Table of Contents

1 Message from the Dean
2 Design+Make Studio
3 Combating Malnutrition in Niger
4 Small Town Studio
5 APDesign Complex
6 Spotlight on Faculty
7 Mobile Environment
8 Innovation & Inspiration
9 Donor Roll
10 Wounded Warriors
11 Making Connections with Kansas Towns
12 Creative Placemaking

INSIDE MAGAZINE

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On the cover: Camp Daisy - Pages 4-6
MESSAGE FROM THE DEAN

"While we are engaged in a major renovation and replacement of Seaton Hall, our faculty continue to lead our students in setting and attaining lofty, earth-shattering ideals for design and planning education."

Can you imagine a sunrise every 92 minutes?

Just think of what you could get done if your year had 5713 (or this being a leap/election year, 5728 days) in it!

Since November 2000 there has been a constant human presence in space orbiting 251 miles above our heads at 17,171 mph. This is no joyride, but a serious laboratory for research on everything from itself, its inhabitants, to life, physical and materials sciences, medicine, meteorology and the earth below it. This is a collaborative effort of a wide range of agencies from across our globe as implied in its name, the International Space Station or ISS. This is a logistical marvel, requiring coordination among experts from a wide array of disciplines who do not share a common tongue and who operate in widely varied social, political and economic structures. Construction and assembly of the ISS was not completed until 2010 meaning that during two-thirds of its life-to-date the crews and systems of the ISS were deeply engaged in research even as its environment was being improved and expanded to its full capacity.

And so it is at APDesign\K-State! While we are engaged in a major renovation and replacement of Seaton Hall, our faculty continue to lead our students in setting and attaining lofty, earth-shattering ideals for design and planning education. Like the ISS, we do not have the luxury of suspending our normative activities until construction is complete, but must continue to pursue our main mission of professional preparation and education, even as we glean knowledge from the design and construction changes going on around us. (I am writing this to a constant percussion of jackhammers on the other side of my office wall.)

While the speed of our cranes and excavators cannot match the speed of the ISS in orbit, no print media can possibly capture the intensity or pace of change going on at Seaton these days. Accordingly, we have developed a "Seaton Complex Revitalization and Expansion" tab on our website to keep everyone abreast of the design, construction and support for our project. The site includes plans, construction updates, a photo gallery, a real-time video feed and ways to support the project.

Like the ISS, this project is a collaboration of diverse experts in design and construction from far and wide. Unlike the ISS, it is not financed solely by the government. While public state funds sustain our operations and project, without the generous philanthropic support of our alumni and friends aimed at improving our Seaton home, advancing our programs and underwriting our faculty and students, if you are not already a part of this, please join the ranks of those dedicated to upholding the lofty national reputation of APDesign!

So while our annual budget of nearly $7M at APDesign pales in comparison to America’s annual ISS budget allocation of nearly $3B, and our total construction budget of $75M (20% of which is to come from private support) is well over a thousand times less than the ISS, the parallels are fun to consider each of the 5713 days of the year.

We hope you enjoy the latest edition of the APDesign magazine and from it, take away a sense of pride in being a part of our continued trajectory of excellence! I look forward to hosting all of you in the new Regnier Hall in approximately 586 days, and for our friends 251 miles above us, we would appreciate an overhead shot of our newly completed complex 9172 sunrises from today!

Please feel free to call or visit. We would love to show you around! All the best for a new year.

Tim de Noble, AIA
Dean

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In 2011, Architecture Department Head Matthew Knox asked el dorado partners Doug Stockman and David Dowell to teach a fifth-year graduate architecture studio. His only requirement was that we loosely model the studio after our own practice, which is heavily invested in community engagement and relies on a hands-on approach through our steel fabrication shop. To outsiders, ours was to be a design-build studio. Our objective, however, was much more holistic and expansive. The studio mission was to bring students into sustained contact with a handful of inescapable constraints that powerfully impact design excellence. Among these are clients, budgets, schedules, craft skill, participation in multiple, concurrent projects and collaboration with others. Each semester, the Design+Make Studio partners with clients to provide architectural design solutions for specific project needs. Our students spend most of the fall semester in discussion with clients ranging from city council members and executive directors to camp counselors and competition committees. Research and iterative conceptual design presentations fill the remainder of the fall semester until a single design solution is agreed upon. The spring semester is focused on finalizing the designs and implementing them. Throughout the course of the studio, students acquire project specific skills such as welding, woodworking,
digital fabrication and masonry. A handful of students have received AWS-certification for structural steel welding. General contractors and sub-contractors are called in to help as needed.

