

## SELF-ASSESSMENT JULY 1, 2012– AUGUST 1, 2016

### Matthew Knox AIA

Department Head and Professor  
Department of Architecture

### Introduction

This report covers my responsibilities and accomplishments for the period between July 1, 2012 and August 2016, as Department Head for the Department of Architecture. The report covers my role and scope of duties as department head; the established expectations and responsibilities of the position; my accomplishments and governance as department head; service within the college and university and external entities; and teaching.

My leadership over the five-year period has operated under three main and five secondary goals

Focus on three areas that enhance our core strength: a strong practice-centered program matriculating students who understand the technical and poetic components of quality design.

1. Provide an integrated professional program where course material overlaps with studio application.
2. Provide engagement with practicing professionals regionally, nationally and internationally.
3. Provide rich student opportunities to broaden their education.

#### Secondary Goals

1. Focus on the student.
2. Work to improve the quality, value and accessibility of our degrees.
3. Maintain the tradition of open and shared governance through an engaged faculty committee structure.
4. Provide and support faculty development.
5. Create and support a vibrant office culture with professional staff efficiently and effectively supporting the department.

I have had the pleasure of working with over 320 students, 27 dedicated faculties, an academic advisor and two incredible support staff. I have endeavored to facilitate an environment of mutual success, shared problem solving, proactive and relevant programs, a pervasive culture of architecture and a student centered program educating the next generation of architects.

### Role and Scope of the Department

The position of department head for architecture is divided into two categories of responsibility, administration and service. Administration comprises 90% and service 10% of the full 100% load.

#### Administration 90%

Administrative duties are articulated in the original position description under Expectations and Responsibilities:

1. Lead a diverse academic community committed to excellence in design pedagogy, scholarship, research and other creative endeavors.
2. Foster a collaborative environment and incorporate the perspectives of the faculty, staff, students, alumni and other constituents into a strategic vision for the department.

3. Represent and advocate for the department within the college and university and externally to the professional community and citizenry of the state of Kansas and outside the state.
4. Provide fiscal, strategic and personnel management.

These four areas outline the broad parameters of my role and my performance in each is illustrated in the accomplishments section below.

### **Service 10%**

Service is a vital component of our department strengths and is an expectation of all faculty. Service allows a transparent and shared system of government within the department ensuring all faculty are aware, and participating in direction and decisions. As department head, my role is to represent and advocate for the department within the college and university and externally to the professional community and citizenry of the state of Kansas and beyond as articulated in responsibilities above. During the evaluation period my service has included:

- Faculty Advisor to the Plot Club
- College Academic Standards Committee
- College Digital Technology Committee
- Open House Committee
- College representative on the University General Education Committee
- College communications committee
- EXCOMM
- Appointed to Kansas AIA Board of Directors 2012 to present
- Member Flint Hills AIA Chapter
- Architectural Student Advisory Board
- Chair, Assoc. Dean Lynn Ewanow's Reappointment Assessment Committee
- Jury member, APDesign Student Delineation Competition
- Jury member APDesign Burton Award
- Kansas Natural Disaster Assessment team member certification
- Representing the department at annual ACSA Administrator and National Conferences
- Serving as tenure and promotion evaluator for other universities
- Worked with various charitable organizations regionally

### **Teaching**

While the position does not include any teaching duties, I have maintained an active role during my term as department head. While this is an overload, having a connection to the students in the classroom is vital to understanding the status and performance of our program while gaining student insight.

#### **Courses Taught**

ARCH 711 Digital Visual Effects in Architecture Seminar Fall 2011, 2012, 2013, 2014 and 2015.

ARCH 373 Digital Architecture 2 Fall 2015

ARCH 374 Digital Architecture 3 Spring 2013, 2014

ARCH 274 Digital Architecture 1 Spring 2016

TEVAL scores range from LM to H in the required courses and M to H in seminar.

Visiting Critic on numerous department studio reviews. I remain available as a guest critic for studio reviews and make it a point at the end of each semester to visit as many final reviews as possible.

## Research, Scholarly and Creative Activities

The position assignment doesn't include a load percentage for scholarly and creative activities. However, I remain active in pursuing my research and creative work in the area of digital visual effects in architecture. My work in this area is documented in the accomplishments section.

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## Self-Assessment of Accomplishments as Department Head

My accomplishments as department head are covered in three sections:

- A. Accomplishments and Governance as Department Head
  - B. Service/Cooperation with other Units in the College and University
  - C. Service to External Clientele, Professional Societies, and to the Community
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### A. Accomplishments and Governance as Department Head

Based on the position description's four areas of responsibilities, the following is a summary of my accomplishments during the evaluative period. My accomplishments in each area have been tempered by my three overriding goals and five secondary goals listed on page 1.

