CANADIAN SOCIETY OF LANDSCAPE ARCHITECTS
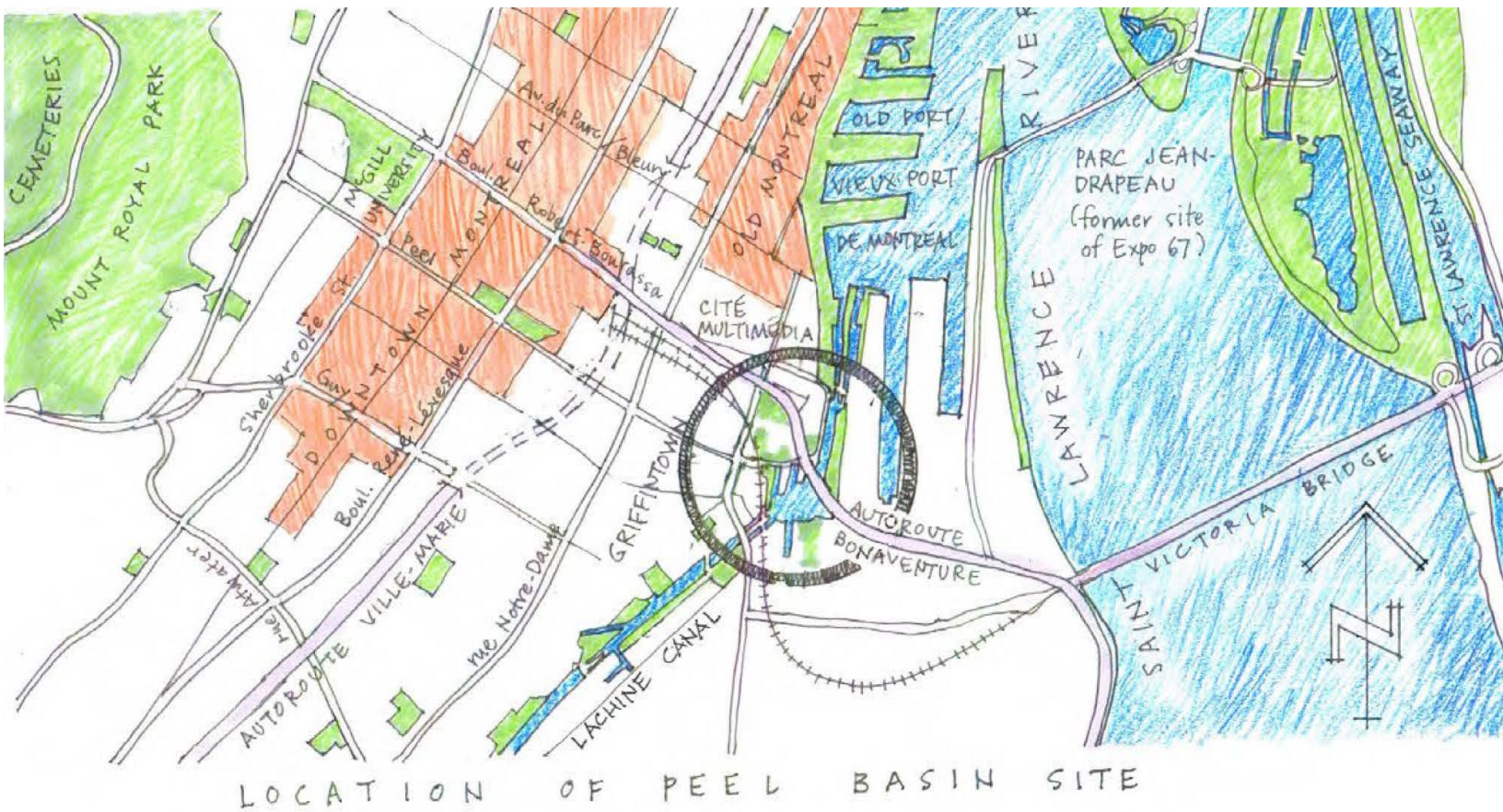
VISITING TEAM GUIDELINES

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Student Charette Localization Plan

CSLA Accreditation Council | LAAC
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1. Introduction

Thank you for volunteering to serve as a visiting team member representing the Landscape Architectural Accreditation Council. The accreditation process could not succeed without dedicated volunteers like you. As a member of the Visiting Team, team members are acting as a liaison between LAAC and the institution seeking accreditation for its program. Therefore, you are a representative of LAAC.

