March 24, 2010

Professor Stephanie Rolley, FASLA, Head

Dept. of Landscape Architecture/Regional and

Community Planning

College of Architecture, Planning and Design

Kansas State University

302 Seaton Hall

Manhattan, KS 66506-2909

Dear Stephanie:

:

The Landscape Architectural Accreditation Board at its March 5-6, 2010 meeting granted accreditation for a six (6) year period to the course of study leading to the first professional MLA degree at Kansas State University subject to a review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends December 31, 2015. Accordingly, the MLA program is next scheduled for a review during the fall of 2015.

In making its decision, the LAAB considered the program's self-evaluation report, the visiting team report, the institution's response to the team report, and discussions with team members and program faculty.

Enclosed is a copy of the final visiting team report and a list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement. This list was developed by LAAB from the materials reviewed during the meeting. Also enclosed is a copy of LAAB’s policy on Substantive Change.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

Richard Hawks, FASLA

LAAB Chair

Enclosure

cc: Dr. Ruth Dyer, Interim Provost

**Kansas State University**

**MLA Program**

**LAAB Meeting**

**March 5-6, 2010**

**Summary of Recommendations and Suggestions**

### *Recommendations Affecting Accreditation:*

### *None*

### *Suggestions for Improvements*

1. Examine the curriculum and reflect on the depth of the offerings in Landscape History, Theory and Criticism (Standard 3).
2. Examine and improve the delivery of the Research Methods course (Standard 3).
3. Monitor teaching loads to allow time for research, publications, and participation in conferences and symposia and avoid burn-out, especially for the tenure-track faculty (Standard 4).
4. Strategize about ways to diversify faculty expertise, stabilize teaching assignments over longer periods of time, and balance the teaching assignments between lower and upper level courses and studios, when possible (Standard 4).
5. Work with University and College recruitment officers to increase student diversity (Standard 5).
6. Work with faculty and administration to develop funding streams that will support both Non-Baccalaureate and Post-Baccalaureate students in the graduate years of the program (Standard 5).
7. Develop strategies that would ensure more timely repair and maintenance of facilities, especially at Seaton Court (Standard 9).
8. Develop procedures for replacement of student furnishings as needed (Standard 9).
9. Consider innovative methods and procedures for identifying and scheduling unused space within the building for regularly scheduled and impromptu classroom teaching and critiques (Standard 9).