My accomplishments are covered in the following eight sub-sections:

#### **A1 Lead a diverse academic community committed to excellence in design pedagogy, scholarship, research and other creative endeavors**

The department of architecture is a remarkable place with a strong and diverse faculty and bright students eager to accomplish lofty goals. Over time, a positive and effective system of community has emerged within the department. My goal has been to build on this strong tradition of department community committed to excellence. The department head is assisted by a vibrant structure of faculty committees focused in Academic Affairs, Faculty Affairs, Student Affairs and several evolving committees covering things such as exhibitions, technology, etc., tasked to support the department operation but also to shape direction. Faculty participation in this system has created an open, responsive, adaptive, and enriching system keeping the curriculum relevant, hiring the best faculty, and supporting faculty in their development.

As department head, I have based my leadership on creating an environment similar to that of a bicycle race, such as the Tour de France. In such a race, each rider is a member of a team. The team works together with different members stepping up from time to time to advance all of the team members by blocking the wind or containing a breakaway group. The individual having the best day or leading in the individual points is then put into position at the end of the race to win or score highly. By the laws of aerodynamics and group momentum, any one individual is highly unlikely to win without their team. I see myself as leading that team. My job is to ensure we work together as a team to put the team itself into a strong position but also to allow individual faculty to win or succeed at their goals. Most importantly, the team's success rewards our students.

By providing support, resources, and direction when needed, the department head allows the faculty as a whole, to craft mutually supported actions to make one of the best architectural educations in the country.

## **A2 Fosters a departmental environment that is a positive atmosphere for achievement**

As department head, one of my enduring goals has been to support students, faculty and staff in achieving excellence. My support ranges from basic encouragement and confidence in the individual, finding financial resources, expanding opportunities, and setting up peer and external connections.

Our students continue to exhibit excellence in their work. While I don't claim responsibility for this, I like to think that I was involved in setting the stage through staffing decisions, curricular innovation, support, and high expectations. The following is a listing of some of our student accomplishments during my term.

- 2016 – ACSA Design Build Award – KSU Design + Make Studio, Camp Daisy Hindman Cabin Prototype
- 2014 – KC Magazine Design Excellence Awards, Silver – KSU Design + Make Studio, Camp Daisy Hindman Cabin Prototype
- AIA Central States Region Design Awards, Merit Award – KSU Design + Make Studio, "Roof, Ground, Water"
- AIA Kansas City Design Excellence Awards, Merit Award – KSU Design + Make Studio, "Roof, Ground, Water"
- AIA Kansas City Design Excellence Awards, Merit Award – KSU Design + Make Studio, Asian Americans for Equality (AAFE) Mobile Office
- 2013 – AIA Kansas Design Awards, Honor Award for Student Work – KSU Design + Make Studio, Camp Daisy Hindman Shower Facility
- AIA Central States Region Design Awards, Merit Award – KSU Design + Make Studio, Camp Daisy Hindman Shower Facility
- Fifth-year architecture students Lanting Su and Jacob Kelly-Salo took first and second place at the American Institute of Architects Kansas Student Design Competition in 2015.
- Third year architecture students participated in the 2015 American Institute of Architects — Central States Regional competition Oct. 15-16 in Des Moines, Iowa and presented "Skydeck" to the panel of jurors and won third-place for their outstanding efforts.
- In 2011, Assistant Professors Nathan Howe and Sam Zeller with the help of fourth-year students Ethan Rhoades, Hana Havlova, Matthew Whetstone and Scott Davis entered and won the International Design Competition Seger Park Water Feature in Philadelphia, PA.
- The Small Town Studio. Gallery M, an art exhibition space on Third Street, Eureka, Kansas (2013-14)
- The Kansas City Design Center, directed by Professor of Architecture Vladimir Krstic, received a 2015 American Institute of Architecture (AIA) Kansas City Design Excellence Concept Category Merit Award for their 2014-15 vision study for Kessler Park.

Our student achievement would not be possible without a faculty actively pursuing excellence in teaching, scholarship, research and creative activity. I have endeavored to provide as much support as possible to each faculty member. My support has taken many forms and ranges from basic encouragement to providing release time from teaching a studio or seminar to focus on their research, scholarship or creative work, to helping set up peer networks. Faculty development financial support is crucial and each year I have carved out a substantial part of our budget to support faculty. In most years this has required finding reductions in other areas but the results have proven worthy. Each fiscal year, faculty are given a set amount of funds to use as they see fit to support their scholarly, research and creative work agendas. These monies support paper presentations at conferences, books, *in situ* research trips or just attending a conference to gain new ideas. The following is a listing of many of the faculty accomplishments during my term. Again, I claim no responsibility other than doing whatever I could to support them.

