Self-Evaluation Report for the
Master of Landscape Architecture Program
2011-2019

Submitted to the:
Landscape Architectural Accreditation Board
American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736

August 1, 2019
February 1, 2019

Mr. Kristopher Pritchard  
Accreditation & Education Programs Manager  
Landscape Architectural Accreditation Board  
American Association of Landscape Architects  
636 Eye Street, NW  
Washington, DC 20001

Dear Mr. Pritchard:

After having completed a full initial accreditation cycle at the School of Landscape Architecture at Polytechnic University of Puerto Rico, with this letter we formally express our interest in pursuing re-accreditation. In compliance with the Landscape Architectural Accreditation Board’s (LAAB) Accreditation Standards and Procedures, we request that the LAAB visits our School during Fall 2019, in order to evaluate the first professional Master of Landscape Architecture degree offering.

Polytechnic University of Puerto Rico’s Landscape Architecture program, the only graduate School in Puerto Rico, strives to pursue LAAB’s mission in support of the local Council of Higher Education to address “the particular characteristics, needs and expectations of the Puerto Rican Milieu.”

Should you require additional information, do not hesitate to contact us. Architect Carlos E. Betancourt-Llambias, School of Architecture Dean, or Landscape Architect Edmundo Colón- Izquierdo, Graduate Landscape Architecture Program Coordinator, will assist in any matter related to this visit.

Sincerely,

Dr. Ernesto Vázquez-Barquett  
President

C

Dr. Miguel A. Riestra  
VP for Academic Affairs

Eng. Ernesto Vázquez-Martínez  
Executive VP

Dr. Miriam Pabón  
Dean, Graduate School
REQUEST FOR REVIEW

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

February 1, 2019
Date

Invitation to review is extended by: (chief academic officer by name and title)

Dr. Ernesto Vázquez- Barquet, President

Identify the program in Landscape Architecture to be reviewed and the name of the institution.

School of Landscape Architecture

Polytechnic University of Puerto Rico

This landscape architectural program certifies that it has been in operation since August 2006 (date) and is legally entitled to confer the following first professional degree:

Master of Landscape Architecture


1. October 13 – 16 2019

2. October 6 – 9 2019

3. November 10 - 13 2019

Please give complete address for the program requesting review. Include the name, phone number, and e-mail address for the program administrator.

Polytechnic University of Puerto Rico, School of Landscape Architecture

PO Box 192017, San Juan, Puerto Rico 00919-2017

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PROGRAM SELF-EVALUATION REPORT

For the Academic Year 2018-2019   Institution Polytechnic University of Puerto Rico

Program  First Professional Degree

Degree Title/Degree Length Master of Landscape Architecture

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Report Submitted by  Edmundo Colón Izquierdo  08/01/2019
name  date
MINIMUM REQUIREMENTS
For Achieving and Maintaining Accredited Status

1. The program title and degree description incorporate the term "Landscape Architecture".

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.

4. Faculty instructional full-time equivalence (FTE) shall be as follows:
   a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
   b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.

5. The parent institution is accredited by a recognized institutional accrediting agency.

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.

7. A program accredited by LAAB shall:
   a. Continuously comply with accreditation standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly file complete annual and other requested reports.

The program administrator shall inform LAAB if any of these factors fails to apply during an accreditation period.

The Master of Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

Edmundo R. Colón-Izquierdo
Program Coordinator

Program Administrator Name

Program Administrator Signature

01/08/2019
Date
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INTRODUCTION

Preamble:

The context in which our Program has evolved since the last accreditation is a very complex one, full of socioeconomic, demographic, political, and climate related hardships but also, full of hope, inspiration and accomplishments. We find that it is important to explain this context, how institutional policy changes have responded to it, and some new-found aspirations at our Program, before we begin to share our Self-Evaluation Report. Much of the numerical data found in this report is only understandable through looking at the bigger, island-wide, context of the past decade. It is also important to note that our contemporary context will forever be understood as before September 2017 and after September 2017, when Hurricanes Irma and Maria hit the Island, as it has been in the past with other significantly impactful hurricanes.

Socioeconomic, Demographic and Political Context before September 2017

In 2015, the Polytechnic University of Puerto Rico went through a Self-Study process for the Middle States Commission on Higher Education accreditation review. The introduction to this report paints a very clear picture of the context in which the university found itself then.¹ To our detriment the situation has not improved since. Like many other universities in Puerto Rico, the PUPR has faced a real fiscal crisis fostered, in great part, by economic stagnation. Contrary to the Mainland, Puerto Rico has been in a fiscal crisis and recession for over a decade now. Income per-capita is half as low as it is in the poorest state, $11,688 in 2016. 45% of Puerto Ricans live below the poverty levels. Simultaneously, with an ever-aging population and a decline in birthrates over the last decade, Puerto Ricans, US Citizens by birthright, had been leaving in droves for a decade from 2006 to 2016; 525,000 net loss of residents².

Parallel to the economic stagnation, and demographic change, in 2016, the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA) law was created by the Federal Government. This Act established a Fiscal Control Board to manage and oversee the restructuring and repayment of the $123 billion debt owed by the PR Government. Although this Law and the Board have been extremely

² Transformation and innovation in the wake of devastation an economic and disaster recovery plan for puerto rico, found at: http://www.p3.pr.gov/assets/pr-transformation-innovation-plan-congressional-submission-080818.pdf
controversial in many ways, the facts are that they have established austerity measures that cut deeply into
Puerto Rico’s public service budget, including cuts to health care, pensions, and education, in order to
repay creditors3 and have been part of an enormous destabilization in the capacity of the Island for self-
governance.4

For a decade, like most other academic institutions in Puerto Rico, enrollment had been in constant decline
for the most part.

September 2017

In September 2017, Puerto Rico suffered catastrophic damage from an unprecedented climatic event when
we were hit by two ravaging hurricanes, Irma and Maria, within weeks of each other. These category 4 and
5 hurricanes left unparalleled devastation throughout the Island leaving all without power and most without
water, communications and basic services. The devastation of the aged and ill-maintained infrastructures
was so extreme that it took months to restore services in an emergency basis. Response from emergency
funds and services was slow to show up and it is estimated that somewhere between 3000 to 4500 died
from direct results of Hurricane Maria’s impact alone.

For an Island going through a decade long recession, the impact of a climatic event like this one is extreme.
It is estimated that the total cost of repair and rebuilding is around $140 billion dollars. Somewhere around
30 million trees may have been severely damaged or destroyed. More than 40,000 landslides were
reported, and damaged areas of ecological importance and infrastructure. An estimate 6 million cubic yards
of debris were generated. Around $227 million were lost in agricultural production and $1.8 billion in
agricultural infrastructure. 527,000 household reported damage to FEMA. And, the Census Bureau
reported that in the year after the hurricane around 130,000 people left permanently; 4% of the population.

Our Institution, like the rest of the Island, was affected by these events. Besides the incalculable damage
done to our human resources, both physically and morally, our facilities suffered from wind and water
impact.

Our Program in Context

Before September 2017, through the fiscal crisis which the Institution and Island had been facing,
enrollment to the Program had been slowly declining, several “austerity measures” had been implemented
throughout the University, and one of our two full-time faculty resigned; this position was closed indefinitely.

Some positive changes happened in our program throughout these times of hardship, notably, the move
from our previous facilities across the street from the University campus, to the then newly remodeled
Architecture School building. Moving from “La Casita”, as we use to call the original MLA building, also
enriched the program as we then became officially a part of a multidisciplinary environment were designers
of various fields interact and share knowledge every day. Throughout this period, we reached some
milestones the we find positively significant. In 2012, we had graduated enough landscape architects to

3 Lopez, Anamaria (September 12, 2017), "Puerto Rico is Getting Squeezed, and it will Cost All of Us",
Institute for New Economic Thinking (INET), retrieved October 6, 2017
4 Denis, Nelson (2015). War Against All Puerto Ricans: Revolution and Terror in America's Colony. New
double the amount existing in the Island; an amount we will triple in a year or so. In 2015, our students produced “La Carta del Paisaje”, a statement in support of the Latin American Landscape Initiative and submitted it as a commentary to the State Land-Use Plan.

From the “austerity measures” implemented at the institutional level, negatively affecting our program in the most significant ways where, first, the demotion of the Program Director to Program Coordinator, and the increase in academic burden on the Program Coordinator from 27 to 36 credits per year; both in July 2015. These two decisions by the Institutional Administration not only affected morale, but also limited academic diversity within a program already suffering from lower than expected enrollment numbers.

Just a year after these two policy changes occurred, because of low enrollment numbers and other financial criteria, the Program was placed in a temporary moratory status. This prevented any new candidates to be accepted into the program and stopped all promotional efforts. Because the continuation of the program was under review, the Program Coordinator requested an extension on accreditation the review that was expected in the fall of 2017. In late August of 2017, after the academic year 2017-18 had started, through the advocacy efforts of the then Program Coordinator, Marisabel Rodríguez-Toledo, and the Dean of the School of Architecture, Carlos E. Betancourt-Llambías, the temporary moratory was lifted.

This moratory affected enrollment of two academic years.

In the aftermath of Hurricane María, for personal reasons, in November 2017, the Program Coordinator unexpectedly resigned. From then until almost a year later the program leadership rested solely on Dean Betancourt. Adjunct Faculty members, Olga Angueira, Edmundo Colón, Sigfredo Faría and José Juan Terrasa, have been, among others, the most active allies to the Program and the Dean, in the efforts of preserving the quality of education and the administrative stability of the program.
In October of 2018, after academic year 2018-19 had started, the Institution, hired the current Program Coordinator, Edmundo R. Colón Izquierdo.

New-found Aspirations

In the wake of the 2017 hurricane season, like most affected, the Program, through Dean Betancourt, the new Program Coordinator, and the adjunct faculty members that have constantly supported our endeavors, we have undergone a period of deep introspection and found some new aspirations for the MLA Program.

Throughout the years, in our advanced studios and seminars, we have instilled in our students a sense of responsibility as stewards of our built and natural environments. We are now aware that without the need or use of buzzwords, we have over the years taught our students to integrate concepts that foster and lead the way to resilience and sustainability; current buzzwords. We are now aware that because of our geographic and climatic location, we are of interest to others who can learn and benefit from our life and academic experience. We are also now aware of the possibilities that come from collaborating with other institutions, specifically when it comes to the growth and development of our own students and faculty members. We are now aware that we are located in a place in space and time, and with the maturity, to become the voice of an underserved landscape and the profession that cares for it.

For these reasons we are set on achieving new goals for our Program.

We are confident that we can be advocates for a recovery and rebuilding process that focuses in resilient infrastructure and sustainable environments with landscape architects at the forefront.

We have started, and plan to continue increasing, collaborations with other institutions, academic and professional. We have already hosted four studios from UPenn, collaborated with the School of Architecture, the Center for Hydrological Urbanism at UF, and La Sapienza in Rome, in the Puerto Rico Re-Start forum, twice. We have also had the Landscape Architecture Foundation and the local Architect and Landscape Architecture College, come for a lecture on the New Landscape Declaration. Also, in the past year we have had as guests in our studio courses and as lecturers, partners from nationally recognized firms like Olin, GGN, and Nelson, Byrd, Wotlz.

We are also focused on modifying our curriculum to allow for a sequence and content that better fits our student body’s availability and interests.

In the efforts to increase new enrollment, we are preparing an Advanced Placement track for students with architecture backgrounds and refocusing our promotional efforts in order to include the wider Latin-American context.

We are also looking at ways to increase funding for our program, particularly through grants that would allow for hiring faculty without increasing financial burden in the Institution.

Preparing this Report

Preparing this report has been a forensic feat. Two major factors have difficulted preparing this report. First, because of the sudden leadership change, and subsequent year without a Program Coordinator, access to information and program history has been somewhat limited; the program was run by one person for a
The second greatest forensic challenge has been collecting student work. A big part of our student work archive, most in the form of physical models and original paper drawings or prints, was lost due to water damage or clean-up procedures after the passing of hurricane Maria in September of 2017.

Most of the work displayed in this Self Evaluation Report has been collected from alumni and faculty who have kept their own record of the work performed at our Program over the last 8 years.

**We are optimistically looking forward to the next chapter!**
1. **History of the Program**

In August 28, 2006, the Graduate Program in Landscape Architecture opened its doors to the first ever MLA class in Puerto Rico and the Caribbean. Since it’s opening, up to 2013, the Program occupied a building in Alhambra Street; across from the Polytechnic main campus. We called it “La Casita”. In those first years, up to the accreditation visit in Spring of 2011, the Program had established credibility in a professional climate that had only recognized licensure for landscape architects in 1999, an economic scenario in which the development and construction industry was at a stand-still, and a culture that was just recognizing impending environmental issues like climate change and urban heat islands.

When the accreditation letter awarding initial accreditation arrived in March 2012, we had already graduated 22 landscape architects; almost the same amount of existing landscape architects present in Puerto Rico.

Many significant milestones were reached since initial accreditation.

In 2012, we doubled the number of landscape architects in the island, when we graduated the 30th graduate.

In 2013, the Program moved from “La Casita”, to the, then new, Architecture School Building. With this move, we significantly improved our facilities, moved into an ADA compliant space, and provided students with a safer, more spacious, studio environment. Also, with this “physical” move came an organizational one. The Program, previously under the wing of the Graduate School, became a part of the Architecture School.

2013, 35th graduate.

2014, 45th graduate.

In 2015, the position of Program Director, held since 2006 by Marisabel Rodriguez-Toledo, was changed to that of Program Coordinator; giving this position a heavier academic burden.

2015, 55th graduate.

In Fall of 2016, the department is placed in a “preliminary” moratory by the University leadership. No new incoming students were accepted.

2016, 60th graduate.

Due in spring of 2017, a time extension for an accreditation visit was requested and granted by the LAAB.

April 2017, the ASLA CEO Roundtable visits the program.
In Fall of 2017, the preliminary moratory was lifted and new students were accepted.


In November 2017, Program Coordinator, Marisabel Rodriguez-Toledo, resigns her position as Program Coordinator.

2017, 66th graduate

From November 2017 to October 2018, program leadership fell on the Architecture School Dean and Staff, and the help of various adjunct faculty members who, as usual, provided assistance in order to keep the program afloat and operating.

2018th, 71st graduate

In October 2018, Edmundo R. Colón-Izquierdo, was hired as Program Coordinator.

2019, 73rd graduate.
2. Organizational Structure of the Program

The MLA Program at the Polytechnic University of Puerto Rico, although seen as a discreet program with its own leadership and budget, is part of a complex University-wide structure and responds directly to both the Graduate School and the Architecture School. All the candidates to the MLA Program and student services related to graduate students, are processed through the Graduate School. Likewise, any and all decision related to changes in curriculum must be addressed with the Graduate School Dean, who in turn responds directly to the Vice-President of Academic Affairs. Budget, day-to-day operations, supplies, allocation of resources and faculty, and academic offering are planned in conjunction with the Dean of the Architecture School, who also responds directly to the Vice-President of academic Affairs. Finally, as for all other departments, faculty hiring is done through the central office of human resources that responds directly to the Executive Vice-President.

Figure 3- Architecture School Organizational Chart
3. Response to Previous LAAB Review.

Describe the progress that has been made on the **Recommendations Affecting Accreditation** from the previous accreditation visit (not applicable to those seeking initial accreditation). List each prior Recommendation verbatim and provide an updated recap of responses made on annual interim reports. List each **Considerations for Improvement** and provide an update.

Since our previous accreditation several responses to recommendations and Considerations have been addressed and implemented. They are as follow:

**Recommendations Affecting Accreditation:**

- **Standard 2 - Develop policies that describe the faculty expectations and criteria for promotion and retention.**
  - The institution does not have a tenure track for faculty. Although faculty evaluations are conducted for every class taught every trimester and, usually discussed with the professor, a clear set off faculty expectations have not been developed.

