



**Report of the Visiting Team to:
Landscape Architectural Accreditation Council**

**MASTER OF LANDSCAPE ARCHITECTURE
RE-ACCREDITATION**

Landscape Architecture Program
Daniels Faculty of Architecture
University of Toronto
September 30 - October 3 2018

VISITING TEAM MEMBERS:

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Practitioner

**Master of Landscape Architecture
University of Toronto
Re-accreditation Review
*September 30 - October 3 2018***

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

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ACCREDITATION VISIT SCHEDULE

Sunday, September 30, 2018

2:30 – 3:00 **Travel to One Spadina**

Student Stewards will meet the team in the hotel lobby to escort the team to One Spadina.

Note: Please bring comfortable walking shoes for a tour of the building and landscape.

Location: InterContinental Yorkville, Lobby

3:00 – 3:30 **Team Member Reception** (refreshments to be served)

Joined by Dean Richard Sommer and Associate Dean, Research Liat Margolis.

Location: 1 Spadina Cres., The Commons

3:30 – 4:00 **1 Spadina Landscape Tour**

4:00 – 4:45 **1 Spadina Building Tour**

Led by Dean Richard Sommer

4:45 – 5:00 **GRIT Lab Tour**

Led by MLA Program Director Liat Margolis

5:00 – 5:45 **Welcome Reception** (refreshments to be served)

Joined MLA faculty members and students.

Location: 1 Spadina Cres., The Commons

Monday, October 1, 2018

7:30 – 8:15 **Team Breakfast**

Location: InterContinental Hotel, Signatures Restaurant

8:15 – 8:30 **Travel to One Spadina**

Student Stewards will meet the team in the hotel lobby to escort the team to One Spadina.

Location: InterContinental Yorkville, Lobby

8:30 – 9:30 **Introduction to Visiting Team Room and Exhibition**

Joined by MLA Program Director Liat Margolis and Exhibition Curator Emilia Hurd (MLA '15).

			Location: Room 330, 1 Spadina Cres.
9:30	–	10:00	Meeting with Dean Richard Sommer, Introduction to the Daniels Faculty Location: Room 330, 1 Spadina Cres.
10:00	–	11:00	Curriculum Review With MLA Program Director Liat Margolis Location: Room 330, 1 Spadina Cres.
11:00	–	12:00	Tour of In-session Studios and Classes With MLA Program Director Liat Margolis LAN 1011 Design Studio 1, LAN 2013 Design Studio 3, and LAN 3025 Advanced Visual Communication Location: Room 330, 1 Spadina Cres.
12:00	–	1:00	Working Lunch with Student Representatives Please see attachment for student biographies. Separate tables provided for each team member to speak with representatives of one year Location: Room 330, 1 Spadina Cres.
1:30	–	2:30	Faculty Interviews: Year 3 Joined by Liat Margolis, Justine Holzman, Matthew Spremulli, and Pete North Location: Room 330, 1 Spadina Cres.
2:30	–	3:30	Faculty Interviews: Year 2 Joined by Alissa North, Jane Wolff, Francesco Martire, and Rob Wright Location: Room 330, 1 Spadina Cres.
3:30	–	3:45	Break (refreshments provided) Location: Room 330, 1 Spadina Cres
3:45	–	4:45	Faculty Interviews: Year 1 Joined by Georges Farhat, Mark Laird, Elise Shelley, and Fadi Massoud Location: Room 330, 1 Spadina Cres.
4:45	–	5:00	Travel to Practitioner Reception Student Stewards will meet the team in Room 330. Meeting location: Room 330, 1 Spadina Cres.

5:00	–	6:30	Practitioner Reception
			Joined by local practitioners and faculty.
			Location: DTAH Offices, 50 Park Rd., Toronto

6:30	–	6:45	Travel to Dinner
			Student Stewards will meet the team at the reception.
			Meeting location: DTAH Offices, 50 Park Rd., Toronto

6:45	–	8:45	Team Dinner and Working Session
			Location: Terroni, 1095 Yonge St.

Tuesday, October 2, 2018

8:00	–	8:45	Team Breakfast
			Location: InterContinental Hotel, Signatures Restaurant

8:45	–	9:00	Travel to One Spadina
			Student Stewards will meet the team in the hotel lobby to escort the team to One Spadina.
			Location: InterContinental Yorkville, Lobby

9:00	–	9:30	Meeting with Registrar and Assistant Dean, Students
			Joined by Andrea McGee
			Location: Room 330, 1 Spadina Cres.

9:30	–	10:00	Meeting with CAO
			Joined by Didier Pomerleau
			Location: Room 330, 1 Spadina Cres.

10:00	–	10:30	Meeting with Director of Advancement
			Joined by Jacqueline Raaflaub
			Location: Room 330, 1 Spadina Cres.

10:30	–	10:45	Break (refreshments provided)
			Location: Room 330, 1 Spadina Cres

10:45	-	11:15	Library Tour
			Led by Librarian Irene Puchalski Location: Eberhard Zeidler Library
11:15	-	11:45	Robotic Prototyping Lab Tour
			Led by Professor Brady Peters Location: Robotic Prototyping Lab
11:45	-	12:15	Workshop Tour
			Led by Facilities Coordinator Sarah Whitehouse Location: Workshop
12:15	-	1:15	Working Lunch with Recent Graduates
			Refer to attachment for alumni bios Location: Room 330, 1 Spadina Cres.
1:15	-	6:30	Team Working Session
			Location: Room 330, 1 Spadina Cres.
6:45	-	7:00	Travel to Dinner
			Student Stewards will meet the team in room 330 and escort to dinner. Meeting location: Room 330, 1 Spadina Cres.
7:00	-	8:00	Team Dinner
			Location: Flock, 97 Harbord St.

Wednesday, October 3, 2018

8:00	-	9:00	Team Breakfast with Program Director
			Location: InterContinental Hotel, Signatures Restaurant
9:00	-	9:15	Travel to One Spadina
			Check out and bring luggage. Program Director will escort the team. Location: InterContinental Yorkville, Lobby

9:30 – 10:15 **Meeting with Dean and Vice-Provost, Academic Programs Professor Susan McCahan to Review Findings**

Location: Dean's Office, 1 Spadina Cres.

