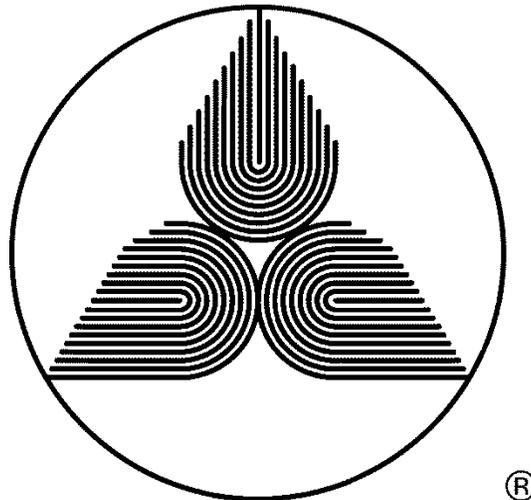**Self-Evaluation Report for**

**FIRST-PROFESSIONAL PROGRAMS IN
LANDSCAPE ARCHITECTURE**

**Australian Institute
of Landscape Architects**

AUSTRALIAN INSTITUTE OF LANDSCAPE ARCHITECTS

**Australian Institute of Landscape Architects
GPO Box 1646
Canberra, ACT 2601**

**ENDORSED 'SER'_MAY 2015
REVISION ONE_1ˢᵗ OCTOBER 2015**

REQUEST FOR REVIEW

AUSTRALIAN INSTITUTE OF LANDSCAPE ARCHITECTS

Date

Invitation to review is extended by: _____

Identify the Program in Landscape Architecture to be reviewed and the name of the university.

This Landscape Architecture Program has been in operation since _____ *(date)* and is legally entitled to confer the following degree:

Preferred Dates for Review: *Indicate first, second, and third preferences.*

1. _____

2. _____

3. _____

Program Contact details: Include name, phone number and e-mail address for the Program Director/Administrator.

Program

INSTRUCTIONS

Preparing a self-evaluation report (SER) is a valuable part of the accreditation process. It is in the Program's best interest to examine itself carefully and present information in a clear and concise manner. The Visiting Review Team , assigned by the Australian Institute of Landscape Architects (AILA) will review this report prior to and during their visit, approaching the task as colleagues interested in understanding the Program and its stated objectives within the framework of the university and the accreditation standards.

Any supporting or related Programs may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the Program under review.

Report Preparation

Include as many academic staff, administrators, students, graduates, staff and employers as possible into the preparation of this self-study.

The SER is the appropriate document for supplying information for the purposes of applying for re-accreditation and for seeking future accreditation prior to the commencement or accreditation of a Program. The wording throughout the SER implies that the Program has been in existence for some time and that the requested information relates to the Program's current and recent past activities. However, it is expected that SERs may need to include information about proposed activities where it is not appropriate to include current and recent past activities. This is particularly the situation for Programs that are not currently accredited. Where information about proposed activities is appropriate, the following additional information must be included:

- A clear statement in each section of the report describing the extent of information that is about proposed activities;
- The basis and justification of the proposed activities. This may include a university policy or guideline, a Program strategy, or other information used to gain approval for the Program from the university; and
- If appropriate, the limits of applicability of the information about proposed activities. This includes situations where a proposed activity only applies to the establishment of a new Program and will be phased out once the Program is accredited, or in a range of other situations where temporary changes are proposed.

Terminology

The *University* is the university, college, institute or other parent body through which the tertiary level Program is administered.

The *Program* is administered by some division of a university such as a faculty, school, or department responsible for the curriculum and the students.

The *Program Administrator* is the director, head, dean, or other official immediately responsible for the Program.

SER Format

- Pages should be produced on A4 pages, numbered, single-spaced and suitable for photocopying.
- Use the exact heading, numbering and sequence as provided in the Standards.
- Place an extended tab, numbered to correspond to the seven accreditation standards, on each of the sections for ease of reference. Some parts of individual sections may also be in tabular form if the Program deems this useful.
- The total report (excluding appendices) should not be more than 100 pages double-sided or two hundred single pages.
- Submit a digital copy to AILA National Office at least **45** days prior to the visit, and one hard copy of the SER to each team member on arrival of their visit.
- Provide digital copies of other information (examples of student work, appendix materials such as important policies, resumes, etc.). Please also highlight applicable websites (program, faculty website; as well as links to important sites on the university website, such as university tenure and promotion policies, etc. where appropriate within the report and in an appendix.

PROGRAM SELF-EVALUATION REPORT

For the Academic Year _____University _____

Program _____

Degree Title/Degree Length _____

Dean _____
name   title

_____
address

_____
e-mail address   phone number

Head of School _____
name   title

_____
address

_____
e-mail address   phone number

Head of
Department or Program _____
name   title

_____
address

_____
e-mail address   phone number

Report Submitted by _____
name   *date*

MINIMUM REQUIREMENTS
For achieving and maintaining Accredited Status

1. The Program nomenclature and degree description incorporate the term "Landscape Architecture".

2. A First Professional Degree Program of at least four academic years' duration culminating in AQF8 compliance as the minimum requirements.