- **Standard 2 - “Establish clear enrollment thresholds that will result in increases in faculty, staff, resources and facilities.”**
A clear path to increase enrollment has not been developed. The program operates on the 2010-15 Strategic Plan, which has not been updated. The economic situation and population decline in the Island has been culprit to a reduction in enrollment across the Institution.

Since the incorporation of the Program to the Architecture School in 2013, resources and staff have increased significantly, and facilities have improved.

- Standard 7- “Bring building into complete ADA compliance.”
  - As stated above, the physical integration of the program within the School of Architecture building resolved all infrastructure issues, including ADA compliance.

Suggestions for Improvements:

- Standard 1- “Enhance multiple media recruitment materials. One of the key messages needs to focus on the fact that students can come from non-design backgrounds.”
  - The institution has included the program in its promotional efforts, improving brochures and placing billboards advertisement along busy highways in the metropolitan area.
  - The Institution has also updated its web presence and image. In these efforts, a new institutional website was created that includes our links to our program information, access to updated data, and our mission statement and philosophy.
  - Other efforts, like our Facebook page, have been enhanced with more continuous posts about program's activities, landscape architecture news and information, and other related topics.

- Standard 1- “The two full time faculty, particularly the Director, need more time to devote to the growth and development of the program.”
  - The former Director had been actively working with the School of Architecture’s Dean, the Institution’s administration and other faculty members to develop strategies and improvements to the program’s direction. These efforts produced curriculum revision meetings, partial development of an advanced placement program and developing a minor in landscape architecture at the architecture program which was not implemented.
  - The credit/work hours model used at the institutional level, which dictates the time dedicated to classes and admin work, has not changed since last accreditation visit. Parallel to the 2015 change of program director to program coordinator, the institution increased the academic credit requirements from 27 to 36 credits per year for this position and reduced the amount of credit discharge from 3 credits per trimester to 2 credits per for the Program Coordinator. The amount of academic work required from the Program Coordinator increased.

- Standard 1- “The School should develop more concisely written goals and objectives that include measurable metrics to measure progress.”
  - Although the Program’s goals have not been revised, the objectives were reviewed and revised in 2015 for the Institution’s Middle States Accreditation process. The objectives are now aligned with the architecture and interior design programs.

- Standard 2- “Review the placement of the school of landscape in the organizational structure of the university to maximize the programs potential to achieve its mission and objectives.”
The program has been placed within the School of Architecture building, sharing many of the facilities and infrastructure. At the same time the program benefits from administrative support and engages in an interdisciplinary interchange between faculty and alumnus.

The Graduate School still holds the administrative coordination of the program, following the institution's organization of all graduate programs.

- **Standard 3** - “Increase the integration of allied professions into studio courses by reaching out to other faculty within the university.”
  - The movement to the Architecture School's facilities greatly improved the day-to-day engagement of students and faculty with other design professionals, namely Architects and Interior Designers. From time to time, Students have had the opportunity in participating in Vertical Studios where students and faculty from the Architecture and Engineering schools have also participated.

- **Standard 3** - “Review the curriculum for opportunities to enhance student understanding of physical terrain and the relocation of the Representation: Tools and Techniques course in the sequence of courses.”
  - Curriculum has been revised considering changes on courses that deal with grading and land modeling as well as representation. Ex. Soils Course was redesigned to become a basic grading and topography course, and not just a soils science course.
  - As part of ongoing faculty efforts to improve learning and understanding terrain modeling, individual efforts have been placed to choose sites and projects where this is a concern.

- **Standard 4** - “Develop a more formalized process for assessing student learning outcomes”
  - With the Middle States visit in 2015 the Program, following the Institution's process, revised the learning goals and outcomes, including their evaluation process.
  - At the institutional level, this assessment process is still being designed and implemented.

- **Standard 5** - “Conduct annual reviews of faculty clarifying expectations for job performance”
  - Faculty receives reviews by students every trimester in every class, this feedback is usually shared with each individual faculty member. Although there is no formal review process for faculty, individual concerns, as they present themselves, are informally addressed with the faculty as the need arises.

- **Standard 5** - “Create stability in the program with multi-year contracts.”
  - Multi-year contracts are not a common policy at the Institution. Even full-time positions are renewed annually. That said, there is a continuity on re-hiring the same faculty member for the courses that he or she has offered, when the student and peer reviews are good.

- **Standard 5** - “A future faculty hire with construction knowledge would strengthen the faculty greatly”
  - Because our faculty is diverse and mostly comprised of practicing professionals, most of our faculty has proven construction knowledge in different fields; as evident in our
faculty profiles. Our faculty continually practices in design, supervision, and construction, of both local and international projects.

- Standard 7 - “If the administration decides that the LA School will remain in La Casita, a study of the interior space utilization of the building should be undertaken and funding should be encumbered for the rehabilitation when possible. The existing facilities are inadequate if the program achieves its enrollment goals.”
  - Program was relocated to the School of Architecture’s building.
- Standard 7 - “Extend after-hours access to the studios and improve Internet connectivity”.
  - These issues have been attended by the relocation of the program.


Strengths:

Committed Faculty – Our Faculty is extremely committed to the success of our program. Since its early days, our faculty has been a source of strength, stability and knowledge within our walls. Because at the institutional level there is no tenure track or multi-year contracts, most of our faculty is adjunct. Our adjunct faculty, comprised mostly of practitioners, has provided stability to our program through recurrently taking ownership of courses and their content, constantly providing mentorship to students, and consistently playing advisory roles for the program and curriculum.

Institutional Context – Our Program is part of an institution that is primarily focused on the construction industry. As part of this institution we have access and continuous contact with, not only our immediate “schoolmates”, the architects, but also to a wide network of allied professionals to our field. Engineers of all kinds, surveyors, environmental scientists, GIS and Materials labs, are all present and available to our professors and students within the Polytechnic University.

Geographical Context – Being in the Caribbean is a great opportunity to add a very specific climatic, cultural, and political context to our academic work. Climatically, the tropical island context provides many challenges that relate to sustainability, resiliency and climate change that our students and professors must address constantly. Culturally we are influenced by both an ancient Euro-Hispanic heritage and a modern Anglo-American culture. This provides a strong foundation from where to begin to understand our landscape and a well-rooted desire to look towards the future with responsibility and whimsy. The politics of being in Puerto Rico are very complex and dynamic. We are connected culturally to the Hispanic Caribbean and Latin America, but our political relation to them is not equal, filtered through the federal government, and sometimes hard to understand. To our East, our neighboring Virgin Islands are Politically connected, but culturally distant. Finally, the political relation to the mainland is very also complex. This relation affects most aspects of day to day life; macro and micro economies, disaster response capability, infrastructure funding, taxation, grant opportunities, and environmental regulations, just to name a few.

Diversity – Even though our program is ethnically monotonous, our faculty and students come from very diverse academic, social and professional backgrounds. Because we offer a First Professional Degree at a graduate level, our student body has always been composed of people from many walks of life. Some come from design careers, and other from related fields, like agronomy, environmental sciences or botany.
Curiously, though, we have had many from non-related careers; like policemen, actors, teachers, and gymnasts.

In the same spirit, our faculty is primarily composed of landscape architects or architects, but most of them have other “unrelated” backgrounds, additional studies, or atypical careers. Our faculty includes designers, ecologists, artists, historians, and a former comedian; all with degrees or post-graduate studies from recognized universities like Harvard, Cornell, Columbia, and Universidad Complutense de Madrid, among others.

This encounter of Students and faculty has provided for an academic environment where discussions, interests, and research, have been guided to and broadened beyond the scope of traditional Landscape Architecture education topics. composed of

Night Schedule – Most of our students, faculty, and potential students have day jobs. Our classes are mostly imparted at night. This has allowed our program to be inclusive of our diverse student body and faculty. This also allows our program to be aligned with the institutional mission of providing “opportunities for individuals from diverse backgrounds” and our own program mission to “encourage individuals from diverse backgrounds to explore and excel in a discipline that impacts the quality of life, the environment, and the future”.

Location – Our campus is located right in the middle of the capital city of San Juan. Access to “La Poly”, as it is locally referred to, is simple and convenient. It is accessible by major highways and avenues, trains and bus stops are a block away, there are many housing options located within walking distance, including a newly established institutional dormitory across the street from one of the campus side entrances. There are also many supplemental services, such as pharmacies, food establishments, material shops and the likes, located nearby.

Cost – Compared to similar programs (MLA) in other states, the cost of studying at the Polytechnic, is significantly lower and well within reach for many of our prospect students. The average for in-state tuition for a graduate program is around $19,000 a year, and $38,000 for out-of-state students nationally. Our program averages around $9,000 a year.

Opportunities:

Advocacy - Puerto Rico is at a crossroads. Nature has, once again, shown the Island, in the form of Hurricane Maria, the importance of integrating nature in the infrastructure discussion. In a territory where nature is ever-present, policy, policy makers, and the public in general, are not aware or conscient, of systems-based thinking, nature based solutions to infrastructure, land conservation strategies and many other topics related to resilience, sustainability and environment that our program has been exploring for over a decade. Our school is positioned to be the leader in this discussion and to put Landscape Architecture at the center. We could be the center for landscape activism.

Research and Publications – Our proximity to other programs within the Institution can provided with an expanded body of knowledge that could potentiate more specialized research. Access to laboratories, such as the GIS Lab or Environmental Sciences Labs, could allow for in-depth research by our students and faculty. The School of Architecture publishes a peer-reviewed journal called Polimorfo. The call for papers is open and available to MLA students and professors.
Gateway to Latin America – In most of Latin America, Landscape Architecture is mostly understood as a specialization for architects. There are very few LA programs in the LATAM region, and they are mostly post-professional degrees for architects; one notable example being the LA program at the Universidad Nacional Autónoma de Mexico (UNAM). Our program could become a clearinghouse for the many architects from Latin American countries that would prefer to study in their native language, Spanish, and received an MLA degree from a LAAB accredited program.

Collaboration within PUPR – There are plenty of opportunities to be had within our institution the collaborate with other departments. Although we have had design studios with students and professors from other faculties, and some of our students take classes in other departments, there is plenty of room for collaboration opportunities within the Institution.

Collaboration with other academic institutions – Recently our program has been actively involved in collaborations with other universities; UPenn and University of Florida to name a few. Because of our geographic and climatic context, our program could become a center for research collaboration with other programs and institutions seeking opportunities to explore our particularities as they relate to climate and resilience.

Grants – Our institution has staff that is prepared and knowledgeable about procuring and managing grants. The School of Architecture and the MLA program have begun discussions about how to integrate grant funding into our future research endeavors and growth strategy.

Recruitment within PUPR – the Institution has created a “transition” program for undergraduate students so that they can acquire graduate level credits while still pursuing their bachelor’s degree. This has opened a new recruitment possibility within our own undergraduate student body who see a more viable and expedite way to get an MLA degree.

Advanced Placement sequence – Our Program is working with the Graduate School and the Institution in implementing an AP track for students from a design background. We expect that this track will help boost recruitment numbers.
5. Current weaknesses and challenges.

Weaknesses:

Academic burden on full time staff– The university has a credit/work model where most of the Administrative Staff has a faculty appointment. Full-time Faculty at the graduate level is required to teach 30 credit units per year. These credits are offset by providing other services to the university, for example, coordinating a program. The role of Program Coordinator gets a two (2) credits per trimester discharge. So, our program coordinator has an actual academic burden of 24 credits per year. In a small program like ours, this requirement leaves very little space for diversity within the professorate. Lately, with low recruitment numbers, the program teaches three to four courses per trimester, most taught by the program director in order to fulfill the credit requirements. This is both an academic and administrative weakness.

Weak or misguided promotional efforts – Promotional efforts for our program have been underfunded and, to our understanding, misguided since our last accreditation visit. The program is usually bundled into promotional efforts with the rest of the graduate school programs, but our program is very different. We offer a first professional degree and no other program in the institution, or the Island, offers a similar program at a graduate level. Although, as of the last couple of years, the Architecture School has integrated the program into its own promotional efforts, the typical target audience for these efforts is for undergraduate studies.

Low recruitment numbers – For diverse reasons our program has had the lowest recruitment numbers in the last five years. While there are many factors involved, we understand the major culprits are an ongoing decade-long economic recession, promotional efforts, and a temporary moratory imposed on the Program by the Institution for the space of a year, 2016-17.

Course Enrollment and Curricular Sequence – Course enrollment is at an all-time low, with 4-6 students enrolling in each course. This is in part related to the low recruitment numbers, but it is also related to curricular sequence. Due to low enrollment numbers, for the past three or four years, incoming students, who would be accepted into the program in any of the three main trimesters, would be placed into any course available, sometimes, out of curricular sequence. This has led to having a student body that does not share a number of classes and are, basically, each following a different path to graduation. We are currently addressing this issue with a stricter curricular placement effort.

Adjunct professor payment prorating – The Institution has implemented a prorating model where if there are less than 8 students in a course, the professor is prorated pay at a rate of 1/8 of payment per student enrolled. This austerity measure when summed to low course enrollment numbers has made it hard to retain our recurring adjunct faculty in the last two years.

Challenges:

Raising the Bar – While we celebrate our student body background diversity, we also recognize that their performance and competitiveness is somewhat limited by this same condition. Most of our students have full-time jobs and attend school on a part-time basis.

Faculty Growth and Administrative Health – The Credit/Work model previously described, paired with low recruitment and course enrollment numbers, has made it a real challenge for the program to recruit more Full-Time Faculty and provide the Program Coordinator with enough time and support to perform administrative functions. This is one of the biggest challenges for the Program. In order to provide some relief, there must be changes in institutional policies regarding academic appointment to administrative staff, improvements in promotional and recruitment efforts, and, possibly, improvement in the overall economy of the Island.
Showing our Work – Although the faculty and program are always inviting professionals and community members to reviews and lectures at our school, the work produced in the Program rarely reaches a fair amount of people in the public and private sectors and the community at large. In order to have a bigger impact on advocacy endeavor, new avenues for dissemination of knowledge produced at our school must be found.

Curricular Structure and Academic Aspirations – Because of the many opportunities that our current geographical and institutional contexts present, our need for strengthening recruitment numbers, alignment with institutional goals of “evolving from a purely teaching institution to a teaching/research/consulting institution”, and our desire to position the Program in more specific regional context, we have begun to rethink our curricular structure. As part of ongoing efforts to strengthen the academic offering and providing our students of diverse background with a robust knowledge base and skillset, we are reconsidering the thematic nature of our curricular structure and course sequence. These efforts have started, and a preliminary revised curriculum has already been drafted with the help of faculty, the deans of the Architecture School and the Graduate School.

6. Describe any substantial changes in the program since the last accreditation review.

- Integration with the School of Architecture – In 2013, after efforts from faculty and leadership in both the MLA Program and the Architecture School, the Master’s in Landscape Architecture Program integrated with the School of Architecture. This move improved our facilities significantly and provided the program with much needed resources for day-to-day administrative work. It also provided with an accessible and safe space for our students and faculty members.
- Leadership Role Changed – In 2015 the position of Program Director was eliminated, and a new position of Program Coordinator created for the MLA Program. While the administrative responsibilities remained the same, this change increased the academic burden on the Program Administrator.
- Temporary Moratory – In Fall of 2016, the program was placed in a temporary moratory status while Institutional Leadership evaluated whether or not to further offer the program to new students and go through the then impending accreditation process. This moratory stopped all recruitment, enrollment, and promotional efforts for a full academic year and part of another.
- Change in Leadership – In November 2017 Program Coordinator Marisabel Rodriguez-Toledo, resigned to her position unannounced an imminently. From then and until October 2018, the program operated without an official program coordinator, through the efforts of the Dean of the Architecture School, his administrative staff and some of the MLA adjunct faculty. In October, Edmundo R. Colón-Izquierdo was hired as program coordinator.

7. Describe who participated (faculty, administrators, students, alumni, outside professionals, etc.) in preparing this self-evaluation and briefly state their roles. The LAAB recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.