- Architecture Professors Gary Coates and Wendy Ornelas, FAIA, were both named 2012-13 Distinguished Professors by the Association of Collegiate Schools of Architecture. Never before have two professors from the same university been chosen to receive the award in the same year.
- Professor of Architecture Peter Magyar was awarded the Urbi at Orbi medal from the 2012 World Forum at Oxford, England.
- Associate Dean and Professor of Architecture Wendy Ornelas was nominated for the Pearl Award, given by the Girl Scouts of NE Kansas and NW Missouri.
- Assistant Professor Michael Gibson earned a \$25,000 National Council of Architecture Registration Board award for Cool Skins research proposal. Gibson was one among three winners of NCARB awards, selected for developing innovative curricula that merge practice and education.
- Associate Professor of Architecture W. Mick Charney was awarded the Coffman Chair for University Distinguished Teaching Scholars.
- Associate Professor Todd Gabbard was awarded the K-State Excellence in Engagement Award for his Small Town Studio collaboration with the city of Eureka, KS for the last two academic years, addressing revitalization and other issues that are common in rural communities.
- Professors of Architecture Gary Coates and David Seamon both received a Professorial Performance Award. PPAs reward strong performance at the highest rank and is approved by a majority vote of the faculty, department head, dean and the provost.
- Professor of Architecture Richard Hoag was awarded the Victor L. Regnier Architecture Chair for 2013-2015.
- Associate Professor of Architecture Nathan Howe received the Educator of the Year award from the AIA of Kansas City for outstanding dedication and support of excellence in architecture education.
- Director of Kansas City Design Center and Professor of Architecture Vladimir Krstic was named 2014 Urban Hero by the Downtown Council of Kansas City.
- Peter Magyar has been appointed to the Spiritual Places Committee of the International Union of Architects, or UIA.
- The College of Architecture, Planning & Design's Treanor Architects Faculty Award has been presented to Michael Gibson, assistant professor of architecture. This award recognizes one faculty member who best exemplifies the tie between practice and academy and who, in the last year, leveraged the relationship with his or her professional organizations and/or practices to advance students' knowledge, opportunities and research.
- Associate Professor Michael McGlynn was selected as the 2015-2017 Victor L. Regnier Faculty Chair by a blind external committee.
- Steven Ehrlich, founding principal of Ehrlich Architects and fellow of the American Institute of Architects and Royal Institute of British Architects, was awarded the Victor L. Regnier Visiting Architecture Chair and spent the year co-teaching a fifth year architectural design studio with Assistant Professor of Architecture Genevieve Baudoin. Ehrlich Architects received the 2015 American Institute of Architects Architecture Firm Award.
- Professor of Architecture Peter Magyar was recognized as an honorary member of the Széchenyi Academy of Letters and Arts.
- Associate Professor of Architecture Torgeir Norheim was awarded the 2014 Excellence in Building Culture Award, or Byggeskikkprisen 2014, by the municipality of Stavanger, Norway.
- Professor of Architecture Wendy Ornelas received the Richard Upjohn Fellowship from the American Institute of Architects.
- Distinguished architect Jay Siebenmorgen, design principal of NBBJ's New York studio, was chosen as the 2015-2016 Victor L. Regnier distinguished visiting chair in the Department of Architecture.

- Professor of Architecture Bob Condia was the recipient of the American Institute of Architects (AIA) Kansas' Schirmer Award.
- Administrative Specialist Megan LaBarge is recipient of the 2016 APDesign University Support Staff Employee of the Year Award for her outstanding performance in the Department of Architecture.

By working with the Faculty Affairs Committee on the Department Guidelines for Promotion and Tenure, we have crafted a clear set of documents. I have set up formal mentoring workshops for our tenure-track faculty to support them in the process and gain exposure to the entire faculty.

I have worked to provide an office environment that is inviting for students, faculty and guests to visit. With careful staffing decisions and creating staff ownership of their roles, the office has transformed into a vibrant part of departmental life. Both staff personnel have won college and university awards for their excellent service. Staff development is equally as important and I continue to support those efforts. My goal remains to provide students, faculty and guests the service they need in a friendly atmosphere making all feel connected to our pursuit of excellence.

### **A3 Display's vision for department, and integrates departmental strategic planning and thinking with mission and goals of university**

The department has used strategic planning in the past to plan for excellence. In my term we have expanded our planning to work with college planning but also the university as part of the 2025 initiative. At the department level we have a general mission and vision statement but also more detailed aspirations we have committed to as part of 2025.

