the studio space, a dedicated graphics/production lab (Room 467) is
located directly off of the studio. The lab is open to landscape architecture
students, faculty and staff. The lab is equipped with PC and Macintosh
workstations, light table, cutting mats and space for model building, two 42” large
format printers, one large document scanner/copier, and printers with color or
B/W output. Students have access to a variety of graphic software programs such
as Adobe Design Suite, Autocad, Revit, Civil 3d, Rhinoceros 3d/grasshopper,
Sketch-up, GIS, and the basic Microsoft Office Suite.

Active learning classrooms include two 45+ seat teaching venues (Rooms 462 and
467), one small 20 seat teaching lab (Room 117) and one 16 seat seminar room
(room 462) Rooms 462 and 466 serve a number of uses including classroom
lectures, formal seminars, critiques and small group or individual consultations.
Both of these rooms have the upgraded technology including projectors and audio
equipment. The seminar room is equipped with a smart technology including
sound. The teaching lab in Room 117 is equipped with 14 Laptop computers.

One of the most significant spaces in the department is the gallery. This is the
space that is the most heavily used for both active and passive learning in groups.
When not being used for formal studio reviews, student use the space for lunch discussions and breakout session from other courses. The space is also used by faculty to conduct informal meetings with students. Many of the larger department gatherings are also located within the gallery.

3. **How are facilities maintained to meet the needs of the program?**

There are three primary ways in which technology and equipment are maintained and made to be contemporary.

**Student fees:**

Two types of fee are charged per student. First, each semester a fee is charged for equipment upgrades and licensing costs. This allows the department to address annual upgrades or software subscriptions in the short term, but also allows for hardware upgrades on a regular schedule. This includes maintaining desktop computers located in the computer lab (467) and laptop computers in the teaching lab (117). The second fee is for printing and plotting. This allows the department to manage the costs of paper and ink consumption accurately. Students are charge by the sheet when using the laser printers. They are charged a proportional fee when using the large format plotters. No fee is charged for using the large format copier/scanner.

Faculty members often receive grants to purchase technology related to teaching. This encourages faculty to explore innovative methods related to teaching and “design practices.” Examples of this include:

- The projection system in room 466. This was primarily funded by a Faculty Initiative Project titled: Virtual Drawing Board for Landscape Architecture & Design with an interactive projection screen.

- The department Mendel 3d Printer. This was primarily funded by a Faculty Research grant through the Cornell Center for Teaching Excellence, titled: Fabrication and Landscape Representation.

The college has been very supportive of department needs and continued interest in technology. There is an annual call for proposals, as well as end of semester funding, which are then reviewed and considered for approval. We have received the following based on this funding resource:

**A. Smartboards:**

Two smartboards are located within the department. One is mounted permanently in room 426. The second smartboard is presently located within 117, but is movable and relocated as required. In addition, a smart tablet is located within room 466 to facilitate with presentation. Finally, a new short throw smart projector has been installed on one of the table tops in the studio to facilitate in critiquing digital media.
B. Department Laser Cutter:
A laser cutter with a heap filter is currently located in a small temporary lab space located directly off the studio.

C. Water table:
Most recently, the College approved the request for a water table that will be located in the temporary lab space, directly off of the studio.

D. Other technology upgrades supported by the college include new projection equipment in room 462 and a new lectern with multi-media capacity.

4. Are facilities in compliance with ADA, life-safety, and applicable building codes?

Based on the studio renovation/mezzanine in 2009, an accessibility compliance review occurred. Based on this review and subsequent renovation, all facilities within the Department are presently in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

5. If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution’s ADA compliance office and/or facilities or risk management office.)

Based on that review and the subsequent renovations, there are no known deficiencies. The mezzanine is not fully accessible, but there are no courses or other events that would require full accessibility. The mezzanine project required that the studio environment be brought up to code including hardware, sinks, and access corridors for fire safety and air quality. Prior to the mezzanine construction a review of the space identified the need to address V.O.C’s from spray adhesive and paint. This was addressed through the creation of a space with a ventilation hood that exhausts directly to the building exterior.