A team comprised of adjunct faculty Olga E. Angueira-Andraca, Dean Carlos E. Betancourt-Llambíes and Program Coordinator Edmundo R. Colón-Izquierdo were the lead writers and coordinator of the LAAB SER. They coordinated efforts with many within the institution to procure and provide all the necessary information. At the institutional level administrative staff provided statistical and budgetary information. Staff from the Architecture and Graduate Schools provided forensically sourced data for many courses, previously hired faculty, and historical information. Faculty, past and current, and alumni surveys were conducted to help with the overall assessment of the program health, opportunities and challenges.
1. PROGRAM MISSION and OBJECTIVES

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

A. Program Mission

The Program mission was adopted in 2005 when the program first started and has not been change since. It is posted in the Institution’s website as the Program’s Philosophy. It states our and our alumni’s passion and commitment towards stewardship and value of the landscape on the everyday life.

**Mission:** “At Polytechnic University’s Landscape Architecture Master Degree Program, humanistic, intellectual, creative, and technological endeavors encourage individuals from diverse backgrounds to explore and excel in a discipline that impacts the quality of life, the environment, and the future… the stewardship of the landscape entrusted to them and to the people who everyday live, work and play in it.”

**Vision:** “Our students excel at communicating their intentions and understandings, while applying newly-acquired knowledge, and conveying technological skills, verbally and graphically. Program graduates are passionate about the stewardship of the landscape entrusted to them, and the added value afforded by landscape architecture to the people who live, work and play on the land.”

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

The Institutional Mission states: “As an institution of higher education, the mission of the Polytechnic University of Puerto Rico is to provide opportunities to individuals from diverse backgrounds and in different locations using multiple methods of delivery to cultivate their potential for leadership, productivity, competitiveness and critical thinking, through exposure to intellectual, scientific, humanistic and technological advancement, with the purpose of contributing to regional and global sustainability.”

The Program is characterized by assembling a diverse student body that come not only from different professional backgrounds, but also dissimilar social and economic circumstances. This helps enrich the dialogue and problem-solving approach into the program’s curriculum. Individuals from different ages and cultural traditions engage in learning about landscape architecture through critical thinking, leadership, understanding and implementing ecological strategies, while
considering the role of the public realm in enhancing quality of life, protecting the environment, and leveraging the balance between natural and grey infrastructure.

B. Educational Goals

A. To highlight the critical role of landscape architecture in our local context and everyday life, pursuing an integrated understanding of human needs, built space and natural systems and resources.

B. To develop an ethic towards the land, global, regional and local landscapes, their challenges, opportunities, and interconnections, framed within contemporary society’s obligations and needs.

C. To challenge “myopic” positions regarding landscape in Puerto Rico, from an asset to be exploited to an identity-defining asset.

D. To promote landscape architectural research, as pertinent to professional practice, validating effective instances at which history, theory, and practice can meet.

E. To contest technology as myth, discourse, resource and possibility, given the Caribbean's perennial efforts to contemporize.

F. To build on pedagogical tools and experiences anchored in Puerto Rico and the Caribbean as a point of departure to understand self and “home”, in order to understand “other” realities.

G. To foster the identification and development of spatial conceptions characteristics of the Caribbean, specifically of the Hispanic Antilles, endorsing landscape architecture education’s possibilities in terms of the region’s unique geographic milieu.

H. To encourage debate and critical analysis of the built legacy of landscape architecture locally, throughout the Caribbean basin and beyond, as a critical steppingstone towards innovative solutions for the future.

I. To stimulate excellence in landscape architectural design in Puerto Rico, while remaining sensitive to change, transformations and trend-setting ideas and ideals, while promoting competence in the fundamental skills of the profession.

J. To collaborate in kindling a new spirit of stewardship for the landscape, partnering with different stakeholders; other academic and research institutions, government agencies, decision-makers, and community and advocacy groups.

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

The Educational goals remain the same as the program continues to lead the study and recognition of the landscape architecture profession in Puerto Rico and the Caribbean. The program continues to challenge and encourage the development and value of the local landscape while promoting a critical understanding of its legacy and excellence in design.

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

The Program Administrator holds periodical student assemblies to discuss outcomes of past trimesters and acknowledging area of improvement. During faculty meetings, held at the beginning of each academic session, faculty and leadership deliberate on class performance based on the goals we pursue individually in class and as a program. Open participation of guest professionals in studio critiques and juries provide outside feedback to helps us acknowledge the program’s pathway. Alumni are often invited as guests in juries and projects and they offer essential feedback and comments.
regarding the development of the program since graduation, and this helps us keep track of where we are headed.

C. Educational Objectives

The Educational Objectives were revised in 2015 during the institution’s Middle States Accreditation process. These objectives were revised at Institutional level based on student learning and outcome assessments. As a result, the program’s educational objectives were aligned with LAAB and the format was changed to be aligned with the architecture and interior design programs format.

1. List the educational objectives of the program.

**PEO 1** Cultivate competent professionals and avid inquirers about landscape architecture in Puerto Rico, the Caribbean, and elsewhere, commanding mature construction problem solving skills to challenge future predicaments.

**PEO 2** Foster the value of understanding precedents, history, current issues and trends in landscape architecture and the solutions brought to bear by those questions, as well as additional and newly created questions.

**PEO 3** Promote the level of debate and critical analysis regarding the discipline within academic and professional communities, underlining ethical responsibilities, as well as engaging other fields in the process.

**PEO 4** Encourage the exploration of design ideas which are responsive to the environment and context respecting and enhancing existing site conditions, acknowledging requirements of public health, safety and welfare, and expectations regarding a sustainable environment.

**PEO 5** Uphold the contemporary vision and leadership role of the professional practice and its worldwide ramifications, given the object of the discipline to address a larger community within a potentially expanded radius of action including the neighboring Caribbean, the United States, Canada and Latin America.

**PEO 6** Support the collaborative frame within which landscape architects operate, and entrepreneurship dexterity thus connecting with other professionals, incorporating different stakeholders, and the multicultural values of environmental planning and design.

**PEO 7** Stimulate the exploration of science and technology as integral to the preservation of land and landscape but predicated upon society’s possibilities and capabilities.

**PEO 8** Nurture information literacy and excellence in communication inside and outside the profession as a vehicle for expanding the public’s awareness and discernment about the profession.

**PEO 9** Advance landscape architectural research and the use of representational technologies, as an ongoing intellectual experience pertinent to professional practice – local and elsewhere, validating effective instances at which history, theory and practice can meet.
2. Describe how educational objectives fulfill the educational and mission goals.

The Landscape Architecture program focuses on educating students through examining and valuing the local and regional landscape to foresee the ramifications of the profession beyond the island. Through research, site visits, debates on current environmental and social issues, analysis and problem-solving design exercises, students are exposed to new technologies and ways of thinking and experiencing the landscape and the public space.

D. Long Range Planning Process

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

The program has been working with its original Strategic Plan from 2010-2015. A revision to this plan is currently in process, especially now after Hurricane Maria’s impact on the island. The Institution, as well as other programs within the University, have had to confront many challenges and struggles that need to be addressed sooner rather than later.

Now more than ever, the program is rethinking and reinforcing topics on sustainability, resilience, water management, community-based design, and restoration and preservation in order to keep in tune with the current conditions in Puerto Rico.

Under new leadership, the program is in the process of reevaluating the curriculum, the academic offering and the possibility of creating a new undergraduate program. With the faculty, the Dean of the Architecture School and practicing professionals we are working to create a stronger interdisciplinary engagement between Architecture, Interior Design and Landscape Architecture in the classroom.

Also, as of recently, many efforts have been put in place to strengthen the bond with professionals, the ASLA, and issues affecting the mainland.

Still, the 2010-15 Strategic Plan states the following goals which remain as the current planning goals for the programs:

- Increase the recruitment of talented and underrepresented students.
- Increase the retention, persistence, and graduation rates of students.
- Improve integration with society.
- Develop organizational structures, processes, and infrastructure to support high quality education.
- Recruit, retain, promote and compensate faculty members who significantly contribute to the institutional development.
- Encourage and develop graduate and undergraduate research with emphasis on energy and the environment.
2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Yes, see Appendix A Strategic Plan 2010-2015

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

There is no formal procedure for periodical review of the strategic plan. Nonetheless, before 2016, the former Program Coordinator and the Dean, commenced a curricular review, a strategic plan review and the definition of an advanced placement track. All these efforts halted when the temporary moratory was put in place.

4. Describe how the program has responded to recommendations and considerations for improvement from the previous accreditation review. Report on efforts to rectify identified weaknesses.

Since the previous accreditation the program has achieved and rectified the following recommendations and improvements:

Recommendations Affecting Accreditation:

- Standard 2- “Develop policies that describe the faculty expectations and criteria for promotion and retention”
  - The institution does not have a tenure track faculty. Although faculty evaluations are conducted for every class taught every trimester and, usually discussed with the professor, a clear set off faculty expectations have not been developed.

- Standard 2- “Establish clear enrollment thresholds that will result in increases in faculty, staff, resources and facilities.”
  - The program was moved from its former location at “La Casita” across the street to within the School of Architecture’s building. The biggest issues of resources and facilities have been not only resolved, but greatly improved. There is an ample studio area, integrated with the Architecture department capstone project area, wireless access, computer labs, woodshop, and a laser cutting and 3d printing lab, as well as administrative support.
  - This move has also allowed for the integration of additional support staff for the program. The architecture department’s staff is now also part of our program’s staff.

- Standard 7- “Bring building into complete ADA compliance.”
  - As stated above, the physical integration of the program within the School of Architecture building resolved all infrastructure issues, including ADA compliance.

Suggestions for Improvements:

- Standard 1- “Enhance multiple media recruitment materials. One of the key messages needs to focus on the fact that students can come from non-design backgrounds.”
The institution has included the program in its promotional efforts, improving brochures and placing billboards advertisement along busy highways in the metropolitan area.

The Institution has also updated its web presence and image. In these efforts, a new institutional website was created that includes our links to our program information, access to updated data, and our mission statement and philosophy.

Other efforts, like our Facebook page, have been enhanced with more continuous posts about program's activities, landscape architecture news and information, and other related topics.

- **Standard 1-** “The two full time faculty, particularly the Director, need more time to devote to the growth and development of the program.”
  - The former Director had been actively working with the School of Architecture’s Dean, the Institution’s administration and other faculty members to develop strategies and improvements to the program's direction. These efforts produced curriculum revision meetings, partial development of an advanced placement program and developing a minor in landscape architecture at the architecture program which was not implemented.
  - The credit/work hours applied at the institutional level, which dictates the time dedicated to classes and admin work, has not changed since last accreditation visit.
  - Parallel to the 2015 change of program director to program coordinator, the institution increased the academic credit requirements from 27 to 36 credits per year for this position and reduced the amount of credit discharge from 3 credits per trimester to 2 credits per trimester for the Program Coordinator. The amount of academic work required from the Program Coordinator increased.

- **Standard 1-** “The School should develop more concisely written goals and objectives that include measurable metrics to measure progress.”
  - Although the Program’s goals have not been revised, the objectives were reviewed and revised in 2015 for the Institution’s Middle States Accreditation process. The objectives are now aligned with the architecture and interior design programs.

- **Standard 2-** “Review the placement of the school of landscape in the organizational structure of the university to maximize the programs potential to achieve its mission and objectives.”
  - The program has been placed within the School of Architecture building, sharing many of the facilities and infrastructure. At the same time the program benefits from administrative support and engages in an interdisciplinary interchange between faculty and alumnus.
  - The Graduate School still holds the administrative coordination of the program, following the institution’s organization of all graduate programs.

- **Standard 3 -** “Increase the integration of allied professions into studio courses by reaching out to other faculty within the university.”
  - The relocation to the Architecture School’s facilities greatly improved the day-to-day engagement of students and faculty with other design professionals, namely Architects and Interior Designers. From time to time, Students have had the opportunity in participating in Vertical Studios where students and faculty from the Architecture and Engineering schools have also participated.
• Standard 3 - “Review the curriculum for opportunities to enhance student understanding of physical terrain and the relocation of the Representation: Tools and Techniques course in the sequence of courses.”
  o Curriculum has been revised considering changes on courses that deal with grading and land modeling as well as representation. Ex. Soils Course was redesigned to become a basic grading and topography course, and not just a soils science course.
  o As part of ongoing faculty efforts to improve learning and understanding terrain modeling, individual efforts have been placed to choose sites and projects where this is a concern.

• Standard 4 - “Develop a more formalized process for assessing student learning outcomes”
  o With the Middle States visit in 2015, the Program, following the Institution’s process, revised the learning goals and outcomes, including their evaluation process. See Appendix I
  o At the institutional level, this assessment process is still being designed and implemented.

• Standard 5 - “Conduct annual reviews of faculty clarifying expectations for job performance”
  o Faculty receives reviews by students every trimester in every class, this feedback is usually shared with each individual faculty member. Although there is no formal review process for faculty, individual concerns, as they present themselves, are informally addressed with the faculty as the need arises.

• Standard 5 - “Create stability in the program with multi-year contracts.”
  o Multi-year contracts are not a common policy at the Institution. Even full-time positions are renewed annually. That said, there is a continuity on re-hiring the same faculty member for the courses that he or she has offered, when the student and peer reviews are good.

• Standard 5 - “A future faculty hire with construction knowledge would strengthen the faculty greatly”
  o Because our faculty is diverse and mostly comprised of practicing professionals, most of our faculty has proven construction knowledge in different fields; as evident in our faculty profiles. Our faculty continually practices in design, supervision, and construction, of both local and international projects.

• Standard 6 - “No suggestions”

• Standard 7 - “If the administration decides that the LA School will remain in La Casita, a study of the interior space utilization of the building should be undertaken and funding should be encumbered for the rehabilitation when possible. The existing facilities are inadequate if the program achieves its enrollment goals.”
  o Program was relocated to the School of Architecture’s building.

• Standard 7 - “Extend after-hours access to the studios and improve Internet connectivity”.
  o These issues have been addressed by the relocation of the program.
E. Program Disclosure

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

Program Disclosure is achieved in various ways. They are enumerated below.

1. The program literature and promotional media (Exhibit #) has been revised and it clearly states the accreditation status of the program and the institution. These handouts are used at promotional activities both within and outside of campus. Improvements on the institutional web page have been done, boosting promotional information, events and accomplishments. The program’s mission, philosophy, curriculum, achievement rates and other information is available through this portal. The link to this website is:

   http://www.pupr.edu/landscape-architecture/

2. The university participates in various promotional events throughout the year. Some of them where potential students come to the institution, others where the university visits other places. In these activities, promotional materials and faculty members from our program attend as part of the promotional efforts.
2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

STANDARD 2: The program shall have the authority and resources to achieve its mission, goals and objectives.

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

A. Program Administration

Describe the location of the program related to institutional academic structure and to other administratively related programs. Is the program a part of a Department of Landscape Architecture or is it a component of a multidisciplinary department or school? If it’s a part of a complex academic unit, what are the other disciplines and degrees offered within the unit? What are the other units in the larger division and/or college?

If the landscape architecture program is a part of a multidisciplinary unit, describe the administrative structure of the unit, including a description of who is designated by the central administration as the person with primary authority for budget, faculty personnel review, and faculty instructional assignments. If these duties are held by more than one person, explain how the landscape architecture program administrator effects or influences those decisions. The SER author may choose to use an organizational chart or other graphic to illustrate these relationships.

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

The MLA Program is seen as a discrete and identifiable program within the institution. The Program shares facilities with the Architecture and Interior Design programs. We share administrative and academic responsibilities with the Graduate School and budgetary and administrative tasks with the Architecture School. We also have an independent budget.

2. Does the program administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?

The Landscape Architecture administrator holds a full-time faculty appointment in the program. Since 2015, the teaching load was of 36 credits per year. Currently it was reduced to 30 credit units per year.
3. How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.

Program Administrator, Program Coordinator within our institution, directs and manages daily activities of the program, while establishing administrative and service processes. Designs, implements and evaluates curricula. Generates and participates actively in extracurricular activities. Arranges academic activities to attend the programs goals and objectives while overseeing fulfillment of the Program’s accreditation process.

