

# ECLAS Members Consultation 2020

Summary presentation  
of results and findings



# Scope of the ECLAS 2020 Consultation

- Consultation period: January 2020
- Send to **660** individuals which include:
  - all ECLAS institutional contact persons + LNI Board
  - all subscribers of the newsletter
  - Past and present executive board of IFLA-Europe
- Number of completed surveys: **146**
- Response rate: **22%**
- 50% of respondents (73) were ECLAS contact persons (almost 100% coverage of contact persons, thank you!)
- 50% were other members of the ECLAS community

# Background of Consultation Audience (1)

- On average, people have been involved in ECLAS for **10 years**. Most respondents have developed a relationship to ECLAS over many years.
- Asked about their disciplinary background (multiple answers possible, see graph), the majority refers to landscape architecture, followed by urban planning.
- Disciplines mentioned under ,other‘ are often subdisciplines or specifications.
- Our core audience is landscape architecture (planning, design + management)

Answer	Count	Percentage
landscape architecture (SQ001)	132	90.41%
urban planning or urban design (SQ002)	50	34.25%
architecture (SQ003)	35	23.97%
landscape ecology (SQ004)	31	21.23%
agriculture (SQ005)	11	7.53%
geography (SQ006)	10	6.85%
arts (SQ007)	11	7.53%
forestry (SQ008)	7	4.79%
Other	25	17.12%

# Background of Consultation Audience (2)

- We asked here about the proportion of academic work versus professional practice
  - Half of the respondents say their job is 100% in academia
  - Another fourth says their job is 75% in academia
  - Only very few are 100% in practice
- >>> We can conclude that the ECLAS audience focusses on people with an emphasis on academic work
- >>> This also means that ECLAS is currently not reaching out to the professional world of landscape architecture

Answer	Count	Percentage
100% in academia (research and teaching) (A1)	72	49.32%
75% in academia, 25% in practice (A2)	39	26.71%
50% in academia and 50% in practice (A4)	15	10.27%
25% in academia and 75% in practice (A5)	11	7.53%
100% in professional practice (A7)	9	6.16%

# Background of Consultation Audience (3)

- Most respondents are currently part of an academic institution
- Most of them are professors or have similar academic positions
- In the section ,other‘ most answered ,assistant professor‘, a frequent position that was missing in the survey