3. A postgraduate First Professional Degree Program of at least two academic year's duration, is a coursework program, has a cognate entry pre-requisite, and is AQF 9 compliant as the minimum requirements. As such, a graduate Masters Program of three years' duration is acceptable.

4. Qualified Landscape Architecture academic staff of sufficient number and appointed at levels appropriate to meet the needs of student numbers.

5. There is a designated Program Director or Administrator responsible for the leadership and management functions for the Program under review.

6. A Program accredited by AILA shall:
   a. Continuously comply with these Accreditation Standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly lodge an Annual Report and other requested reports.

The Program Director or Administrator shall inform AILA if any of these factors fails to apply during an accreditation period. The Program Director or Administrator is responsible for reporting any substantive changes required to the Program through the Annual Report and overall accreditation process when they occur. Substantive changes would be those that may affect the accreditation status of the Program.

The _____ Program meets the minimum conditions to apply for AILA accreditation.

_____

Program Director or Administrator Name   *Title*

_____

Program Director or Administrator Signature   *Date*

INTRODUCTION

1. History of Program.

Provide a brief history of the Program being reviewed, concentrating on events since the last review (if applicable).

2. Response to previous AILA Review.

Describe the progress that has been made on any Recommendations affecting Accreditation from the previous accreditation visit *(not applicable to those seeking initial accreditation).* List each Recommendation and provide an update on responses made in any annual interim reports. List each Suggestion for Improvement and provide an update.

3. Describe current Strengths and Opportunities.

4. Describe current Weaknesses and Challenges.

5. Describe any substantial changes in the Program since the last accreditation review (if applicable).

6. Describe who participated in the preparation of this self-evaluation report and briefly state their roles. The AILA 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.

Note: *Begin a new page for each standard. Insert a tab here and between all other standards.*

1. PROGRAM MISSION and OBJECTIVES

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

INTENT: Using a clear concise mission statement, each landscape architecture Program should define its core values and fundamental purpose for academic staff, students, and the university within which it resides. The mission statement summarizes why the Program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the Program meets and is meeting the stated objectives.

A. Program Mission

1. State the current Program mission and date adopted.

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

B. Educational Goals & Objectives

1. State the academic goals of the Program.

2. Describe how the academic goals relate to the Program's mission.

3. Describe how the learning outcomes fulfill the academic goals.

4. Describe how the Program regularly evaluates its progress in meeting its goals

C. Program Aspirations: Opportunities & Risks

1. What is the Program's long-range planning process?

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

3. Describe how the review and evaluation process identifies strengths and weaknesses of the Program that may impact on the Program's operation

D. 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.

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 recognised as a discrete professional Program with sufficient financial and university support and authority to enable achievement of the stated Program mission, goals and objectives.

A. Program Administration

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

2. Does the Program director/administrator hold an academic appointment in landscape architecture? If not, where is he/she appointed?

3. How does the Program director/administrator exercise the leadership and management functions of the Program? Describe the primary responsibilities and authority of this position.

B. University Support

1. What are the staff/student ratios in studios? How are these ratios influenced by the Program?

2. Is funding available to assist full-time and part-time academic staff with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment and technical support? What is considered 'normal' in your university and is this considered adequate for the Program?

3. Is there adequate provision of technical and professional staff to support the Program in accomplishing its mission, goals and objectives?

C. Commitment to Diversity

1. How does the Program demonstrate its commitment to diversity in the recruitment and retention of students and academic staff?

D. Academic Staff Participation

1. Do the academic staff 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?

2. Do the academic staff participate, in accordance with university guidelines, in developing criteria and procedures for annual evaluation and academic promotion?

3. Does the Program or university adequately communicate and mentor academic staff regarding policies, expectations and procedures for annual evaluations and for promotion to all ranks?

E. Academic Staffing

1. Does the university ensure adequacy of the number of academic staff sufficient to enable the Program's operation and fulfilment of the Program's goals and objectives?

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: design and planning; 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 coursework level shall provide instruction in and application of research and or/scholarly methods.*

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

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

A. Mission and Objectives

1. How does the curriculum address the Program's mission, goals, and objectives?

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

B. Program Curriculum

1. How does the Program curriculum include coverage of:
   - Design and Methods
   - Environment
   - History and Theory
   - Technology and Construction
   - Professional Practice and Ethics
   - Communication and Collaboration

2. How does the curriculum address the designated subject matter in a logical or appropriate pedagogical sequence that supports the Program's goals and objectives?

3. How does student output demonstrate that the curriculum is providing students with the appropriate content to enter the landscape architecture profession?