The Program Administrator defines and manages the annual budget in coordination with the Institution’s requirements. He or she also works with faculty recruitment and supervises and directs student mentorship program. Dissemination and promotion activities are also part of the responsibilities of the Program Administrator who oversees and coordinates visiting lecturers and other initiatives that involve, faculty, alumni, professionals and the community at large.

B. Institutional Support

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

Parallel to the state’s financial and demographic situation over the last decade, our institution has suffered greatly over the past years. Social and economic changes have contributed to a decline in university enrollment at the Polytechnic and most other higher education institutions statewide. As a result, budgetary constraints are prevalent in most, if not all, of the Institution’s departments.

As with all other programs within our Institution, limited funding is available for non-essential operating costs. Within our budget there is funding for attendance to a limited number of conferences by the program Coordinator; ASLA and CELA. Software, equipment, and other types of infrastructure is supported and funded through the Architecture School budget. We also have some administrative support like student mentoring time, receptionist, photocopying, and office supplies that are within the Architecture School budget. The library has its own budget, and funding for books for our program falls within it.

We also implement creative ways to host activities that promote student and professional growth. Through partnership with local professional associations we offer education courses in our facilities where the students can benefit that have no impact on our limited budget. We also share our lecture series with the Architecture School so that we can bring lectures that can appeal to our collective design community, architecture, interiors and landscape, while using the limited available funds.
2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal/typical within the institutional culture or practices?

The official student/faculty ratio varies per type of course. Studio courses accept a maximum of 15 students per class, although historically the norm has been a maximum of 12. Seminar or lecture classes have normally a ratio of 25-30 per professor, at the institutional level.

From the years 2011 to 2017, these ratios have been lower in the MLA program. Our average ratio for studio courses has been 5-8 students per studio and 6-8 for lecture/seminar classes. From 2016 on, recruitment numbers declined, due to the Islands financial and demographic changes, and in 2017, just before Hurricane Maria hit the Island, the Institution put the program in an unofficial moratory. The program did not pursue any promotional efforts, nor accepted any new students for academic year 2017-18. After the passing of Hurricane María, with the resignation of the former Program Coordinator, and advocacy from the School of Architecture Dean, and the MLA Faculty, the administration agreed to pursue accreditation, reinvest in the MLA program.

The student/faculty ratio in studio range has decreased from 12 students to sometimes 5 or less, since the current enrollment is quite low. However, the program has continued to offer all courses established in the curriculum regardless of the number of students enrolled in class. This practice, although sometimes demanding for the faculty, tends to be beneficial for the students who gain more individualized time with professors strengthening their confidence and interaction resulting in a more intensive design development dexterity.

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

There are currently no scholarships or work study programs assigned to the MLA program. Students have access to federally subsidized loans.

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

While the program itself only has one active administrative position, the move to the Architecture School has provided with the support personnel required to accomplish the program’s mission and...
goals. In our day-to-day operations, the staff at the school of architecture and the graduate school provide with the human capital that attends to student’s communication and administrative needs. At the Graduate School facilities, the staff handles financial and academic procedures, initial candidate valuations, and student record keeping. Meanwhile at the School of Architecture, the Dean, Associate Dean and Dean’s Assistant provide support for budget issues, supplies, student mentoring, classroom assignment, faculty communications, and many more operational tasks.

Parallel to this, the Landscape Architecture faculty is very involved in the program’s development and always available to help the Program Administrator achieve programs goals and objectives. Each professor revises his or her course syllabus periodically to make sure the content meets the program’s intent. Professors are also available for mentoring and advising students in decision making regarding curriculum and professional endeavors.

C. Commitment to Diversity

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

The University’s recruitment and retention policies state the institutional commitment to diversity in all official communications. At the Program level, we compile a diverse group of students from different age ranges, gender, and localities. The student body has larger percentage of enrolled women than men, which has been typically the trend.

The faculty is a diverse group of professionals that come from a variety of training experiences complementing the diversity of the student body. The ratio of women to men is quite equitable, and more women have occupied the full-time positions in the program’s history.

D. Faculty Participation

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

The Program Administrator usually tends to the distribution of resources with the School of Architecture Administration. Faculty partakes in curriculum design and implementation, as well as evaluation and modifications during Faculty meetings held regularly each year.

2. Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

The institution does not have a tenure track and contracts with full-time faculty are renewed on a yearly basis. There are no annual evaluation procedures for faculty.

3. Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?
The institution does not have a tenure track and contracts with full-time faculty are renewed on a yearly basis. There are no annual evaluation procedures for faculty.

4. Does the faculty participate, in accordance with institutional guidelines, in developing and applying criteria and procedure for the appointment and assessment of program and academic unit leadership?

Academic leadership in our program is very small, a Program Coordinator as of fall 2019. Although there is no formal criteria of procedures set in place, the faculty is usually consulted, specifically by the Dean of the School of Architecture, when appointments or assessments of professors and leadership have been necessary.

5. 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.

The institution does not have a tenure track and contracts with full-time faculty are renewed on a yearly basis. There are no annual evaluation procedures for faculty.

E. Faculty Numbers

1. Describe the faculty resources (as either full-time positions dedicated to the program, full-time positions split between programs with a percentage committed to the landscape architecture program or part-time positions within the program). Describe how the program meets the appropriate standards:

An academic unit that offers a single first-professional degree program at the continuing full Accreditation status has an FTE of at least five instructional faculty. At least four of these faculty members hold a professional degree in landscape architecture and at least three of them are full-time.

Historically the Institution has always, across all departments, been keen on having a small number of full-time appointments and a larger number of adjunct professors. This reflects one of the academic pillars of the institution, which is to have practicing professionals passing knowledge and experience to future professionals. In that spirit, our dedicated full-time faculty is small.

Our faculty, as demonstrated in the Yearly FTE Table below, in its diversity, has complied with the required FTE numbers. The program used to operate with two full-time faculty members which included the Program Administrator, assigned only to the MLA Program, some full-time faculty resources from the School of Architecture and plenty of adjunct professors from diverse fields. Since Fall 2013, one of the MLA full-time faculty members resigned to her position but continued offering courses in the program as an adjunct professor. Because of the institution-wide financial hardships, this full-time position was not immediately filled.

Since 2013, the faculty was composed of the Program Coordinator and, at least, 8 adjunct professors, three of them Registered Landscape Architects, 4 others with Landscape Architecture
degrees and 2 others with Architecture and Fine Arts backgrounds, and some full-time professors from the School of Architecture.

Most of the current faculty have remained in the program since its foundation in 2006, which provides a consistency and stability to the School, while the recent hire of alumni has renewed and complemented the programs mission.

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

Student/faculty ratios are usually 12:1 or less due to low enrollment.

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

The strategic plan contemplated the recruitment of a third full-time faculty member in order to encourage a more diversified teaching approach towards landscape architecture. The plan also establishes the need to design a Multi-year Contract Award System for Faculty to provide a more stable organization making it more attractive for possible candidates and alumnus. Financial hardships and demographic changes have made both goals unattainable. In retrospect, the opportunity to use adjunct professors as a stable source of new diverse experience and knowledge, has allowed the limited number of students to have a more enriched and complete understanding of our professional field.

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

Yes!

Our full-time faculty had a very high number of credits to teach per year. With the resignation of one of the full-time faculty members, more credits were liberated, and it allowed for a more varied academic offering taught by adjunct professors. Students were exposed to a greater diversity of points of view, teaching techniques and design philosophies. This broadened the exposure to a more diverse understanding of landscape architecture profession.
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3. PROFESSIONAL CURRICULUM

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

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

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

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

State whether paragraphs a, b, or c (above) are relevant to this review.

Paragraph b

A. Curricular Expression of the Mission and Objectives
(This criterion isn’t directed towards the evaluation of the Mission and Objective, but rather on how the curriculum is developed and delivered in carrying out the expectations of the Mission and Objectives.)

1. How does the curriculum address the program’s mission, goals, and objectives?

Mission and Objectives are promoted throughout the program curriculum balancing humanistic, intellectual and technical endeavors in courses like history, theory, research, design, technology and ecology.

The curriculum is organized to balance and promote a diversity of skills that intertwine along the students stay in the program. Courses like history, theory, research, design, technology and ecology encourage alumnus to explore the landscape and its footprint in social interaction.

The program’s goals are constantly emphasized throughout course projects and exercises that integrate creative and critical thinking skills, strong analysis and research dexterity, and always stressing ethical reflections essential to the landscape profession.

Class projects and assignments aim to expose students to the programs objectives by providing activities and exercises that stress the pertinence on research and history of the Puerto Rican landscape while keeping it current with national and international trends and issues. Design projects in their majority set out students to learn about local resources, stakeholders and the social and cultural context while also exploring its insufficiencies and need for improvements. Debates on the current role of the
profession, locally and internationally, help students understand its history, while also articulating reflections for improvements and betterment of the land. Courses like Site Construction, Site Engineering and Design Studios emphasize compliance with codes and construction standards while encouraging innovative solutions for design projects.

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

For graduating candidates, the program expects students to accomplish an individualize graphic standard and vocabulary. Faculty aspires that each student would be capable of handling and comprehend design codes and regulations while also providing a sense of place in the public realm. Projects need to tend and respond to environmental issues regardless of its complexity and site context. LARE content criteria is used as guidelines for measuring student’s outcome in Courses like Site Engineering, Site Construction, Professional Practice and Ethics, Design Studios and Environmental Resources. LAAB standards are also stressed in each course objective as a measuring system of complying with the adequate knowledge, skills and abilities to become a landscape architect.

B. Program Curriculum

The curriculum has been revised to strengthen the sequence and improve the content in grading and graphic representation courses, while maintaining a balance with courses in research, design and environmental issues.

1. How is the program curriculum guided by coverage of:
   - History, theory, philosophy, principles and values
     - design history; design theory; criticism; sustainability, resiliency, stewardship;
     - health, safety, welfare
   - Design processes and methodology
     - critical thinking; analysis; ideation; synthesis; site program; iterative design development;
     - design communication
   - Systems and processes – natural and cultural (related to design, planning and management)
     - plants and ecosystems sciences; built environment and infrastructure; human factors and
     - social & community systems; human health and well-being
   - Communication and documentation
     - written communication; oral communication; visual and graphic communication; design and
     - construction documents; numeracy, quantitative problem-solving and communication; community
     - and/or client engagement
   - Implementation
     - construction technology and site engineering; site materials; use and management of plants and
     - vegetation; policies and regulation
   - Computer applications and advanced technologies
     - visualization, and modeling; communication (conceptual and construction drawings);
     - geospatial analysis
   - Assessment and evaluation
     - site assessment; pre-design analysis; landscape performance; post-occupancy evaluation;
     - visual and scenic assessment
   - Professional practice
     - values; ethics; practice; construction administration
   - Research and/or scholarly methods (for masters' level degree programs)
     - quantitative & qualitative methods; framing research questions; literature/precedent review;
     - research integrity and protection of human subjects; communication of research
The curriculum is organized in order to gradually introduce and/or reinforce the learning criteria established by LAAB and our own program. Each trimester aims to tend to a diversity of skills that complement each other in all courses, especially at design studios where many of the skills are put into practice. Each academic year, the students are exposed to the eleven (11) LAAB Core Criteria, (twelve (12) as revised in Spring 2013 by the program) in accordance to the level of complexity of the design studio and courses in which he or she is enrolled.

LAAB Core Criteria (revised Spring 2013)

- History, theory and criticism
  Understanding of precedents, history, current issues and trends in landscape architecture at local, national and international levels, and the solutions brought to bear for corresponding questions, as well as additional and newly created theories.

- Natural and cultural systems including principles of sustainability
  Ability to appraise the interrelationship between natural and manmade infrastructures, identify the conflicts and possibilities generated by these and human behavior upon natural systems and to develop potential strategies for resolution.

- Public policy and regulation
  Recognition and differentiation of regulations of local, national and international bearing which inform the design decision-making process and contest current policies’ needs to become actualized within ever changing contexts.

- Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management
  Dexterity at identifying and solving small scale/punctual/precise design issues that need resolution for projects, whether at the site, urban, rural or regional scale levels, in a comprehensive manner, which are responsive to the conservation of resources to sustain their use for future generations.

- Site design and implementation: materials, methods, technologies, applications
  Ability to apply abstract design principles, taking into consideration site concerns, program requirements, client needs and contemporary environmental concerns into contemporary landscape expressions, making the appropriate selection of construction and plant materials.

- Construction documentation and administration
  Skill in developing technically accurate landscape architectural construction drawings, detail drawings, planting plans, specification documents, and management of projects.

- Written, verbal and visual communication
  Ability to read, to write, speak, listen and draw effectively.

- Professional practice
Understanding of local and national types of landscape architectural practice, laws, regulations and responsibilities steering them as a mechanism of professional and vocational development.

- Professional values and ethics
  Understanding of ethical responsibilities, as well as the dilemmas to be engaged in practice, and the implications of choices and actions taken.

- Plants and ecosystems
  Command of endemic plant material as design tool, regarding ecological responsibility but also aesthetic concerns, and as an added pallet of “construction” choice in the generation of a new landscape market segment.

- Computer applications and other advanced technologies
  Knowledge of various representation tools, both technologically advanced as well as traditional methods in order to convey design ideas.

- Research applications and scholarly work
  Ability to apply landscape architectural research methodologies and topics, as pertinent to professional practice, both local and international, validating effective instances at which history, theory, technology, ecology and practice can meet.

For a better understanding of the correlation between courses and the learning criteria see the following table:
2. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives? If the unit offers two degrees or two tracks within its MLA offering (such as a first-professional MLA and a post-professional MLA; referred to by some institutions as MLA-I and an MLA-II), it should identify how they differ and how decisions are made relative to the curricular program of individual students within each track.

Courses are organized, as mention before, in a gradual sequence were topics of design, research and technology intertwine with each other at different levels of complexity.

During the first trimester students are introduce to design as a problem-solving method. Assigned projects are typically simple and small-scale sites, usually beginning with an analysis and site documentation exercise of an existing place or garden. Concurrently, the history class provides background and precedent information while exposing students to new vocabulary and design strategies from historic sites and projects studied in class. Through the Plant Material and Establishment course, students are also expose to vegetation as a design material used in their studio projects while learning about their characteristics and maintenance requirements among other things. Gradually these topics become more complex throughout the academic year, when studio projects increase in scale and site complexity. Grading and Environmental issues are integrated into the curriculum and applied within the Design Courses. Research and precedents studies also continue to evolve into the academic development to complement and assist students in decision making strategies for design projects. By the last year of studies in the program the graduation candidates have been exposed to all the subjects and criteria multiple times acquiring confidence and good handling of curriculum topics and objectives.

3. How do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Our students' work demonstrates their adequacy for entering the profession in various ways. First, throughout their academic careers, students have to demonstrate an ever-increasing capacity for understanding the cultural, theoretical and technical aspects of the profession. The final proof of the curriculums capacitation of these individuals comes in the form of the final thesis project. In this last step, students must demonstrate their capacity for critical thinking, synthesis, research, technical skills, and most other aspects of what they have learned through our program, all the while, formulating their project from their own set of concerns and insights about their territory.

Finally, as a last proof of this achievement, our students, even through the economic strife of the last decade, have been successful at joining the professional workforce. Some have gone to offices and other related practices abroad and some have found traditional design work locally. Others have gone on to work in municipal and state planning or permitting boards, large landscaping companies, where they do design work, and, some have become entrepreneurs of the landscape design-build world.

4. How do the curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

The program offers a variety of elective courses that provide students with choices in arts and sculpture, GIS, Environmental Laws, and research and documentation topics. These options permit students to choose areas of greater interest and growth.
The Professional Practice Course allows students to interview local professionals in the architecture and landscape architecture discipline allowing a more individual relationship. The course also exposes students to investigate and understand laws and regulations that govern the local practice and question their viability and pertinence.

Design studios as well as Plant Material and Environmental Resources courses offer various site visits that allow students to learn at firsthand how to document, measure, analyze and comprehend the site and the existing resources and materials. The experience enables students to gain a better understanding of landscape and allows them to make better decisions in their project proposals.

