Guidelines and Instructions

For Preparing The

**Self-Evaluation Report**

For Single and Dual Degree

**PROFESSIONAL PROGRAMS IN**

**LANDSCAPE ARCHITECTURE**

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**Landscape Architectural Accreditation Board**

**American Society of Landscape Architects**

**636 Eye Street, N.W.**

**Washington, D.C. 20001-3736**

Reflects September 2024 Standards

**TABLE OF CONTENTS**

**Introduction** Page 3

**Related Documents** Page 3

**Self-Evaluation Report Format** Page 4

Guidelines and Instructions

Report Preparation

SER Format and Submission Requirements

Formatting

**Report Preparation for Dual Professional Programs** Page 6

Adjustments for a Single Coordinated Review

Guidelines for a Combined Program Review

Instructions for Handling Specific Standards in the SER

**Self-Evaluation Report Template** Page 9

Identification of Institution and Administration

Minimum Requirements for Achieving and Maintaining Accreditation

Introduction

Standard 1: Program Mission and Goals

Standard 2: Program Autonomy, Governance, and Administration

Standard 3: Professional Curriculum

Standard 4: Student Outcomes and Experiences

Standard 5: Faculty

Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners

Standard 7: Facilities, Equipment, and Technology

**Final Acton Letter and Interim Reports** Page 26

**Addenda** Page 27

1. Program Long-Range Plan
2. Budget Information
3. Curriculum
4. Learning Outcomes Curricular Map
5. Student Work Table of Contents
6. Course Syllabi
7. Curricular Assessment Plan
8. Student Information
9. Alumni Information
10. Faculty Information
11. Individual Faculty Records
12. Facilities Information

**Accompanying Information** Page 46

Visit Schedule (if available)

Visit Map

**INTRODUCTION**

The mission of the Landscape Architectural Accreditation Board (LAAB) is to evaluate, advocate for, and advance the quality of education in professional programs leading to a degree in landscape architecture. To do that, the Board creates and applies Accreditation ***Standards*** and Accreditation ***Procedures*** which LAAB develops with input from the communities of interest. The Standards are qualitative statements of the essential conditions which a professional program in landscape architecture must meet to achieve accreditation. The Procedures identify the mission, goals, and values of LAAB, define the accreditation process, and establish the basis for decision-making and action undertaken by the Board. LAAB regularly reviews and assesses the Standards and Procedures—at a minimum of every five years—through a process articulated in the Accreditation Standards.

All programs applying for accreditation shall prepare a Self-Evaluation Report (SER) in accordance with the required LAAB format.

**RELATED DOCUMENTS**

Programs are strongly encouraged to review the information, policies and requirements in each these documents prior to preparing their SER.

[September 2024 Accreditation Standards](https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/LAAB_Accreditation_Standards_September2024.pdf)

[September 2024 Accreditation Procedures](https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/LAAB_Accreditation_Procedures_September2024.pdf)

[Student Work for Accreditation Review](https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/Student%20Work%20Guidelines%20September%202024.docx)

[Learning Outcomes Curricular Map](https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/Curriculum%20Map%20Template.xlsx), template for Addendum D

[Visiting Team Guidelines](https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/Visiting%20Team%20Guidelines%20-%20Current.pdf)

**SELF-EVALUATION REPORT FORMAT**

**Professional Programs in Landscape Architecture**

Guidelines and Instructions

Preparing a SER is a valuable part of the accreditation process. To receive the maximum benefit, it is in the professional program’s interest to examine itself carefully and present information in a clear and concise manner. These guidelines are intended to provide a framework for self-evaluation of the professional program's performance. The visiting evaluators (Visiting Team), assigned by LAAB, will review this report prior to and during their visit, to understand and evaluate the professional program and its stated objectives within the framework of the institution and the accreditation standards.

This document includes a template for completing the SER. It identifies information that is required to be responsive to the LAAB Standards and the accreditation process. Additional materials may be supplied as appendix items and referred to in the report.

Information presented in the SER should be directly related to the landscape architecture program being reviewed. 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 professional program under review.

Report Preparation

The best reports are completed with contributions from many voices and opinions. Professional programs are encouraged to include as many faculty members, administrators, students, graduates, staff, and employees as possible in the preparation of this SER. These instructions are intended to be guidelines for the development of the SER and authors should adapt them as necessary to give a clear picture of the conditions and outcomes of their professional program. This report should be an evaluation of existing conditions and outcomes of the professional program. For special considerations, please consult with the Director of Accreditation and Education.

Self-Evaluation Report (SER) Format and Submission Requirements

The SER narrative (excluding addenda and, if applicable, appendices) should not be more than 200 pages. LAAB appreciates brevity and concise writing. Ancillary information that is not critical to the SER does not facilitate an effective review by the Visiting Team. In lieu of repeating information, the report may reference other sections which apply. References must be given with page numbers and/or links.

Provide representative student work samples in digital (PDF) format as identified in the "Student Work for Accreditation Review" guidelines.

The entire SER must be received by the Director of Accreditation and Education and members of the Visiting Team by August 1 (for fall reviews) or December 15 (for spring reviews).

Send an electronic copy of the entire SER to the Director of Accreditation and Education at The American Society of Landscape Architects, 636 Eye Street NW, Washington, D.C. 20001-3736 and send electronic copies to each visiting team member. Electronic copies may be sent via an electronic file sharing system (i.e., Dropbox) or on flash-drive(s), if necessary. Programs are not required to print hard copies for visiting team members. A LAAB member will be appointed as the Principal Reader who will work with the Visiting Team on the preparation of their report and facilitate discussion and decision-making with the LAAB regarding the program and its attainment of the Standards. The program may be asked to send an electronic copy of the entire SER to the Principal Reader.