*The Department of Architecture's mission is to be a vibrant design community educating students to become leading design professionals effecting positive change in the world.*

*The Department of Architecture's vision is to be a nationally recognized architecture program pursuing excellence in professional practice, design process, research, and service learning.*

We have remained true to our mission as our students continue to be in demand across the nation as evidenced by the high turnout at design expo and our nearly 100% placement rates. Not only do our students contribute immediately due to our practice based approach, but because of our emphasis on critical thinking, they become firm and community leaders later in their careers.

We constantly endeavor to over-achieve in our vision. In my term we have made professional practice a focus. We successfully engage practicing professionals with our students and have improved and expanded our technical curriculum (see 5 below). I have made it a priority to ensure and enforce demanding standards of excellence in our coordinated studios particularly in our ADS 7 and ADS 8 sequence. Our faculty have done an excellent job working with students to produce work of the highest quality. Our performance at the AIA Kansas Student Design competition is emblematic.

We have also increased our research presence. Michael Gibson's NCARB grant on high performance façade research, Bob Condia's neuroscience research, Susanne Siepl-Coates' healthy environments work and Nathan Howe's parametric research, are some examples that have made research important. In all of these cases, students are able to participate in the research.

While service learning has always been part of our culture, we have stepped up the amount and impact of students and faculty helping communities in need. The award winning Design + Make studio is our most visible, serving a broad range of community need and bringing in well over \$200,000 in funding support. Todd Gabbard's Small Town studio has helped several Kansas communities. Gary Coates' studios regularly works with entities in Manhattan to make it a more livable city. These are just a few examples as a large number of studios work on projects based in

real communities, often working with community leaders and sharing their results such as Nathan Howe's fifth-year studio work in Vancouver.

As part of 2025 we have committed to the following:

- Seek and Reward excellence in teaching, research and scholarly and creative activities
- Facilitate recognition of faculty and student endeavors.
- Prepare students for architectural practice as well as non-traditional careers.
- Promote intellectual and cultural diversity.
- Provide multiple, relevant and diverse learning opportunities.
- Encourage interdisciplinary collaboration.
- Practice and support service learning, advocacy and collaboration.
- Provide multiple opportunities for professional engagement.
- Provide alternative points of entry to the Master of Architecture degree.
- Provide opportunities for student engagement in design-make and research activities.
- Practice and promote multiple modes of inquiry, including inquiry by design.
- Provide infrastructure for support of design-make research.
- Advocate for the latest technologies in computer, software and fabrication equipment.
- Support college efforts to secure adequate and appropriate funding.

My goals and vision for the department have closely aligned with these commitments. In fact, we have been successful or started our efforts in all of them. We are making progress in aligning with the college and university 2025 goals and continual enhancement and refinement remain a priority for myself and for the department's goals.

#### **A4 Empowers the department, faculty and staff**

My leadership goals as department head are narrowly focused. I firmly believe in hiring the best people and then let them do their job and not hinder their work. When I began, the office staff was not at the level of excellence of our program. Through some strategic hires, I was able to strengthen the staff and create an office atmosphere that was pleasant for faculty, students and guests to visit. By hiring eager, professional and intelligent staff and giving them the autonomy and tools to shape their roles, the office has become more efficient providing excellent support for faculty and students. While there has been some staff turnover, I have instituted a resiliency that maintains quality while adapting to new personalities and strengths. I also believe it is vital to provide staff opportunities to develop. By supporting them with time and funds, they have been able to attend development events on and off campus.

I have supported the faculty the same way. Our new faculty searches have resulted in hires that have strengthened our core while bringing new perspectives. I have also put them on important committees to get an outsider's view on our program which has led to important changes in our technology curriculum as one example. By instituting the formal mentoring of tenure-track faculty mentioned earlier, we have been able to give new faculty the support system for success.

The majority of our faculty have been an integral part of the program for many years. I have and remain committed to have a portion of our faculty ranks open to visiting positions. In a typical year we have five to seven studios being taught by full and part-time visiting faculty. Most have continuing links to practice bringing a fresh diversity to our studio offerings. Full-time visiting faculty are also engaged in our committee structure at the department and college level. They have made important contributions to our curriculum and in particular, the first year program.

For our tenured faculty, I have mostly tried to not inhibit their creativity and productivity. They are a distinguished, productive and intelligent group continuing to contribute to their varied fields of interest at the local, regional, national and global level. My role has to been to encourage, provide

administrative support and funds to do what they do so well. Two faculty have received the Professorial Performance Award during my leadership.