Visiting critics are regularly invited to mid-term and final juries which is always an important strategy to expand and provide diverse ideas and criticism separately from faculty’s point of view. Visiting lecturers form the USA and Latin America always provide great learning opportunities through experiences and examples other than the local context.

C. Syllabi

1. How do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Syllabi has been recently revised to meet the same format of the Architecture and Interior Design Programs. Each syllabus includes a brief description of the course content and scope. Objectives are listed along with skills and values that should be attained throughout the development of the course. All syllabus has a bibliography listed at the end for the student’s reference. During the first day of class the syllabus is read out loud and discussed with the classroom.

2. How do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Each course syllabus clearly states the skills, knowledge and values that should be fulfill by the end of the trimester.

D. Curriculum Evaluation

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

Faculty meetings are held periodically to revise and evaluate the curriculum. Student assemblies and individual meetings provide valuable insight about the curriculum organization and content.
2. How does the program demonstrate and document ways of:

   a. assessing students’ achievements of course and program objectives in the length of time to graduation stated by the program?
   b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?
   c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

Student Outcomes: Tools and Goals.

Currently the Program has in place the LAAB Self Evaluation Report, Faculty Meetings and Student’s Evaluation as assessment mechanisms, at both the program and course levels. Albeit the fact that faculty and guest critiques constitute the bulk of the work that conveys both a teaching tool and an assessment instrument, these are done verbally. The summary of these findings is typically discussed at Faculty meetings in order to make adjustments at all levels, course, curricular and programmatic instances. Other instruments remaining need to be formalized. Please see Appendix B with the Student Learning Outcomes.

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

Students fill out an evaluation form at the end of each trimester to assess and evaluate the course and faculty members. Periodically, the former Program Administrator held Student Assembly giving all students the opportunity to provide input on the program and curriculum.

E. Augmentation of Formal Educational Experience

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

   Participation in internships, off-campus studies, research assistantships or practicum experiences are scarce given the financial and economic panorama. Still internships opportunities are constantly announced to students and the proper advice is provided from our faculty to encourage them to pursue these opportunities.

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

   No measuring method has been implemented. Individual meetings and discussions with students that have benefited from any opportunity are the only instrument that allows us to identify whether these have been beneficial or not and how to improve.

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

   They do comment on these experiences in an unofficial more colloquial environment.
H. Research/Scholarly Methods: *(Master’s Level, if responding to Standard 3b or 3c, above)*

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

   The program introduces research methods since the first trimester in design and history courses where the students begin research process for assign projects.

   Library resources and workshops have been integrated within research assignments to provide students with a better understanding of the resources and methods they have at hand. As the curriculum progresses courses like Historiography and Theory and Research of Landscape Architecture require more advance documentation and research projects in which students engage in trimester long investigations.

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

   Thesis projects usually develop from a particular interest the student has, and faculty members provide guidance in order to strengthen the objective of the project and the pertinence of the subject and research in its context. Usually after the initial investigation is completed, students are referred to meet with other professionals and/ or organizations that might have an interest or expertise in the topic for additional guidance. Students frequently get positive feedback on their research and establish frequent communication and advisory from experts in the topic. Visiting jurors acknowledge the merits of the research and documentation that the program is gathering through these thesis projects. Some students after graduation have presented their final projects to government agencies interested in their proposals.
4. STUDENT and PROGRAM OUTCOMES.

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

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

A. Student Learning Outcomes

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

1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

Yes! Throughout our curriculum students experience landscape architecture at a wide variety of scales; from the very broad, regional and policy scale, to the very narrow garden and construction detail scale. Our students have the necessary tools to join the professional field at entry-level positions.

Even though the local economy has not provided many design office work opportunities for a decade, our students have found other outlets through which to practice. Some of our alumni have joined planning departments at the municipal level, while others have joined the commercial design-build-maintenance community. Those who have decided to find opportunities out-of-state have easily found work as landscape architects. Our out-of-state alumni have positions at Walker-Macy in Portland, Gensler in Washington, DC, the Parks Commission in Frisco, TX, among others.

2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession?
Throughout the course of study, evaluation of students occurs in diverse ways depending on the nature and content of each course. Studio courses focus on design thinking, synthesis, creativity and technical skills. These are evaluated through pin-ups, desk critiques, and jury presentations. Verbal presentation skills are also reinforced and reviewed in these courses. Parallel to design efforts, other courses assess research skills, written communication skills and reading comprehension through the assignment of small essay writing, and research projects.

It is customary that invited reviewers will be asked to assess students in all of these skill areas and to provide feedback to the professor through a rubric. It is also customary that professors invite senior students and recently graduate alumni to junior students reviews so that they can provide feedback to their peers.

![Figure 6 - Visiting local professionals as jurors at a final review. Manuel Redondo, first one on the right is an alumnus of the program](image)

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

Although students are constantly demonstrating their understanding and adaptation of the program’s learning objectives, there is no more conclusive example of this achievement than the final design project, developed over two courses: LA6230 – Theory and Research of Landscape Architecture and LA6800 – Design Thesis. In these courses’ students prove that they can apply critical thinking to formulate a research question with pertinence to the contemporary issues that they choose to investigate. Then, throughout the first trimester in this sequence, LA6230, write a paper that formulates a theoretical stance and argument, provides context and references, and serves as the basis for finding a site where design can be implemented to explore the problematic exposed throughout the research process.

In the second part of this process, LA6800, students design a project of their choosing that, first, incorporates the research presented in LA6230, and also resolves issues particular to the site of their choosing. Through the design process students must provide evidence of adequate understanding of precedents and case studies, site assessments, codes and general information, and any particularities related to their site. After the analytical process, they must also formulate their own project objectives and design strategies in order to start formulating a design project which they eventually complete. Final evaluation of the design project looks for innovation and inventiveness, feasibility and practicality, and overall achievement in the student’s grasp of the program’s learning objectives.

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

It is customary practice to invite faculty and practitioners to both preliminary and final reviews. Besides the verbal commentary provided by these invited guests during the review process, they are asked to provide written feedback to the students’ performance. As with design presentations, written works by students are often passed to thesis consultants and readers who will provide feedback to both students and faculty.

B. Student Advising

The program provides students with effective advising and mentoring throughout their educational careers.

1. How does the student academic advising and career mentoring function?

Entering students are offered initial academic advising by the Program Coordinator, the Architecture School staff and the Graduate School staff. The Graduate School staff is usually the first contact with a prospect student, and they are the ones who help with application mechanics. Meanwhile, on a more consistent basis, the Architecture School staff keeps track of individual student curricular progress and provides students with up-to-date information on academic progress. The program coordinator is usually the student’s go-to person when it pertains to career path, research and academic advising.

The school and Program Coordinator have always had an open-door policy. This being a small program, students have always been able to access the Program Coordinator and faculty directly for formal and informal exchanges. Mentorship happens in a very natural manner where faculty, knowing
students' interests and aspirations, provide feedback to student work, thesis advising, information, other learning or internship opportunities, and valuable contacts to students.

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

While there is no formal mentoring program, and therefore assessment of it, our student retention rate has served as a good indicator of the effectiveness of advising and mentoring. Another indicator is the number of alumni who, even after many years from graduation, still rely on our faculty and staff for advice on career development.

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

We believe so. With an open-door policy, the Program Coordinator, the Architecture School Dean and staff, the Graduate School staff and the Faculty is always available. The broad range of people students have at their disposal have the necessary collective experience to effectively advice students in both their academic and career development.

It is very common in our program that students reach out to faculty members for advice on career development, letters of recommendations for post-grad education and/or job applications as well as academic development within the Program. Faculty members are regularly available for advising and mentoring by appointment or through email and/or phone. Since the Program is small there is a greater sense of familiarity between students and faculty members that allow for more flexible and individual advising methods.

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

As a professional degree program, we consider counseling on career opportunities highly important. Students are formally introduced to professional practice requirements and licensure in specific courses. Informally, the faculty provides a solid career counseling group that provides students with information of available internships, both local and stateside, career path options, and the value of professional development.

In the same spirit, both the MLA program and the School of Architecture are constantly posting internship opportunities, lecture series from other institutions and many other professional and educational opportunities in our school public announcement board.

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

Through formal class and faculty evaluations performed for every course, students have been able, historically, to express their satisfaction and concerns about their academic experience. This information has allowed the Program's leadership to provide course correcting measures to improve the program, assess, inform faculty and evaluate "satisfaction" in general.
Although no formal survey on satisfaction has been performed recently, our students and alumni are not shy in letting the Program Coordinator and Faculty know of their experience through and after the program, particularly when it concerns their preparation for their careers. It is our understanding that, even though the decade long recession that has provided very limited opportunities for local professional work, our students have expressed, informally, that their preparation for professional work has been satisfactory. The alumni that are working in professional design offices, whom we invite for design reviews and meet at professional and academic events, are showing growth and have always demonstrated an overall feeling of satisfaction with their education.

C. Participation in Extra Curricular Activities

1. What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

Students have various ways of participating in institutional, community and professional activities. The Program provides various lectures spread throughout the year that are directly targeted to MLA students; with April, landscape architecture month, having more than one activity. There is also an Architecture School lecture series that all of the design programs benefit from. Although with varying degrees of presence through every academic year, an MLA Student Association (ALaS) was formed over a decade ago. They organize various events throughout the year, some coordinated with the AIA student chapter; most notably Prak(ing) Day.

At the institutional level there are other opportunities for our students. Recently, a group of MLA students received a grant from Inprende, a local start-up fund, to create an agro-centric curriculum and program for pre-k to 12 schools. Access to this opportunity was organized through institutional efforts.

Also, very present in student extracurricular activities are those organized by the local Architect and Landscape Architect Association (CAAPPR, in Spanish). This entity provides myriad opportunities for students to participate in lectures, workshops, project visits and guided tours of design projects. They also celebrate Landscape Architecture Month in April, making this month one that is usually full of extracurricular activities.
5. To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activities of other professional societies or special interest groups?

Puerto Rico doesn’t have an ASLA Chapter although Students, Alumni and Faculty Members have unsuccessfully attempted to open a local chapter. Our Local members of the ASLA have had to join other chapters in order to participate in the ASLA activities. Our Program Coordinator attends the ASLA Meeting regularly and is an active member. We’ve had students, alumni and faculty members participate in ASLA Annual Meetings, but not in any way sponsored by the Program.

On a local level students and alumni have worked in several occasion as volunteers at the Annual Convention of the CAAPPAR providing them with opportunities to meet local professionals and participate in special activities. As mentioned in the previous section, student participate in this professional society’s events on a regular basis.
Some of our students at the Annual Convention of the CAAPPR in 2015
STANDARD 5: The qualifications, academic position, and professional activities and individual development of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

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

A. Credentials

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

Our faculty members teach and practice in Puerto Rico, State-side and internationally, and are well recognized by students and peers. A diverse faculty with backgrounds in Landscape Architecture, Architecture, History, Urban Design, Sciences and Fine Arts provides a strong multidisciplinary education.

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

Yes, they are. Faculty is organized by area of expertise: History and Theory, Technology, Environmental Science, Visual Arts and Design. Design courses often are taught by Landscape Architects or a Team that may include Architects, Landscape Architects and/or Urban Planners. Engineers have also joined the faculty in technology courses like Site Engineering. Agronomists and Ecologist also take part in courses like Environmental Resources and Plant Materials and Establishment.

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

The program’s part-time faculty has continuous participation in meetings with students and administration. They are the backbone of the program and have proven to be committed with the students and administration to keep the program up to date with the local professional practice needs and accreditation standards. Newly integrated part time faculty is comprised of alumni from the Program, which has proven to be quite positive and helps us evaluate and assess current courses and make improvements. They help to broaden and provide new perspectives into the course content and program organization.
B. Faculty Development

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

Faculty work and activities are disseminated among the program to students, administration and other programs alike through email blasts, posters, newsletter and social media. Articles and publications are shared with students and usually discussed in class. Students are encouraged to participate in lectures and seminars offered by faculty members within and outside the university.

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development? Are faculty duties, workload, and opportunities similar to other faculty in related disciplines or academic units?

Since Most of our faculty is adjunct, many pursue professional advancement and development in their own terms. Faculty members have actively pursued varied research interests and professional careers. Some of our faculty have been speakers at the ASLA Annual Meeting, for example.

For full-time Faculty the workload has fluctuated over time. In 2015, the institution changed the Credit-Workload ratio for full time faculty in the MLA program, changing from the 27 credit/year requirement for a graduate school professor to a 36 credit/year load. Parallel to this, the Position for Program Director was change to Program Coordinator, providing with a two credit per trimester discharge to the PC. The workload for the Program Coordinator is to teach 30 credit units per year and fulfill all administrative duties of the Program. Since 2018, the credit load for the Program Coordinator was lowered to 30 credits per year, having to teach 24 credits per year.

There is no research or publication requirements for the faculty.

The Architecture School publishes a peer-reviewed journal, Polimorfo, now in its seventh edition. This journal provides with an open call for papers in the institution that our faculty can partake on.

Our faculty remains very active in public speaking, independent research, and serving as board members of the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR), among others.

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?

Faculty is evaluated every trimester through standard evaluations provided by the university. This evaluations help provide possible course specific improvements. Findings of the evaluations are usually tabulated and shared with the professors for further discussion.

4. How are the results of these evaluations used for individual and program improvement?
These evaluations help determine improvements or changes that might be needed in individual courses as well as overall curriculum content, requirements and course organization. They also assist in establishing standards for rehiring and/ or offer advice to faculty members in areas that need improvement or changes.

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

Usually, during budget preparation period, the Program Coordinator asks faculty members to submit proposal for funding assignment for special projects, travel and registration fees for possible conferences and congress. These submissions are evaluated and sometimes proposed as part of the Program Budget Project; it is the University’s Administration who finally approves the final budget. If funding is available, the Program Coordinator will approve the faculty’s requests. In the past couple of years funds for these kinds of requests have been quite limited.

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

Faculty members participate in university’s activities, especially the ones associated with the School of Architecture. They are also active within the local professional association where they offer lectures, seminars and participate voluntary as board members. Since the faculty is small there is a familiar environment among the group and a strong sense of camaraderie and collaboration. Colleagues support each other in their endeavors as well as offer referrals and support on many activities.

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

Faculty members participate in activities from other departments within the university, especially with the Architecture and Interior Design Programs serving as project juries and critics in design projects and other presentations. The School of Architecture has a “consultant” program where professionals within diverse areas of expertise are hired as resources for the Architecture Program. There is usually a member of our faculty named to one of these “consultant” positions.

Most professors willingly provide individual and collective advising to students and future candidates for new enrollment in the program, offering advice on course selections and guidance.

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity? Are they comparable to related disciplines within the institution?

Due to the economic crisis in Puerto Rico, the University has had to make redirection in budgets and there have been changes in positions and number of employees in many of the Departments. One significant change in course budgeting that came about in the past two years, is the prorated pay to adjunct faculty based on course enrollment; where if a class has less than 8 students, the professor gets paid 1/8 of the class honoraria per enrolled student. This has discouraged some adjunct faculty taking on some courses.
Despite these budget cuts, Faculty retention has been quite consistent. The most evident changes in the faculty roster since the last accreditation was the resignation of one full-time faculty member in 2013, with the position remaining vacant since, and the resignation of the Previous Program Director in the wake of Hurricane Maria by November 2017. This position was filled with the new Program Coordinator in October of 2018.

2. What is the rate of faculty turnover?

With most of our faculty being adjunct, faculty turnover is hardly measurable. We have a strong recurrent adjunct faculty who has been with the program since it’s opening. The full-time faculty members we’ve had, have remained in the program for very long periods of time. Even the professor who had resigned to her full-time position, has remained part of our recurrent adjunct faculty roster.
6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

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

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

A. Interaction with the Institution, and Public

The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

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

Most, if not all, studio projects customarily address real-world sites and problems. Through concerted efforts with municipalities, public and private institutions, and state offices, the program has always found ways to allow students and faculty to interact with communities, government officials and other types of “clients”. These have resulted in collaborations like a Vertical Studio in conjunction with the Architecture and Civil engineering department where students provided design alternatives for an Ecological Corridor in Luquillo, an advanced level design studio in Vieques, a combined Thesis project between Architecture Program and Landscape Architecture Program for the design of an urban park in the Metropolitan Area, and a basic level studio where students designed a dog park for the office of the First Lady, among others.