Formatting

1. Pages shall be 8 1/2" x 11", numbered, single spaced. No smaller than 10-point font (tables excluded).
2. Use the exact heading, numbering, and sequence for the standards as given.
3. Submit as two PDF documents - one which includes SER, addenda and, (if applicable) appendices and one which includes the Student Work for Accreditation Review.

**REPORT PREPARATION**

**FOR DUAL PROFESSIONAL PROGRAMS**

Institutions with two accredited degree programs (a bachelor's degree program and a master's degree program) may elect to have the programs reviewed for reaccreditation with a combined SER and combined Visiting Team. Participation is voluntary by request from the Programs and approval of the Director of Accreditation and Education. The institution should make this request at the time of preparation of the Request For Review. If the two programs have different accreditation term expirations, the visit is concordant with the date of the program that will expire first.

**Adjustments for a Single Coordinated Review**

If the institution requests that the review be conducted as a single coordinated review of both programs, there are adjustments to the preparation of the SER, the make-up of the Visiting Team, the visitation schedule, the duration of the visit, the Visiting Team Report, and Advisory Recommendations to the LAAB.

1. The SER is expanded by no more than an additional 50 pages to cover assessments that are not only commonly shared by each program, but also explicitly to address the performance related specifically to the bachelor’s program and the master’s program for each standard.

1. Standard 3. Professional Curriculum and Standard 4. Student Outcomes and Experiences will each be expanded into two sections -- Standard 3b. Professional Curriculum/Bachelor’s Program and Standard 3m. Professional Curriculum/Master’s Program and Standard 4b. Bachelor’s Student Outcomes and Experiences and Standard 4m. Master’s Student Outcomes and Experiences.
2. The make-up of the Visiting Team will expand to four members, including an administrative member, two educator members, and a practitioner member. The Team Chair will assign roles to Visiting Team Members: one of the Visiting Team Members will take the assessment lead for the bachelor’s program and another Team Member will take the assessment lead for the master’s program.
3. The scheduled visit will be expanded by one day to facilitate the additional review of work and interviews for a total of 4 days.
4. The Visiting Team’s Report and Advisory Recommendations will expand Standard 3. Professional Curriculum and Standard 4. Student Outcomes and Experiences into two sections, each labeled Standard 3b. Professional Curriculum/Bachelor’s Program and Standard 3m. Professional Curriculum/Master’s Program and Standard 4b. Bachelor’s Student Outcomes and Experiences and Standard 4m. Master’s Student Outcomes and Experiences. Team assessments of Determinations of Non-Compliance (formerly Recommendations Affecting Accreditation) may be made as related to either or both degree programs. The Team will make two separate Advisory Recommendations to the LAAB, one for each program.

**Guidelines for a Combined Program Review**

As the professional program prepares the combined SER, the following guidelines are provided to assist in the preparation of that document.

The primary difference between the SER of a single program review and the SER for a concurrent review is the obvious presumption that a single program review focuses its commentary on the specific program being reviewed. For a concurrent review, there is an expectation that some of the content will be descriptive of conditions and performance of the academic unit and be understood as generally applying to both programs together (or at least to the commonly shared components, settings, and conditions), while other content will be specifically focused on either the bachelor's program or the master's program. It is important that the SER authors make clear when the commentary describes shared conditions and when there are conditions related specifically to either the bachelor's or master's program.

**Instructions for Handling Specific Standards in the SER**

The SER authors should follow the guidelines for SER preparation for a single program review, expanding as appropriate to show the shared and specific program-focused conditions. The SER Template includes instructions for dual program reviews under each Standard. For most of the Standards, the SER authors will be able to respond to combined and individual degree programs with a few additional comments that make clear when the responses are considered combined and apply to both degrees and when conditions are specifically different for the bachelor's or master's program.

Standard 1: Program Mission and Goals

If the professional program considers most of the content of responses under Standard 1 to be the same or similar for both the bachelor's and master's program, the SER may indicate that condition and present that as unified information. The LAAB would presume that there would be some differences that would be added to the descriptions of mission and goals to articulate how those missions and goals are more specifically differentiated for each degree program.

Standard 2: Program Autonomy, Governance and Administration

Most professional programs with both accredited bachelor's and master's degree programs administer them collectively with a shared administrative structure and governance. Where there are different conditions for the bachelor's and master's programs, those differences should be described.

Standard 3b: Professional Curriculum/Bachelor's Program

The LAAB presumes that the bachelor's program has a specific and unique undergraduate curriculum. It should be described as an independent section of the SER, following the regular guidelines for developing the Standard 3 section in the regular SER Preparation Guidelines. If there are some curricular resources/courses/learning activities shared by both the bachelor's and master's programs, they should be described and explained.

Standard 3m: Professional Curriculum/Master's Program

The LAAB presumes that the master's program has a specific and unique graduate curriculum. It should be described as an independent section of the SER, following the regular guidelines for developing the Standard 3 section in the regular SER Preparation Guidelines. If there are some curricular resources/courses/learning activities shared by both the bachelor's and master's programs, they should be described and explained.

Standard 4b: Student Outcomes and Experiences/Bachelor's Program

Prepare a separate section that describes the outcomes and experiences of students in the bachelor's program.

Standard 4m: Student Outcomes and Experiences/Master's Program

Prepare a separate section that describes the outcomes and experiences of students in the master's program.

Standard 5: Faculty

Most professional programs with both a bachelor's and master's degree programs are taught by a common faculty that splits its duties and activities to serve both programs. The combined SER should describe the combined faculty resources and activities and clearly articulate how those resources serve both and each program.

Standard 6: Outreach to the Institution, Communities, Alumni and Practitioners

Most professional programs with both accredited bachelor's and master's degree programs administer them collectively regarding their interaction with the institution, communities, alumni and practitioners. The combined SER should describe those combined activities and clearly articulate how they serve both and each program.

Standard 7: Facilities, Equipment and Technology

Most professional programs with both accredited bachelor's and master's degree programs administer them collectively with a shared facilities, equipment, and technology. The combined SER should describe those combined resources and clearly articulate how they serve both and each program.