Please refer to the Manual of Accreditation Standards (Standards) and Manual of Accreditation Procedures (Procedures) documents to find details on the accreditation process. The site visit is a vital part of the accreditation process.

2. Definitions

Accreditation is governed by the Standards and Procedures created and published by the Landscape Architecture Accreditation Council. A listing of terms and concepts is published in the Procedures document and accessed on the LAAC website.

3. Visiting Team Member Responsibilities

The following guidelines provide general information regarding the roles and responsibilities of the Visiting Team and its members. While it is not possible to put everything into writing, the following guidelines will give the Visiting Team members a better understanding of their role, duties and responsibilities.

Accreditation reviews provide an important external assessment for programs of landscape architecture. These reviews should provide proactive, constructive, and positive insights focused on improving the quality of landscape architectural education. A great deal of the success of accreditation reviews depends on how members of the visiting team prepare and conduct themselves during the review.

Team members need to be well prepared by reading and reviewing all documents (including student work provided) prior to the visit and by communicating with each other before arriving at the institution. The way the team members conduct interviews, review work and facilities, the care taken in determining findings and crafting the visiting team report, and the way that findings are presented to the various constituents of the host institution impact the perception, quality and thus, the success of the visit. Every step in the process requires a thoughtful professional demeanor.

3.1 Team Composition

A typical Visiting Team is made up of three persons: a Landscape Architectural Educator, a University Administrator, and a Landscape Architecture Practitioner. The Accreditation Chair will designate one of the Team Members as the Chair of the Team. LAAC may permit some schools with both a Bachelor's degree program and a Master's degree program to have both programs reviewed with a single team that adds a second Landscape Architecture Educator to the team or may assign two teams of three members each to review each of the programs individually.

3.2 Visit Preparation

Read the entire Self Evaluation Report (SER)
- Know your assignment (given by the visiting team chair) and focus on those standards in the SER.
- Identify any additional information (not provided in the SER) you may require to properly evaluate standards assigned to you.
- Formulate questions that need to be asked to properly assess standards assigned to you.

During the visit:
- Be punctual for all meetings.
- Be a good listener; do not overly insert yourself into the discussion.
- Ensure that the team has access to representative examples of student work
- Be objective; your role is to observe, analyze and report. Do not express views that could be interpreted as a bias about program content and outcomes.
- Have a positive attitude and tone in the interviews.
- Keep confidence; this will encourage candor.
- Focus on important issues; stay away from small problems.
- Seek a balanced view of issues; do not let a small faction skew the team's perception of an issue.
- Be thorough in searching for the truth about an issue.
- Identify important issues early (at the conclusion of the first day) so you can revisit them and gather additional information that will or will not support them.
- Write clearly, concisely and provide factual information to support any recommendations; avoid vague terms – "some faculty said…", "it was reported…", etc.
- During the exit interviews, be prepared to discuss the rationale for any recommendations or suggestions in the standards.

Confidentiality Agreement for Visiting Team Members

Sensitive information may be presented and discussed during the accreditation visit. Visiting Team members are responsible for the protection and safeguard of all information presented or discussed during the accreditation visit. All information relating to the accreditation of the program that Visiting Team members have access to in the course of their work is to be treated as confidential. Such information shall not be used for any purpose other than that for which it was obtained.

3.3 Reference Documents

The documents governing the process of accreditation include:
- Manual of Standards
- Manual of Procedures

The documents for drafting the Visiting Team Report include:
- Visting Team Report Template

The documents created during the review process include:
- Self-Evaluation Report (SER) – authored by the school to describe their program
- Visiting Team Report – authored by the Team to report their findings and recommendations
- Program Response – an acknowledgement by the School that they've received the Visiting Team Report and an opportunity to provide editorial correction or supplemental commentary about the Team's Report
- Principal Reader's Report – authored by the Council Member presenting the case to the Council
- Action Letter – written to the School by the LAAC Chair, reporting the action of the Council.

3.4 Overview of the Site Visit

The site visit has four principal objectives:
- To verify information in the Self-Evaluation Report (SER);
- To gather new information through observation and interviews;
- To assess whether the program under review meets LAAC's accreditation standards; and
- To identify/verify program strengths and areas for improvement.