10:30 – 11:30 **Report Team Findings to MLA Faculty, Students, and Staff**

Location: Room 330, 1 Spadina Cres.

12:00 **Depart**

PART I: OVERALL ANALYSIS

Introduction

The Daniels Faculty of Architecture, Landscape and Design at the University of Toronto includes programs in Architecture, Landscape Architecture, Urban Design and Visual Studies. Courses in Landscape Architecture were taught at U. of Toronto beginning in 1934. A BLA program was started in 1965 and was replaced with the MLA program in 2001.

The MLA program is led by a Director who oversees the primary operating procedures for the unit. There are currently six full-time tenured or tenure track faculty, one full-time non-tenure track, one part-time teaching track and three part-time non-tenure track. Faculty are at the Assistant and Associate levels, with no Full Professors. The faculty group is diverse with a range of interests. They are actively engaged in research, in obtaining grants, and in publishing.

The student body is diverse in terms of gender and ethnicity and academic backgrounds. Many of the students are from Ontario, with some from other parts of Canada and some international students. Enrollment is quite good, currently with around eighty to ninety students. The students are active and engaged, with several having published articles, and several having won awards. Students are very satisfied with the program and their academic experience. The transition into the new building, with different spatial conditions and procedures, has affected the third-year group more than the others. The Daniels Faculty has a wide variety of advisement and tutoring opportunities in house, available to the students. Many of the program's graduates work in Toronto and area offices, and are very highly regarded by their employers. Graduates are also working in other parts of Canada, the US and internationally.

The curriculum covers the range of subject matter deemed necessary for a first professional degree in the discipline. The program has made several changes and modifications to the curriculum, partly in response to the last accreditation visit, and partly in response to student feedback and needs. The outcomes made available to the review team demonstrated competency in knowledge and skill development required for professional practice. The curriculum appears to incorporate inquiry and investigation at a variety of scales and geographic conditions. The evidence showed particular strengths in design, conceptual thinking and representation with theory and history embedded in the curriculum. Skills in digital technologies are strong with less evidence of engagement in technical knowledge and skills that could balance the critical thinking components.

The program is actively engaged in outreach with Toronto and regional communities, government agencies and the profession. They have cultivated productive relationships with alumni and professionals, who regularly participate in activities including design reviews, lectures, networking with students, portfolio reviews, public programming and as promoters of the program.

The Daniels Faculty moved into its new home at 1 Spadina in fall 2017. The original building on the site has been thoroughly renovated and a new addition has been incorporated. It is a state-of-the-art facility both in terms of teaching and learning, and sustainable building practices. The facility boasts an innovative site design that also serves as a landscape learning laboratory.

The new building project has been an enormous undertaking that has absorbed much of the energy and resources of the Faculty over the last few years. As the programs settle into the facility, the energy that has been focused on the building development will be refocused to concentrate on bringing the Faculty to the next level.

In summary, Landscape Architecture at U. of Toronto is a strong program that is changing, evolving and developing with the needs and demands of our times. The LA program is respected by the other programs in the Daniels Faculty and the atmosphere feels collegial. The primary challenges identified by the review team, that are discussed in the body of the report, involve thesis outcomes, construction technology content and the lack of full professors in the program. Two other important challenges are executive administrative support and the Dean's search. The current Dean's appointment is coming to an end in June 30, 2020. A search has not begun yet, and neither has a consultation process with faculty and staff in leadership positions to develop the job description and appropriate outreach strategy. It is very important that this process begins early so that the most suitable candidate is identified in time to best support the Landscape Architecture program as well as the entire Faculty.

1. The University should work hard to ensure the timely completion of the #1 Spadina Avenue facility. The University should minimize the disruption of the education of those students affected by any period of transition to the new building. This may include a phased move of critical aspects of the facilities, including production and research areas, and housing all studios within close proximity to one another.

There has been a successful completion of, and transition into, the new facility at 1 Spadina.

2. If the University is unable to renovate the #1 Spadina Avenue facility in a timely period, then it should attend to the environmental and other conditions in the current facility especially those that have been identified in the previous accreditation report.

Some renovations were completed at College Avenue prior to the move

3. The Faculty should implement a succession plan with regards to the areas of teaching and research of its senior faculty, specifically in the areas of computation and technology.

Current faculty have a broad range of skills and are able to integrate digital technology across the curriculum

4. Concerns regarding matters carried forward from the previous accreditation report.

a) Curriculum

- A research methods course has not implemented.
- Asian studies do not appear to be addressed in the history theory stream

Both of these have been implemented

b) Faculty Development

- The Faculty should be encouraging and supporting the promotion of senior staff in the Program to the position of full professor.

There are still no full professors. Three faculty will be applying for promotion to full professor in the next three years

- With regards to hiring practices the Faculty should continue to search for ways to ensure a greater balance regarding gender, visible minorities, and scholars from a range of institutional backgrounds.

Diversity is good

- The Faculty should establish a formal mentoring process for junior faculty.
There was no formal process. This is currently handled by the Director.

- The Faculty should be conducting annual performance reviews for all faculty.

This has been implemented

c) Student Body

- Students should be assigned program advisors early in their first year.

There are various forms of advising in the Daniels faculty available to students

d) Administration

- The Faculty should implement a graduate tracking system.

This process has begun

e) Alumni and Development

The University should increase its integration of graduates into the development of program activities.

Alumni participate in a variety of program activities

5. The Program should develop a method to integrate the two phases of the thesis to create a single archival output document.

As stated in the report, the research carried out in the fall semester does not show up in the final projects. There is no requirement for a written report that documents the research findings and the project development

6. The thesis work should be celebrated and made more widely available.

The Provost should assist via an Advancement Project to develop a critical publication with regards to thesis and other research activities being conducted in the Program.

There is no publication dedicated to thesis projects. Student thesis projects are digitally archived and on the website.

