



Advocating, advancing, and evaluating quality education in Landscape Architecture

Board Members

August 16, 2024

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Associate Department Head
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Department of Architecture, Landscape Architecture, and Interior Design
University of Minnesota
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Minneapolis, Minnesota 55455

Dear Professor Favour,

The Landscape Architectural Accreditation Board (LAAB) at its July 10, 2024, meeting granted candidacy status to the course of study leading to the first professional BLA degree at University of Minnesota. This status is subject to review of annual reports and maintenance of good standing.

Candidacy is an accreditation classification granted to any program which is in the planning or early stages of development or an intermediate stage of program implementation. This accreditation classification provides evidence to the educational institution, licensing bodies, and the public that at the time of evaluation, the developing education program appears to have the potential for meeting the standards set forth in the requirements for an accredited educational program in landscape architecture.

After achieving candidacy status, a program must apply for initial accreditation within one year of its first graduating class. The program is required to communicate with LAAB when the known date of the first graduating class will occur. As a reminder, before a program can receive a grant of initial accreditation, they must be able to demonstrate compliance with all Accreditation Standards. If initial accreditation is not granted, the program can retain its candidacy status for one additional year.

In making its decision, LAAB considered the program's self-evaluation report and the program review report.

On behalf of the program evaluator, I would like to thank you for the hospitality extended to him by the faculty, staff, and students.

Sincerely,

Roxi Thoren, ASLA
LAAB Chair

Enclosure

cc: Dr. Rebecca Cunningham, President

**University of Minnesota
BLA Program
LAAB Meeting
July 10, 2024**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. Complete the creation of a process for assessing progress in meeting defined educational goals (Standard 1).
2. Complete setting benchmarks as part of the assessment process (Standard 1).
3. Establish a method for measuring success with underrepresented populations (Standard 1).
4. Complete the long-range planning process that was begun January 2024 with an expected completion date of fall 2024(Standard 1).
5. As a Candidacy program, there are no graduates on which to do an in-depth assessment of program strengths and challenges. Once there are graduates, have a process in place to monitor their career progress (Standard 3).
6. As the program produces graduates, establish a registry to track employment, professional activity, postgraduate study, and significant professional accomplishments (Standard 6).
7. As the program produces graduates, engage them in mentoring, fundraising, and other support activities (Standard 6).
8. As the program produces graduates, engage them in ways that reflects, supports, and promotes diversity, equity, and inclusion, assists in the recruitment of students with diverse backgrounds, and provides students with experiences that expand their cultural competence for interacting with diverse communities (Standard 6).
9. As the program produces graduates, engage them to provide opportunities for community engagement and service-learning for students, scholarly development for faculty, and professional guidance and financial support for the program (Standard 6).
10. As the program produces graduates, celebrate their accomplishments within the institution and the public at large (Standard 6).

Considerations For Improvement

1. Consider editing the caption on the BLA website page to lead to the required disclosure information (Standard 1).
2. Consider as the curriculum is evaluated that some students ask moving site analysis earlier in the sequence or adding more aspects of it to earlier classes (Standard 3).
3. Consider continuing to work with the architecture faculty to increase the exposure of landscape architecture in the Design Fundamentals entry level course (Standard 3).

4. Consider working with architecture faculty to find opportunities for joint classes, shared studios, and shared curriculum (Standard 3).
5. Consider finding ways to document and publicly disseminate community engagement and service-learning activities of the faculty and students (Standard 6).
6. Consider working with the university library system to see if there are ways to extend the hours for the Architecture and Landscape Architecture Library (Standard 7).