

March 8, 2011

Professor James Corner, ASLA, Chair  
Department of Landscape Architecture  
School of Design, 119 Myerson Hall  
University of Pennsylvania  
210 South 34<sup>th</sup> Street  
Philadelphia, PA 19104-6311

Dear Professor Corner:

The Landscape Architectural Accreditation Board at its February 25-26, 2011 meeting granted accreditation to the course of study leading to the first professional MLA degree at the University of Pennsylvania. This status is subject to 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, 2016. Accordingly, the MLA program is next scheduled for a review during the fall of 2016.

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 list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement (to be responded to in annual reports). This list was developed by LAAB from the materials reviewed during the meeting.

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,

Whitney Talcott, FASLA

LAAB Chair

Enclosure

cc: Dr. Andrew Binns, Vice Provost for Education

**University of Pennsylvania**

**MLA Program**

**LAAB Meeting**

**February 25-26, 2011**

**Summary of Recommendations and Suggestions**

**Recommendations Affecting Accreditation**

None

**Suggestions for Improvements**

1. The program should establish more formal long range planning and the means to measure progress. This may enable the program to more clearly document its needs and communicate them to potential donors (Standard 1).
2. Develop core and advanced courses that add depth to students' knowledge of plants, ecology, construction techniques and materials, and social behavioral influences (Standard 3).
3. Encourage students – and faculty – to participate and be leaders in professional organizations (Standard 4).
4. Set aside a place for associate faculty to meet more frequently with other faculty who are teaching concurrent course, in order to discuss assignment coordination, course improvements, and content integration (Standard 5).
5. Encourage more community service (Standard 6).
6. Provide students and faculty with improved access to additional space for individual and group studio work, model making, and the storage of large format drawings (Standard 7).