7. The Program should investigate other ways of disseminating knowledge being produced in the school such as book, monographs, articles, web sites etc.

Faculty appear to be active in publishing books and articles.

8. As requested by students, the program should investigate ways to integrate IT workshop instruction into other course work in order to reinforce the development of skills with the technology. The Team learned during the visit that the Faculty may implement a post-professional research Masters degree; the tech-savvy students in such a program could contribute to implementing linkages between technology & research and the professional coursework.

Digital technology is being integrated into the curriculum. Fabrication facilities provide opportunities for students to explore systems, details and design propositions.

9. As requested by the students, the Program should provide first year students with more information and direction on how and where to get IT support.

First year students appear to be satisfied with the IT support that they are receiving.

Additional Recommendations noted in 2012 Accreditation Report

10. Ensure that a consistent set of technological subject matter is delivered to each student cohort.
This has been implemented across the curriculum

11. Improve record keeping with alumni.
In process. See to 4E above.

12. Ensure that student cohorts are exposed to the full range of theory and practice of design principles through this range of scales.
Recommendation considered: Students are exposed to both the theory and practice of design principles at a range of scales throughout the five primary pedagogical streams: design, history- theory-criticism, visual communication, site technology, and environment.

13. Add more plant related instruction earlier in the program delivery.
Recommendation implemented: The existing curriculum includes LAN 1036 Plants and Design in the second semester of study. As of fall 2018, students will take LAN 1037 Plants and Design 1 in the first semester

14. Link computer application to workshops to studio themes.
Recommendation implemented: Each studio is closely aligned with a set of relevant computation tools and theoretical frameworks for representation, visualization, modeling, simulation and / or digital fabrication.

15. Supplement instruction in mechanical and electrical service systems.
Recommendation considered: Our program continues to seek ways in which instruction on mechanical and electrical services systems can supplement the current curriculum.

16. Joint role of Associate Dean, Research and Director may not be sustainable
Recommendation not considered with explanation: A compelling argument put forward by the faculty clearly defends present Associate Dean Research and Director Liat Margolis in this dual role, which she undertaken with great enthusiasm, and lists nine tangible benefits of this unique position (refer to SER p.53).

17. Increase student access to the workshop and library after hours, especially during peak periods.
Recommendation implemented: The model workshop and woodshop are open weekdays from 10am to 10pm and accommodations can be made for students who request weekend access. The Faculty's laser cutters are available from 10am to 10pm on weekdays and from 12pm to 6pm on Saturdays. The Daniels Faculty is also creating a secure 24/7 reading room to open in fall 2018.

18. Increase the number of computer workstations in the labs
Recommendation implemented: Students have access to 12 desktops and workstation lab computers in the studios, 5 desktops in the library and virtual labs infrastructure consisting of 4 Adobe CC+vRay suite, 8 Advanced 3D Graphics and 24 Sketchup virtual desktops.

19. Provide more plotters during peak periods

Recommendation implemented: There are 7 high end colour tabloid size copiers/scanners/ printers or plot to four production level 4 rolls- each Oce ColorWave plotters 24/7. Graduate theses level students have the added benefit of a dedicated HP plotter for higher level presentations and a tabloid size printer.

20. Stage due dates

Recommendation implemented: Starting in 2018, the Director now requires all faculty members to enter their proposed assignment due dates into a shared spreadsheet to avoid any potential conflict.

21. Promote digital based presentations

Recommendation implemented: The graduate studio space offers a fleet of fifteen (15) 55" x 70" LCD screens, the Mediateque classroom offers electrical and data network enables seating for 100 students.

Student work is digitally presented and submitted for evaluation.

PART II: ASSESSMENT OF EACH STANDARD

Standard 1: Program Mission, Goals and Objectives

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

Visiting Team Assessment:

_____ Met X Met With Recommendation _____ Not Met

INTENT: Using a clear and 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 the intent, the objectives, and the needs that the program seeks to fulfill and also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relate to the institution’s mission statement?

There is no mission statement identified in the SER document. The closest narrative to a mission statement, found in the strategic plan, is shown below. While it contains elements of a mission, it is written in language that is descriptive rather than aspirational.

“Who We Are
The University of Toronto Master of Landscape Architecture (MLA) program integrates urban landscape architecture, landscape planning, and landscape ecology – approached through the lens of global environmental and social challenges with a specific focus on the Toronto metropolitan region. The program prides itself on its long-standing legacy of design excellence, pioneering and internationally recognized research in visualization and modeling, environmental performance evaluation, and industry-government-civic partnerships. The program also gains its strength from its internationally recognized landscape architects, historians, garden conservators, natural and cultural heritage experts, and geography scholars.”

The Program Director addresses the issue of mission as follows:

“As a single division faculty, the individual programs do not have a separate mission statement or academic plan.
The new MLA strategic plan that we developed clarifies what the Faculty mission statement means to the program.”

B. Educational Goals. The program shall have clearly defined and formally stated academic goals that reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

Educational goals and objectives are embedded in the strategic plan. They do appear to be achievable and do have a set of objectives for attaining the goals

C. Educational Objectives. The program shall have educational objectives that specifically describe how each of the academic goals will be achieved.

Assessment: Does the program have clearly defined and achievable educational objectives and an effective, regularly used procedure to determine progress in meeting them?

As stated above, the strategic plan states objectives, but there is not yet a well-defined action strategy or procedure for addressing the objectives

D. Strategic Planning Process. The program is engaged in a strategic planning process that reflects short, and long-term planning.

Assessment 1: Does the strategic plan describe how the program mission, goals and objectives will be met over the various planning horizons and document the review and evaluation process?

The strategic plan lays out a comprehensive set of goals and objectives, but so far does not articulate a process for implementation or for evaluation of progress

Assessment 2: Is the strategic plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

The strategic plan has just been developed over the past year. The process for reviewing and revising does not yet appear to have been established.

Assessment 3: Does the Self-Evaluation Report (SER) respond to the previous accreditation recommendations (if applicable) and does it report on efforts to rectify identified weaknesses?