Through Thesis projects students also take up on design problems that are linked with real world communities. This reinforces and encourages student to understand and pursue landscape problems and projects that serve and improve the needs of the public.
MLA students continue to participate and organize Park(ing) Day every year. This initiative has grown from a few parklets in one city, to multiple happenings across the island, having groups in Ponce, Mayaguez, Caguas and Rio Piedras.

2. How are service activities documented on a regular basis?
Activities are usually documented photographically by faculty members, students and administration.

3. How does the program interact with the institution and the public, aside from service learning?
The program participates with the School of Architecture in several institutional activities like open houses, installations, campus fair, professional exhibits, as well as institutional exhibits. Students, alumni and faculty member often participate in public lectures, seminars and workshops where there is a larger interaction with the public and professional groups.

Most of our faculty is actively engaged in with the public and other institutions through public speaking and advocacy efforts. Our faculty is frequently invited to other institutions for reviews and speaking engagements.

After Hurricane María hit in September of 2017, the Program and the School of Architecture have been hosts to diverse conferences and academic events related to disaster recovery and design. We've hosted institutions like the Center for Hydro-Generated Urbanism from the University of Florida, Studios from the University of Pennsylvania’s School of Design, FEMA, and others.

Also, as mentioned before in this document, students actively participate in other activities like Park(ing) Day, the CAAPPR Annual Convention, to name a few. For example, our faculty and alumni have consistently and repeatedly been guests at the State University Radio show, “Arquitectura Hoy” to speak about many topics related to Landscape Architecture.

Fig. 5 Edmundo Colón Izquierdo and Sigfredo Faría with Eliot Santos (radio show moderator) at the Studio

4. How does the program assess its effectiveness in interacting with the institution and the public?
Currently there is no formal mechanism to assess the effectiveness of this interaction. Yet, the repeated contact and collaborations with other institutions, recognitions by our students and faculty, and continued support from other faculties within our own university, serve as testimony of the effectiveness of our schools’ outreach.

B. Interaction with the Profession, Alumni and Practitioners

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

The program has always maintained a strong relationship with its alumni, local practitioners and the local professional Association; the CAAPPR. It is very common for our alumni to come back to our school as invited guests to offer lectures in seminar courses, critiques in formal reviews and studio hours. Some of our alumni have also become faculty.

Our ties with the CAAPPR and local practitioners are also reflected in the many collaborations between the Program and the Landscape Architect’s Institute within the Colegio. Because it is such a small community of landscape architects in the Island, shared efforts have historically provided for better resource management through collaboration between our entities. For example, we tend to coordinate Landscape Architecture Month activities so that they do not overlap and both students and practitioners can attend invited speakers’ lectures at the CAAPPR and the MLA Program. We also make sure that, when visiting speakers come to the Island, independent of who provided the resource, students have a chance for some interaction with them through studio crits or informal social interaction.
2. Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

To the best of our ability, Yes. The program keeps a current registry of all 70 graduates with their contact information, employment, postgraduate studies and any other accomplishments has occurred in the recent years. A survey is sent out to alumni so that they can provide us with updated information.

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

Yes, the program usually maintains communication with alumni through email and social media. This registry is the main resource to send out communications to alumni about Program events and lectures.

4. How does the program engage alumni, practitioners, allied professionals and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc?
We engage both alumni and the professional community at large in myriad ways. Alumni have been engaged both formally and informally as part of curriculum review processes, as potential faculty members and as members of the professional community that can support current students in advisory roles or employers. Because our faculty is mostly adjunct, local practitioners have been the go-to resource for many of the program’s and student’s advisory needs.

5. How does the program assess its effectiveness in engaging alumni and practitioners?

At this time there is no formal mechanism to assess the effectiveness of this interaction. But continued support from alumni and professionals alike in the form of attendance to program events, lectures and curricular activities serve as measure to our effective engagement strategy.
STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program’s mission and objectives.

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

A. Facilities

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

Since the last accreditation visit, the program was relocated into the School of Architecture’s building providing offices for the Program Coordinator and common use offices for faculty that are shared with the architecture and interior design programs. Administrative offices and staff are shared with architecture and interior design programs. Offices have computers and internet access. Limited storage space is available for faculty that decide to use these offices for keeping course related materials.

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

Students are not assigned a specific desk space, although they do have an assigned studio area which is located adjacent the capstone level architecture studios. Even though the faculty encourages students to build a studio culture in order to foster a collaborative learning environment, we have identified that since most students have full time jobs and family responsibilities they do not work as much in the studio as they do at home, so not having and assigned desk has not been a problem for the students. Studio space is available for the 24 hours a day. The recently remodeled Architecture School building, where the MLA Program resides, also provides with computer labs, materials lab and shop, and many other resources in a limited timeframe of regular operating hours.

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

Facilities are well maintained and suitable for the program. The Institution’s facilities management department is responsible for maintenance and cleaning services. The Institution also provides security through an in-house and independently hired security staff and guards.
4. Are facilities in compliance with ADA, life-safety, and applicable building codes?

With the relocation of the program to the Architecture building, previous concerns about ADA compliance and emergency exits have been resolved. The Architecture School was recently renovated and is in full compliance with applicable life-safety and building codes.

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

No known deficiencies currently exist in the facilities.

B. Information Systems and Technical Equipment and Facilities

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software, workshops, wet labs and work yards, as appropriate?

All students have access to the computer labs at the School of Architecture as well as other areas in the institution. Our Computer labs have the most current and common software used in our professional field. There is a dedicated GIS Lab elsewhere in the institution that our students can use if needed. There are also computers in the library that have a limited amount design software, such as AutoCAD.

Most students operate from their own computers, though. The university does not provide students with any software. But many use the free or discounted student software options provided by software companies.

Wi-Fi is available throughout the campus and internet access is available in all computers throughout the campus.

The School also has a Conservation Lab, Woodshop, Laser Cutter and 3d printing station, and a Ceramics Studio, available to students.

Faculty has access to the same resources as students and to computers located at the shared office space provided within the administrative areas of the Architecture School.

2. What are the program’s policies on the maintenance, updating, and replacement of computer hardware and software and other technical tools such as GPS, drones, water-sampling kits, cameras, as appropriate?

All acquisitions of new equipment and software for the MLA Program and the shared facilities are managed through the institutional IT Department. Hardware and software maintenance and updates are not performed at the institutional level within a regularly established schedule.
All labs have their own custodians who oversee upkeep of hardware and software updates. They also provide feedback to the Dean on specific need for each lab. Through the Dean, these concerns are delivered to the appropriate institutional entity.

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

Studio space is open 24 hours exclusively for enrolled students with a proper ID that gives them access to the areas. Regularly, computer labs and other workshops have normal operating hours from 8:00am to 6:00pm. On the two weeks prior to Midterm and Final reviews these labs have an extended hour schedule up to 9:00pm and upon special request, access may be granted for an even more extended period of time.

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

The program, and the Architecture School, have always relied on the good communication channel that is open between Faculty, Staff, Leadership and Students. Part of the open-door policy that permeates through the whole Department, allows for effective communication between the students who use the facilities and the staff that regulates their use. Over the years, decisions and modifications to these schedules have relied on feedback from users.

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

Like with student feedback, the Department and Program Leadership is always open to suggestions from faculty about new equipment, hardware or software that is available to better achieve our academic mission. The custodian staff at each lab is also very much aware of the IT needs of the student body and continuously communicates the needs for upgrades or improvements to existing equipment and software.

C. Library Resources

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

The Polytechnic University Library is a three-story building located at the center of the University campus and has an approximate area of 40,000 square feet with a seating capacity of 7 61. It serves all departments and programs including Landscape Architecture Graduate School. It provides services and resources for students, faculty and everyone at the academic community as well as the general public. The Library holds over 140,000 volumes and is subscribed to over 25,000 periodicals. The collection’s strengths lie primarily in its bilingual, diverse and interdisciplinary resources focusing on Engineering, Geomatic Sciences, Business Administration, Architecture and Landscape Architecture. A variety of resources prove adequate to support the School of Landscape Architecture and other specified areas of concentration.
Information resources include printed and electronic books, printed and electronic periodicals, audiovisuals, databases, rare books, Internet page and library created items like pathfinders, periodical indexes and a blog. Students, professors and researchers can benefit from an Interlibrary Loan Program to obtain resources not available in the Library.

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

Library collection is adequate to suffice the program’s needs. It provides an actualized collection of books and magazines with a range of topics that go from history and theory, to ecology, sustainability, design, and technology. The librarian, with the input of the program administrator, works to keep the collection up to date and make sure that all books referenced in course syllabi are present in the library collection. The rare book collection also provides important and relevant material focused on landscape architecture and architecture history of Puerto Rico.

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

Since reference material for most courses is available in the library, it is an indispensable resource for students in the MLA Program. Courses that integrate research projects utilize library resources, including the reference area staff which provide guidance and workshops on using databases available at the institution.

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

The library is open from 7:30am to 10:30pm from Monday through Thursday; Friday and Saturday from 7:30am until 4pm and Sundays from 11:00am until 4pm. Study areas remain open 24 hours and during Midterm and Finals the 3rd floor also remains available for study groups.

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

Through informal communication with students, we have found these hours adequate. Students from the Landscape Program often use the library resources before or right after class, since they usually work and study at home. Library hours are flexible enough to serve students’ needs during the weekend as well.

6. How does the program assess its library resources?

The Librarian provides the Program Director with a full list of resources upon request. Any time a course syllabus or faculty requires acquisition of new resources, the Program Director communicates the need to the library.
ADDENDA

Addenda information is considered important to giving a full understanding for the program.

A. **Program Details** (as illustrated by the following tables)

B. **Curriculum / Syllabi** (The syllabi may be provided in digital format and don’t need to be provided in paper in the paper SER document.)

C. **Student Information**

D. **Alumni Information**

E. **Faculty Information**
   (The individual faculty records for each faculty member may be provided in digital format and don’t need to be provided in paper in the paper SER document.)

F. **Facilities Information**
   (The floor plans may be provided in digital format and don’t need to be provided in paper in the paper SER document.)

**Accompanying Information:**

- **Visit Schedule (if available)**
- **Visit Map**
  Include a one-page map showing the locations (labelled) of buildings, meeting locations, lodging, library, and program resources into the SER making it easily accessible by Visiting Team Members during the visit.
### Faculty Resources

1. **Budgeted Faculty Resources: TOTAL**
   
   Record the total faculty FTE resources committed to program under review.

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<td>Professors (Tenured/Tenure-track)</td>
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<td>Assistant Professors (Tenured/Tenure-track)</td>
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<td>Instructors/Lecturers (Tenured/Tenure-track)</td>
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<td>Instructors/Lecturers (non-Ten./Ten.-track)</td>
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</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
Faculty Resources (continued)

2. **Budgeted Faculty Resources: Male**
   
   Record the Male faculty FTE resources committed to program under review.

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<td>Professors (Tenured/Tenure-track)</td>
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<td>Associate Professors (Tenured/Tenure-track)</td>
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<tr>
<td>Instructors/Lecturers (Tenured/Tenure-track)</td>
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<td>Professors (non-Ten./Ten.-track)</td>
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</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
3. **Budgeted Faculty Resources: Female**

Record the Female faculty FTE resources committed to program under review.

<table>
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<td>Instructors/Lecturers (Tenured/Tenure-track)</td>
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<td>Instructors/Lecturers (non-Ten./Ten.-track)</td>
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<td>4</td>
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<td>1</td>
<td>3</td>
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</tbody>
</table>
**Faculty Resources** (continued)

4. **Budgeted Faculty Resources: Race/Ethnicity**
   
   Record the race/ethnicity for faculty FTE resources committed to program under review

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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
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<td>Black / African American</td>
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<td>Hispanic / Latino</td>
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<tr>
<td>White / Non-Hispanic</td>
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<tr>
<td><strong>Totals</strong></td>
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<td>2</td>
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</tbody>
</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
5. **Budgeted Faculty Resources: FTE Allocation Among Multiple Programs**

For LA faculties engaged across multidisciplinary programs, illustrate the distribution of FTE resources of current faculty across those various programs.

<table>
<thead>
<tr>
<th>FTE LA Faculty Resources Applied to BLA/BSLA Program</th>
<th>FTE LA Faculty Resources Applied to MLA Program</th>
<th>FTE LA Faculty Resources Applied to non-LA Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors (Tenured/Tenure-track)</td>
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<tr>
<td>Associate Professors (Tenured/Tenure-track)</td>
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<td>Assistant Professors (Tenured/Tenure-track)</td>
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<td>Instructors/Lecturers (Tenured/Tenure-track)</td>
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<td>Professors (non-Ten./Ten.-track)</td>
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<td>Associate Professors (non-Ten./Ten.-track)</td>
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<td>Assistant Professors (non-Ten./Ten.-track)</td>
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<td>Instructors/Lecturers (non-Ten./Ten.-track)</td>
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<tr>
<td>Adjunct Faculty (non-Ten./Ten.-track)</td>
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<tr>
<td>Sessional Faculty (non-Ten./Ten.-track)</td>
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<tr>
<td>Totals</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
6. **Budgeted Faculty Resources: Degrees**

Record the number of degrees earned by current LA faculty.

<table>
<thead>
<tr>
<th></th>
<th>Undergrad degree in Landscape Architecture (BLA or BSLA)</th>
<th>MLA</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors (Tenured/Tenure-track)</td>
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<tr>
<td>Associate Professors (Tenured/Tenure-track)</td>
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<tr>
<td>Assistant Professors (Tenured/Tenure-track)</td>
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<td>Instructors/Lecturers (Tenured/Tenure-track)</td>
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<tr>
<td>Professors (non-Ten./Ten.-track)</td>
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<td>Associate Professors (non-Ten./Ten.-track)</td>
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<td>Assistant Professors (non-Ten./Ten.-track)</td>
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<td>Instructors/Lecturers (non-Ten./Ten.-track)</td>
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</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
Other Program Resources

7. **Other Budgeted Resources:**

   Record the other budgeted resources (by FTE or by budgeted dollars) committed to program under review.