3.5 Visit Outcomes

- **Verbal feedback to the program**: the exit interviews conducted on the last day of the visit;

- **Visiting Team Report:** a written report drafted during and completed after the visit that is shared with the program, the administration, and LAAC, and

- **Recommendation to LAAC:** the team's consensus of the appropriate accreditation status for the program, based on their observations. This recommendation is **confidential** and **is not disclosed** to the program during the visit.

4. Team Report Components

A rough draft of the team report should be completed by the conclusion of the visit. The team report follows the Visiting Team Report Template that is sent to the chair of each visiting team.

The Visiting Team Report has four sections.

1. Overall analysis.
2. Assessment of each standard.
3. Summary of recommendations affecting accreditation.
4. Summary of considerations for improvement
5. Confidential recommendation to LAAC.

4.1 Overall Analysis

The overall analysis includes two sections:

A. An introduction that sets the tone of the report and provides the reader with a sense of the program's institutional and regional context and a summary (two pages at most) of the team's findings. The assessment should include a statement about the focus of the program and its unique characteristics, a summary of its strengths and challenges.

B. A review of each Recommendation Affecting Accreditation and Considerations for Improvement from the last accreditation review, with the team's assessment of whether the issue has been adequately addressed. If any of these items are still of concern, they should be addressed in the appropriate section of the report.

4.2 Assessment of Each Standard

The team must report on each standard. See the Manual of Accreditation document for definitions. This section has five parts:

A. Statement of Standard (included in template)

B. Assessment of Program Compliance with each Standard (included in template)

C. Comments related to each assessment question

D. Recommendations Affecting Accreditation (if applicable)

E. Considerations for Improvement (if applicable)

4.2.1. Statement of Standard (included in the template)

<u>4.2.2 Assessment of Program Compliance with Each Standard</u>

The team indicates one of three conclusions about the program's compliance with the standard: met, met with recommendation(s), or not met.

Standard Met - Evidence shows that overall program performance in this area meets LAAC minimum standards. A standard may be judged as met even though one or more criteria are not minimally met.

Standard Met with Recommendation - Deficiencies exist in an area directly bearing on accreditation. The problem or problems have observable effects on the overall quality of the program.

A finding of "met with recommendation" must be justified in the rationale section by stating the evidence the team considered, what deficiencies were found, and why, in the team's view, the deficiencies have a serious impact on overall program quality. Since one or more findings of "met with recommendation" may result in provisional accreditation by the Council, the team must provide justification for its assessment.

Standard Not Met - Cited deficiency is so severe that the overall quality of the program is compromised and the program's ability to deliver adequate landscape architecture education is impaired.

A finding of "not met" must be supported by evidence that the deficiencies in this area are so severe that overall program quality is unacceptably compromised. A program that has even one standard assessed as not met will be denied accreditation.

<u>4.2.3. Team Assessment</u>

The rationale section provides justification for the team's assessment.

Each standard has one or more criteria statements and related assessment questions that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a standard as 'not met'. To be accredited a program demonstrates progress towards meeting the criteria. In this document, criteria are identified by letters (e.g., A. Program Mission).

Each criterion has one or more questions that seek qualitative and quantitative evidence used to assess the level of compliance with or achievement of the related criteria. The visiting team must report on each criterion following the format in the example section of this document.

For a finding of "standard met," the rationale may appropriately cite areas of strength as well as concern.

A finding of "not met" must be supported by evidence that the deficiencies in this area are so severe that overall program quality is unacceptably compromised.

4.2.4. Recommendations Affecting Accreditation (If Applicable)

These are issues of serious concern, directly affecting the quality of the program. Recommendations Affecting Accreditation are only made when the visiting team assesses a standard as met with recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that are described in the rationale sections of the visiting team report. The program is required to report progress regularly on these issues. Recommendations Affecting Accreditation identify issues, and do not prescribe solutions.

4.2.5. Consideration for Improvement (If Applicable)

Considerations for improvement are considered informal counsel offered to the Program as a part of the Visiting Team's Report, but not included in the Final Action Letter from LAAC to the Program. These may include areas where the program can build on a strength or address an area of concern that does not directly affect accreditation status at the time of the LAAC review.

Considerations should be a very useful part of the peer review process. It is important to keep suggestions to a minimum. Some considerations of similar issue or standard may be consolidated. Considerations, unlike recommendations, may be prescriptive but they should be supported by evidence found in the rationale.