I have also worked with the faculty on updating our department Annual Evaluation Guidelines and Promotion and Tenure Guidelines to make the evaluation of faculty as transparent and equitable as possible.

Lastly, but most importantly, supporting students in their architectural education is paramount. Since becoming department head, I have worked closely with my Architecture Student Advisory Board. This group of students drawn from 2<sup>nd</sup> to 5<sup>th</sup> years has become an essential part of my administration. We meet a few times a month to talk about departmental issues, where we are going, where they think we should be going, and discussion on how we can do a better job. Most important to me is the end of the meeting where we talk confidentially about anything on their mind. Their always honest and insightful advice has been extremely helpful to my leadership and educational for all. The ASAB and the AIAS are actively involved in event planning for the department and also part of the Professional Advisory Board.

#### **A5 Innovative with regard to new programs, infrastructure, facilities, and organization**

I had the privilege to take a leadership role in a strong department and a program steeped in a lauded reputation. A reputation for graduating students with strong practice centered skills and the aptitude to think critically and clearly about the bigger issues architecture by nature engages. My overriding goal was and remains to strengthen that core by focusing on three strategies.

- 1. Provide an integrated professional program where course material overlaps with studio application.**

Working with our Academic Affairs committee I wrote a white paper suggesting a rethink of our required structures courses. By streamlining four traditionally delivered courses into two lab based courses, we made our offerings more in line with trends in both practice and architectural education. By moving to a lab based approach students would gain theoretical and conceptual understanding by applying that knowledge to hands-on examples. The curriculum was changed and we hired an incredibly skilled faculty member to shape and implement the changes. Students now are able to apply their learning in structures to their studio projects in a more impactful way.

This theme has been carried on as we have now streamlined our building and environmental systems courses from three to two. We now have six core technology courses. These courses are now located within the curriculum so they align with the objectives of the studio concurrently taken. We have also added a Building Fundamentals course into second year introducing basic concepts of structures, materials, systems of construction and environment systems allowing students to apply the knowledge to their earliest architectural studios.

With the above changes, we were able to add a second Building Construction Systems in Architecture course to reinforce our core strength ensuring our students know how to make buildings. The first is taught in the spring of second year as students are integrating tectonics into their projects. The second is in the spring of third year where students are asked to consider materiality, structure, environmental systems, and construction systems at a much higher level.

Digital technology tools are vital to current practice and architectural education. In my term I have worked to change our required digital course from one overly intensive three-hour course in one semester to three manageable one-hour courses spread over three

semesters. Again, the software taught coincides with what is happening in studio. For example, we now teach Autodesk Revit just before it is heavily used in ADS 5 so the students can gain familiarity with it in ADS 4.

2. **Provide engagement with practicing professionals regionally, nationally and internationally.**

With the profession undergoing rapid change, I felt it imperative that our students and faculty have more collaboration, interaction and contact with the profession. To that end, one of my first accomplishments was to engage three highly talented architects from BNIM Architects in Kansas City to teach one ADS 5 section as a team. One person commuted to campus on Monday while the other two would take Wednesday and Friday. While obviously not our norm, the studio has become a continuing success for students and it allows faculty teaching ADS 5 to gain insight into how the AIA National Firm of the Year in 2011 practices and innovates.

To give other students in ADS 5 a similar experience, each studio teams with a regional architectural firm. Practitioners are invited to reviews and students visit the firm's office and get one-on-one help with technical project issues. We were also able to start a fruitful partnership with Manko Windows. They sponsor a design competition for ADS 5 students awarding a \$5000 prize and support a distinguished jury of regional architects. The jury and exhibit of work each December is a highlight of the fall for all students.

For students taking ADS 5 in the summer, we have brought US Stone on board to sponsor student visits to their stone facilities and a design competition with significant scholarship awards.

Another goal I have pursued is to strengthen our professional advisory board and make it a critical part of our architectural culture. Over the years the board has grown to include architects practicing from New York to Los Angeles, a higher percentage of women and construction industry representatives. They meet once in the fall and once in the spring. The fall meeting is focused around discussion of current trends in practice and architectural education. At this meeting, a faculty member is awarded a \$1500 development grant and the board spends time with the Architectural Student Advisory Board visiting studios and interacting with students. Students from AIAS also work with the board. The spring meeting is highlighted by an event I started called "Ask an Architect" panel discussion. The board members sit on a panel and students ask any questions they want to gain stronger insight into the profession. The event has become a popular part of each spring with strong student turnout. Last year, the board selected two students and paid for their attendance to the national AIA Convention in Philadelphia.