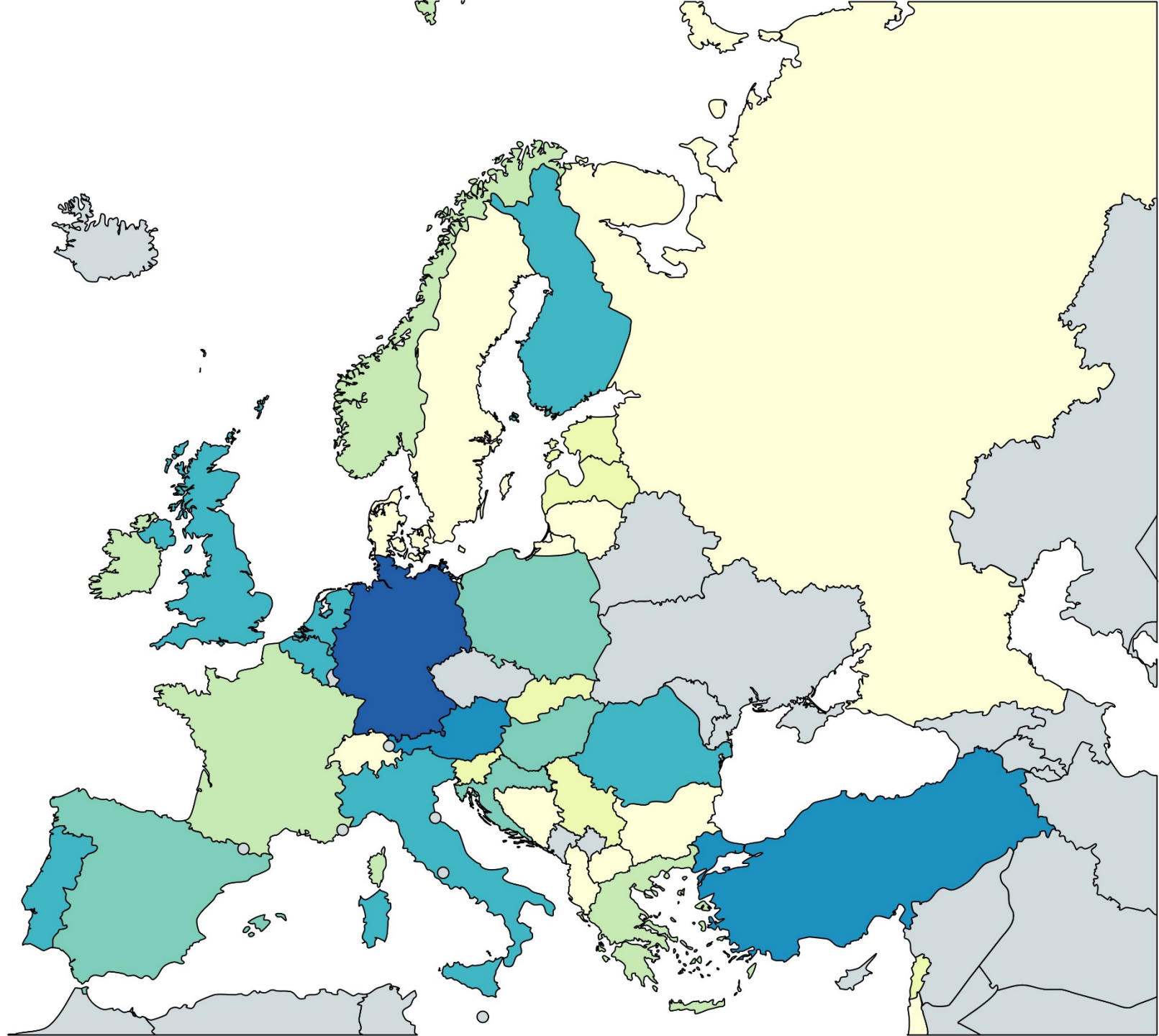
>>> ECLAS is not sufficiently reaching out to PhD Students and full researchers

Answer	Count	Percentage
Executive function (dean or programme director) (SQ001)	25	17.12%
Responsible for international affairs/ERASMUS coordinator (SQ009)	13	8.90%
Full professor (86906)	37	25.34%
Assistant professor (32628)	34	23.29%
Lecturer (SQ008)	26	17.81%
Full researcher (86905)	17	11.64%
Research assistant (SQ007)	4	2.74%
PhD/Doctoral Student (SQ006)	6	4.11%
Degree-seeking student (SQ005)	1	0.68%
Administrative staff (SQ004)	2	1.37%
Other	21	14.38%
Not displayed	17	11.64%

**Number of respondents**

- 12 responses
- 9 - 11 responses
- 6 - 7 responses
- 4-5 responses
- 3 responses
- 2 responses
- 1 response

Where is our audience from?



# Where is our audience from?

- Distribution of answers corresponds widely with number of landscape architecture schools in the country
  - Responses from Denmark and Sweden were quite low
  - Some international responses (1 each): USA, Brazil, Iran, Irak, Saudi Arabia, Palestine, Mexico, Colombia, South Korea, China
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- >>> ECLAS has a good coverage across Europe, within the EU28 and beyond
  - >>> Some European countries seem to be more active than others
  - >>> There is a big potential to grow the international audience of ECLAS

# Awareness of ECLAS activities

Activity	Actively Participated	Knows about	Does not know about
<b>ECLAS Conference</b>	68 %	29%	2%
<b>Doctoral Colloquium</b>	26 %	56%	17 %
<b>Annual Awards</b>	23 %	65%	10%
<b>Education Guide</b>	13%	48%	37%
<b>JoLA</b>	18%	79%	2%
<b>Book Projects</b>	11%	49%	39%
<b>LE:NOTRE Institute</b>	38%	58%	3%
<b>Landscape Forum</b>	39%	52%	8%
<b>Student Competition</b>	19%	72%	8%
<b>Newsletter</b>	19%	76%	4%
<b>ELC Monitoring</b>	8%	55%	36%
<b>School Recognition Panel</b>	13%	49%	36%



# Awareness of ECLAS activities

Some findings:

- Annual Conference and JoLA are the most known activities of ELCAS
- Everyone knows JoLA but only a few have actively participated
- Awareness and knowledge about the education guide, book projects, ELC involvement and School Recognition Panel should be increased