**SELF-EVALUATION REPORT TEMPLATE**

*Include a cover page reflective of the program(s) and a table of contents for the SER, followed by the requirements below.*

*Using the Template which follows, complete the SER in accordance with the required LAAB format as identified throughout this document. Begin a new page for each Standard.*

**PROFESSIONAL PROGRAM SELF- EVALUATION REPORT (SER)**

Institution

For the Academic Year

College, School or Department

Degree Title/Degree Length

Chief Administrative Official

of the Institution name title

e-mail address phone number

Chief Administrative Official

of the College name title

e-mail address phone number

Chief Administrative Official

of the Division (if applicable) name title

e-mail address phone number

Chief Administrative Official

of the Department name title

e-mail address phone number

Chief Administrative Official

of the Professional Program name title

e-mail address phone number

Report Submitted by

*name date*

**INTRODUCTION**

1. **History of the Professional Program(s).**
2. In chronological form provide a brief history of the professional program or programs being reviewed, concentrating on events since the last review.
3. **Organizational Structure of the Professional Program(s).**

Provide an organizational chart(s) and brief description which illustrates the following information:

1. the relationship of the professional program(s) being reviewed to the organizational structure in which it is placed,
2. an academic unit which is exclusively a landscape architecture program or one which also serves other disciplines (name them and show their relationships),
3. the professional program under review is the only landscape architecture degree program or both undergraduate and graduate landscape architecture degree programs.
4. **Response to Previous LAAB Review.**

Describe the progress that has been made on the Determinations of Non-Compliance (formerly Recommendations Affecting Accreditation) from the previous accreditation or candidacy visit.

1. List each prior Determination of Non-Compliance verbatim and provide an updated recap of responses made on Interim Reports. (Considerations for Improvement are no longer included in the accreditation process.)
2. Insert copies of the Final Action Letter and subsequent Interim Reports (if any) since the previous accreditation visits (not applicable to programs seeking candidacy for the first time).
3. **Describe Current Strengths and Opportunities.**
4. **Describe Current Weaknesses and Challenges.**
5. **Describe any Substantial Changes in the program(s) since the last  
   accreditation review**.
6. **List who participated in preparing the SER(s).**
7. Provide a list of the people (faculty, administrators, students, alumni, outside professionals, etc.) who participated in preparing the SER(s) 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.

**Standard 1: Program Mission and Goals**

The professional program shall have a clearly defined mission that is supported by goals appropriate to the profession of landscape architecture and ***the Core Values of these Standards,*** ***and that promotes diversity, equity, and inclusion. The program*** shall demonstrate progress toward the attainment of its mission and goals.

***FOR DUAL PROGRAM REVIEWS****: If the professional program considers most of the content of responses under this Standard to be the same or similar for both the bachelor’s and master’s degree programs, the SER may indicate that condition and present that as unified information. The LAAB would presume that there would be some degree differences that would be added to the descriptions of its mission and goals to articulate how those missions and goals are more specifically differentiated for each degree program.*

1. Program Mission.
2. Describe how the mission statement reflects the underlying purposes and values of the professional program and how it relates to the institution’s mission statement and the Core Values.
3. Educational Goals.
4. Describe the professional program’s educational goals, and how attainment of those goals will advance the professional program’s mission.
5. Describe the procedures which the professional program uses regularly to assess and determine the progress in meeting its goals.
6. Describe the benchmarks which the professional program uses to assess and advance its ability to meet its stated goals.
7. Commitment to Diversity, Equity, and Inclusion.
8. Describe how the professional program defines its under-represented populations, explain why these groups are of particular interest and importance to the professional program and describe the process that was used to define the under-represented populations. Discuss how the professional program has taken into consideration populations under-represented within the profession.
9. Describe the professional program’s specific goals for increasing the representation and supporting the retention of its under-represented population(s) among students, faculty, and staff; the actions and strategies it has identified to advance those goals; and its method for measuring success.
10. Describe the variety of ways in which the professional program demonstrates its commitment to advance diversity and cultural competency and the development and/or implementation of policies that advance and support a welcoming climate of equity and inclusion that is free of harassment, aggressions, and discrimination.
11. Long-Range Planning Process.

*Complete Addendum A: Program Long-Range Plan*

1. Describe the professional program’s long-range plan and its status at the time of this accreditation.
2. Describe how the professional program’s ability to meet its mission and goals is reflected in the long-range plan and how its process for reviewing and evaluating the long-range plan is documented in the long-range plan.
3. Describe how the professional program periodically reviews and revises its long-range plan (along with the mission and goals) and determines if the plan presents realistic and attainable methods for advancing the professional program’s academic mission.
4. Program Disclosure.
5. Discuss how the professional program provides the public with the program disclosure information identified in this Standard in a manner that is accurate, understandable, and accessible.
6. Verify that the professional program’s disclosure information is accessible with a single-click link from the professional program’s website.
7. Program Title.
   1. Verify that the professional program’s title and degree conform to this Standard by incorporating the term “landscape architecture”.

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**Standard 2: Program Autonomy, Governance  
 and Administration**

The professional program shall have the authority and resources to achieve its mission and goals and ***shall be recognized as a discrete professional program with the resources, institutional support, and authority to enable achievement of the stated program mission and goals.***

***FOR DUAL PROGRAM REVIEWS****: Most institutions with both accredited bachelor’s and master’s degree programs administer them collectively with a shared administrative structure and governance. Where there are different conditions for the bachelor’s and master’s degree programs, those differences should be described.*

1. Institutional Context.
2. Demonstrate that the parent institution is accredited by an institutional accrediting agency recognized by the U.S. Department of Education.
3. Institutional Support.