Now in its fifth year, the Design+Make Studio is fortunate to have had the opportunity to work with high quality not-for-profits focused on social justice, the arts, education and government. Clients to date include Girl Scouts of NE Kansas & NW Missouri, the City of Alma, Kansas, the Nelson-Atkins Museum of Art; Johnson County, Kansas; the Kansas City Art Institute; reStart Inc.; Asian Americans for Equality; Bluebarn Theater and Omaha by Design; St. Louis Hillel and the City of Alma, Kansas; the Nelson-Arts; and Camp Wood YMCA.

According to the ACSA website, award winners inspire and challenge students, contribute to the profession’s knowledge base, and extend their work beyond the borders of academy into practice and the public sector.

The Shower Facility at Camp Daisy Hindman for the Girl Scouts of NE Kansas and NW Missouri is the work of consecutive fifth year graduate level Design+Make architecture studios in collaboration with local architecture firm el dorado inc. The Camp Daisy project was created over a two year period with one studio designing the site plan and building structure, and the next year’s studio designing, fabricating and installing the interior components and reconfigurable exterior furniture. The goal was to replace a defunct swimming pool and outdated bathing facilities on the Girl Scout campsite outside of Dover, Kansas. The shower facility includes 8 showers, 4 changing stalls and storage cubbies for 50 girls. A 40’ long continuous shower pan allows a flexible arrangement of showers. Great attention was paid to the interior quality of light as well as the development of a subtle but rich palette of materials and colors. For all students involved, the focus required was a reorientation to the sense of temporality in the creation of architecture.

The Design+Make studio intentionally takes on a manageably scaled project to allow the students to complete defined tasks within two semesters. During this time, students learn valuable communication skills by having to present iterative development of a singular thought to actual clients, consultants and craftspeople. They also learn to navigate complex authorship issues with a project and process that intentionally deflates the notion of a single creator. Perhaps the most significant contribution to the students’ learning experience is connecting the abstraction of drawing, physical and virtual modeling with the constructive processes required to translate ideas into tangible form.

Students involved with the project included Alex Callow, Luis Fretes, Shannon Gayman, Aaron Garcia, Jen Hannon, Kristen Martin, Amanda Mithelic, Ross Morgan, Justin Pohl, Kevin Stelzer, Ryan Stumpf and Jessica Symons.
APDesign | Spring 2016

Small Town Studio
A Laboratory for Learning

R Todd Gabbard

In the fall of 2012, fifth-year students in the Department of Architecture began to investigate the context of the small rural town. Spread thinly over the Flint Hills and flatlands of Kansas, small rural towns are a very specific type of place. The small towns of Kansas were recently studied by Richard E. Wood’s book The Survival of Rural America (2008). The book describes both the strengths and the disappointments of small towns in the 21st century. The Small Town Studio of Kansas State University has taken Wood’s book as a jumping off point. For three years, the award-winning Studio has worked cooperatively with the leadership and populace of small Kansas towns to mutual benefit, delivering visioning, planning, design, and construction services. The studio’s work has benefits for everyone involved – students, professional partners, and the towns themselves.

In most other fifth-year architecture design courses at K-State. Two of the courses are studios, and the other two involve research and reflection. In the fall, the studio works together on a shared project as a means to expose them to the reality of small Kansas towns. These shared projects have resulted in community engagement events, including a SWOT meeting and an art walk, temporary installations, and even built improvements.

For the last three years, the shared projects have all taken place in Eureka, KS. While working on the shared project, each student in the Small Town Studio is responsible for developing their own capstone project. Sometimes students work as teams. This allows them to collaborate on research and negotiate a more comprehensive architectural response to a town’s needs. In 2014–15, four students worked together in the town of Kinsley, KS on projects designed to re-envision the downtown. Projects included an art museum and retreat, a community center, a farmer’s market, and affordable housing in an old hotel building. Students can work alone as well, either developing their own capstone project, or working in teams with either a fellow student, a professional partner, or a group of students.