# ECLAS Conference (1)

- About 74% of respondents have already attended a conference
  - While 35% do not encounter any problems for attending, 31% have financial problems and for 25% the timing is difficult
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- >>> Maybe consider an earlier timing in the future
  - >>> Find participation grants, one opportunity are ERASMUS staff for training grants, this opportunity should be highlighted in the conference handbook

# ECLAS Conference (2)

- Faculties' awareness of and engagement for the conference differs within the community
- Many people (43%) go at their own expense
- Only 34% say they get refunded by their faculties
- Only 21.9% say they need an approved abstract in order to be refunded.

>>> We still need to raise awareness for the conference at faculty level

Answer	Count	Percentage
I usually go on my own initiative and I need to finance myself (SQ001)	63	43.15%
I usually go on my own initiative and I get refunded by my institution (SQ006)	50	34.25%
I am usually the only one from my institution who is attending (SQ005)	29	19.86%
Usually, we cannot send more than one person because there is not enough funding (SQ004)	23	15.75%
It is usually only me going as nobody else is interested (SQ003)	5	3.42%
Our department discusses well in advance who will be sent to the conference (SQ002)	14	9.59%
I can only go when I have an approved abstract, otherwise I will not get refunded (SQ009)	32	21.92%
We support our PhD students financially to attend the conference (SQ008)	21	14.38%
I try to encourage my colleagues to attend if they are interested in the conference (SQ007)	39	26.71%
Most of my colleagues are aware of the conference (SQ011)	44	30.14%
There is still limited awareness of the conference among my colleagues (SQ010)	28	19.18%
None of these options apply to me (SQ012)	6	4.11%
Other	6	4.11%

# ECLAS Proceedings

- Only a few people are required to publish a full paper
- A significant number is fine with the extended abstract
- **But:** another significant number sees specific values in the ECLAS conference publication

>>> **Action:** Need to elaborate an integrative publication strategy for future ECLAS conferences

>>> Authors could get the option to select between the following options:

(1) Only extended abstract + presentation: They may publish a full paper elsewhere

(2) Full paper as part of the (online) proceedings >>> maybe a new ECLAS publication series?

- Increase opportunities for alternative formats: workshop, roundtable, themed sessions
- Link ECLAS calls to ECLAS book projects

Answer	Count	Percentage
The extended abstract format is fine for me as a replacement of full papers (A1)	62	42.47%
I need to publish a full paper in conference proceedings in order to get refunded by my institution (A4)	9	6.16%
I only invest personally in attending a conference if I can publish a full paper in the conference proceedings (A3)	10	6.85%
We should keep an option for full papers because not all topics are acceptable for an academic journal. The ECLAS conference proceedings are a valuable alternative. (A2)	52	35.62%

# ECLAS Conference Development Ideas

A synthesis of issues and ideas raised in the qualitative comments:

- Finance and timing are obstacles for many: make it more inclusive
- Integrate web-broadcast to overcome time/money issues
- Create attractive publication options (special issues, book projects)
- Make **two-stages call**: themed sessions (stage 1) and session call (stage 2)
- Raise the overall quality (but quality is also understood differently)
- Some want to focus more on the core of landscape architecture, others want to become more interdisciplinary >>> need to work on the complementarity to the landscape forum
- Many want to have more quality discussion and more time/depth for this (less is more)
- Many want different formats (not only parallel sessions)
- Better link to students, make sure they participate
- Better integration of doctoral students, for example publishing/writing workshop
- Integrate a meeting of ERASMUS coordinators

>>> **Action:** Inform conference organisation 2020 and 2021 to see what can be realised soon

>>> **Action:** Update conference handbook

# ECLAS Doctoral Colloquium (1)

- Only 30% of respondents has ever attended the doctoral colloquium
- 81% say their institution has doctoral students

# Doctoral Colloquium Development Ideas

**A synthesis of issues and ideas raised in the qualitative comments:**

- Financial support for doctoral students
- Sustain the network beyond the annual meeting >>> challenging
- Provide more methodical training
- Allow for flexible presentation format
- Arrange working groups in relation to topics and phases of the PhD
- Make more advertisement