*Complete Addendum B: Budget Information*

1. Describe the availability of funding to assist faculty and other instructional personnel with continued professional development, including, for example, support in developing funded grants and attendance at conferences, and the sufficiency of funding to maintain computers and appropriate software, other types of equipment, and technical support.
2. Discuss the adequacy of funding for student support, such as scholarships, work-study jobs.
3. Discuss the availability and adequacy of support personnel to accomplish the professional program’s mission and goals.
4. Program Administration.
5. Explain how the professional program is perceived as a discrete and identifiable program within the institution.
6. Does the program administrator hold a faculty appointment in landscape architecture? Please discuss.
7. Describe how the program administrator exercises effective leadership of and management functions for the professional program. (Where the program administrator is not the primary administrator for the academic unit, as in a landscape architecture program within a multidisciplinary department or school, discuss how the landscape architecture leader is able to significantly influence the management of resources, including budget, faculty review, tenure and promotion outcomes, and the direction of the professional program.)
8. Faculty Participation.
9. Describe the ways in which the faculty makes recommendations on the allocation of resources, carries out the responsibility of developing, implementing, evaluating, and modifying the professional program’s curriculum, and contributes to its operating practices.
10. Describe how the faculty participate, in accordance withinstitutional guidelines, in developing criteria and procedures for the annual evaluation, promotion and tenure of faculty members.
11. Describe the ways in which the faculty participates, in accordance with institution guidelines, in developing and applying criteria and procedures for the appointment and assessment of professional program and academic unit leadership.
12. Explain how the professional program or institution communicates with and provides mentoring services to faculty regarding policies, expectations and procedures for annual evaluations, tenure and promotion to all ranks.
13. Faculty Numbers.
14. Demonstrate that the professional program meets the faculty FTE requirements included in this Standard.
15. Discuss the sufficiency of faculty FTE to carry out the mission and goals of the professional program(s) (such as duties in teaching, research, service, program administration, academic advising, and creative professional development).
16. List the typical student/faculty ratios in studios.

**Standard 3: Professional Curriculum**

The professional degree curriculum includes the Core Values of these Standards, the knowledge, skills, and competencies of landscape architecture, and the learning goals stated by the professional program. The curriculum encompasses coursework and co-curricular opportunities intended to develop students’ knowledge and skills in landscape architecture.

1. **Curricular Expression of the Mission, Goals, and Core Values.**

*Complete Addendum C: Curriculum*

1. Describe how the curriculum reflects the professional program’s mission and goals, and the Core Values.
2. **Learning Outcomes.**

*Complete Addendum D: Learning Outcomes Curricular Map*

*Complete Addendum E: Student Work Table of Contents*

1. Describe how the curriculum integrates the professional knowledge, skills, and competencies in a clearly defined sequence..
2. Describe how the curriculum identifies and engages in contemporary issues in alignment with the Core Values.
3. Describe how student work and other accomplishments demonstrate that they are achieving the professional skills and competencies identified in this Standard.
4. Describe how the curriculum enables students to pursue academic interests consistent with institutional requirements, enter into the profession, and be prepared to pursue licensure.
5. Describe how student work and other accomplishments demonstrate student mastery of research skills. (For master’s program only)
6. **General Studies.**
7. Describe how the education of students in the professional program is enriched by other disciplines.
8. **Delivery of and Augmentation to Curricular Experience.**
9. Demonstrate that the professional program meets all the requirements of the Accreditation Standards if offered in whole or in part through an online platform.
10. Describe the service-learning projects in which students participate and the interdisciplinary curricular experiences which students have outside of the professional program.
11. Describe how the professional program identifies the objectives of service-learning projects and interdisciplinary curricular experiences outside of the professional program and how student participation is documented.
12. Describe the opportunities which the professional program provides for students to augment their formal educational experience —through events such as LABash, ASLA Conference on Landscape Architecture, state and local ASLA chapter events, LAF Symposium and research and activities, and the activities of other professional societies or special-interest groups—and also how student participation in these opportunities is documented.
13. Discuss the ways in which the professional program provides students with opportunities to share their experiences in service-learning projects, interdisciplinary curricular experiences, landscape architecture and other professional organization’s conferences, symposia, research, and other activities.
14. Areas of Interest (Bachelor’s Level).
15. Discuss the ways in which the professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, and/or minors beyond the core curriculum.
16. Research and Innovation (Master’s Level).
17. Describe the requirements that the professional program uses to elicit creative and independent thinking, significant research and/or innovation components in theses or terminal projects.
18. Syllabi.

*Complete Addendum F: Course Syllabi*

1. Describe how syllabi include course learning objectives, course content, and the criteria and the methods used to evaluate student performance.
2. Explain how syllabi identify the various levels of accomplishment that students need to achieve to successfully complete the course and advance in the curriculum*.*
3. Verify that syllabi include a list of required and optional materials and equipment, provide an estimated cost and identify available shared resources or alternative access to them.
4. Verify that syllabi are complete, consistent and readily accessible to all students throughout the period of course offering and delivery.
5. Curriculum Evaluation and Development.

*Complete Addendum G: Curricular Assessment Plan*

1. Describe how the evaluation procedures identify the professional program’s evaluation methods and metrics, curriculum development, and the parties responsible for review.
2. Describe how the evaluation examines, documents, and tracks the professional program’s progress in advancing its mission and goals (including instruction, scholarship, and service), aligns with the Core Values, and promotes student competency.
3. Describe and or provide the evidence which indicates that the evaluation procedures are being implemented. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.)
4. Describe the process which the professional program uses to assess and document its strengths and weaknesses related to this standard, and how it identifies opportunities for improvement in accordance with its evaluation procedures.
5. Describe how the professional program assesses and documents the effectiveness of curricular development and refinement in addressing issues identified through its evaluation process.
6. Describe how students participate in evaluation of the professional program*,* courses, and curriculum.
7. Academic Integrity.
8. Explain how the professional program affirms that the student who takes an examination or submits project work is the same person who enrolled in the professional program and that the examination or project results reflect the student’s own knowledge and competence.
9. Degree Length (Bachelor’s Level).
   * + 1. Demonstrate that the bachelor’s-level professional program meets the degree length requirements included in this Standard.
       2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.
10. Degree Length (Master’s Level).
    * + 1. Demonstrate that the master’s-level professional program meets the degree length requirements included in this Standard.
        2. Demonstrate that there is a clearly articulated policy and criteria for advanced placement and demonstrate how the program determines whether the applicant meets the criteria.