B. INFORMATION SYSTEMS AND TECHNICAL EQUIPMENT

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software?

The computer lab is accessible throughout the day and most evenings and is directly supported by the Technology Support staff member during these times. When the main office is closed student teaching assistants staff the lab. In addition, students have full access to classrooms and the technology within them when they are not in use. The department also highly recommends that students purchase their own laptop computers when entering the program. Recognizing
this, the department is connected to the campus-wide network using wireless routers.

The faculty has access to technology based on classroom scheduling and software needs. In addition, faculty may request that software be installed on their office computers if it supports their course curriculum and outcomes. These requests may be fulfilled internally in the department through the use of research funds and the assistance of the Technology Support staff member, the college technology support staff, or using the campus Computer Information Technology office.

2. **What are the program’s policies on the maintenance, updating, and replacement of computer hardware and software?**

The Technology Support staff member evaluates software annually. Subscription based software is evaluated for renewal. Software upgrades are evaluated for cost based on subscriptions and hardware needs. Computers examined when the annual “software image” is installed by college technology support, and replaced on a regular cycle of approximately 4-5 years depending on the funds available from the technology fee. Larger equipment, such as the large format printers, are evaluated on a much longer schedule. Replacement of equipment of this type is based on the age and overall performance of the equipment.

3. **What are the hours that the computer lab (if applicable) and studios are open to students/faculty?**

The lab is open 8:45am-11:00pm. It is supported by staff from 8:45- 4:00, and then subsequently managed by students. During the weekend the lab opens at noon and is managed by students.

4. **How does the program determine if these times are sufficient to serve the needs of the program?**

Feedback from students is always requested. They have direct access to the Technology Support staff member during working hours and also report any problems to the chair and/or other faculty.

5. **How does the program assess the adequacy of equipment needed to achieve its mission and objectives?**

The adequacy of technology and equipment is assessed in three ways:

Student Expectations:
The students have a range of expectations of what software they should be capable of using once they have graduated from the program. These expectations revolve primarily around the ability to use drafting software (specifically
Autocad) and rendering/representational software including the Adobe Suite and 3d Studio Max. Secondary software includes ARC GIS.

Faculty Teaching goals:
Faculty make specific requests regarding software to be included in the department for active teaching purposes or passive learning opportunities for students. These include, Autodesk Maya, Revit and Civil 3d. They also include Rhinoceros 3d and the accompanying grasshopper plugin.

C. LIBRARY RESOURCES

1. What library resources are available to students, faculty, and staff?

The collections relating specifically to Landscape Architecture are located in Mann Library and the Fine Arts Library in Sibley Hall. The two locations reflect the institutional associations the department of landscape architecture has had with both the College of Agriculture and Life Sciences and the College of Architecture, Art, & Planning. Because of the diversity of the subject areas pertaining to the profession, additional books relating to landscape architecture are distributed throughout the libraries in categories established by the Library of Congress catalogue system.

The Cornell University Library system ranks in the top 10 among major academic libraries in the United States. The system's 19 campus libraries contain over seven million volumes and currently subscribe to over 63,000 periodicals. Together they provide the facilities for research and study in hundreds of major subject areas and in over 85 fields of study for advanced degrees.

Of the nineteen libraries at Cornell, four are especially important for landscape architecture: Fine Arts in Sibley Hall, Mann Library, Uris Library and Olin/Kroch Rare Book Library. Access to the library catalog has been facilitated campus library system by online access.

The Albert Mann Library, which serves the New York State College of Agriculture & Life Sciences and Human Ecology, is a major resource for landscape architecture students. Located at the east end of the Agriculture Quadrangle, Mann Library contains open stacks of 737,000 volumes and includes the research library of the Division of Biological Sciences. This library also houses one of the two major collections of Landscape Architecture books, highlighted by an extensive collection of 19th century periodicals and books relating to early horticultural and Landscape Architecture endeavors.