## **Actions:**

- >>> Inform upcoming doctoral colloquium organisation
- >>> Check feasibility of supporting networking of doctoral students
- >>> Check if the ECLAS budget allows for grants for PhD Students
- >>> Apply for PhD Summer Schools with next ERASMUS Call (2021)

# ECLAS Education Guide

- Only 28.7% say their institution uses the guide
- 40% are sure it is not used and 30% do not know if it is used.
- There is obviously only limited awareness of the ECLAS Education Guide

## Actions:

>>> Raise awareness as part of the update process

*Does your institution consult the ECLAS Education Guide in the context of programme and course development?*

Answer	Count	Percentage
Don't know (A1)	45	30.82%
Yes (A2)	42	28.77%
No (A3)	59	40.41%
No answer	0	0.00%
Not displayed	0	0.00%



# Education Guide Development Ideas

A synthesis of issues and ideas raised in the qualitative comments:

- Involve all relevant stakeholders in the redevelopment, in particular IFLA-Europe
- Stronger visibility – maybe with own website, comment functions
- How to increase its impact? Common Training Framework – Accreditation Reference
- Need to address sustainability challenges in the competence framework: Climate Change, Social Inclusion, Cultural inclusion, Biodiversity Loss, Inter- and transdisciplinarity...
- Need to address new digitalisation trends in the competence framework: computational design thinking, parametric design, artificial intelligence, geodesign....

## Actions:

>>> Set up ECLAS Project for update of the ECLAS Education Guide

>>> Work with IFLA Europe on the CTF – Common Training Framework

# ECLAS Awards

- Only 23% say they have nominated someone in the past
- There tends to be a limited awareness
- Many comments also refer to improving communication on the awards

## Suggestions:

>>> Focus only on lifetime achievement and teaching award, student awards tend to be random

>>> Send more regular reminders

Answer	Count	Percentage
We discuss annually who should be nominated (SQ001)	14	9.59%
We submit nominations on a regular basis (SQ002)	12	8.22%
There is only limited awareness of the ECLAS awards in my institution (SQ003)	47	32.19%
We are aware of the awards but do not find the time to put the nomination materials together on time (SQ004)	24	16.44%
We are aware of the awards but do not find suitable candidates from within our institution (SQ005)	14	9.59%
None of these answers applies to me or to our institution (SQ006)	49	33.56%
Other	11	7.53%

# JoLA

- 28% say they do not have access to JoLA; the rest has access
- The question set referring to the relevance/awareness of JoLA articles (below) shows that the contents are relevant to the ECLAS Community
- **But:** Only 17 % say they have submitted an article to JoLA, and only half of these were accepted. Some people expected more feedback from the editorial board when rejected.
- What prevents people? No design focus, no time, unawareness of the opportunity to submit any time, preference of other journals, indexing issues

## Actions:

>>> Define measures how to increase submissions from ECLAS Community

Answer	Count	Percentage
I am always on track with the contents of the most recent issue (SQ001)	35	23.97%
I have discovered JoLA articles during my literature research, but I did not have access (SQ002)	14	9.59%
I am not aware of JoLA's contents (SQ003)	15	10.27%
JoLA articles are relevant to my research fields (SQ004)	54	36.99%
JoLA articles are relevant to my teaching (SQ005)	45	30.82%
JoLA articles are relevant to my professional practice (SQ006)	25	17.12%
I recommend/forward JoLA articles to students and/or colleagues (SQ007)	46	31.51%
I do not follow JoLA updates actively, but JoLA articles are usually part of my literature research (SQ008)	54	36.99%
Other	8	5.48%

# JoLA Development Ideas

- In general, there were many positive comments about the journal's unique profile, scope, quality and contents: **Many thanks to the JoLA Editorial Team!**
- Some wish it to become more political and ,out of the box'
- ECLAS may consider providing translation costs to encourage more diverse submissions from non-english speaking countries
- Remind regularly via newsletter/social media about article submission opportunity
- Increase the visibility of JoLA at ECLAS conferences
- For the future: Develop **an open access strategy**, this is the general trend in science
- Promote it already at the student level
- Introduce it to other scientific communities
- Complement it with a light online version for other types of papers

# Ideas for ECLAS Book Projects

- In general, ECLAS could also be a publisher
- Link book projects to ECLAS conferences