**Standard 4: Student Outcomes and Experiences**

***The professional program shall prepare students—through educational programs, advising, mentoring, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster the Core Values of these Standards, knowledge, skills and competencies embodied in the art and science of landscape architecture.***

***FOR DUAL PROGRAM REVIEWS****: Where there are different Student Outcomes and Experiences for the bachelor’s and master’s degree programs, those differences should be described.*

*Complete Addendum H: Student Information and Addendum I: Alumni Information*

1. Student Outcomes.
2. Describe how student work demonstrates the competencies required for entry-level positions in the profession of landscape architecture.
3. Describe how students demonstrate their achievement of the professional program’s learning outcomes as defined by the professional program’s curriculum and stated in Standard 3.
4. Student Advising.
5. Describe how students receive effective advising regarding academic development.
6. Describe how students receive effective advising regarding career and personal development, the benefits of and pathways to licensure, general licensure requirements and the need for continuing education.
7. Describe how are students made aware of professional opportunities, advanced educational opportunities, licensure requirements and continuing education requirements associated with professional practice.
8. Describe the opportunities that students have to provide feedback on their academic experiences and their preparation for the landscape architecture profession.
9. Student Experiences.
10. Describe how the professional program provides students with opportunities to participate in service-learning activities which incorporate community-based collaboration and engagement, and which build cultural competence during their educational career.
11. Describe how the educational structure of the professional program considers the varied needs and obligations of students, recognizes and affirms the importance of study/work-life balance, and seeks to overcome barriers to student success.
12. Describe the opportunities that students have to engage with various aspects of the landscape architecture profession and the skills required in practice.
13. Describe the opportunities that students have to provide input regarding the professional program’s efforts to foster an inclusive community and environment.

**Standard 5: Faculty**

***The professional program shall advance its program mission and objectives by means of promoting the qualifications, academic position, professional activities, and individual professional development of its faculty and instructional personnel. A professional program shall have qualified, experienced, and diverse faculty and other instructional personnel to instill the Core Values of these Standards and the knowledge, skills, and competencies that students will need to pursue a career in landscape architecture. It shall also have equitable faculty workloads and faculty and staff compensation within the program, and overall support for career development that contributes to the success of the professional program.***

*Complete Addendum J: Faculty Information and Addendum K: Individual Faculty Records.*

1. Credentials.
2. Describe the faculty’s balance of professional practice and academic experience and its appropriateness relative to the professional program’s mission.
3. Explain why faculty assignments are appropriate for the course content, delivery methodology, and professional program’s mission.
4. Describe how adjunct and/or part-time faculty (if present) are integrated into the professional program’s administration and curriculum evaluation/development in a coordinated and organized manner.
5. Discuss why faculty qualifications are appropriate for the responsibilities of the professional program as defined by the institution.
6. Faculty Development.
7. Describe how faculty activities such as scholarly inquiry, research, professional practice, and service to the profession, university and community are documented, peer-reviewed, and disseminated through appropriate media, such as journals, professional magazines, community and university publications.
8. Discuss how teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development. Explain how the expectations for faculty workload and distribution of responsibilities (of teaching, research, service and professional engagement) are similar to expectations in related academic units.
9. Discuss how faculty seek and make effective use of available funding for conference attendance, equipment and technical support, and other professional needs.
10. Describe how faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the professional program.
11. Describe how faculty members participate in a range of ongoing professional development opportunities such as: career development; emerging issues in the profession; diversity, equity, inclusion, and cultural competency.
12. Discuss how the resources which the professional program provides to its faculty are similar the resources provided to other programs and departments in the institution.
13. Describe how the professional program systematically evaluates the development, teaching effectiveness, and cultural competence of faculty and instructional personnel through a peer and program review process and uses the results for individual and program improvement.
14. Describe how the professional program regularly audits and updates internal policies and procedures related to diversity, equity, and inclusion.
15. Faculty Retention.
16. Explain how faculty salaries and support are evaluated, and why they are appropriate to promote faculty retention and productivity.
17. Discuss the rate of faculty turnover and why it does not undermine the mission and goals of the professional program.

**Standard 6: Outreach to the Institution,**

**Communities, Alumni, and Practitioners**

***The professional program shall maintain effective relationships with the institution, the public, its alumni, and practitioners in order to enhance the professional program and educate its constituencies regarding the profession of landscape architecture.***

1. Interaction with the Institution and Public.
2. Describe how community engagement and service-learning activities undertaken by students and faculty are documented and publicly disseminated on a regular basis.
3. Describe how the professional program interacts with the institution to build awareness of the program; interacts with both local, diverse, and historically underserved communities, and with the general public at large to advance knowledge and understanding of landscape architecture; all in a way that builds students’ cultural competence during their educational career.
4. Interaction with Alumni and Practitioners.
5. Explain how the professional program maintains or has access to a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments.
6. Describe how the professional program engages its alumni and other practitioners in activities that include efforts to expand students’ educational opportunities, mentoring, career advising and potential employment, curriculum review and development, service on a formal advisory board, fundraising, and continuing education.
7. Explain how the professional program engages with alumni and practitioners in ways that reflect, support, and promote diversity, equity, and inclusion, assist in the recruitment of students with diverse backgrounds, and provide students with experiences that expand their cultural competence for interacting with diverse communities.
8. Describe how the professional program engages with alumni and practitioners to provide opportunities for community engagement and service-learning for students, scholarly development

for faculty, and professional guidance and financial support for the professional program

1. Describe how the professional program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors, within the institution, and with the public at large.