Some projects have resulted in both temporary and permanent built structures, all of which were sited in Eureka, KS. In the studio’s first year, students designed and constructed a temporary interactive exhibition in Eureka’s pocket park, refurbished a donated space on Eureka’s Main Street into a studio meeting space, and organized an Art Walk, cleaning up and installing works from local artists in unused storefronts. The studio’s second class developed a design for exterior benches and worked with a local Main Street that preserved the building’s façade to mediate a newly constructed building behind, to a museum, educational, and commercial building on two lots that was half renovation and half original design, and a few projects that converted abandoned buildings into exterior spaces. Many architectural projects involve the renovation of existing building stock, and this project type is well situated with the aims of the Small Town Studio.

Small Towns: An Urban Microcosm

With exceptions, many small towns have endemic and wide-ranging problems: social issues such as low-income potential and poor health; economic issues including meager tax bases and lack of commercial enterprises; and aging building and infrastructural stock. These issues are virtually identical to those that aging and neglected city cores have. Both inner city cores and small rural towns have seen depopulation, for example, which exacerbates existing problems. Both areas have seen retail and other services largely evaporate. Food deserts exist in both inner cities and ex-urban areas. The rural landscape of Kansas continues to reduce public schools through consolidation. Kansas City, Missouri, is a close parallel. It closed almost half of its remaining schools in 2010, after decades of dwindling populations and facility divestment, leaving wide areas of the downtown core without public school access.

Most of the towns we visited, often without resources to self-fund planning or design services, were eager for advice, design direction, and encouragement. In just about every case, the energy and interest on the students’ part was met with enthusiasm and serious engagement by government agencies and citizens of the towns. Residents of these communities were truly concerned about their towns, and their dedication had an impact on the students. For the first time, their design activities would have a direct impact on actual people, and those people affected their design solution set, adding another layer of reality into their deliberations. In all cases, students have been required to present their designs to representative townfolk, in the case of built projects, they were required to present their designs to city councils and other major decision-making bodies for approval.

Research and Discovery

Students are enrolled in four courses over a full academic year, as
developer to turn a space across from the county courthouse into the county’s only art gallery. This past year, the Studio received a grant to design and construct the McCoy Family Pavilion, the first improvement in Eureka Spring Park, the site of the town’s founding. The pavilion’s design is based on the proliferative pole barn type, utilizing reclaimed utility poles, built-up beams, and metal pan roofing to inscribe a multi-purpose space. The roof has a low and high cant, allowing for both picnics and more formal events, and also functions as a band shell.

Collaborations

The work of the studio would not be possible without the important contributions of many different stakeholders. Representatives from each of the towns we have worked in have served as advisors for our student designers, giving them valuable insight and criticism. Most of the projects, as described above, are visioning projects without a mandate, and these advisors serve in some capacity as de facto clients. A wide range of experts, from architects and contractors to technical consultants, have filled in important information gaps. In addition to information, a number of agencies have donated funds, materials, and labor to support built projects, and hospitality, food, and lodging for student trips to visit and work in the towns they’ve focused on. The number of contributions is far too long to list here, but it is important to note the contributions of the Council and Administration of the City of Eureka, the Rural Design Mob, the Eureka Foundation, Coleman Management, the Invena Corporation, iReEnvision LLC, and K-State’s Center for Engagement and Community Development.

A laboratory for learning

While the studio allows students to explore the urban setting at a small scale, perhaps the most important function of the studio is to provide an opportunity for K-State students to more fully explore the physical and social landscape of rural Kansas, a place that has its own unique, quintessential qualities. Architecture does not develop in a vacuum; place can and should have a role in design ideation and creation. Coming to understand a specific place, a place that has its own rhythms, its own perspectives, its own beauty and challenges, and ultimately its own people, will – ideally – engender a sensitivity to these issues in our matriculating architectural designers.

The mission of the APDPro Mentor Program is to afford design and planning students the opportunity to learn from skilled and practiced professionals who can help guide them and provide advice as they transition to their career. Becoming an APDPro Mentor will give you the opportunity to connect with current students, play a part in developing future leaders in the design and planning professions and, hopefully, learn from the students as well.

We are currently looking for mentors who are professionals with experience in design, planning or any related fields. We only ask that you are committed to being a mentor and staying in contact with your mentee.

Students participating in the program are 3rd, 4th and 5th year students active in APDPro, the college’s professional development program.

For more information or to become an APDPro Mentor, please visit apdesign.k-state.edu/alumni/apdpromentor.