## **Suggestions for Topics:**

- Landscape Architecture and Climate Change
- Teaching landscape in interdisciplinary settings/contexts
- Exploring the Boundaries of LA II
- Research by Design
- Role of LA in the light of global sustainability challenges
- Social Inclusion, co-design and participation in LA
- LA Planning and Design Methods, Core terminology
- Teaching Landscape: Internationalisation and Globalisation
- Landscape and European Union Policy
- How to get started as a young landscape architect
- Trends in digitalisation
- Biographies of the most important personalities in European LA
- The influence of European LA in the world
- „Critical Infrastructure“

# LE:NOTRE Landscape Forum

- 44% say they have participated in a landscape forum in the past
- Most of them participated in Antalya and Rome, when there was still ERASMUS funding, participation rates dropped since then, but there is continuous attendance
- Typical barriers are timing, funds and the publication format

Answer	Count	Percentage
Timing (usually in April) (SQ001)	56	38.36%
I was not aware of the event (SQ004)	18	12.33%
Lack of funding (SQ002)	81	55.48%
Lack of academic recognition (i.e. because it is an interactive format and not a classical conference) (SQ003)	31	21.23%
None of these answers apply to me (SQ005)	17	11.64%
Other	17	11.64%

# What have people taken home from the Landscape Forum?

- The collaborative work and case study based approach allow for a deep learning experience
- Learning new working methods from peers and neighbouring disciplines
- Building networks and friendships, and follow-up cooperations
- Deep insights into a European landscape from multiple local and international perspectives

# Development Ideas for the Landscape Forum:

- Develop a feasible publication strategy
- Find additional financial means to support participants
- Try to involve more practitioners (for whom the ECLAS conference might not be relevant, but the case-based nature of the forum is)
- Maybe shorten the duration
- Make sure that local stakeholders are always well involved, over a longer period, and that there are follow-up events
- Do not break the working group process with additional input
- Try to address also a really rural landscape
- Need for more publicity
- Try to trigger out of the box methodical approaches
- Jump out of Europe from time to time?



# LE:NOTRE Student Competition

- 32% say their students have participated in the competition in the past
- There is still a large group of schools that has not participated yet

## **Which barriers are preventing them?**

- Difficulty to integrate into the curriculum, so that students have time to work on it
- Difficulty to finance students so they can see the area
- Starts a bit too late, better to start in September
- Many are still not aware, or become aware too late
- Difficulties to synchronize competition requirements with studio requirements
- Competition itself is considered as demanding, but this is not put into question

# How might we develop the LE:NOTRE Student Competition?

- Maybe finish in a more detailed scale (up to 1:200)
- Approach teachers directly and early, encourage them to include the competition in their studio work
- Maybe have one focus theme (be more specific)
- Show this can be an step of maturation in your education as LA

# eLecture Programme

- Only 34% say they have ever participated in an eLecture
- The more recent series were more frequented
- The answer set below suggests that there is partly limited awareness
- On the other hand, there is good awareness but limited time
- Academic recognition is still rudimentary within the community

Answer	Count	Percentage
I am not aware of the electures/seminars (SQ001)	30	20.55%
I have not been aware that the electures/seminars are open access (SQ007)	21	14.38%
The topics of the electures have not been relevant enough for me (SQ002)	6	4.11%
I am aware of the lectures but I do not have the time to attend (SQ006)	62	42.47%
I have registered for some of the lectures and attended as many as I could make (SQ005)	21	14.38%
I have registered for some of the lectures and watched the recordings (SQ004)	19	13.01%
I have forwarded information about the electures to my colleagues (SQ003)	25	17.12%
I have forwarded information about the electures to my students (SQ008)	25	17.12%
I received credits at my home institution for participating in the online seminars (SQ009)	3	2.05%
None of these answers applies to me (SQ010)	13	8.90%
Other	8	5.48%

# Advancing the eLecture Programme

- 38% say they are interested in integrating international online seminars
- Only 12% are sceptical and 16% think their colleagues might be sceptical
- 31% believe that their students would be interested
- Only 9% say academic recognition would be easy