The map and photo collections in Olin Kroch Library are regularly used by students for studio projects and research papers on the cultural landscape. The Olin Map Library contains a wide array of maps at varying scales from around the
world, as well as online access to maps such as the Sanborn Maps, USGS data and local CAD/ Aerial photo imagery.

The Fine Arts Library, is the home of a large collection of books and periodicals relating to the field of landscape architecture. Founded in 1871 with a gift of the personal architecture library of Cornell’s first president, the library, one of the larger academic art and architecture libraries in the country, is the main source on campus for books and journals on the visual arts, architecture, and city and regional planning. The library has 140,000 books in the stacks and over 40,000 in the annex. There are approximately 15,000 journals in the library. The emphasis of the collections is on the cultures of the West, and materials in most Western languages are included.

Uris Library
Located at the south end of the Arts Quadrangle, Uris Library is primarily for undergraduate students in the liberal arts. This library operates on the principle of bringing readers and books together. Accordingly, the stacks containing more than 173,000 volumes are open to all, with books in heavy demand have limited access. The library has listening rooms where students, singly or in groups, may hear recordings.

Olin and Kroch Libraries
More than half of Cornell University Library’s total collection is housed in Olin and Kroch Libraries. The range of material in the Olin collections is broad, and represents the range of disciplines in social science and humanities, and extensive research-level materials are available in philosophy, religions, classics, government, political science, history, economics, and history of science, archaeology, linguistics, and literature. Olin also houses impressive collections of area studies material, including its rapidly growing Slavic, Native American and Latin American collections.

The Kroch Library, which opened in 1992, houses Cornell’s distinguished collections of rare books, manuscripts, and archives. Holdings include printed volumes, manuscripts, photographs, paintings, prints, and other visual media. The collections chronicle such fields as medieval and Renaissance studies, the Reformation, eighteenth-century France and England, American history, Anglo-American literature, Icelandic history and culture, and the history of science. Other collections focus on architecture and city planning, graphic arts, human sexuality, medicine, ornithology, witchcraft, and women’s studies. The division also houses the Cornell University Archives.

Collections in the Landscape Architecture division include:

Ellen Biddle Shipman, papers and archives,
Katherine Wilson Ralm, papers and archives,
Nelva Weber, papers and archives,
Jo and Eloise A. Ray, papers and archives,
Maud Sargent, papers and archives,
Charles Downing Lay, papers and archives,
Majorie Sewell Cantley, papers,
Garrett Eckbo, papers,
Ralph Griswold, letters,
Theodore Osmundson, papers,
O.M. Unger, papers,
Michael Hugo-Brunt, papers,
Bryant Fleming, papers, plans,
Wanen H. Manning, letters,
Frederick Law Olmsted, letters,
John Nolen, archives,
Clarence Stein, archives,
Sir Patrick Geddes, papers and letters,
Forest Hills Gardens Corporation papers,
Roland Park Company Records,
William Roy Kellough papers,
American Planning Association Archives,
Paul D. Spreiregen papers,
American Institute of Planners Archives,
Russell Van Nest Black papers,
Elbert Peets, papers.

Mann Library

As part of the renovation effort in the College of Agriculture and Life Sciences, the Mann Library also includes the following facilities that complement the existing resources in the Landscape Architecture department:

Gallery Exhibition Program
Through this program Cornell faculty and their students have gained an important venue for showcasing innovative class projects. The gallery has hosted several student exhibitions from landscape architecture, horticulture, design and environmental analysis, and arts and sciences.

Bissett Collaborative Center
A technology rich study space that accommodates collaborative work between faculty and students. The facility includes moveable tables and chairs that enable groups to view large LCD screens capable of displaying work from individual laptops.