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<tr>
<td>Guest Speakers or Critics</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$1,500</td>
<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>Graduate Teaching Assistantships</td>
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<tr>
<td>Undergraduate Research Assistantships</td>
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<tr>
<td>Graduate Research Assistantships (sponsored by the institution)</td>
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<tr>
<td>Graduate Research Assistantships (sponsored by outside sources)</td>
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<td>Other (explain)</td>
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</tbody>
</table>

(Definitions or explanations of categories, if needed, for the table to be added here.)
B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: _____ units or 78____ credit hours

Elective Units / Credit Hours required to graduate: _____ units or ___9___ credit hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units/Credit Hours</th>
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<td>Landscape Architecture</td>
<td>29</td>
</tr>
<tr>
<td>Architecture</td>
<td>0</td>
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<tr>
<td>City &amp; Regional Planning</td>
<td>10</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Horticulture</td>
<td>6</td>
</tr>
<tr>
<td>Engineering</td>
<td>9</td>
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<tr>
<td>Art or Design</td>
<td>0</td>
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<tr>
<td>Computer Applications/Technology</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group or Controlled Elective Choices</th>
<th>Units/Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
</tr>
<tr>
<td>English, Speech, Writing</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
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</tbody>
</table>

2. Typical Program of Study

Our program is organized on a 3-year curriculum composed of three trimester per year. Each trimester is planned so that students can take from 8 to 11 credits distributed with 2 to 3 courses one which tends to be a Design course of 5 credits and the others being general courses of 3 credits each. A 3-credit course is equivalent to a weekly meeting of 4 contact hours, while a 5-credit course is equivalent to a biweekly meeting of 3.5 contact hours. For the purpose of this evaluation we have defined Landscape Architecture Courses as those which its entire curriculum is based mainly on landscape architecture topics. Nonetheless, most of the courses that have been classified as engineer, horticulture, natural sciences, planning, art or design, have strong components of landscape architecture integrated in their curriculum.
a. **Specific LA courses required**
   - LA-6210 History of Landscape Architecture
   - LA-6120 Design: The Garden Studio
   - LA-6140 Design: The Rural Studio
   - LA-6230 Theory/Research of Landscape Architecture
   - LA-6800 Design Thesis

b. **Group or controlled elective requirements**
   - LA 6610 Modes of Representation
   - LA 6650 Garden Types, Typologies and Design approaches
   - LA 6240 Contemporary Issues in Landscape Architectures
   - LA 6611 Computer Representation for Landscape Architects
   - LA 6640 Sculptural Landscapes

c. **Free electives as "Electives."**
   - CE 6110 Earth Retaining Structure
   - CE 6230 Groundwater hydrology
   - CE 6260 Analysis and Restoration of Fluvial Systems
   - CE 6420 Fate and Transport of Contaminants in Soils
   - CE 6460 Water Quality Control Management
   - CE 6550 Construction Inspection
   - EPM 6810 Environmental Regulations
   - EPM 6850 Management of Sustainable Future

   - MEM 6170 Cost Estimation and Contracting
   - MEM 6410 Construction Management
   - MEM 6710 Professional Ethics and Public Policy
   - MEM 6820 Business and Construction Law
   - MEM 6910 Air Quality
   - MEM 6915 Water Quality
   - MEM 6940 Introduction to Pollution Control of the Earth Systems
   - MEM 6920 Environmental Engineering
## CURRICULUM FOR A MASTER'S OF LANDSCAPE ARCHITECTURE *

**MAP III - First Professional Degree** – 9 trimester THREE-year track (78 crs.) for students holding a four year Bachelors degree in an unrelated professional degree, including a Bachelors in Environmental Design  
**Prerequisites:** Basic Biology and Botany

<table>
<thead>
<tr>
<th>YEAR/TERM</th>
<th>FALL TRIMESTER</th>
<th>WINTER TRIMESTER</th>
<th>SPRING TRIMESTER</th>
</tr>
</thead>
</table>
| I         | 5 LA 6110: Design: Foundations & Drawing  
3 LA 6210: History of Landscape Architecture  
3 LA 6310: Plant Material & Establishment   | 5 LA 6120: Design  
*The Garden Studio*  
3 LA 6320: Soils  
3 LA 6710: Representation: Tools & Techniques | 5 LA 6130: Design: (Installation I)  
*The Urban Studio*  
3 LA 6600: [Elective]  
8 |
| II        | 3 LA 6410: Environmental Resources  
6 LA 6220: Historiography                                                                                       | 5 LA 6140: Design (Installation II)  
*The Rural Studio*  
3 LA 6420: Site Engineering                                                                              | 5 LA 6150: Design  
*The Regional Studio*  
3 LA 6330: Adv. Plant Material & Establishment  
3 LA 6430: Site Construction                                                                             |
| III       | 5 LA 6230: Theory/Research of Landscape Architecture  
8 LA 6440: Ecology & Technology                                                                              | 3 LA 6510: Professional Practice & Ethics  
6 LA 6600: [Open Graduate Elective]                                                                      | 6 LA 6800: Design Thesis  
3 LA 6600: [Elective]  
9 |

*Total Credits 78*

*Approved by the Puerto Rico Council on Higher Education*
## 3. Landscape Architectural Courses Offered During Past Academic Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Instructor</th>
<th>Credit Hours</th>
<th>Contact Hours / Week</th>
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<tr>
<td>Design: Foundations &amp; Drawing</td>
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<td>Sigfredo Faria</td>
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<td>Edmundo Colón Izquierdo</td>
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<td><strong>WINTER 2018</strong></td>
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<td>José J. Terrasa Soler</td>
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<td>2</td>
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### 1. Overview

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<tr>
<th>Academic Year</th>
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<td></td>
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<td>19</td>
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</table>

### 2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

- **% American Indian**: 100
- **% Hispanic**: 100
- **% Black (non-Hispanic)**: 0
- **% Caucasian**: 0
- **% Asian or Pacific Islander**: 0
- **% Other**: 0

### 3. Applications

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Last Year</th>
<th>2 Years Ago</th>
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<th>4 Years Ago</th>
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<td>Applications from females</td>
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4. Enrollments

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<th>4 Years Ago</th>
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Based on the Institution’s Fact Book

5. Student Ethnic Backgrounds

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<th>African Descent</th>
<th>Asian/Pacific</th>
<th>Hispanic</th>
<th>Native American</th>
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<tr>
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D. ALUMNI INFORMATION

1. Degrees Awarded
Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

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<th>Females</th>
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<td>6 Years Ago</td>
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2. Record of Advanced Study
Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Number of Students</th>
<th>Year LA degree awarded</th>
<th>Year advanced degree awarded</th>
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<td>Ball State University</td>
<td>Master of Urban Design</td>
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<tr>
<td>Centro de Estudios Avanzados de Puerto Rico y el Caribe</td>
<td>PHD in History of Puerto Rico and the Caribbean</td>
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<td>2009</td>
<td>TBD</td>
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<tr>
<td>Universidad Autónoma de Guadalajara</td>
<td>Medicine</td>
<td>1</td>
<td>2018</td>
<td>TBD</td>
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### 3. Current Employment
Tabulate the present employment of those having the degree conferred by the program since the last SER.

<table>
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<th>TOTAL</th>
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<td>Volunteer Service (Specify)</td>
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<tr>
<td>Other (Specify) Agriculture, Design</td>
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<tr>
<td>Boutique Shop Owner, Retail and Crafts,</td>
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<tr>
<td>FEMA, Engineering Area Coordinator,</td>
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## FACULTY INFORMATION

### 1. Previous and Present Faculty

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<th>2 Years Ago</th>
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<tr>
<td>Asst. Professor/LA</td>
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<tr>
<td>Instructor</td>
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### 2. Instructional Assignments

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<th>Research %</th>
<th>Service %</th>
<th>Admin / other %</th>
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<tr>
<td>Edmundo R. Colón Izquierdo</td>
<td>MLA</td>
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<tr>
<td>José J. Terrasa- Soler</td>
<td>MLA</td>
<td>100%</td>
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<tr>
<td>Sigfedo Faria</td>
<td>MLA</td>
<td>100%</td>
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<td>Jaime Suarez</td>
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<td>Juan C. Velazquez</td>
<td>MFA</td>
<td>15%</td>
<td>70%</td>
<td>15%</td>
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<tr>
<td>Maria N. Colón</td>
<td>MLA</td>
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3. Courses Taught by Individual Faculty Members

Academic Year 2018-2019

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<tbody>
<tr>
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<tr>
<td>Site Engineering</td>
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<tr>
<td>Site Construction</td>
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<tr>
<td>Design: The Urban Studio</td>
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<tr>
<td>Ecology &amp; Technology</td>
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<tbody>
<tr>
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<tr>
<td>Design: Foundations and Drawings</td>
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<th>FACULTY: José Juan Terrasa Soler</th>
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<tr>
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<table>
<thead>
<tr>
<th>FACULTY: Sigfredo Faría</th>
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<tbody>
<tr>
<td><strong>Course Taught</strong></td>
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<td>Plant Material and Establishment</td>
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### Advanced Plant Material and Establishment

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<th>FTE Students</th>
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<tr>
<td>Historiography</td>
<td>LA 6220</td>
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**FACULTY: Yara Mayte Colón**

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<td>Representation: Tools and Techniques</td>
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### Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Field/Specialty</th>
<th>Date(s)</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>Ken Smith</td>
<td>Landscape Architecture</td>
<td>1/18/2012-1/20/2012</td>
<td>Lecturer: Ken Smith: Landscape Architect and In-studio Critic</td>
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<tr>
<td>Martha Fajardo</td>
<td>Landscape Architecture</td>
<td>3/20/2014</td>
<td>Lecturer- El Paisaje</td>
</tr>
<tr>
<td>Mario Schjetnan*</td>
<td>Architecture and Landscape Architecture</td>
<td>4/12/2016</td>
<td>Lecturer and In-studio Critic</td>
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<td>Charles Waldheim</td>
<td>Landscape Urbanism</td>
<td>6/14/2014</td>
<td>Lecturer</td>
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<td>Desiree Martinez*</td>
<td>Landscape Architecture</td>
<td>8/19/2014</td>
<td>Lecture: De regreso al Paisaje</td>
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<td>Gary Hilderbrand</td>
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<td>4/20/2017</td>
<td>Lecturer, CEO visit, In studio critic</td>
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<tr>
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<td>Date</td>
<td>Role</td>
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<td>John Ridenour</td>
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<td>5/7/2018</td>
<td>Lecturer</td>
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<tr>
<td>Richard Roark</td>
<td>Landscape Architecture</td>
<td>12/12/2018</td>
<td>Visiting Critic</td>
</tr>
<tr>
<td>Rodrigo Abela</td>
<td>Landscape Architecture</td>
<td>4/11/2019</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Heather Whitlow</td>
<td>Landscape Architecture</td>
<td>4/26/2019</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>
5. Individual Faculty Record

Name: Olga E. Angueira

Rank: Adjunct Professor

Department or unit (if not part of the program under review):

Education: (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard Graduate School of Design</td>
<td>3</td>
<td>Master of Landscape Architecture</td>
</tr>
<tr>
<td>University of Miami, School of Architecture</td>
<td>5</td>
<td>Bachelor of Architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor in English - Creative Writing</td>
</tr>
</tbody>
</table>

Teaching Experience: (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic University of Puerto Rico</td>
<td>11</td>
<td>Design/ History of LA/ Prof. Practice</td>
</tr>
<tr>
<td>Graduate School of Design-</td>
<td>.5</td>
<td>Landscape Technology</td>
</tr>
<tr>
<td>Harvard University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect’s and Landscape Architects Assoc. (CAAPP)</td>
<td>5</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Soltero Muñoz &amp; Associates</td>
<td>2</td>
<td>Site Plan Designer</td>
</tr>
<tr>
<td>Evelio Pina &amp; Associates</td>
<td>1</td>
<td>Designer</td>
</tr>
<tr>
<td>American Excavations</td>
<td>1mo.</td>
<td>Documentation of archeological site</td>
</tr>
</tbody>
</table>

Professional Registration: Give profession and state/province(s).

CAAPP #36 Landscape Architect Certification

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

ASLA Member since 2011
Lecturer at the Annual Meeting of the Alliance for Historic Landscape Preservation in Chicago 2016
Lecturer at the CAAPP Landscape Architecture Week 2015.
Honorable Mention at the 2011 Architecture and Landscape Architecture Biennale of the College of Architects and Landscape Architects of Puerto Rico (CAAPP), for the Documentation and Investigation on the Casa Blanca Gardens.
Member of the Professional Practice Committee of CAAPP 2012.
Member of the Education Committee of CAAPP 2010-2011.
Contributed and organized the first LARE Review in Puerto Rico.
President of the Institute of Landscape Architects of Puerto Rico 2009-2010.
Associate Member of the American Society of Landscape Architects. (ASLA)
Vice-President of the Institute of Landscape Architects of Puerto Rico (2007-2009)
Participated in the First Landscape Architects Exhibition held on April 27, 2006 at the CAAPPR
Landscape architect in training certification #36 in San Juan, PR

Publications. List significant publications, projects and/or reports covering the last five years.
Identify refereed publications with an asterisk.

“Jardines renacentistas”, Sección POR DENTRO, El Nuevo Día, May 26, 2007
“Un pulmón en tu azotea”, Sección POR DENTRO, El Nuevo Día, August 2, 2007
“Abrazo tropical”, Sección Magazin, El Nuevo Día, April 26, 2009
“El paisaje abraza la arquitectura”, Sección A Tu Manera, Primera Hora, April 15, 2010.
“Casa Blanca Gardens”, Arq.i.tec, Año 5, Edición 1. 2010

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

I have been involved with the MLA Program at the Polytechnic University since its beginning in 2006. Ever since I have been a strong advocate of the profession and the program within the professional community in Puerto Rico, especially architects. As an Associate Professor for 6 years I was part of the development and growth of the program and mentor to most students and candidates. After resigning as a Full-time faculty, I was the first Landscape Architect to become Executive Director of the Architects and Landscape Architects Association, an organization that is mainly composed of Architects. This position gave me the opportunity to integrate both professions and educate our fellow architects and the community at large about what Landscape Architecture is and what Landscape Architects do for the environment and the design community. Having strong ties with the Program, I made sure that students and faculty actively participated and collaborated with the organization.
Name: Edmundo R. Colón Izquierdo

Rank: Associate Professor – Program Coordinator

Department or unit (if not part of the program under review):

Education: (College and higher)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>2</td>
<td>MLA-I / 2006</td>
</tr>
<tr>
<td>Jacob Weidenman Excellence in Design Prize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnic University of Puerto Rico</td>
<td>6</td>
<td>B. Arch - 2004</td>
</tr>
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</table>

Teaching Experience: (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Architectural</td>
<td>2</td>
<td>B2-Masters-Architecture</td>
</tr>
<tr>
<td>PUPR</td>
<td>12</td>
<td>Design/Representation/Technologies</td>
</tr>
</tbody>
</table>

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>ECo</td>
<td>14</td>
<td>Landscape Architect/Partner</td>
</tr>
<tr>
<td>CDQ &amp; Assoc</td>
<td>3</td>
<td>Part-Time Designer</td>
</tr>
<tr>
<td>Jorge Rigau, FAIA</td>
<td>3</td>
<td>Part-Time Designer</td>
</tr>
</tbody>
</table>

Professional Registration: Give profession and state/province(s).

Puerto Rico - CAAPPR – Lic. 113 – PLA / Cert 19992 AIT

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

(2005-Present) Partner/Principal – ECo – Multidisciplinary Design Office
(2017-Present) President – Landscape Architects Institute (IAP)
(2016-2017) Board Member / Legislative Committee Director– Architects and Landscape Architects Institute of Puerto Rico (CAAPPR)
(2013-Present) ASLA Member

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

2012   Entorno #20 - Techo del Cuartel de Ballajá: más que “verde”
       EssayCitations

2018   Construcción – El Nuevo Dia – 4/24/2018
       Siembra segura – Newspaper Article
El Vocero – 2/16/2018
Repudian Tala Illegal – Newspaper Article

2012  AIA Architect – USA – March/April 2012
Standard Bearer: Puerto Rico is one of the most environmentally troubled islands in the Caribbean. Can one building change that?
Kim A. O’Connell

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

I’ve been invited lecturer to numerous related professional associations’ symposiums and worktables to speak on the role of landscape architects and landscape architecture with regards to the built environment, post-Maria recovery efforts and natural resources conservation.

Through my role as president of the Landscape Architects Institute (IAP), and previously as a member of the board for the CAAPPR, I’ve advocated for the more active including of landscape architects in decision making processes at both private and state level. I’ve sat before the state legislature to advocate for the profession and our professional concerns as it related to permitting processes and formally commented on other numerous law projects submitted to the legislative body.

Also as part of my involvement with the IAP, I’ve coordinated and hosted local and international lecturers for our professional guild, students and the general public. In April, for Landscape Architecture Month, we hosted Richard Roark, from OLIN, and Martha Schwartz, for two lectures.

Through our program, I’ve helped coordinate other visiting lecturers. In April, we hosted John Ridenour, from the renowned office of Nelson, Byrd, Woltz.