Answer	Count	Percentage
I am interested in expanding our course offer with a virtual component to allow students to participate in international exchange and learning activities (SQ001)	56	38.36%
I am interested in further developing my knowledge through collaborative online seminars (SQ008)	52	35.62%
Others in my department/faculty/study programme would support this idea (SQ002)	31	21.23%
Some of my colleagues are sceptical about online education (SQ003)	24	16.44%
I am sceptical about online education (SQ004)	18	12.33%
My students would be interested in participating in international online seminars (SQ005)	46	31.51%
It would be easy for us to provide academic recognition for this, for example through an elective course (SQ006)	13	8.90%
Providing academic recognition for online education would be difficult for us, but feasible if we want it (SQ007)	28	19.18%
None of these answers applies to me (SQ009)	24	16.44%
Other	10	6.85%

# Topics for future eLectures

- Climate Change Adaptation, Water issues and coasts
- Interviews of senior colleagues: teaching and design philosophies
- Research and Teaching Methods
- Nature based solutions, evaluation of GI
- Mobility, migration and social justice
- Sustainable Food Planning
- Landscape Economy
- The rural landscape

# IFLA Cooperation + School Recognition Panel

- 25% say their programme has been reviewed by the IFLA-Europe SRP
- Of those 25%, almost all have been satisfied with this process

## **Future ideas for developing the IFLA-Europe cooperation and the recognition process:**

- ECLAS should be proactive and provide consultation
- Make ECLAS-IFLA Cooperation strong and visible. For example, every ECLAS conference should have some kind of event/workshop done together with IFLA
- We should join forces in raising awareness for landscape architecture
- ECLAS should try to become more visible for the professional world
- Discuss the issue of employability, students' opinion on schools, graduates' opinions on job opportunities >>> broaden the perspectives and points of view on what we do
- Joint recognition process (ECLAS-IFLA) recognized by the EU Education boards like ENQA. This would help EU countries that are facing problems with their national recognition systems that are not well developed for landscape programs (mostly in eastern and southern Europe)
- More criticism of European university policies. Many measures taken are subject to anticipatory obedience.

# ECLAS Communication

- ECLAS community is aware of the newsletter and uses it
- Most important additional channels are website and Facebook

## **Ideas for improving ECLAS communication:**

- Link better to students
- Decentralisation strategy: we need national and regional ‘faces’ to link with the ExCo
- Strengthen the social media, we do not have a LinkedIn Channel yet, o Instagram/Twitter profile
- Have more direct contact to individual members
- Structure the newsletter with headlines, so people can check it faster (already implemented)
- Redesign the Landscape Portal (former LE:NOTRE website)

# Where do we see ECLAS in 10 Years?

## Strategic aspects:

ECLAS becomes a network of schools and individuals with a **clear vision on what landscape architecture is** and how it should develop to serve the needs of society and the environment.

ECLAS **increases** in terms of members, activities and visibility. We see many **new faces** among the active people.

We increase the **political involvement** of ECLAS. Landscape as a topic needs to be more visible at the EU level (policy documents, research funding)

We also increase awareness and impact at **local level**.

By making collective work, ECLAS is always aware of the **plurality** of professional and educational practices as well as cultural traditions of our countries and schools

We increase and broaden ECLAS **publication** activities.



# Where do we see ECLAS in 10 Years?

## Concrete ideas:

We increase and broaden ECLAS **publication** activities.

ECLAS, UNISCAPE and IFLA-Europe **join forces** and we cooperate with ELASA

We promote and communicate European or regional landscape architecture **research**

We establish the **Common Training Framework** with IFLA-Europe

We link to the **world** (CELA and many more)

We make ECLAS more **inclusive** and accessible

We focus on dialogue, exchange and cooperation and create a vast network working for **education excellence**

We encourage **open and honest and heated discussions** to really make an impact on our current challenges.

We improve the **Heads of Schools** meeting.

# Where do we see ECLAS in 10 Years?

## Quoting one respondent:

*“I think of ECLAS as a conference-festival, more released by the academic constraints and more oriented towards **capturing the micro-innovation in this field**, in correlation with current practices in architecture and urban planning and design, speaking a common language.*

*I'm thinking of **more openness** to other disciplines and fields - such as visual arts, literature and music- expanding the field of landscape research and looking at it from less common directions.*

*I also dream of a section dedicated to education in the field of **virtual landscape and media**, in which specialists in digital design / animation, artificial intelligence and digital spatial modeling - areas that are likely to grow in the coming years, and in front of which the **old concepts of landscape must be re-discussed.**”*