4.3 Summary of Recommendations Affecting Accreditation and Part IV Considerations for Improvement to Programs

These sections summarize all recommendations affecting accreditation and considerations for improvement from the reports on each standard. It is an aggregation of those Recommendations and Considerations that were presented at the end of the assessment for each Standard. There cannot be any Recommendations Affecting Accreditation or Considerations for improvement introduced here that were not previously identified in the assessment sections preceding the Summary.

4.4 Confidential Recommendation to LAAC (submitted as separate document)

The team should agree on its recommendation to LAAC of the type of accreditation action. This recommendation is *advisory* only and should be kept confidential. **Do not disclose it in the exit interview(s)**. The recommendation sheet must be completed and signed *(by all visiting team members)* before leaving the campus. The team's recommendation is advisory as the program has the opportunity to respond to the team report and supply additional information to LAAC. The team's recommendation must be supported by the report's text.

5. Conducting the Visit and Preparing the Team Report

5.1 Completion Schedule

The visiting team should complete a draft of their report prior to the end of the visit. One way to expedite this process is for team members to bring their own computers.

Within fifteen working days of the visit, the team chair shall send draft copies of the visiting team report to the LAAC chair and to the other team members. The team chair will be contacted by the LAAC chair shortly thereafter to discuss the team findings and any questions he/she may have concerning the site visit. The LAAC chair may also contact the other members of the visiting team. The draft report may be edited for grammar, spelling, and style before being sent to the program for technical accuracy review and comment.

If there are any difficulties in producing the report or submitting it within the required fifteen days, the team chair should contact the LAAC chair and provide a revised submission date for the report.

5.2 Interviews

Meeting those who bring the institution to life is one of the most important dimensions of the site visit. The interviews can yield the greatest dividends if appropriate preparation is undertaken.

The visiting team chair and the program chair should confer about the visit schedule as soon as the assignment of the team chair is confirmed. A visit schedule is printed in the Manual of Accreditation Procedures document. The schedule should insure the availability of key university administrative officials. Meeting with subordinate administrative staff for primary interviews is not an acceptable substitute. Not being able to meet with the key university administration dilutes the team's potential effectiveness to help the program. In addition, the schedule should be arranged to allow the visiting team to develop a good understanding of all facets of the program by the end the first full day of the visit.

It is important that the interviews be consistent. This document includes sample questions for each group (administrators, faculty, students, alumni and practitioners). The team should agree in advance on the core questions that will be asked in each interview and by whom. The team chair may, at his/her discretion, decide to conduct interviews on an individual basis rather than as a team; if so, it is even more important to agree on the ground rules. Teams should identify the most important areas to cover, leave time in each interview to probe areas of concern, and allow the interviewee the chance to ask any questions he or she may have. The team should extend an invitation to all faculty and students to meet with the team or a member of the team individually (under conditions of anonymity) to discuss specific issues of concern.

The Chair of the Visiting Team is encouraged to invite the University President and the College Dean to invite critical support administrators, as appropriate (such as a Provost, an Associate Provost, a Dean of the Graduate School, an Associate Dean of the College) to sit in on the interview and exit reporting at those levels.

5.3 Exit Interview

There are four exit interviews in a typical accreditation visit: an informal one with program chair at breakfast; a private one with the president or other high-level administrator; a private one with the dean; and a group interview with the program's faculty and students.

The team chair normally conducts the exit interviews. The exit interview should provide a balanced picture of the team's findings. Each Recommendation Affecting Accreditation and Improvement should be reported to all groups. It is best to read the recommendations to avoid reporting them differently to different audiences, which could leave them open to different interpretations by the various groups. The program should never be surprised by a recommendation or suggestion in the team's written report that was not mentioned in the exit interview.

The team's recommendation on accredited status to LAAC should not be disclosed to anyone.