**Standard 7:** **Facilities, Equipment and Technology**

***The professional program shall provide faculty, students, and staff access to facilities, equipment, libraries, and other resources necessary for achieving the professional program’s mission and goals.***

1. Facilities.

*Complete Addendum L: Facilities Information*

1. Explain why the office, presentation, and meeting space provided to faculty, staff, and administration are appropriate.
2. Describe how students are assigned studio workspaces and the access which they have to collaborative workspace that is adequate to meet the professional program’s needs and designed to meet the diverse needs of students.
3. Verify that facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. (Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office.)
4. Information Systems and Technical Equipment.
5. Explain why the information systems and technical equipment are sufficient, and how they are accessible, equitable, and available to serve the diverse needs of faculty and students.
6. Describe the frequency and sufficiency of hardware and software maintenance, updating, and replacement.
7. Describe the professional program’s strategy for funding, maintaining, and advancing technology that supports learning.

C. Library Resources.

1. Verify that the collections are adequate to support the professional program and include access to a broad cross-section of publications, periodicals, research, and other materials that reflect the diverse social, cultural, economic, political, and scientific forces that shape the art and science of landscape architecture.
2. Describe how courses integrate the library and otherresources.
3. Verify that library hours of operation and access to library resources are convenient, accessible, and adequate to serve the diverse needs of faculty and students.

**FINAL ACTION LETTER AND INTERIM REPORT**

*Include copies of the Final Action Letter and subsequent Interim Reports (if any) since the previous accreditation, following this page. This is not applicable to programs seeking candidacy for the first time.*

**ADDENDA**

*Addenda information provides both context and detail to facilitate a full understanding of the program, and relate to the Standards as indicated below.*

*Instructions and clarifying guidance for the Addenda are in blue italics.*

### Standard 1: Program Mission and Goals

### A. Program Long-Range Plan

### Standard 2: Program Autonomy, Governance, and Administration

### B. Budget Information

### Standard 3: Professional Curriculum

### C. Curriculum

### D. Learning Outcomes Curricular Map

### E. Student Work Table of Contents

### F. Course Syllabi

### G. Curricular Assessment Plan

### Standard 4: Student Outcomes and Experiences

### H. Student Information

### I. Alumni Information

### Standard 5: Faculty

### J. Faculty Information

### K. Individual Faculty Records

### Standard 7: Facilities, Equipment, and Technology

### L. Facilities Information

**Accompanying Information**

### Visit Schedule, (if available)

### Visit Map

**A.** **PROGRAM LONG-RANGE PLAN**

### *Include a copy of the program’s long-range plan in this section.*

### *FOR DUAL PROGRAM REVIEWS:*

### *Addendum A may be prepared as for a single program review unless the program has separate long-range plans for each degree. If that is the case, create two addenda sections:*

**A. PROGRAM LONG-RANGE PLAN (Bachelor’s)** *and*

**A. PROGRAM LONG-RANGE PLAN (Master’s)**

### *and provide each document.*

**B.** **BUDGET INFORMATION**

### *FOR DUAL PROGRAM REVIEWS:*

### *Addendum B may be prepared as for a single program review.*

### Operating Expenses:

### *Record the program’s annual operating expenses, as reported in the Annual Reports, in the table below.*

### *Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### *For salary, include base salary only, not fringe benefits expenses.*

### *Student employee wages should include all student wages paid by the program, including teaching and research assistants, and part-time positions.*

### *Faculty support can include items such as travel, materials, conference registration, workshop registration, etc. to support faculty members’ work and professional development.*

### *Other student support can include items such as travel, field trips, printing, materials, conference registration, competition entry fees, workshop registration, etc. to support students’ education and professional development. Durable goods that remain with the program, e.g. plotters or 3D printers, should be included in Equipment.*

### *Guest lecturers and critics should include honoraria, travel, meals, and other expenses associated with these visits.*

### *Equipment should include both regular computer replacement costs as well as expenses such as plotters, 3D printers, woodshop equipment, laser cutters, etc.*

### *Other program support expenses can include furniture, printing, mailing, advertisement, recruitment, special events, or other program expenses not captured by one of the previous categories.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Personnel |  |  |  |  |  |  |
| Tenure-related faculty salary |  |  |  |  |  |  |
| Full-time non-tenure-related faculty salary |  |  |  |  |  |  |
| Part-time non-tenure-related faculty salary |  |  |  |  |  |  |
| Graduate student employee wages |  |  |  |  |  |  |
| Undergraduate student employee wages |  |  |  |  |  |  |
| Other personnel salary or wages |  |  |  |  |  |  |
| **Total personnel** |  |  |  |  |  |  |
| Program support |  |  |  |  |  |  |
| Faculty support |  |  |  |  |  |  |
| Graduate student tuition waivers |  |  |  |  |  |  |
| Undergraduate student tuition waivers |  |  |  |  |  |  |
| Graduate student scholarships |  |  |  |  |  |  |
| Undergraduate student scholarships |  |  |  |  |  |  |
| Other graduate student support |  |  |  |  |  |  |
| Other undergraduate student support |  |  |  |  |  |  |
| Guest lecturers and critics |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Total program support** |  |  |  |  |  |  |
| TOTAL BUDGET |  |  |  |  |  |  |