The SER does include a section that responds to recommendations from the 2012 accreditation visit. The review team feels that in many cases the recommendations have been dealt with appropriately. There are exceptions and these are outlined in Part 1, Overall Analysis, at the beginning of this report.

E. Program Disclosure. Program literature and promotional media accurately describe the program's mission, goals and objectives, educational experiences and accreditation status.

Assessment 1: Is the program information accurate and easily accessed via the Institution's website?

The website is easily accessible and adequately describes the LA program. The website appears to be the primary venue for program information. There is very little printed material.

Assessment 2: Does the program literature and promotional literature accurately describe program's mission, goals, objectives and accreditation status?

The headings on the website include Description, Requirements, Curriculum and Accreditation. Mission, goals and objectives are not on the website.

Recommendations affecting accreditation:

- 1. Recommend that the program develop a clear mission statement that guides the strategic plan.*
- 2. Recommend that the program continue to develop the current well-articulated strategic plan to include implementation and assessment procedures*
- 3. Recommend that the program develop a document distinct from the strategic plan that articulates a clear set of academic/educational goals and objectives.*
- 4. Recommend that the program webpage be expanded to highlight elements of the program, other than basic information, that would be of interest to potential students. For example, this could include information such as student awards, current research, an alumni of the month profile, community engagement, field trips, etc., as well as a basic mission statement and program goals.*

Considerations for Improvement:

none

Standard 2: Program Autonomy, Governance & Administration

The program shall have the authority and resources to achieve its mission, goals and objectives.

Visiting Team Assessment:

_____ Met X Met With Recommendation _____ Not Met

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. Landscape architecture is administered as an identifiable/discrete program and is so noted in the program title and degree(s) offered.

Assessment 1: Is the program a discrete and identifiable program within the institution?

Yes. LA is a well-defined program in the John H. Daniels Faculty of Architecture.

Assessment 2: Does the program title and degree description incorporate the term "Landscape Architecture"?

Yes - The Master of Landscape Architecture Program

Assessment 3: Does the Program Administrator hold a full academic appointment in landscape architecture?

Yes. The program Director Liat Margolis is an Associate Professor in Landscape Architecture

Assessment 4: Does the Program Administrator exercise the leadership and management functions of the program?

Yes. The Program Director takes on a full leadership role in overseeing strategic planning, curriculum development, budget distribution, faculty and teaching assignments, and student needs.

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and to support individual faculty development and advancement.

Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?

Yes, student ratio standards are met

Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences and provision of computers and appropriate software, other types of equipment, and technical support?

Limited funding is available, but faculty are assigned a reimbursable allowance ranging from \$1700-\$2000, depending on rank. Stated in the SER:

“For this past academic year, allocations were \$1,700 for full-time faculty/librarians; \$1,360 for those holding 50% or more appointments and \$850 for 25% to 49% appointment. Pretenured faculty and pre-promotion teaching stream faculty were eligible for \$2,000 for fulltime appointments, \$1,600 for those holding 50% or more appointments and \$1,000 for 25% to 49% appointment”

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

“Since 1998, the University has adopted a progressive policy on student financial assistance: “No student offered admission to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means.””

The visiting team was told that, on average, students receive up to one-half of their tuition costs through various scholarships that are available to them. There are a number of scholarships and awards within the Faculty dedicated to students in Landscape Architecture. There is an application process for these, with specific criteria for each scholarship. There are also opportunities for scholarships through Graduate Studies, and through other agencies within U. of Toronto.

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

The LA Program has a program coordinator to assist the Director. but this assistance is limited due to the many other responsibilities of this position. The singular Program Coordinator provides assistance to all six Program Directors at the Daniels Faculty, along with the Associate Dean, Academic, and the Assistant Dean, Academic and Outreach Programs. This position is also responsible for coordinating all teaching assignments, reviews, exams, and course evaluations at the Daniels Faculty, which is now home to over 1,500 students. The full scope of the Program Coordinator’s responsibilities provides important context and, arguably, the MLA program does not currently have sufficient executive support to implement the Strategic Plan. In addition, given the number of initiatives that the Director would like to pursue on behalf of the Program, and her wider engagement both within the Faculty and the University at large, this level of support doesn’t appear to be sufficient.

C. Commitment to Inclusiveness and Diversity. The program demonstrates commitment to inclusiveness and diversity through its recruitment and retention of faculty, staff, and students.

Assessment 1: Does the program demonstrate a commitment to diversity in the recruitment and retention of students, faculty and staff?

The faculty is balanced in terms of gender and ethnicity. While many of the students are from Ontario, there are international students, and there appears to be a healthy balance in terms of gender and ethnicity among the student group.

Assessment 2: Does the program demonstrate this commitment to diversity throughout its student's full academic progress?

U. of Toronto has a very strong policy on diversity, equity and accessibility. The policies and procedures in the Daniels Faculty and the LA Program are consistent with U. of Toronto policies. The commitment to student progress, equity and diversity is strong and continuous.

Recommendations affecting accreditation:

- 1. The Program Director is a highly capable individual who is engaged in a wide variety of activities that are beneficial to the LA program and to the Daniels Faculty. These important activities, and other initiatives, the Team's recommendation is that these activities would be enhanced if the Director had more administrative support.*

Considerations for Improvement:

None

Standard 3: Professional Curriculum

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: Humanities, Social Sciences and Natural 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.

Visiting Team Assessment:

_____ Met X Met With Recommendation _____ Not Met

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

A. Mission and Learning Outcomes. The program's curriculum addresses its mission, goals, and objectives.

Assessment: Does the program identify the knowledge, abilities and values it expects students to possess at graduation?