6. Sample Questions for Use by the Visiting Team

(Questions which elicit information already provided in the Self-Evaluation Report generally should be avoided. These questions are examples, to generate conversation and to make sure key areas of the program are discussed. **It is not expected that all questions will be asked**. **Visiting team members should discuss questions in advance of meetings to determine what questions may be most efficient in providing the team with information to make an assessment of the program.** Questions and responses can be used for the team to comment on more than one standard or criterion. *Team members should listen more than they speak.*

6.1 Questions from the Team for Administrators

1. How is the program regarded by other elements of the institution?
2. How does the program contribute to the institution's mission and record of achievement?
3. How is the future of the program regarded by others in the institution?
4. How is the program's faculty regarded academically and as contributors to the leadership (committee) structure of the institution?
5. How have the efforts of the landscape architecture program contributed to the advancement of college and university missions and reputation?
6. Which other disciplines or programs within the institution are considered most similar to landscape architecture in terms of resource needs and similar faculty workload and tenure/promotion expectations?
7. Are there some issues or questions that the team should pay particular attention to during the visit?
8. How is the program perceived within the community outside of the institution?

6.2 Questions from the Team for the Department Head/Program Administrator

1. Has the department's long-range planning effort influenced recent policy decisions? How?
2. What has been the influence of alumni and practitioner contact in facilitating the program's mission?
3. Are there special efforts underway to recruit able students, particularly women, Indigenous students and minorities? How successful have these efforts been? What is the main draw for students who enroll in the program?
4. How do the standards for faculty selection, development, promotion, tenure, salary determination, etc., support the goals of the program?
5. Is there a strategy to assist the faculty in its research and professional development objectives? Is it working?
6. What efforts have been undertaken to update and strengthen the curriculum? What prompted these efforts?
7. Do you think the curriculum addresses contemporary issues?
8. How does the program assist in preparing graduates for employment or additional education opportunities? Does the program have an advisory board comprised of a variety of experts (both LA and non-LA) to provide feedback and direction to the program?
9. Does the program have an advisory board comprised of a variety of experts (both LA and non-LA)

to provide feedback and direction to the program?

10. Is the advisory board effective in facilitating fundraising efforts for the program? Does the program have other fund-raising mechanisms in place?
11. (If not clearly defined in the SER) How do you assess course effectiveness?
12. How do you assess how effective courses are in addressing curriculum goals?
13. How often and by what means (assessment techniques) do you evaluate how well the curriculum is addressing your program mission and goals?
14. How and how often do you assess the overall program mission and goals?
15. How are your assessment/evaluation efforts working? Do you anticipate any revisions? Does the university have resources to help you in these areas?
16. How does the program contribute to the institution's mission?
17. Which other disciplines or programs within the institution are landscape architecture compared to resources, workload and tenure/promotion expectations? How does the treatment of the program compare with those programs?

6.3 Questions from the Team for Faculty Members

1. What is the dean's (program director's) expectations for the program? Have these expectations led to faculty debate? Is this debate healthy or divisive?
2. What is the faculty's role in the objective-setting process?
3. What effect has long-range planning had on important policy decisions, particularly those involving faculty committee considerations? Have the program's objectives influenced these considerations?
4. How were faculty members involved in the preparation of the Self-Evaluation Report?
5. Are the standards for faculty selection, development, promotion, tenure, salary determination clearly defined and equitably applied?
6. Are you pleased with the students attracted to this program?
7. What is your current teaching-research-service interests? What assistance is available in pursuing these professional interests?
8. What is the greatest source of satisfaction in serving on this faculty?
9. Is your long-term professional growth well served by remaining on this faculty?
10. Do you understand the policies and procedures that lead to your next level of advancement, and do you have the mentoring and support to do so?
11. Are administrative and support personnel resources generally adequate?
12. What do you think of the current curriculum?
13. Do you think any changes are necessary in the curriculum?
14. Are the computer and library resources satisfactory for your teaching and research interests?
15. How effective is your program's assessment/evaluation process? For courses? For determining how courses support curriculum goals? How does the curriculum support program mission and goals?
16. Are you excited about any current innovative efforts in the institution?
17. How successful are graduates in getting/seeking employment? Are they satisfied with the types of positions they obtain?
18. Are you satisfied with the physical facilities that house the program?
19. How effective are the adjunct faculty members?
20. How is the program's relationship with other programs?