Did you have a mentor in college? Do you wish you would have?
Friday, September 4 was a momentous occasion for the College of Architecture, Planning & Design (APDesign) as the college broke ground on the $75 million renovation and expansion of its 100-year-old home.

Long-awaited plans for Seaton Hall include significant updates to technology support, design aesthetic and energy management. A planned three-story new construction will replace Seaton Court and connect the east portion of Seaton to the new front door of APDesign, Regnier Hall.

Regnier Hall is named in honor of the Regnier family, who made the $4 million leadership gift from the V+H Charitable Foundation. In addition to the Regnier gift and additional private support, funding for the APDesign Complex has come from legislature-approved bonds covering 80 percent of project costs and an increase in student fees approved by students through the Dean’s Student Advisory Council.

When the newly renovated and expanded complex opens in fall 2017, it will double the college’s square footage and dramatically improve the learning environment for students. It is expected to boost student recruitment and retention and align the college’s facilities with its values: social equity, economic viability, environmental stewardship and aesthetic delight.

Through gifts to support the APDesign Complex, alumni have the opportunity to leave a lasting legacy in Seaton Hall, forever memorializing their name in a space that influenced their careers. Corporate partners have also seen long-term marketing value in naming spaces within the complex, making their brand familiar to students and faculty for years to come.

“There is tremendous momentum surrounding the campaign for K-State, with alumni and industry leaders seeking to make a difference for the college’s students, faculty and facilities,” said Dean Tim de Noble. “We are at an historic juncture, moving forward with long-discussed plans to bring APDesign’s learning environment on par with its national reputation. Our students and state legislators, who agreed to help fund this project, are encouraged to see alumni and corporate investment as well.”

To learn more, view images, and watch a live webcam of progress, visit www.apdesign.k-state.edu/about/seaton.
“In every design project we live a lifetime. We move from the dreamlike theoretical and abstracted; through iterations of distant ideation and exploration; and finally land in tangible territory that can be built, made, manufactured and loved.”

“Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” Oscar Wilde

“For me teaching is a privilege. My goal is to make it possible for students to think creatively, critically and logically. Critical thinking leads to thoughtful making.”

Distinguished architect Jay Siebenmorgen, design principal of NBBJ’s New York studio, is the 2015-2016 Victor L. Regnier Distinguished Visiting Chair in the architecture department at Kansas State University’s College of Architecture, Planning & Design, or APDesign.

Typically, the Visiting Regnier Chair visits several times a semester to co-teach a studio alongside an architecture faculty member. Siebenmorgen, however, is now living in Manhattan during the 2015-2016 academic year teaching the fifth-year architectural design studio full time.

Adept at pushing the boundaries of programmatic relationships to yield new value and maximize the potential of a client’s enterprise, Siebenmorgen’s design approach seeks to unfold the cultural spirit of a building’s context by enhancing and furthering architectural character and dialogue, not by iconographic mimicry. By developing building systems that blend sustainability with form and image-making, he achieves balanced design that is forward-thinking yet timeless in its relationship to location and culture.

With more than 20 years of experience, Siebenmorgen’s background includes educational, institutional, corporate, mixed-use and museum spaces — most notably, the Lunder Building for Massachusetts General Hospital in Boston, the public spaces for The Juilliard School of Arts at Lincoln Center in New York, and the proposed Rainer Square development in Seattle. Siebenmorgen has taught at Columbia University’s Graduate School of Architecture, Planning and Preservation and served as guest critic for several other prestigious design programs. Formerly, he worked in the offices of BNIM, Steven Holl Architects and Diller Scofidio + Renfro.

“We are honored to have such a tremendously talented architect to work with our students this year. It has been a rewarding educational opportunity for them and a great asset for the department,” said Matthew Knox, professor and head of the architecture department.

The Victor L. Regnier Distinguished Visiting Chair in architecture was established in 2003 by the children of Victor and Helen Regnier to enrich the educational experience of Kansas State University architecture students by exposing them to the finest architects from around the world.

Fun Fact: In 1995 I biked across Kansas on a recumbent bicycle as part of a group raising money for Habitat for Humanity – and two decades later I am back still working on sustainable transportation and affordable housing.

JAY SIEBENMORGAN

APDesign | Spring 2016
Building on K State's Land Grant legacy of local and regional outreach, this project has often had a 'Mobile Interior' facet to it, working with Wichita-based aviation partners Cessna and Beechcraft.