The Regnier Distinguished Visiting Professorship each year has been a core asset to our students. During my time we have hosted Wendell Burnette from Arizona, Beat Kampfen from Switzerland, Javier Sanchez from Mexico, Steven Ehrlic from Los Angeles (AIA Firm of the Year 2015), Jay Siebenmorgen from New York and Goncalo Byrne from Portugal. These successful exchanges have exposed our students to amazing talent. While most have been limited to three to four week long visits, we were able to bring Javier Sanchez in for the entire year and then two years later, Jay Siebenmorgen came for the entire year. This intensive exposure to such talented architects was a highlight to our student's education while also opening up new avenues of collaboration with faculty.

3. **Provide rich student opportunities to broaden their education.**

Attracting the best students is an ongoing and often difficult task. The task is easier if we offer a program with unique opportunities for students not found in other programs.

Traditionally, architectural education was studio based and focused on drawn and scale model representation techniques on never to be realized projects. An alternative model is to engage students in projects with real outcomes, allowing them to design, prototype and construct architecture. In this model students learn the impact materiality, construction methods, budget, etc have on their design decisions. Our program had used this model several times but never in a prolonged way. In my first year we were fortunate to have El Dorado Architects in Kansas City join us to teach a design-make studio. Working on service learning projects the Design + Make Studio continues each year. They have completed award winning projects with the Girl Scouts, the YMCA, and other helping organizations. This year-long fifth year experience has become a highly visible part of our program.

With NAAB accreditation requirements limiting a student's ability to take courses outside the discipline, they miss a broad and liberal education. Early in my time we discovered that our curriculum allowed our students to take ADS 5 in the summer before their fourth year. This provided faculty the opportunity to teach in the summer, but also meant that students didn't have to take design studio in the fall. A schedule with opened opportunities to take courses in other fields makes getting a minor or just exposure to new ideas easier. In addition, many students took the opportunity to work on design competitions with faculty and other students. We have had full subscription each summer and also have worked with BNIM Architects to offer a section at the Kansas City Design Center.

Academic internships in the spring of fourth year have been an excellent opportunity for our students to work in an architectural office for essentially nine months for academic credit. Unfortunately, by choosing internship, the student was not able to participate in an equally rewarding foreign study program such as our Orvieto, Italy program. With the summer ADS 5 in place and some recent curriculum changes that left only electives in the fall semester, a new opportunity appeared to me after hearing our Orvieto program had fall capacity. A student could avail themselves of a fall foreign study in Italy and then do an academic internship in the spring. They would not have to choose between two rich opportunities. Working with the faculty and the college we offered the program in the fall of 2015. 14 students participated. The students then did internships in the spring. Another full group will be going to Orvieto this fall.

While we have made great gains in strengthening our curriculum and offerings to students, excellent administrative support is essential. I have worked to streamline the office organization to provide clear roles and opportunities for staff development. I have created two full-time positions in the department, an administrative assistant and a project coordinator. The administrative assistant provides general management of office functions, support for the academic advisor, committee support, and faculty support. The project coordinator provides event planning, administrative support for the department head, budget, report research and writing, and other complex tasks such as involvement with the accreditation process.

Facilities have been a constant challenge for the department. I was able to substantially update Seaton 208 and make minor improvements to our other review spaces. I also created and worked closely with the New Seaton task force getting faculty and student input to bring to the design team.

#### **A6 Shows achievements in areas such as recruitment of outstanding faculty and students**

With the traditional university demographic dropping in numbers, marketing our program has become an important part of my duties. Our five-year Master of Architecture degree is highly regarded and we receive inquiries from already degreed students frequently. With our program

standing on a very sound foundation, it seemed like the right time to consider offering a post-bach path for students to get our Master of Architecture degree. The chance to bring in bright and mature students made sense. It would add to our numbers, while also exposing our five year students to new perspectives. With extraordinary work by our faculty, staff and our graduate committee we brought in our first post-bach students in the fall of 2015. The three-year program puts students into an accelerated studio their first year before mainlining them in third and fifth year studios. The program has proven to be attractive and work has begun on increased marketing but also assessments of what works and what we can improve.

The department has maintained a faculty teaching load where most faculty teach a studio each semester and a required course or seminar of their choosing. Typically, faculty have the opportunity to offer a course related to their scholarly, research or creative work. This is a great system for sharing faculty knowledge with students. I have worked hard on teaching assignments so that all faculty have this opportunity especially our new faculty. Knowing they will have such opportunities is a great recruitment tool for getting the best faculty. Having a strong mentoring program and extra development support has also provided a strong recruiting incentive. I have worked hard to offer new faculty a compelling startup package and to convey to them that myself as well as the faculty are here to support them in their success.