21. How is the program responding to changes and advances facing the profession?

6.4 Questions from the Team for Students

1. What caused you to select this program and this institution?
2. Would you recommend this program to others?
3. To what extent are students involved in the policy-making decisions of the school? Have good ideas advanced from such student involvement been implemented?
4. Were students involved in the preparation of the Self-Evaluation Report?
5. How soon after initial enrollment are career and placement counseling opportunities made known to students? Are these services adequate? Is academic advising adequate? *For graduate students, are professional staff and faculty members available as research advisors?*
6. Do you think this program attracts able students?
7. What do you think of the capabilities of other students in the program?
8. If faculty evaluation forms are available to students, have the results of these questionnaires made any difference? If they don't exist, should they?
9. Do you get a sense of the profession from your instructors?
10. Do faculty seem concerned about their teaching performance? Does the program emphasize good teaching?
11. How are faculty research and scholarship introduced into the curriculum?
12. Are course prerequisites enforced?
13. What single learning experience has been most exciting and memorable?
14. Have you been expected to utilize the library resources in your courses? Computer resources?
15. Are the program's handbook, website, and course literature accurate in describing the course content from year to year? Is this material effective in helping you select classes to meet your educational objectives?
16. What are the plusses and minuses of the physical facilities? Are you satisfied with them?
17. How effective are the adjunct faculty members?
18. What is the program's relationship with other programs?

6.5 Questions from the Team for Practitioners and Alumni

Alumni

1. How did the program prepare you for your career in LA?
2. Were you prepared to handle the work expectations upon graduation? 5 years? Now?
3. What sorts of contact do you have with the department, school and college? If any, what have you heard, experienced or gathered?
4. Have you hired any alumni recently? If not, would you recommend hiring a grad?
5. Are you in contact with any of your classmates?
6. What do you see as the program's strengths and weaknesses?
7. If requested, and you were available, would you consider advising, participating in the program and or serving on an Advisory Board?
8. How were faculty research and scholarship introduced into the curriculum?

Practitioners

1. What type of practice do you have?
2. What kind of contact do you have with the program?
3. What do you see as the program's strengths and weaknesses?
4. Have you employed graduates from this program and if so, how are they doing in your office?
5. What is their contribution? Do they meet your expectations?
6. How do they compare with employees who graduated from other schools?

Intern - Practitioners

1. What type of contact did you have with the intern?
2. Do you actively recruit interns from (school) and why?
3. What is their contribution? Do they meet your expectations?
4. How do they compare with employees who graduated from other schools?

Advisory Boards

1. What type of contact did you have with the program?
2. Do you meet frequently, what is the setting and who sets the agenda?
3. Do you find that your input is considered by the program and what sorts of issues do you find most important to it?
4. Does the board get the opportunity to review student work? If so, what is your opinion of the overall standard of student work?

7. Examples

7.1 Example 1 - Overall Analysis

A. Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in XXXX

The Visiting Team made three recommendations as part of the 20xx visit. They are

Recommendation 1

Review the balance of hand graphics and computer technology in design and design implementation courses such that the use of computer technology is more fully integrated into all courses (Standard 3).

Response from the Visiting Team:

> After a thorough examination of the revised curriculum, discussions with students, faculty, and the department head, and through a careful review of displayed student work, the visiting team concluded that this recommendation has been satisfied.

Recommendation 2

Expand and solidify the professional practice content on the curriculum (Standard 3).

> Through the initiation of a formal Mentorship program which teams a student (both BLA and MLA) with a local practitioner and the professional practice course the team concluded that this recommendation has been satisfied.

Recommendation 3

Provide the L.A. Department with office and studio space that gives the program more visibility and greater access to other departments and the College facilities (Standard 7).

> There have been no changes in the program's facilities and the team concluded that this recommendation has not been satisfied. See the rationale following Standard 7.

B. Review of Each Consideration for Improvement from the Previous Review in XXXX (for programs reviewed after September 1, 2016)

1. Consider adding references to scholarship/research and interdisciplinary programs in its mission statement (Standard 1).

> The mission statement has been updated to include references to interdisciplinary programs and research.

2. Consider a comprehensive narrative or equivalent of each curriculum sequence to aid faculty as to the context of their course in the curriculum (Standard 3).

> The program developed a narrative of each curriculum sequence, which has been helpful to students and faculty. See Standard 3 on curriculum for more details.

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

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

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

> Team Comments: All program media accurately describe the program's mission, objectives, educational experiences and accreditation status.

7.2 Example 2 – Standard 2

Standard 2: Program Autonomy, Governance & Administration_
The program shall have the authority and resources to achieve its mission, goals and objectives.

Assessment:
X_____Met___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 within its institution 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?