**C. CURRICULUM**

### *FOR DUAL PROGRAM REVIEWS:*

### *Create two addenda sections:*

**C. CURRICULUM (Bachelor’s)** *and*

**C. CURRICULUM (Master’s)**

### *and complete the tables / questions below for each program.*

### Required / Elective Courses

Total Units/Credit Hours required to graduate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*List the number of required core and elective credit hours in the table below. If the program requires core courses in other departments, or other categories of group electives, edit the table as needed.*

|  |  |  |  |
| --- | --- | --- | --- |
| Required Courses | Units/Credit Hours | Elective Courses | Units/Credit Hours |
| Landscape Architecture: Studio |  | Natural Sciences |  |
| Landscape Architecture: Non-  studio |  | Social Sciences |  |
| *Other (edit as needed)* |  | Arts, Humanities |  |
|  |  | English, Speech, Writing |  |
|  |  | *Other (edit as needed)* |  |
|  |  | Free Electives |  |
| Total | *##* |  | *##* |

### Typical Program of Study

*Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format given below.*

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 the typical sequence of student coursework.*
3. *List free electives as "Electives."*
4. *List group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).*
5. *Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.*

#### *Example*

###### *Fall Spring*

*First Year LA 101 LA Design 1 (5) LA 102 Site Planning (5)*

*LA 152 History (3) Planning 151 (4)*

*LA 140 Computer applications (3) Horticulture 103 (3)*

*English 101 (3) Social science elective (3)*

***Second Year*** *LA 201 Planting Design (5) LA 202 Urban Design (5)*

*LA 221 Management (3) LA 252 Design Theory (3)*

*Calculus 101 (3) English 102 (3)*

*Humanities elective (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.*

*Add rows as needed.*

***Contact Hours****: Scheduled course contact hours per week between instructor and students.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Instructor Name & Course(s) Taught | Course Number | Term | Credit Hours | Contact Hrs. / Wk. | Enrollment |
| *Instructor Name* | | | | | |
| *Course Information* |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| *Instructor Name* | | | | | |
| *Course Information* |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**D. LEARNING OUTCOMES CURRICULAR MAP**

### *Complete the Learning Outcomes Curricular Map template and place it in the SER following this page.*

### *FOR DUAL PROGRAM REVIEWS:*

### *Create two addenda sections:*

**D. LEARNING OUTCOMES CURRICULAR MAP (Bachelor’s)** *and*

**D. LEARNING OUTCOMES CURRICULAR MAP (Master’s)**

*and complete the Curricular Map template for each program***E.** **STUDENT WORK TABLE OF CONTENTS**

### *Include a Table of Contents for the separately, digitally submitted Student Work document(s) in this section. If submitting student work via a file sharing site or website, also include a link here.*

### *FOR DUAL PROGRAM REVIEWS:*

### *Create two addenda sections:*

**E. STUDENT WORK TABLE OF CONTENTS (Bachelor’s)** *and*

**E. STUDENT WORK TABLE OF CONTENTS (Master’s)**

### *and provide each document.*

**F. COURSE SYLLABI**

### *In situations where a Visiting Team requests a paper SER, the syllabi may be provided in digital format only.*

### *FOR DUAL PROGRAM REVIEWS:*

### *Addendum F may be prepared as for a single program review. Make sure to identify undergraduate, graduate and shared courses clearly both in the Curricula (Addendum C) and the Course Syllabi (Addendum F).*

### G. CURRICULAR ASSESSMENT PLAN

*Include a copy of the program’s curriculum assessment plan, or other documents associated with the program’s curricular assessment process, in this section.*

### *FOR DUAL PROGRAM REVIEWS:*

*Create two addenda sections –*

**G. CURRICULUM ASSESSMENT PLAN (Bachelor’s)** *and*

**G. CURRICULUM ASSESSMENT PLAN (Master’s)**

*and provide the materials above for each program.*

\

**H. STUDENT INFORMATION**

### *Record the student data, as reported in the Annual Reports, in the table below.*

### *Include only full-time students recorded as majors in the program being reviewed for the last six years.*

### *Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### *FOR DUAL PROGRAM REVIEWS:*

### *Create two addenda sections:*

**H. STUDENT INFORMATION (Bachelor’s)** *and*

**H. STUDENT INFORMATION (Master’s)**

### *and complete the tables / questions below for each program.*

### Pre-enrollment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Number Applied |  |  |  |  |  |  |
| Number Accepted |  |  |  |  |  |  |
| Number Enrolled |  |  |  |  |  |  |

### Student Demographics

*It is not necessary to enter 0 in cells/categories where no students are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Race and Ethnicity |  |  |  |  |  |  |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / prefer not to answer |  |  |  |  |  |  |
| Student Type |  |  |  |  |  |  |
| Domestic |  |  |  |  |  |  |
| International |  |  |  |  |  |  |
| Total Students |  |  |  |  |  |  |

**I.** **ALUMNI INFORMATION**

### *Record the alumni data, as reported in the Annual Reports, in the tables below.*

### *Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### *FOR DUAL PROGRAM REVIEWS:*

### *Create two addenda sections:*

**I. ALUMNI INFORMATION (Bachelor’s)** *and*

**I. ALUMNI INFORMATION (Master’s)**

### *and complete the tables / questions below for each program.*

### Degrees Awarded

*It is not necessary to enter 0 in cells/categories where no alumni are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Race and Ethnicity |  |  |  |  |  |  |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Student Type |  |  |  |  |  |  |
| Domestic |  |  |  |  |  |  |
| International |  |  |  |  |  |  |
| Total Degrees Awarded |  |  |  |  |  |  |

### Alumni Employment Since Last Accreditation

*Enter the total number of alumni since the last accreditation visit under the category in which they were first employed as reported in the Annual Reports (i.e. the sum total for each category from the last six Annual Reports)*

*It is not necessary to enter 0 in cells/categories where no alumni are represented.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Present Occupation | Male | Female | Other/Prefer not to Answer | Total |
| Graduate Education |  |  |  |  |
| Academic Practice |  |  |  |  |
| Private Practice |  |  |  |  |
| Government Practice |  |  |  |  |
| NGO / Non-profit Practice |  |  |  |  |
| Landscape Horticulture/Design Build |  |  |  |  |
| Volunteer Service |  |  |  |  |
| Not Employed in Landscape Architecture |  |  |  |  |
| Unknown |  |  |  |  |
| Other |  |  |  |  |
| TOTAL |  |  |  |  |