This fall, the 'Near Environment/ Mobile Interior' journey took a new turn with the sponsorship of Allied Specialty Vehicle/El Dorado National. IAPD Assistant Professors Dave Richter-O'Connell and Steve Davidson approached the Salina-based manufacturer of function-focused access and recreational vehicles with a proposal to collaborate with students on new bus interior concepts for their vehicle lines. Manufacturing site visits and meetings with Bryce Pfister-Vice President ASV, Elise Boggs-Marketing ASV, Linda Nyugen-Sales ASV, and Tanner McClure-Engineering ASV (3 of the 4 former Wildcats!) secured their corporate level support for the project, helped develop the problem statement, and scored a spectacular donor vehicle-a 35-passenger, $150,000 luxury executive coach manufactured under their Krystal Coach brand. 

IAPD 435, the third studio in the Interior Architecture and Product Design sequence is a standout for a number of reasons. It is the second in a series of Industrial Design/Product Design focused semesters where students research, design and create objects of human scale, developing form, function, fit and feel attributes around specific performance criteria and real user needs and desires. These same students have already completed their first Interior Architecture studio creating spaces with specific programmatic criteria and clearly defined client requirements, and 435 gives them a chance to combine the multidisciplinary ‘space’ and ‘object’ design processes into the creation of a single system solution. Finally, this course affords students their first opportunity to hand build, detail, and experience a space of their own making in full scale.

The showcase project of this semester is the ‘Near Environment’- a deliberate amalgam of product, furniture and environmental design targeted toward a specific user and stakeholder cohort; the performance of real and evolving functional requirements; and a defined or implied spatial envelope.

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To begin the project, students were organized into 4 groups of 7-8 students. They were given a hypothetical client, a Midwestern appliance manufacturing company, that had just purchased a coach to shuttle their ‘creative class’ product development teams to and from customer and supplier meetings, conferences and trade shows in Chicago, Las Vegas, Orlando and coastal destinations. These trips could include day and overnight travel. Their user groups included all ages currently active in the workplace—Veterans, Boomers, GenXers and Millennials—with all of their physical, cognitive and emotional/behavioral needs and expectations.

Each of the 4 teams chose a specific functional focus to develop within one of four work or play quadrants in the bus’s interior and set off on three weeks of research and ideation. During this same time period the entire group traveled to Dallas, Texas, for their 3rd year field trip and logged 1500 miles in 15-passenger University vans and experiencing firsthand the trials and tribulations of long distance vehicular travel!

Travel Function Structure
As a class, students worked through a series of ‘Function Structures’ identifying major modes and function-specific activities associated with the travel experience itself, distinct tasks to be performed within the coach and other typical tasks and events. This helped create an experiential framework that captured a before, during and after temporal guide, a creative problem solving springboard, and an evaluation matrix used to gauge relative success of individual solution elements as they were defined and refined.

Team results displayed an eclectic array of inquiry, discovery, concepting and realization...

Team Synergize developed solutions for ‘Group Work’ activities. Biologically derived worktop groupings allow 3-6 coworkers to task independently at laptops on height adjustable desk leaves but then swing their seats and surfaces into clusters and collaborate as needed. Table and seating geometry allow forward focus as well as socio-petal clustering. Skylights allow additional natural daylighting when window walls convert to white boards and projection screens for presentations or remote participants’ virtual visages. Soft surface storage partitions and supplemental air bags and curtains ensure the health, safety, and welfare of their mobile occupants. An innovative phone booth and coffee station is created when the side door latches and a slide out floor panel fills the stairwell recess.

The Pleiades Team investigated ‘instructions’ scenarios. This direct access from the working aisle to the working vehicle allows a defined ‘corner office’ experience. Full contour executive seating, upper and lower storage solutions and contoured lighting/soffits create an intimate scale of fitted comfort and efficiency. Seating solutions allow for individual concentration but also pivot for short interactions or meetings with support staff. Hideaway storage towers and drawers control work top clutter and remove impact obstacles. Ultra low storage solutions and contoured executive seating, upper and lower storage solutions and contoured lighting/soffits create an intimate scale of fitted comfort and efficiency. Seating solutions allow for individual concentration but also pivot for short interactions or meetings with support staff. Hideaway storage towers and drawers control work top clutter and remove impact obstacles.

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available, with additional visual content created to circumvent claustrophobia and motion sickness.