We continue daily to work toward attracting the best students and faculty. Getting the word out about our successes is a major task of our project coordinator. They work to tell the story of what our students and faculty are doing. We have made communication a part of department life using email newsletters and social media to tell our story.

#### **A7 Participates in professional development opportunities within and outside university**

A central goal for the department is to encourage and facilitate opportunities for professional development for faculty and staff. For faculty, a vibrant research, scholarly and creative agenda, as well as professional continuing education and participation in teaching centered events, is an expected occurrence. I hold myself to no less of a standard. Below is a listing of many of the opportunities in which I have participated.

- University fall and spring administrative retreats
- KSU Foundation development workshops
- First Tuesdays Administrators Round Tables
- K-State Teaching Workshop
- K-State Spotlight on Excellence in Teaching
- Academic Chairpersons Conference Austin and Charleston
- Working with Industry Bootcamp KSU
- Disaster Assessment Training workshops
- ACSA Administrators Conference, 2012, 2013, 2015 and 2016
- ACSA Annual Conference 2012, 2013, 2014, 2015 and 2016
- National AIA Convention 2012, 2013, 2014 and 2015
- AIA Kansas Conferences
- Completed continuing education for my Kansas Architects license and AIA Continuing Education requirement in all years
- Big 12 Architecture Deans Conference 2013 and 2014
- Board of Directors AIA Kansas 2012 to present
- Autodesk University 2012, 2013, 2014 and 2015
- SIGGRAPH Computer Graphics Conference 2012
- MZED Cinematography Workshop 2013
- MZED Video Editing Workshop 2013
- MZED Visual Storytelling 1 and 2 workshops 2013 and 2015
- Photoshop Workshop 2012, 2013, 2014 and 2015

- Rhino 5 Workshop 2015
- Studio 804 Symposium 2015
- National Association of Broadcasters Post Production Conference 2016

While I do not have an included load percentage for research, scholarly and creative work, I continue my work. My agenda focuses on using advanced digital tools to enhance architectural visualization and foster clearer communications. My main emphasis has been on using Hollywood, or film industry, techniques to create films (animations) that enable students and architects to craft media that is easily understandable by professionals and laypersons alike. The work is heavily based on digital visual effects that integrate computer generated content with live action plates or footage. Recently I have presented this work in invited professional workshops, the Kansas AIA Conference, and the KSU Innovations in Teaching Conference.

As part of this work I have maintained, learned, and increased my skills in the following software packages:

- Adobe After Effects
- Adobe Premier
- 3ds max
- Maya
- Revit
- AutoCAD
- Rhino
- Adobe Photoshop
- Adobe Lightroom
- Adobe Illustrator
- Adobe InDesign
- SynthEyes
- Cinema 4D
- Stingray
- HTC Vive
- Backburner

Much of this work is shared with my students in my seminar, Digital Visual Effects in Architecture or in the Digital Architecture 1 and 2 courses.

#### **A8 Promotes diversity and understanding of difference among faculty, staff, and students**

The practice of architecture is fully a global enterprise. It is not unusual for an architect working in Kansas to be involved in projects all over the United States but also international locations such as Europe, Asia, Africa or South America. My goal as department head has been to ensure our students are exposed to differences all throughout their education.

As most of our students are regional, providing opportunity to travel is essential. I have encouraged and supported yearly travel for students to cities such as Dallas, New York, Los Angeles, Vancouver, Boston, and Chicago to name just a few. On these trips students are exposed to diverse populations and experiences. As above, I have also expanded our Italy Studies opportunity to allow students to spend a semester in Italy and then intern in architectural offices across the country.

It is also important that our student population itself offers students opportunities to gain understanding of difference. In my term I have worked to bring students from South America, Australia and the Czech Republic to study for a semester or more with our students. We have also continued our strong relationship to the two-year program at the University of Missouri Kansas City to increase our minority population. My Kansas City Design Discovery Program, a week-long introduction to design for high school students, which I ran for 15 years, has now become part of

the Architectural Studies Program at UMKC. Design Discovery has always focused on recruiting a more diverse population.

The same is true of faculty. For our Regnier Distinguished Visiting Faculty position, we were able to have Javier Sanchez from Mexico City join us full time for one year teaching fifth-year. Not only did we support student travel to Mexico but we also hired his associate, Carlos Mar to teach in our first year. Throughout the year, many invited guest critics from Mexico made the trip to Manhattan. I have also worked in my term to bring in Regnier chairs from Switzerland, Portugal, Norway, Arizona, Los Angeles, and New York City.