Special Study Spaces
This library includes 9 group study rooms and 27 individual study rooms with wireless and plug in connections available for graduate and undergraduate
students. The group practice presentation room contains an LCD projector and laptops with Power Point installed as well as audio-visual editing room.

Seminar, Conference, and Training Rooms
Two rooms are available to graduate and undergraduate students as well as faculty. One room has a built in LCD projector, screen, and desktop computer which seats 74 as well as a distance learning technology room which seats 17. These rooms may be reserved on a first come- first serve basis using an online scheduling system and approval of the library.

Reference and Computing
Students have access to nearly 270 public computers which includes a mix of laptops and desktops, both PC and Macintosh platforms. The classroom spaces have been frequently used by the department for courses where we teach electronic graphics and GIS.

The Fine Arts Library

Knight Visual Resources Facility/ Fine Arts Slide Library
In 2001, the extensive art history, anthropology, and archaeology slide library in Goldwin Smith Hall (College of Arts and Sciences) was merged with the Fine Arts Slide Library in Sibley Hall (College of Architecture, Art, and Planning). The librarians have worked with our faculty to increase the collection especially in terms of historic gardens, and cultural landscapes. The collection includes extensive European, Mediterranean, North American, Native American, Aztec, and Mayan images.

2. **How does the program determine if the library collections are adequate to meet its needs?**

Individual faculty members complete evaluation of Library resources. However, a faculty liaison for Mann Library has been identified to identify needs any significant needs. A course of action has been informally drawn up to have a representative from Mann library record the book collections in faculty offices to identify any titles of significance that are not within the library system, and particularly Mann Library.

The Cornell Library System has been most cooperative in acquiring books. New books are added to the Landscape Architecture reference collection at the discretion of the librarian upon faculty request. The Library will often seek the advice of faculty members before purchasing a particular book.

3. **How does instructional courses integrate the library and other resources?**

Each class utilizes the resources of the numerous collections within the libraries as appropriate within the specific class or studio structure. Lecture classes often
assign projects or papers that necessitate in-depth understanding and use of research and library facilities. These may be finalized as posters, drawings or written term papers. Similarly, studio projects often require additional information that must be generated by class participants, whether in groups or individually. Several classes have extensive reading requirements that are maintained as reserved books or folders in one of the various libraries and that necessitate a student's use of the materials in that location.

Both the Fine Arts Library and Mann Library have a reserve section where books relating to landscape architecture may be placed on reserve for class reference. This may also include personal volumes or articles held by the professor for that particular course or seminar. These are indexed by course name and number and may be designated for either two-hour, one-day, or two-day use periods.

Others utilize the extensive and up-to-date periodical collections that offer students a timely and wide range understanding of the design fields. Perhaps the most regular users of the library resources are students undertaking research or faculty members themselves. The incredible resources located in the various libraries allows for world-class research and documentation regardless of the level of investigation that one is pursuing.

Training courses held within the libraries keep students and faculty up to date on emerging technologies; word processing and bibliographic tools, research tools, to copyright and intellectual property issues and electronic publishing. Courses are available to classes, or to individuals in the library teaching facilities.

4. **What are the hours that library is open to students and faculty?**

All of the libraries are open long hours, with the exceptions of Friday and Saturday, to accommodate the working needs of the student body as a whole. Many have special copying services, audiovisual facilities, bibliographic retrieval services, study rooms, microfilm and microfiche readers, computer rooms, and interlibrary loan services. Some publish handbooks and bibliographies that are distributed without charge. The library issues directories of locations by subject, hours and services that are available in all the libraries.

5. **How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students?**

Given that the Libraries serve the needs of the entire University and not just our department, this assessment is determined by the Library system based on campus-wide surveys and individual comments.

6. **How does the program assess its library resources?**
Assessment is completed by the individual faculty member, based on their teaching methods and required materials. As stated previously, Mann Library has designated a liaison to the Department to help assess program needs. From time-to-time we meet with this liaison or are surveyed to assess department needs and expectations.