> Team Comments: Administrators from department heads to the Provost, said the LA program was a discrete and important unit in the college and university. However, the program is a small "program" with less than 50 students, in the much larger Department of Architecture with over 300 students, which is the smallest department in the College of Design. The program is not very visible. The only sign on the outside or inside of the building that says Landscape Architecture is in the listing of programs on the Department of Architecture's office door. In addition, LA students do not have their own studio space. They are in architecture studio space. LA faculty and students don't see themselves as being a very discrete unit in the department or college.

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

> Team Comments: Yes, the program title and degree description incorporate the term "Landscape Architecture".

<u>Assessment 3:</u> Does the program administrator hold a full academic appointment in landscape architecture?

> Team Comments: The program administrator has a faculty appointment in landscape architecture.

<u>Assessment 4:</u> Does the program administrator exercise the leadership and management functions for the professional program?

> Team Comments: The department head has the authority and responsibility to lead and manage the department. The department head reports directly to the dean of the college and participates, along with other department heads, in discussions on resource allocations and management of the college.

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.

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

> Team Comments: Funding for faculty development is available but it's limited. All requests for supported travel have to be made to the provost's office. The university's first priority is to fund travel associated with gaining funded research grants. Second is funding for untenured faculty to present (not just attend) at conferences. Funds for computers, software and other technical support are available. Students pay a per credit hour fee to the university and the college to support technology.

<u>Assessment 2:</u> Is funding adequate for student support, i.e., scholarships, work-study jobs, etc.?

> Team Comments: Funding for scholarships has historically been adequate. Normally, the program has about 30 scholarships to award among its 100 students. Funds for these scholarships come from the department endowment, the college, and university and off-campus organizations like the garden club. However, the recent turn-down in the economy has reduced this number and last year, the department awarded 13 scholarships. The department has five work-study positions.

<u>Assessment 3:</u> Are adequate support personnel available to accomplish program mission and goals?

> Team Comments: The department has adequate support personal. It has two support staff members whose responsibilities center on ("herding cats") student course advising, receiving and managing applications and assisting the department head with clerical tasks. The college provides computer support and some assistance with accounting.

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?

> Team Comments: While the department has achieved gender balance of students and faculty, recruitment of minority students and faculty has been largely unsuccessful. There are no minority faculty members and of the 120 students, two are African American, two are First Nation, one is Asian, and one is from India. The department advertises each faculty position in all LA and related professional media and request alumni, friends at other universities and practitioners nominate candidates, especially minority candidates for positions.

Assessment 2: Does the program demonstrate this commitment to diversity throughout its students' full academic process?

> Team Comments: Yes, the department demonstrated its commitment to recruit students and staff at all levels of the program.

7.3 Examples of Appropriate Recommendations Affecting Accreditation

Arrange the curriculum with greater flexibility and less conflict in order to meet both major objectives of the MLA curriculum; providing "basic competency in the fundamental aspects of design and technology," and "advanced study in an area of concentration."

A specific plan for the full use and maintenance of computer technology for faculty and students should be developed and implemented.

Integrate the use of computers into the curriculum.

Develop a clear set of measurable objectives for the program, which are linked to the curriculum. Improve balance between theory and practice within the curriculum.

7.4 Examples of Inappropriate Recommendations Affecting Accreditation

Add a GIS course to ensure all students have knowledge of GIS.

Hire two additional landscape architecture faculty to reduce student/faculty ratios in studios. Increase funds allocated to program for purchase of computer hardware and software.

Change the administrative structure to make landscape architecture a separate department. Require all students to participate in a study abroad program.

Convert the program from a four-year to five-year program.

7.5 Team Member Misconduct

CONDUCT

LAAC expects all visiting team members to act as professionals. Visiting team members must refrain from engaging in any conduct which might be deemed unprofessional or inappropriate. For example, no team member should make any statement or engage in any activity, which might offend the reasonable sensibilities of representatives of the program. Conduct which will not be tolerated under any circumstances includes, but is not limited to, the following:

- Comments that might be construed as showing disrespect for the program, its representatives or the sponsoring institution.

- Comments or actions that may be otherwise inappropriate for workplace settings, such as: - Offensive or demeaning terms of a sexual, racial, ethnic, or similar nature;

- Unwelcome suggestions regarding, or invitations to, social engagements or work-related social events.