**J.** **FACULTY INFORMATION**

### *Record the faculty data, as reported in the Annual Reports, in the tables below.*

### *Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### *FOR DUAL PROGRAM REVIEWS:*

*Addendum J may be prepared as for a single program review*

### Faculty FTE

*Use faculty FTE, not faculty headcount, e.g. a part-time faculty member with a 50% appointment = .5 FTE; a joint appointment with 60% landscape architecture and 40% geography appointment = .6 FTE.*

*NB: The number listed in the TOTAL row should agree with the information provided for Standard 2D (Faculty Numbers)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Rank/Title | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Tenure-related Faculty | | | | | | |
| Professor |  |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |  |
| Assistant Professor |  |  |  |  |  |  |
| Non Tenure-related Faculty | | | | | | |
| Full-time |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |
| TOTAL FTE |  |  |  |  |  |  |

### Faculty Demographics: Gender

*Use faculty headcount, not faculty FTE*

*It is not necessary to enter 0 in cells/categories where no faculty are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Tenure-related Faculty: Professor | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Tenure-related Faculty: Associate Professor | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Tenure-related Faculty: Assistant Professor | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Non tenure-related Faculty: Full-time | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Non tenure-related Faculty: Part-time | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| TOTAL FACULTY MEMBERS | | | | | | |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |

### Faculty Demographics: Ethnicity

*Use faculty headcount, not faculty FTE*

*It is not necessary to enter 0 in cells/categories where no faculty are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Tenure-related Faculty: Professor | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Tenure-related Faculty: Associate Professor | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Tenure-related Faculty: Assistant Professor | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Non tenure-related Faculty: Full-time | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| Non tenure-related Faculty: Part-time | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |
| TOTAL FACULTY MEMBERS | | | | | | |
| American Indian/ Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian/ Pacific Islander |  |  |  |  |  |  |
| Black / African American |  |  |  |  |  |  |
| Hispanic / Latino |  |  |  |  |  |  |
| White / Non-Hispanic |  |  |  |  |  |  |
| Mixed |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |

### Faculty Education and Licensure

*List all current year faculty members and their current year FTE assigned to the program(s).*

*For degrees, enter Y for each degree held by the faculty member.*

*For LA License, enter Y if the faculty member holds a landscape architecture license.*

*For Other License, list the profession, e.g. Civil Engineering*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty member | FTE | BSLA/BLA | MLA | PhD | LA License | Other License |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Instructional Assignments

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

*Teaching: Percentage FTE assigned to courses taught/instruction within the program(s). For joint appointments, do not include percent teaching in the other program / department. “Other” category should include teaching for the program(s), e.g. teaching a non-required general education landscape architecture course, or a course paid for by the program(s) but taught in another academic unit, e.g. an interdisciplinary design course taught at the college level.*

*Research: Include only the percentage of time contractually allocated to research and assigned and reviewed as a part of a faculty member’s workload.*

*Service: Include only the percentage of time contractually allocated to service activities and assigned and reviewed as a part of a faculty member’s workload.*

*Administration: Include only the percentage of time contractually allocated to administrative activities and assigned and reviewed as a part of a faculty member’s workload. Do not include ad hoc administrative activities, e.g. visiting lecturer arrangements, student advising.*

*Total: Full-time faculty members should total 100%. Part-time faculty members should total the amount of their FTE. An instructor with a 50% appointment that is primarily teaching but a small amount of service, e.g., could have 40% teaching, 10% service, and a total of 50%.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty member | Teaching % | | | Research  % | Service  % | Admin / other % | TOTAL  FTE % |
| BSLA/  BLA | MLA | Other |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

### Visiting Lecturers/Critics

*Use the table below to list a representative sample (not comprehensive) of visiting lecturers and critics for the present and two preceding academic years, as reported in the Annual Report.*

*List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers who served the program. List only persons who were brought in for the program(s) under review. Indicate by an asterisk (\*) those sponsored jointly with other departments or sponsored at the college or school level.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Field/Specialty | Firm/University/Agency | Date(s) | Contribution |
| *\*Susan Smith* | *Architecture* | *Mithun* | *1/29-30 2021* | *Lecturer* |
| *Laura Liu* | *National Park Service Historian* | *National Park*  *Service* | *2/26/21* | *Critic* |

**K.** **INDIVIDUAL FACULTY RECORDS**

### *Provide a 1-page (2-sided) maximum record for each faculty member, covering time periods noted below and using the format below.*

### *In situations where a Visiting Team requests a paper SER, the Individual Faculty Records may be provided in digital format only.*

### *FOR DUAL PROGRAM REVIEWS:*

*Addendum K may be prepared as for a single program review*

Name:

Rank:

Department or unit:

Education: *(College and higher)*

Institution Years Attended Degree/Date Granted

Teaching Experience: *(College level)*

Institution Years Taught Subjects

Practice Experience:

Firm or Agency Years Practiced Responsibilities

Professional Registration:

*Give profession and state/province(s).*

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.*

**L.** **FACILITIES INFORMATION**

### *FOR DUAL PROGRAM REVIEWS:*

*Addendum L may be prepared as for a single program review*

### Program Facilities

*Tabulate space data as shown below*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Room # | Size (SF) | Max. Capacity  Normal Max. Users | Type of Space  (studio, office, storage, etc.) | Shared Use (S)  Exclusive Use (E) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Floor Plans

*Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it. If spaces are shared by other programs or departments, indicate this on the spaces affected.*

##### 

**Accompanying Information**

**Visit Schedule** (if available)

**Visit Map**

### *Include a one-page map showing the locations (labeled) of buildings, meeting locations, lodging, library, and program resources into the SER making it easily accessible by Visiting Team Members during the visit.*