Met, as demonstrated in the SER

B. Professional Curriculum.

The program curriculum should be guided by, but not limited to coverage of:

History, theory, philosophy, principles, and values

design history, including: landscape architecture, urban design and garden design in a global and a Canadian context

design theory and criticism

environmental ethics and aesthetics (in a landscape architectural context)

Design processes and methodology

critical thinking

analysis

ideation

data acquisition, management and interpretation

synthesis

site programming

iterative design development

design communication

landscape design, planning and management at various scales and applications (e.g. planting design, pedestrian and vehicular circulation, grading and drainage)

Natural and cultural systems and processes (related to design, planning and management)

ecosystems sciences including soils and hydrology, and plants

built environment, urban systems and infrastructure

social and cultural influences on landscape

urban-rural relationships and linkages

storm water management, ecosystem protection, resource management, natural system restoration and rehabilitation
human health and well being

Communication and documentation

written and oral communication
visual and graphic communication
design and construction documents
numeracy and quantitative problem-solving, and communication
public and client engagement

Computer applications and advanced technologies

computer-aided design
3D modeling and visualization
publishing, word processing and spreadsheets
geospatial analysis

Assessment and evaluation

site assessment
visual and scenic assessment
landscape performance
post-occupancy evaluation

Operational context of landscape architecture

land use planning
regional planning
public policy and regulation
sustainability, resiliency, low-impact design, stewardship
health, safety, human welfare
professional certification and licensing
building codes and accessibility legislation
principles of contract law

Project Implementation

basic principles of surveying and layout
Site materials
use and management of plants and vegetation
construction technologies, site engineering and applications
construction related policies and regulation

Professional practice

values
ethics in professional practice
business planning
marketing and social networking
specification writing and contract preparation
scheduling
cost estimating
forms of contract delivery
construction administration

Research and scholarly methods (for master of landscape architecture programs)

quantitative and qualitative methods
establishing a research hypothesis
framing research questions
review of literature, case studies and precedents
research integrity and protection of human subjects

communication of research

Assessment 1: Does the curriculum provide a balanced coverage of the designated subject matters and introduce the subject matter in a sequence that supports its goals and intended learning outcomes?

The program provides a balanced coverage of subject matter at all scales in a logical sequence. The learning goals and intended outcomes are met.

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to assume an entry-level position in the profession?

Yes - the accreditation team noted that graduates are critical thinkers and well prepared for entry-level positions. The focus on design and conceptualization is strong, with less evidence of engagement in technical knowledge and skills that could balance the critical thinking. A refined holistic scaled approach from master planning to detailed design, related materials and technical details would be beneficial.

Assessment 3: Do curriculum and program opportunities enable students to pursue personal academic interests consistent with institutional requirements and entry into the profession?

Yes – the curriculum and program opportunities allow students to pursue personal academic interests. The team notes apart from achieving this internally the program, and especially the faculty support students to achieve this after entering the profession.

The opportunity for students to pursue detailed study in a terminal project of their choosing is an important component of the program.

C. Syllabi. Syllabi are maintained for courses.

Assessment 1: Are syllabi readily accessible and do they include the intended learning outcomes, course content, and the criteria and methods that will be used to evaluate student performance?

Yes – the team notes that an effort has been made over the last 5 years to make syllabi consistent. Assistance is provided by a newly hired designated writing support person.

Assessment 2: Do syllabi and related assignments identify the various levels of accomplishment students shall achieve to complete the course successfully and advance in the curriculum?

Yes

D. Curriculum Evaluation. At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program's learning outcomes in a timely way.

Assessment 1: Does the program demonstrate and document ways of:

- a. Assessing students' achievement of the intended learning outcomes of the course and program?
- b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?
- c. Maintaining currency with evolving technologies, methodologies, theories and directions of the profession?

The program's curriculum is assessed and evaluated through a number of mechanisms, including the following:

. The program has to undergo the formal program self-assessment process dictated by the University, which is described in Section 5.2 (p. 231) in the SER. This includes cyclical program reviews run by the Office of the Vice-Provost, which begin with a self-study report. The self-study includes a curriculum review. The last self-study occurred in 2013 and the next will occur in 2020-2021.

. The academic planning process includes reviewing existing program curricula and planning for improvements (Section 5.2).

. The Daniels Faculty Council includes a Curriculum Committee that reviews existing curricula and proposes changes. The Director is required to submit a formal program report to the Faculty Council each year, which includes curricular updates and plans for future changes (Section 5.2).

. The Dean and Director regularly review the MLA curriculum and implement changes through the Curriculum Committee (in consultation with MLA faculty). Student course evaluations, meetings with students, and requests from the Graduate Architecture, Landscape, and Design Student Union inform these changes (Section 5.2).

. Any changes with regard to staffing and associated course content are reviewed by the Dean and Associate Dean, Academic

. MLA faculty meetings (led by the Director) occur at least quarterly, and include discussions of the curriculum

. The program must submit a report to the CSLA annually. That report includes any curricular changes and requires the program to respond to the recommendations of the previous accreditation review. The Director is thus required to assess the curriculum in preparation for this reporting each year. Additionally, the program is required to submit an annual report to the OALA.

. The Dean and Director also work directly with faculty to address any curricular gaps in their individual courses. These conversations often stem from annual Progress Through the Ranks reviews (Section 5.7).

Additionally, developing a Strategic Plan with MLA faculty this year has provided an opportunity to review the curriculum, resulting in a number of curricular changes. MLA faculty believe it is a valuable process they intend to continue to review and build on this strategic plan.

The team notes that there is a big strive of the faculty to be up to date with current landscape architecture development in some cases they go even further to explore new course development and teaching pedagogies.

Assessment 2: Do students participate in evaluation of the program, courses and curriculum?

Yes – through evaluations. The team notes that in the future the U of T wide evaluation surveys will be used, which are more rigorous than the current ones from Daniels.

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in internships and exchange programs, off-campus studies, public service, research assistantships, or practicum experiences.

Assessment 1: Does the program provide any of these opportunities?

Yes - faculty outreach to the profession provides internship, research and off-campus opportunities. There are currently no design- build courses, and alumni mentioned this.

Assessment 2: How does the program identify the learning outcomes and evaluate the effectiveness of these opportunities?