I’ve also been advocating for the inclusion of our profession in the reconstruction efforts in different media. I’ve been cited in newspaper articles, appeared on AM and FM radio shows, and TV News programming.
Name: Sigfredo E. Faría Vega

Rank:

Department or unit: Landscape Architecture

Education:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidad Politécnica de PR</td>
<td>5</td>
<td>Masters in Landscape Architecture</td>
</tr>
<tr>
<td>Universidad de PR – Recinto de Mayagüez</td>
<td>6</td>
<td>Bachellor in Horticulture</td>
</tr>
</tbody>
</table>

Teaching Experience:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidad Politécnica de PR</td>
<td>1</td>
<td>Plant Material and Establishment</td>
</tr>
</tbody>
</table>

Practice Experience:

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palma Roja Inc.</td>
<td>17</td>
<td>Managing Partner for a tree and landscape service firm.</td>
</tr>
<tr>
<td>Margo Landscape &amp; Design</td>
<td>2.5</td>
<td>General Manager for a full service landscape company.</td>
</tr>
<tr>
<td>Professional Consultant</td>
<td>21</td>
<td>Tree and Landscape consultant for professional firms.</td>
</tr>
</tbody>
</table>

Professional Registration:

Landscape Architect-In training – Puerto Rico
Agronomist – Puerto Rico
ISA Certified Arborist – Champaign, Illinois / Puerto Rico

Professional & Academic Activities.
Vice President – Puerto Rico Landscape Architect’s Institute (2016-2017)

Publications. NONE

Contributions.
Frequent speaker at diverse media opportunities regarding trees and landscape. Voluntary work at community and schools to promote the importance of well-planned reforestation initiatives.
Name: Marisabel Rodriguez

Rank: Adjunct Professor

Department or unit (if not part of the program under review): School of Landscape Architecture

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University, Ithaca, New York</td>
<td>3.5</td>
<td>Master of Landscape Architecture May 1998</td>
</tr>
<tr>
<td>University of Puerto Rico</td>
<td>4</td>
<td>Bachelor of Arts, Education, May 1992</td>
</tr>
</tbody>
</table>

Teaching Experience: (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic University of Puerto Rico</td>
<td>11</td>
<td>Design Studios all levels</td>
</tr>
<tr>
<td>Landscape Architecture Program</td>
<td></td>
<td>Historiography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ecology and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory &amp; Research of Land Arch Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thesis Extension</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Advanced Theory in Architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conservation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History of Architecture (TA)</td>
</tr>
</tbody>
</table>

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodriguez, Landscape Architects</td>
<td></td>
<td>Principal - responsible for the design and implementation of landscape architectural projects</td>
</tr>
<tr>
<td>Polytechnic University of Puerto Rico</td>
<td>14</td>
<td>Direct, design, develop and implement Landscape Architecture Program and. Curricula</td>
</tr>
<tr>
<td>The Trust for Public Land Minneapolis, Minnesota</td>
<td>3</td>
<td>Collaborator in the preparation of a Wisconsin state funding proposal</td>
</tr>
<tr>
<td>Kenwood Area Association Minneapolis, Minnesota</td>
<td>2</td>
<td>Develop community plans in agreement with the city of Minneapolis, Neighborhood Revitalization Program (NRP) guidelines And funding.</td>
</tr>
</tbody>
</table>
**Professional Registration:** Give profession and state/province(s).

Registered Landscape Architect, #25, Puerto Rico

**Professional & Academic Activities.** Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

American Society of Landscape Architects Colegio De Arquitectos & Arquitectos Paisajistas de Puerto Rico (CAAPPR)
Member, Institute of Landscape Architects (!APR), CAAPPR Delegate, International Federation of Landscape Architects (!FLA)

Liaison between !FLA and the CAAPPR
Member, Public Practitioners Advisory Committee, ASLA Professional Practice
Director, Urbanism Committee, DoCoMoMo Puerto Rico Vice President, Institute of Landscape Architects (!APR), CAAPPR Member, Education Committee, CAAPPR
Exhibitor at IAPR LA Week, CAAPPR
Co founder & Exhibitor at IAPR LA Week, CAAPPR

**Publications.** List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

*Every Tree Tells a Story, Landslide 2010*, The Cultural Landscape Foundation, Garden Design & American Photo Magazines, October 27, 2010

Policy Shaper: Jose Ortega, LAND Online, May 20, 2010

"Logros y Reconocimientos de la Escuela de Arquitectura Paisajista de la Universidad Politecnica", Faro de Diseño y Construcción, Primera Hora, November 8th , 2010

"Tras el rastro de Paul Schumm", El Nuevo Día, September 15, 2007

"Mal ombribilador serfá", Suplemento, El Nuevo Día, September 27, 2006

"La Arquitectura Paisajista", Revista Habitat, El Vocero, Abril 8, 2006

"Relevancia de la Arquitectura Paisajista", El Nuevo Dia, November 17, 2005

**Lectures**

"Conservación y Paisaje", Serie - Preservation 101 Series, Architecture Foundation, October 21,2010


"Introducción a la Arquitectura Paisajista", Botanical Garden, Rio Piedras, Puerto Rico, February 2006
**Contributions.** Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

### Contributions

<table>
<thead>
<tr>
<th>License</th>
<th>Depositions and correspondence in support of professional efforts to clarify boundaries among design and related construction professions, April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>SHPO Grantee, <em>The Landscape Legacy of the Modern Movement in Puerto Rico</em>, 2010- present</td>
</tr>
<tr>
<td>Juror</td>
<td>Advisor to Final Project for Architecture students, 2010</td>
</tr>
<tr>
<td>Profession Exposure</td>
<td>&quot;Cultural landscapes&quot;, Arquitectura HOY, Radio Interview, November 28, 2010</td>
</tr>
<tr>
<td>Community</td>
<td>Participant with student Thesis work at the 6th Biennial Architecture and Landscape, Barcelona, 30 September-15 October, 2010</td>
</tr>
<tr>
<td>Research</td>
<td>&quot;Arquitectura Paisajista&quot;, Arquitectura HOY, Radio Interview, April 18, 2010, <em>Interview with a senior professional, Mrs. Virginia Pennock, RLA, Olga Anguira, LAIT, and Marisabel Rodriaguez, RLA</em></td>
</tr>
<tr>
<td>Community</td>
<td>Team leader, Charrette BosqueEscuela La Olimpia, Casa Pueblo, Outreach Adjuntos, March 5-7, 2010, Students: Rey Caraballo, Laura Lugo Caro, Ricardo Sanchez</td>
</tr>
<tr>
<td>Community</td>
<td>Sponsorship of Park(ing) Day, for the first time in the island and recurrent, Outreach 2009 &amp; 2010</td>
</tr>
<tr>
<td>Profession's Exposure</td>
<td>&quot;La profesión de la Arquitectura Paisajista&quot;, Arquitectura HOY, Radio Interview, December 20, 2009</td>
</tr>
<tr>
<td>Outreach</td>
<td>Park(ing) Day video interview for Popular Bank, September 23, 2009 Deposition to the State Examining Board regarding proposed regulatory revisions, September 1, 2009</td>
</tr>
<tr>
<td>Licensure</td>
<td>Participant at the Photographic exposition <em>&quot;Orden en el coos</em>&quot;, held during Landscape Architecture week, CAPPR, April 17, 2009</td>
</tr>
<tr>
<td>Community</td>
<td>Orientation regarding the landscape architecture profession for Baldwin OutreachHigh School’s, Environment Student Committee, April 3, 2009</td>
</tr>
<tr>
<td>Community</td>
<td>Participant, Isabela Irrigation Channels System, Isabela, 2008 Outreach</td>
</tr>
</tbody>
</table>
Name: José Juan Terrasa-Soler

Rank: Lecturer

Department or unit (if not part of the program under review):

Education:  (College and higher)

<table>
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<tr>
<th>Institution</th>
<th>Number of Years Attended</th>
<th>Degree/Date Granted</th>
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<tbody>
<tr>
<td>Harvard University</td>
<td>3</td>
<td>MLArch, 2007</td>
</tr>
<tr>
<td>Yale University</td>
<td>2</td>
<td>MES, 1997</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>2</td>
<td>MSc, 1992</td>
</tr>
<tr>
<td>Mount Saint Mary’s College (Maryland)</td>
<td>4</td>
<td>BSc, 1990</td>
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</table>

Teaching Experience:  (College level)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Years Taught</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic University of Puerto Rico</td>
<td>11</td>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>University of Puerto Rico, Río Piedras</td>
<td>1 (Visiting)</td>
<td>Environmental Science</td>
</tr>
</tbody>
</table>

Practice Experience:  (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

<table>
<thead>
<tr>
<th>Firm or Agency</th>
<th>Number of Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvel &amp; Marchand Architects</td>
<td>5</td>
<td>Firm leadership, design</td>
</tr>
<tr>
<td>Puerto Rico Tourism Company</td>
<td>4</td>
<td>Director/Planning &amp; Develop.</td>
</tr>
<tr>
<td>EnviroDesign Studio</td>
<td>2</td>
<td>Principal</td>
</tr>
<tr>
<td>CSA Architects &amp; Engineers</td>
<td>7</td>
<td>Leadership, Environ. consulting</td>
</tr>
</tbody>
</table>

Professional Registration:  Give profession and state/province(s).
Landscape Architect, Puerto Rico
Certified Ecologist, Board of Professional Certification, Ecological Society of America, Washington, DC

Professional & Academic Activities.  Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

- Member, External Evaluation Committee, Graduate Program (PhD/MSc) in Environmental Sciences, University of Puerto Rico at Rio Piedras, 2016
- Professional College of Architects and Landscape Architects of Puerto Rico
  - Member, Editorial Board, professional-cultural journal "Entorno", 2007-2009
  - Member, Environmental Affairs and Sustainability Commission, 2009-2010
  - Director, Environmental Affairs and Sustainability Commission, 2013-2015
  - Director, Legislative Affairs Commission, 2015-2016
  - Member, Governing Board, 2015-2016
- American Society of Landscape Architects, Full Member
- Ex officio Member, Board of Directors, Puerto Rico National Parks Company, 2009-2013
• Ex officio Member, Puerto Rico Interagency Beach Management Board, 2009-2013

• Vice President, Board of Directors, Scuba Dogs Society (Environmental NGO), 2014-present

• I have been interviewed many times in the program Arquitectura Hoy, a weekly radio show produced by the Professional College of Architects and Landscape Architects of Puerto Rico and aired through WRTU Radio Universidad 89.7 FM. Recent shows (and topics) in which I have participated are:
  - 8 May 2013 – Architectural and Landscape Architectural Services
  - 19 June 2013 – Ecotourism
  - 20 November 2013 – Karst Landscapes: Conservation and Development
  - 19 March 2014 – The Landscape Architect: Roles and Services
  - 23 July 2014 – The Ecological City: Sustainability and Urban Design
  - 15 April 2015 – New Trends in Landscape Architecture
  - 29 April 2015 – Water Resources Conservation
  - 12 April 2017 – Why contract a Landscape Architect?

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.


Terrasa-Soler, J.J. 2015. Organized, moderated, and provided the Introduction to the experts’ panel entitled “Nature Doing Work in the City: Green Infrastructure for the Puerto Rican City,” held at the School of Architecture and Landscape Architecture, Polytechnic University of Puerto Rico, San Juan, PR, on 21 April 2015.


**Contributions.** Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

I have been involved in the MLArch Program at Polytechnic since 2007, as a Lecturer and Design Critic, focusing on design studios, thesis projects, environmental courses, and theory courses. I have done research, written, and published in our discipline and have also worked with colleagues in ecology/environmental science programs at other institutions. I have promoted landscape architecture through public engagement, presentations, and radio interviews, and through public service.
ARCHITECTURE PROGRAM FACULTY SHARED WITH LANDSCAPE ARCHITECTURE PROGRAM

BETANCOURT LLAMBÍAS, CARLOS E.–Professor, Architecture; MArch. Architecture; University of Puerto Rico, Río Piedras, PR (1978); BA Environmental Design; University of Puerto Rico, Río Piedras, PR (1975).
Architectural Practice
(owner)

COLÓN RODRÍGUEZ, YARA MAITE – Lecturer III, History; PhD History and Theory of Architecture; Universidad Politécnica de Cataluña (2010); MA History, Art, Architecture and City; Universidad Politécnica de Cataluña (2002); BA, University of Puerto Rico (2001).
Academic, Research and Publication

LORENZO TORRES, JOSÉ – Lecturer II, Architecture; MArch in Urban Design; Harvard University (2005); BArch. Architecture; Polytechnic University of Puerto Rico, (2001).
Architectural Practice
(AIT)

OCASIO ROSADO, EDILBERTO–Associate Professor, Architecture; MArch., University of Puerto Rico (1991); BA Environmental Design, University of Puerto Rico, Río Piedras Campus, (1998).
Architectural Practice
(AIT freelance)

PÉREZ DENDARIARENA, ROBERTO – Auxiliary Professor, Architecture; BArch. Polytechnic University of Puerto Rico (2004).
Academic, Industrial Design freelance

RIGAU PÉREZ, JORGE–Professor, Architecture; MA History; University of Puerto Rico, Río Piedras, PR (1993); BArch. Architecture; Cornell University, Ithaca, NY (1975).
Architectural Practice
owner, Historian and Research

RIVERA RIVERA, DIANA–Auxiliary Professor, Architecture; M Arch. Architecture; Syracuse University, Syracuse, NY (1995); BA Environmental Design; University of Puerto Rico, Río Piedras, PR (1992).
Academic
ROLÓN BONILLA, EDUARDO J. – Auxiliary Professor, Architecture; MArch. Architecture; University of Puerto Rico (1995); BA Environmental Design; University of Puerto Rico, Río Piedras, PR (1992). Architectural Practice (freelance)


VELÁZQUEZ FIGUERÓA, JUAN C. – Auxiliary Professor, Architecture; MA Fine Arts Sculpture; Universidad Complutense de Madrid, Spain (1988); BA, Escuela de Artes Plásticas de Puerto Rico (1985). Academic, Sculptor
F. FACILITIES INFORMATION

Program Facilities
Since the last accreditation, the Landscape Architecture Program was relocated within the facilities of the School of Architecture. At our new home, the program has at its disposal a vast number of classrooms, offices and Labs which provide the students with greater tools to execute their work and excel. Although most of the facilities are shared with the Architecture and Interior Design Programs, the new facilities have proven to be a successful change in the development of the Landscape Program. The new facilities not only comply with ADA standards, but has also facilitated an integration with allied professions like architecture, interior design and engineering among others. Sharing common areas with the architecture department have exposed our student body to architecture students work, collaboration and even informal desk critics and conversation with architecture faculty.

<table>
<thead>
<tr>
<th>Room #</th>
<th>Size (SF)</th>
<th>Max. Capacity</th>
<th>Type of Space (studio, office, storage, etc.)</th>
<th>Shared Use (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA-Studio</td>
<td>1360</td>
<td>30</td>
<td>Studio</td>
<td>E</td>
</tr>
<tr>
<td>403</td>
<td>420</td>
<td>30</td>
<td>Classroom</td>
<td>S</td>
</tr>
<tr>
<td>404</td>
<td>420</td>
<td>30</td>
<td>Classroom</td>
<td>S</td>
</tr>
<tr>
<td>405</td>
<td>420</td>
<td>30</td>
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<td>S</td>
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<tr>
<td>Conference Rm</td>
<td>273</td>
<td>15</td>
<td>Conference Room</td>
<td>S</td>
</tr>
<tr>
<td>Digital Rm</td>
<td>323</td>
<td>10</td>
<td>Digital Media Archive</td>
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<tr>
<td>Wood Shop</td>
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<td>Shop</td>
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<td>Photo Lab</td>
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<td>-</td>
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<td>Fab Lab</td>
<td>920</td>
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<td>Material &amp; Digital Fab. Lab</td>
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<tr>
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<td>12</td>
<td>Ceramics Lab</td>
<td>S</td>
</tr>
</tbody>
</table>
School of Architecture Building
Floor Plan- Studios and Administration
School of Architecture Building
Floor Plan - Classrooms and Labs

Additional physical resources and computer resources
LIST OF APPENDIXES

A. Strategic Plan 2010-2015
B. Outcomes Assessment 2014
C. Required Courses
D. Graduate School Catalog 2016-2018