- The deliberate or careless creation of an atmosphere of sexual harassment or personal intimidation; or

- The deliberate or careless expression of jokes or remarks of a sexual, racial, ethnic, or similar nature to or in the presence of individuals who may find such jokes or remarks offensive.

Any team member who fails to act in a professional and respectful manner at all times may be dismissed immediately from the team by the team chair.

Appendix A – TEAM CHAIR VISIT CHECK LIST

BEFORE VISIT

	Consult with the program administrator, the accreditation chair, and the principal reader about the visit schedule details and the delivery of SER and supporting documents.
	Make travel arrangements and notify program.
	Review Self-Evaluation Report (should arrive about 45 days before visit.) Expect to be contacted by LAAC Chair.
	Contact other team members, discuss assignments.
	Discuss schedule with program.
	Review Manual of Accreditation Standards and Manual of Accreditation Procedures and Visiting Team Guidelines.
	Review SER with Teammates & LAAC Chair.
	Exchange home and cell phone numbers and email addresses with team members, program head, accreditation chair, to be used in case of emergency.

DURING VISIT

	Introduction and orientation session with the team, review SER and other materials.
	Review team member responsibilities and potential interview questions.
	Complete and sign Recommendation Form.

AFTER VISIT

	Complete team report within 15 days.
	Send copies of report to visiting team members and LAAC chair.
	Submit expense form and receipts to LAAC.

Appendix B - LAAC STANDARDS FOR ACCREDITATION

See Manual of Accreditation Standards and Procedures for Canadian Programs of Landscape Architectural Education
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Appendix C - ADVISORY RECOMMENDATION TO THE LANDSCAPE ARCHITECTURAL ACCREDITATION COUNCIL

Date of Visit   _____

Institution   _____

Degree Title   _____

Visiting Team Recommendation

__   Initial Accreditation

__   Accreditation

__   Provisional Accreditation

__   Accreditation Denial.

Signatures:

_____

_____

_____

Accreditation

Granted when all standards are met or when one or more standards are met with recommendation, and continued overall program quality and conformance to standards are judged likely to be maintained.

Accreditation will typically be granted for six (6) years, but reduced periods may be established at the discretion of the LAAC.

A program granted Accreditation may be required to submit special progress reports at the discretion of LAAC.

Provisional Accreditation

Granted when one or more standards are met with recommendation and the cited deficiencies are such that continued overall program quality or conformance to standards is uncertain.

Provisional accreditation may be granted up to three (3) years.

This status shall not be granted more than twice without an intervening period of Full Accreditation.

Provisional status is not subject to appeal.

Initial Accreditation

Granted on a first review when all standards (with the exception of Faculty numbers) are at least minimally met and the program's continued development and conformance to the accreditation standards are considered likely.

Once granted Initial accreditation, New Programs must progressively increase its faculty numbers to meet the full LAAC Standard no later than three years from the date of approval.

Programs receiving Initial Accreditation must submit a Special Progress Report after three years to report on the program's overall development and to confirm that the standard for the number of faculty has been achieved.

Initial Accreditation is typically granted for six years, however, the Special Progress Report will be reviewed by LAAC to determine if an earlier accreditation review should be scheduled or if it should remain as originally granted.

Administrative Suspension of Accreditation

This status results if a program fails to maintain good standing for administrative reasons. Suspension of accreditation is not subject to appeal.

Accreditation Denial

This status results when one or more standards are not met.
This determination is subject to appeal.

Withdrawal of Accreditation

This status results if a program fails to comply with accreditation standards
This determination is subject to appeal.

Appendix D - LAAC ACCREDITATION VISIT EXPENSE REIMBURSEMENT FORM

Policy on Reimbursement

The LAAC will reimburse actual costs of meals, transportation and lodging purchased during travel (travel days as well as actual work days) with receipts, according to the CSLA's Policy on Reimbursement of Travel Expenses, which can be consulted here: [CSLA Policies Approved by the Board of Directors | CSLA (csla-aapc.ca)](#)

Itemized receipts should be provided for travelers on site visits and consultation visits.

Reimbursement of meals is not authorized where a meal is pre-paid or directly provided as part of a meeting or conference.

Make a pdf copy of receipts and submit to the Accreditation Chair along with the completed expense form downloadable from the CSLA's Reimbursement of Travel Expenses website: [CSLA Policies Approved by the Board of Directors | CSLA (csla-aapc.ca)](#).