Detailed student evaluation is monitored by the registrar and the program director

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

The team did not see any evidence of this

F. Coursework (Bachelor's Level). In addition to the professional curriculum, students also pursue coursework in other disciplines and acquire an introduction to investigative and scholarly methods in accordance with institutional and program requirements.

Assessment 1: Do students take a broad range of courses in the Humanities, Natural and Social Sciences?

NA

Assessment 2: Do students receive an introduction to Investigative and Scholarly Methods appropriate to an undergraduate education?

NA

G. Areas of Interest (Bachelor's Level). The program provides opportunities for students to pursue special interests.

Assessment 1: Does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?

NA

Assessment 2: Does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

NA

Assessment 3: Does the curriculum provide an introduction to investigative and scholarly methods?

NA

G. Research and Scholarly Methods (Master's Level). The program provides advanced education in Investigative and Scholarly methods.

Assessment 1: Does the curriculum provide instruction in Research and Scholarly Methods and their relation to the profession of landscape architecture?

Yes a research methods course was implemented in fall 2018, to prepare students for their scholarly thesis work.

Assessment 2: Does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

The team observed that the design component of the terminal project is rigorous and outcomes are clearly documented. However, there is no formal written component to the final submission.

Recommendations affecting accreditation:

- 1. Recommend adding a written scholarly component to the terminal project for all students. The written component should incorporate the background research and is the basis for the design exploration in the terminal project. The team notes that this was a recommendation in the 2012 accreditation report.*
- 2. Recommend that the program find strategies to reduce the gap existing currently between conceptual design and construction technology.*

Considerations for Improvement:

- 1. A comprehensive studio has been discussed and this could be one vehicle for achieving the technical issues mentioned above.*
- 2. The annual lecture series is an important extra-curricular component of the students' educational experience. Currently landscape architecture is not well represented in the lecture series and it would be valuable to find a way to increase the number of LA related lectures.*

Standard 4: Student and Program Outcomes.

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

Visiting Team Assessment:

Met Met With Recommendation Not Met

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 abilities in creative problem-solving, critical thinking, communications, and design implementation to allow them to enter the profession of landscape architecture.

A. Learning Outcomes. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

Yes, this is most definitely the case. In conversations with the professional community that has hired U. of Toronto graduates, as well as with alumni of the program who are now working in the profession, the evaluation team concludes that the degree of preparation for a career in Landscape Architecture is at a very high level.

Assessment 2: Do students demonstrate their achievement of the program's intended learning outcomes?

Yes. Based on the evidence provided in the form of student work, students are clearly engaged in a learning process involving critical exploration and skill-building consistent with the intended outcomes of the program.

Assessment 3: Are alumni satisfied with the academic experience and preparation for professional practice?

As stated above, the alumni with whom the team met were very positive about their educational experience in the program and their level of preparation for professional practice. They specifically talked about broad-based thinking, communication skills, the importance of connections, and design skills.

B. Student Advising. The program provides students with effective advising and mentoring throughout their education.

Assessment 1: Are students effectively advised and mentored regarding academic development?

There are an extraordinary number of services in the Daniels Faculty dedicated to student advisement, a positive student experience and success. These services include application and admissions procedures, personal student issues and difficulties / health issues, mediation, learning strategies, writing guidance, graduation procedures, financial issues and others.

Assessment 2: Are students made aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

Students are made aware of a broad range of extracurricular opportunities that will advance their prospects within the profession. In the Professional practice course they are exposed to a range of private and public types of practice as well as the requirements for licensure.

Assessment 3: Are students satisfied with the academic experiences and their preparation for the landscape architecture profession?

As noted above, Alumni were very satisfied with their academic experiences. Current students were very positive about the program. They are enjoying their time in the Faculty, and feel that they are receiving a very good education to prepare them for the future.

C. Participation in Extra Curricular Activities. Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.

Assessment 1: Does the institution provide opportunities for students to participate in institutional organizations, community initiatives, or other activities?

The Daniels Faculty has a student organization comprising student representatives from each program. The student organization plans events, discusses Faculty issues, and has an opportunity for input into policy and planning in the Faculty.

A number of the studio projects are focused on local communities, and students have an opportunity to engage these communities in discussions about community goals and aspirations with respect to their physical environments.

Academic Advising & Student Engagement provides academic advising and supports various student engagement opportunities both within Daniels and the University of Toronto as a whole.

Assessment 2: Does the program provide opportunities for students to participate in events where they are exposed to the profession, such as: CSLA Annual Meetings; Component Association meetings and events; other associated professional societies or special interest groups; Construction Industry-related organizations; public lectures?

The team has observed that there appears to be an active and healthy relationship with the professional community. Professionals not only teach courses in the school, but they are invited for design reviews, lectures, and other forms of engagement with the students. The OALA holds social events where students meet professionals, and the professionals hold an annual portfolio review event with students.

Recommendations affecting accreditation:

None

Considerations for Improvement:

None

Standard 5: Faculty

The qualifications, academic position, and professional practice activities of faculty and instructional personnel shall promote and enhance the academic mission and intended learning outcomes of the program.

Visiting Team Assessment:

Met Met With Recommendation Not Met

INTENT: The program should have qualified experienced faculty and other instructional personnel to provide the knowledge 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. The academic qualifications, professional experience and teaching skills of the faculty, instructional personnel, and teaching assistants are appropriate to their roles and the courses in which they provide instruction.

Assessment 1: Are qualifications appropriate to responsibilities of the program as defined by the institution?

Yes – the team notes that U. of Toronto has an exceptional faculty with a wide range of specialties, professional, teaching and scholarly experience and current and visionary research pursuit.

Assessment 2: Are faculty assignments appropriate to the course content and program mission?

Yes

Assessment 3: Are faculty actively engaged in scholarly pursuits and/or professional activities and external service activities?

Yes – the faculty are very engaged and productive in scholarly work. The relationships with the profession are strong and students, faculty and the university as a whole benefit from it. The faculty is also engaged in fund raising and outreach.

Assessment 4: Do faculty members have a variety of areas of academic focus so that a range of viewpoints is maintained?

Yes

Assessment 5: Is there a balanced mix of professors at different stages of career development?