4. How do curriculum and Program opportunities enable students to pursue academic interests consistent with university requirements and entry into the landscape architecture profession?

C. Course Outlines

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

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

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?

2. How does the Program demonstrate and document ways of:
   a. Assessing students' achievements of 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?

3. How do students participate in evaluation of the Program and curriculum?

E. Augmentation of formal educational experience

1. How does the Program provide opportunities for students to participate in internships, off-campus studies, research assistantships and or work experience?

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

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

F. Coursework: (AQF 8 Bachelor Honours qualifications)

1. In addition to the professional curriculum, describe how students also pursue coursework in other disciplines, in accordance with university and Program requirements.

2. Do students enrol in courses in the humanities, natural sciences, social sciences or other disciplines?

G. Areas of Interest: (AQF 8 Bachelor Honours qualifications)

1. How does the Program provide opportunities for students to pursue independent projects, focused electives, optional studios, travel-integrated study, certificates, minors, etc.?

2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the core Program curriculum?

H. Research/Scholarly Methods: (AQF 9 Master qualifications)

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

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

4. STUDENT and PROGRAM OUTCOMES

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

INTENT: Students should be prepared to pursue a career in landscape architecture upon graduation. Students should have sufficient demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design and organisation to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes

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

2. How does the Program assess student work and how does it determine students are competent to obtain entry-level positions in the profession?

3. How do students demonstrate their achievement of the Program's Learning Outcomes, 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?

B. Student Mentoring

1. How are students mentored within the Program and how does the Program assess the effectiveness of the mentoring?

2. Are students effectively advised regarding academic and career development?

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

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

C. Participation in Extra-curricular Activities

1. What opportunities do students have to participate in university organisations, community initiatives and/or other activities? What is the uptake of these opportunities?

2. To what degree do students participate in events such as AILA events and the activities of other professional organisations or special interest groups?

3. Do students have opportunities for domestic/international exchange, volunteer work, field work, etc.?

5. ACADEMIC STAFF

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

INTENT: The Program should have qualified experienced academic staff, both full-time and part-time, to instill the knowledge, skills and abilities that students will need to pursue a career in landscape architecture. Staff workloads, compensation and overall support for career development should be recognized as contributing to the success of the Program.

A. Credentials

1. Do the academic staff, collectively, have a balance of professional practice and academic experience appropriate to the Program mission?

2. Are teaching assignments appropriate to the course content and Program mission?

3. Are academic staff qualifications appropriate to responsibilities of the individual staff within the Program as defined by the university?

B. Academic Staff Development

1. How are academic staff activities, such as scholarly enquiry, research, professional practice and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community and university media?

2. Do the teaching and administrative assignments of academic staff allow sufficient opportunity to pursue advancement and professional development?

3. Is the development and teaching effectiveness of full-time and part-time academic staff systematically evaluated? If yes, are the results used for individual and Program improvement?

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

5. How do academic staff participate in university and professional service, student mentoring and other activities that enhance the effectiveness of the Program?

6. OUTREACH to the UNIVERSITY, COMMUNITY, ALUMNI & PRACTICE

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

INTENT: The Program should establish an effective relationship with the university, communities, alumni, practitioners and the public at large in order to provide a source of community-based opportunities for students, scholarly development for academic staff, 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 Profession, Allied Professions, University and Public

1. How are outreach activities incorporated into the curriculum?

2. How does the Program interact with the profession, allied professions, the university and the public generally, and how does the Program assess the effectiveness of this interaction?

3. How are service activities of academic staff and students documented on a regular basis?

B. Alumni and Practitioners

1. How does the Program recognise professional organisations, alumni and practitioners as resources?

2. Does the Program maintain a current registry of alumni that includes information pertaining to current employment and significant professional accomplishments?

3. How does the Program engage alumni and practitioners in activities such as a formal Advisory Board, student career advice, potential employment, curriculum review and development, fundraising, continuing education etc.?

4. How does the Program assess its effectiveness in engaging alumni and practitioners?

7. FACILITIES, EQUIPMENT & TECHNOLOGY

STANDARD 7: Academic staff, students and associated 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, OH&S compliant facility that supports the achievement of Program mission and objectives. Students, academic and associated staff should have the required tools and facilities to enable achievement of the Program mission and objectives.

A. Facilities

1. Are academic and administrative staff provided with appropriate office space?

2. Are students assigned facilities and resources adequate to meet the Program's needs? Is there adequate access to studio spaces, computer labs and support services, eg printing?

3. Are facilities maintained to meet the needs of the Program?

B. Information Systems and Technical Equipment

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

2. Is the frequency of hardware and software maintenance, updating and replacement sufficient to meet the needs of the Program?