Our student population is now 53% male and 47% female (up from 35% female in 2012), so it is important to have a faculty that provides alternative perspectives. In the fall of 2011, my year as interim department head, the full and part-time faculty had 24 male faculty and 3 female faculty. In the coming academic year, 2016-2017, we will have 21 males and 7 female faculty. This now includes two Hispanic women. In five years we have gone from around 12% women to 34%.

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## **B. Service/Cooperation with other Units in the College and University**

The department does not stand alone. We exist in a rich college environment and a university culture open to engagement across all disciplines.

### **B1 Places emphasis on collaboration within and among departments**

The architecture department is privileged to be one of three strong departments within the College of Architecture Planning and Design. I have worked closely with the Dean's office and the other departments during the last five years. As three excellent design programs we share common interests and have opportunities for collaboration between faculty and students. As the buildup, planning and design of the renovated and expanded Seaton Hall has overlapped with my time as head, I was able to work closely with the other two department heads to advocate for facilities that would serve all three departments well but also provide new areas for collaboration. As a team we worked hard with faculty and students to make these goals possible. Through the process we all gained a better understanding of the unique nature of each department and, I feel, arrived at a level of mutual respect unknown before. We were able to bring our faculty and students into productive cross-disciplinary teams to work successfully on important issues such as shop facilities, studio essentials and studio desks.

In addition, we have worked together on curricular issues to provide opportunities to work together. This has included facilitating students and faculty from other departments to work with architecture studios, working together to revise and improve the common professional practice course, and with IAPD in particular, providing unique opportunities for students to work with faculty in the other departments. As we share some common required courses, we have worked together to enhance the student experience. We encourage our students to attend guest lectures in other departments.

With our focus on teaching students to make buildings, I have helped set up opportunities for our students to work with and engage students in Architectural Engineering and Construction Science in the Engineering College. We have encouraged our students to participate in their annual team design competition and have set up a themed lecture series based on inviting mutually interesting speakers to a spring and fall event.

## **B2 Is an active citizen of both the college and university**

As department head, I have made engagement with our college and the university an important part of my role. At the basic level, I work hard to engage with the Dean's office, the Associate Dean, and the support staff. I have participated on multiple search committees at the college level such as the CNS support staff, advisor, and the instructional technologist to name a few. I am on several college committees and make it a point to attend all college faculty and staff meetings along with the EXCOMM meetings. I have chaired several committees such as the associate dean five year review and most recently, chairing the IAPD department head search. I actively seek discussion and advice from student services, communications, CNS, and the shop staff to understand what issues we can address to serve our students, make my department better and also the college as a whole.

I actively participate in university level events such as leadership retreats and workshops, distinguished lectures, Foundation events, cultural events, and alumni activities.

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## **C. Service to External Clientele, Professional Societies, and to the Community**

As a professional program, I have focused much of my activity on engagement with the professional community. I am an active member of the American Institute of Architects and member of the AIA Flint Hills Chapter. Since 2012, I have served on the Kansas AIA Board of Directors. I attend the annual National AIA Convention each year as well as the Kansas AIA annual convention. I have participated in planning and sponsorship activities and also presented a course for the annual conference. I also participate in AIA events such as lectures and golf events in Topeka, Wichita, and Kansas City. I am also an active member in the ACSA representing KSU at the annual conference, participating in the regional meetings, and the administrators conference.

For creative work I am a member of the National Association of Photoshop Users (now Kelby One), the Autodesk Users Group, and a member of the Association of Computing and Machinery Special Interest Group on Computer Graphics.

I have also participated in several tenure and promotion reviews for other universities.

In the community, I am Vice President of the Riley County Fliers Club and active in charity events as part of my running activities and my church.

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## **Conclusion**

It has been a great pleasure and honor to serve our students, the department, the college and the university as department head. I am proud to have been a part of the continuing evolution of our program to successfully deal with a changing profession, demographic challenges, budget challenges and the daily challenge to just get better at what we do. In most ways, we have met the goals I have set.

1. Provide an integrated professional program where course material overlaps with studio application.
2. Provide engagement with practicing professionals regionally, nationally and internationally.
3. Provide rich student opportunities to broaden their education.

For each, we are in a strong position. Our students really do know how to think and how to make buildings, in fact excellent buildings. This has only been because I have fantastic faculty and staff working hard as a team. However, meeting the goal is not the entire point. It is merely a waypoint to achieving the next level. That next level may be achieving the goal with excellence, adapting the goal to meet new challenges, or replacing the goal with an even higher aspiration.

I look forward to working together with our wonderful students, passionate faculty, dedicated staff, and a great Dean to start moving toward that next level.