Most faculty are mid-career and junior. The team was informed that 2-3 faculty will apply for full professorship in the next 3 years.

Assessment 6: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?

Yes – there has been a shift to integrate professional practice and research in the faculty mix.

B. Faculty Participation and Recognition. The faculty participates in program governance and administration.

Assessment 1: Do faculty members have voting privileges, academic freedom, and tenure opportunities consistent with the principles of the Association of Universities and Colleges of Canada (AUCC)?

Yes

Assessment 2: Does the faculty have the ability and responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

Yes –faculty is involved in curricular development and program planning.

Assessment 3: Does the faculty make recommendations on the allocation of financial resources for capital improvements and up-grades?

There was no indication to the team that this was the case.

Assessment 4: 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?

Yes – the faculty has formal interviews on their teaching, academic and services progress with the MLA director.

The team is not aware of a formal mentorship protocol for junior and mid-career faculty members, given that there are currently no full professors.

Assessment 5: Are faculty salary levels commensurate with those of other similar departments in the institution?

Yes

C. Faculty Number. The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity and scholarship, and be actively involved in professional endeavours such as presenting at conferences. To address this criterion:

1. An academic unit that offers a single first-professional degree program at the Continuing Full Accreditation Status shall have an FTE of at least five instructional faculty. At least four of the five shall hold a professional degree in landscape architecture. At least three of the five shall be Full-time.
2. An academic unit that offers first-professional degree programs at both the bachelor's and master's levels at the Continuing Full Accreditation Status shall have an FTE of at least seven instructional faculty. At least five of the seven shall hold professional degrees in landscape architecture. At least five of the seven shall be Full-time.

- 3. The majority of the faculty members should be members of the Canadian Society of Landscape Architects or equivalent professional institution.
- 4. The Self-Evaluation Report shall include a discussion of the University's requirements for faculty and teaching staff numbers and composition.

Assessment 1: Is the minimum number of faculty, their academic qualifications, and employment status (i.e. Full-time vs. Part-time) in accordance with the above-noted requirements?

Yes

Assessment 2: Beyond achieving the specified minimums, is the faculty number adequately matched to student enrollment and is it of sufficient size to achieve the program's overall mission and goals and also promote individual faculty development?

Yes

Assessment 3: Are the majority of the faculty members of the CSLA, or equivalent professional institution?

Yes

Assessment 4: Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number and qualifications of faculty?

Yes

D. Faculty Development. The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: 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?

Yes –the faculty have been very productive in scholarly paper and book publications, extensive successful grant funding, and research.

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Yes - new course assignments and curriculum development under the new chair accommodates professional development.

Assessment3: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated by peers and students and are the results used for individual and program improvement?

Yes – the team noted through conversation with students and faculty that faculty and program are very responsive to improve teaching effectiveness.

Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.?

Yes – each faculty member is allocated a limited amount of funds for conference presentations.

Assessment 5: Are the activities of faculty recognized by faculty peers?

Yes – there appears to be a high level of collegiality between the whole faculty.

Assessment 6: Do faculty members participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Yes – there is a high commitment to advising students, participating in outreach activities, in fund raising and for program promotion.

E. Faculty Retention. Faculty members hold academic status, have workloads, and receive salaries, mentoring and support that promote productivity and retention.

Assessment 1: Do faculty salaries, academic and professional recognition promote faculty retention and productivity?

Yes – salaries appear to be competitive

Assessment 2: The rate of faculty turnover does not undermine the mission and goals of the program.

None

Recommendations affecting accreditation:

None

Considerations for Improvement:

1. *The team suggests to provide support and research time for mid-career faculty to go up for full professor rank to create a pool of peers at full professor rank.*

Extra funding opportunities to support mid-career faculty in their research for conferences attendance and presentation would enhance the promotion process

2. *It may be necessary to seek formal mentorship from faculty in other units to help LA faculty applying for promotion*

Standard 6: Community Outreach and Public Service

The program shall have a plan for and a record of interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.

Visiting Team Assessment:

Met Met With Recommendation Not Met

INTENT: Each landscape architecture program shall establish an effective relationship with the larger institution, its alumni, practitioners, the local community 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 shall enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution and Public. The program shall represent and advocate for the profession by interacting with the larger institution, the local community, practitioners, the professional associations and the public at large.

Assessment 1: Are service-learning activities incorporated into the curriculum?

Experiential and Community Engaged Learning is incorporated into the curriculum. This process engages students with community and /or workplace stakeholders, institutions and agencies (provincial, national, international).

Assessment 2: Are service activities documented on a regular basis?

U. of Toronto is currently improving its processes for cataloguing experiential learning and community engaged learning.

Assessment 3: Does the program interact with the institution, practitioners, the community and the public at large?

Yes - the program has numerous examples of integrated experiential learning where students have participated in meaningful projects including:

Regional Conservation Authority Toronto Sub-urban park, City of Toronto Rail Deck Park, Tamagami Lakes Assoc. First Nations, Florida coastal resiliency, Town of west Bolton project, LACF grant 2018 Green Infrastructure and Indigenous Place Making

The program also offers partnerships with Civic/Cultural Institutions, Academic Institutions, Research Labs Industry, Professional Associations, Journals and Governments.

B. Outreach to Alumni and Practitioners. The program recognizes alumni and practitioners as a resource.

Assessment 1: Does the program maintain or have access to a registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

Generally yes - the Program has access and is maintaining contact with most of the alumni.

A major undertaking to reconnect with alumni took place in 2015, celebrating graduates from 1950-2015.

Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, career advising, potential employment, curriculum review and development, fund raising, continuing education, design-review panels, design charrettes, student awards, etc.?

Yes - all of the above. The Program invites and encourages practicing Landscape Architects to participate in student's reviews, public programs, fora, symposia and public lectures.

Worthy to note: The Campaign Cabinet (for advancement of the network connections in the donor community) included 21 volunteer leaders. Principals of architecture firms, development companies and allied professions are actively engaged in fundraising for the Faculty.