3. Are Information Systems support hours of access sufficient to adequately serve academic staff and students?

C. Library Resources and Services

1. Are library collections adequate to support the Program?

2. How do the courses effectively integrate the library and other resources?

3. Are the library hours of operation convenient and adequate to serve the needs of academic staff and students?

D. Anticipated Future Needs

1. Does the Program have a long-term plan for their requirements for facilities, equipment and technology that allows for Program expansion?

ADDENDA

A. Academic Staff Information

B. Curriculum Information

C. Student Information

D. Alumni Information

E. Facilities Information

A. ACADEMIC STAFF INFORMATION

Academic Staff Resources

1. Budgeted Academic Staff Resources

	Current Year	Last Year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Full-Time Professors						
Associate Professors						
Adjunct Professors						
Senior Lecturers						
Lecturers						
Sessional Staff						
Guest Speakers						
Endowed positions						
Other						
TOTALS						

2. Number of Academic Staff with Undergraduate / Masters / Doctorate Degrees

Appointment Level	Undergraduate degree in landscape architecture	Masters	Doctorate

3. Instructional Assignments

Complete the following table for all full and part time instructors. Begin with the Program Administrator and list in order of rank.

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time teaching staff contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties ie committee work, visiting lecturer arrangements, student mentoring.

Teaching staff appointment	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other Programs			

4. Courses Taught by Individual Academics

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year, depending on time of report preparation
Term Symbols: Use the university terminology. For example: Semester 1- S1
Contact Hours: Actual number of scheduled contact hours per week between instructor and students.
Number of Enrolled Students:

Course taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number of Students	FTE Students

5. 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 invited in for the Program under review. Indicate by an asterisk (*) those sponsored jointly with other programs, or sponsored at the faculty or school level. Use the format below to list this information for the present and two preceding academic years.

Example:

Name	Field/Specialty	Date(s)	Contribution
* Edward Armor	Architecture	1/29-30/10	Lecturer (Green Architecture and Current City/County Codes) and In-studio Critic
David Crane	National Park Service Historian	2/26/10	Juror

6. Individual Academics' Resume

Name:

Appointment:

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

Tertiary Education:
University   **Number of Years Attended**   **Degree/Date Granted**

Teaching Experience: *(Tertiary level)*
University   **Years Taught**   **Subjects**

Practice Experience: *Brief listing; however, if experience in practice is lengthy, and you feel strongly about presenting such, please include resume in the Appendix.*
Firm or Agency   **Number of Years**   **Responsibilities**

Professional Registration: *Give profession and state/territory*

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

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

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

B. CURRICULUM

1. Required / Elective Courses

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

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

Required Courses	Units/Credit Hours
Design and Methods	
Environment	
History and Theory	
Technology and Construction	
Professional Practice and Ethics	
Communication and Collaboration	
Other	
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free/Open Electives	

2. Typical Program of Study

Identify length of term/semester and relation of contact hours to unit/credit hours. List courses for a typical Program of study, using the format given below.

Instructions

1. List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.

2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).

3. List free/open electives as "Electives."

4. The sequence of courses is to be typical student coursework.

5. Reproduction of appropriate pages from the Program information guide may be used for this description, providing they contain the required information.

Example

	Autumn	Spring
First Year	LA 101 LA Design 1 (5) English 101 (3) LA 152 History (3) LA 140 Computer applications (3)	LA 102 (5) Site Planning Planning 151 (4) Horticulture 103 (3) Social science elective (3)
Second Year	Humanities elective (3) LA 201 Planting Design (4) LA 221 Management (3) Calculus 101 (3)	English 102 (3) LA 111 Construction 1 (5) LA 252 Design Theory (3) Physical sciences elective (3)

3. Landscape Architectural Courses Offered During Past Academic Year

List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the Appendix — not in this section.

Course Title	Course Number	Instructor	Total Units/Credit Hours	Contact Hours / Week	# of Students

1. Overview

Include only full-time students recorded as majors in the Program being reviewed for the last five years.

Academic Year	In-State		Out-of-State		International		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year								
1 Year Ago								
2 Years Ago								
3 Years Ago								
4 Years Ago								

2. Student Cohort Diversity

Include only full-time (fte) current landscape architecture students.

_____% Local Students

_____% International Students

_____% Indigenous Australian (Aboriginal, Torres Strait Islander)

3. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrolment						
Males						
Females						

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 (if applicable).

Academic Year	Males	Females	TOTAL
Current Year			
1 Year Ago			
2 Years Ago			
3 Years Ago			
4 Years Ago			
5 Years Ago			

E. FACILITIES INFORMATION

Instructions

1. Tabulate space data as shown below.

2. Describe any steps being taken to improve the spaces.

3. Include floor plan(s), if available. Label these plans to identify various types of spaces and who controls/uses it.

4. Indicate which spaces are shared with other Programs or schools.

Program Facilities

Room #	Size (m^2)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)