Assessment 3: Does the program document, acknowledge and celebrate the significant professional accomplishments of its alumni and benefactors?

Yes - The program has 4,390 alumni. Achievements are reported and highlighted on the Faculty Website.

U. of Toronto actively seeks opportunities to nominate alumni for awards such as Alumni of the Year. Three LA alumni were nominated this year.

Recommendations affecting accreditation:

None

Considerations for Improvement:

- 1. The program would benefit by creating a formal inventory of current and potential partnerships*

Standard 7: Facilities, Equipment, Libraries and Technology

Faculty, students and staff shall have access to facilities, equipment, library resources, technologies and other supports necessary for achieving the program's mission and intended learning outcomes.

Visiting Team Assessment:

Met Met With Recommendation Not Met

INTENT: The program should occupy space in designated, accessible facilities that support the achievement of program mission and intended learning outcomes. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and intended learning outcomes.

A. Facilities. There are designated, universally accessible and adequately maintained spaces that serve the professional requirements of the faculty, students and staff.

Assessment 1: Are faculty, staff and administration provided with appropriate office space?

Yes - The new facility, which opened in November 2017, is 70% larger than previous space on College St. It is a state of art complex seamlessly merging the old seminary building with a new structure. There is general feeling of excitement and satisfaction with the new facility from Faculty and students alike. Minor rearrangements of furnishings, student storage space etc., shelving units is to be expected during this first year.

Assessment 2: Do students have sufficient space and facilities to perform their work and are the hours of operation supportive of their educational needs?

Yes - based on review of the building plans and a walk through, there appears to be sufficient space. Also, the pedagogical aspect of the landscape design surrounding the Daniel's Faculty allows students to observe plant growth and performance through the year (s) and various technologies and planting methods are tested on the site.

Assessment 3: Are program facilities designed in a way that promotes and supports cooperative learning, design inquiry and creative expression?

Yes - The open concept for studios allows for easy assembly of studio groups, display of work on the walls and cooperative learning.

B. Technologies and Related Equipment. The technological resources needed to achieve the program's mission and intended learning outcomes are available to students, faculty and other instructional and administrative personnel.

Assessment 1: Does the program have sufficient digital resources (e.g. computer workstations, internet access, software, printing/plotting, and model-making)?

Yes – There is a network with seamless roaming from wired to wireless connections, 36” scanning, administrative and teaching files with a capacity of 3 year storage, a variety of software available, 12 workstations in studios, 5 in the Library and with advanced 3D graphics.

A wood workshop, metal workshop, digital fabrication lab and a robotic prototyping lab technology are all equipped with state-of-the-art equipment and permanent staff to assist students.

Assessment 2: Do students have adequate access to technical support staff and instruction?

Yes

Assessment 3: Does the program have a procedure to manage and remain current with evolving technology?

Yes – A committee is in place to discuss facility and technology upgrades on regular bases.

Assessment 4: Are the hours of use sufficient to serve faculty and students?

Yes - At present time the average is 50 hours a week with up to 70 hours per week with limited access to alumni.

C. Library Resources. Library collections, resources and services are sufficient to support the program's mission and intended learning outcomes.

Assessment 1: Are collections adequate to support the program?

Yes - the collections include many classes supporting the Master of Landscape Architecture Program (HD,HT, N, NA, QB, S,SB and T).

Assessment 2: Do courses integrate library and other resources?

Yes – course syllabi provide lists of compulsory and suggested readings in books and periodicals.

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

Yes - The John H. Daniels Faculty Library is open 68 hours a week, (less during summer months) has 37,000 volumes and a 24/7 secure reading room is being created for the 2018 -2019 academic year.

Recommendations affecting accreditation:

None

Considerations for Improvement:

None

PART III: SUMMARY OF RECOMMENDATIONS AFFECTING ACCREDITATION

RECOMMENDATIONS AFFECTING ACCREDITATION

Standard 1: Program Mission, Goals and Objectives

1. *Recommend that the program develop a clear mission statement that guides the strategic plan.*
2. *Recommend that the program continue to develop the current well-articulated strategic plan to include implementation and assessment procedures*
3. *Recommend that the program develop a document distinct from the strategic plan that articulates a clear set of academic/educational goals and objectives.*
4. *Recommend that the program webpage be expanded to highlight elements of the program, other than basic information, that would be of interest to potential students. For example, this could include information such as student awards, current research, an alumni of the month profile, community engagement, field trips, etc., as well as a basic mission statement and program goals.*

Standard 2: Program Autonomy, Governance & Administration

1. *The Program Director is a highly capable individual who is engaged in a wide variety of activities that are beneficial to the LA program and to the Daniels Faculty. These important activities, and other initiatives, the Team's recommendation is that these activities would be enhanced if the Director had more administrative support.*

Standard 3: Professional Curriculum

1. *Recommend adding a written scholarly component to the terminal project for all students. The written component should incorporate the background research and is the basis for the design exploration in the terminal project. The team notes that this was a recommendation in the 2012 accreditation report.*
2. *Recommend that the program find strategies to reduce the gap existing currently between conceptual design and construction technology.*

PART IV: SUMMARY OF CONSIDERATIONS FOR IMPROVEMENT

CONSIDERTIONS FOR IMPROVEMENT

Standard 3: Professional Curriculum

1. *A comprehensive studio has been discussed and this could be one vehicle for achieving the technical issues mentioned above.*
2. *The annual lecture series is an important extra-curricular component of the students' educational experience. Currently landscape architecture is not well represented in the lecture series and it would be valuable to find a way to increase the number of LA related lectures.*

Standard 5: Faculty

1. *Consideration should be given to provide support and research time for mid-career faculty to go up for full professor rank to create a pool of peers at full professor rank.*

Extra funding opportunities to support mid-career faculty in their research for conferences attendance and presentation would enhance the promotion process

2. *It may be necessary to seek formal mentorship from faculty in other units to help LA faculty applying for promotion*

Standard 6: Community Outreach and Public Service

1. *The program would benefit by creating a formal inventory of current and potential partnerships*