The final ‘Group Play/Relaxation’ space was addressed by the Design on the Rocks Team with a roll-out hospitality wing. Serving as a refreshment and beverage center en route, this space, once stationary, can deploy cascade a staircase down to ground level. Curbside double doors swing open and curbside staff are available, with additional visual content created to circumvent claustrophobia and motion sickness.

While logistics were challenging and presentation space was at a premium, students hosted the ASV/El Dorado National team for indoor and outdoor mid crit and final crit presentations where insights, interactions and feedback were provided to each team for fine tuning and final configurations. The Salina group was impressed with the depth of research, visualizations, wide-open conceptualization and detailed modeling the student teams presented. They remarked on several occasions that their production and sales focus does not allow them the time for this level of blue sky thinking and they truly appreciated the ability to see their work through new eyes and on longer horizon time lines.

By many measures, the fall 2015 Near Environment/ Mobile Interior project was a success and continues to pave the way for future IAPD 435 multidisciplinary project pathways and portfolio projects. The ASV/El Dorado National team expressed interest in a continued relationship with IAPD in explorations of mobile interiors with healthcare and hospitality applications.

A blog on the IAPD homepage and a project partnering possibilities.

The newly launched Innovation and Inspiration Campaign presents a tremendous opportunity to advance the future of the College of Architecture, Planning & Design in four key areas: student success, faculty development, facility enhancement and excellence funds for emerging priorities.

By matching opportunities within the college with individual and corporate philanthropic priorities, we create a synergy that empowers the college to elevate its already prominent national reputation. This is your college. Now is the time. Find your inspiration to drive innovation for the future of APDesign. Visit apdesign.k-state.edu/apd/excellence to learn more about the campaign.

Student success
As alumni fellow for the College of Architecture, Planning & Design in 2014, Ray Willis noticed a lack of diversity in the regional and community planning program and decided to do something about it by creating a scholarship to last in perpetuity.

The Ray Willis Regional and Community Scholarship Fund is an endowed fund, also the first scholarship in RCP, invested for growth and long term provision for the scholarship’s mission — supporting African-American, Native American and Hispanic graduate students.

Tissues facing our cities today must be addressed with inclusiveness in mind,” said Willis, who is director of community planning and development for the U.S. Department of Housing and Urban Development in Chicago.

To make a secure online gift to support APDesign student scholarships, please visit www.found.ksu.edu/apd/students.html.

Faculty development
Investment in faculty drives innovative research, like APDesign’s recent glass curtain wall design-build experiment to test energy efficiency. This collaborative experiment proved useful in architecture students’ comprehensive design for a new branch of the Des Moines Public Library in Iowa. Michael Gibson, assistant professor of architecture, earned the college’s privately-funded Treanor Architects Faculty Award for his leadership in the curtain wall experiment. He will reinvest funding from that award into future student research projects.

To make a secure online gift to support APDesign faculty, please visit www.found.ksu.edu/apd/faculty.html.

Facility enhancement
The College of Architecture, Planning & Design has secured $77 million toward its $135 million fundraising goal for facilities. This allows the college to move forward with the planned renovation and expansion of Seaton Hall and the adjoining Regnier Hall. Naming opportunities still remain for qualified gifts supporting this project. When it opens in fall 2017, the new APDesign Complex will enhance the college’s learning environment and boost student recruitment and retention.

To make a secure online gift to support the APDesign Complex, please visit www.found.ksu.edu/apd/facility.html.

Excellence funds
Excellence funds provide a flexible source for emerging opportunities such as hosting guest lectures, field trips, student opportunities, and the purchase of new equipment and technology. The Ekdahl Lecture Series is one example of an initiative supported by excellence funds. This series presents students with the annual opportunity to learn from renowned architecture, planning and design professionals who practice around the world.

To make a secure online gift to support APDesign excellence funds, please visit www.found.ksu.edu/apd/excellence.html.
The College of Architecture, Planning & Design would like to thank the numerous alumni, friends, corporations and foundations who’s philanthropic investments exceeded $2.1 million in FY15. These investments led to the establishment of three scholarships, two excellence funds, 1 faculty award and 12 named spaces in the new Seaton Complex Project. Now, more than ever, philanthropy is playing a critical role in the APDesign education experience and having a lasting impact on everyone in the College.

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Thank you to all of our donors who support the mission of the College of Architecture, Planning & Design. Your generosity and commitment to excellence is truly appreciated.
A decade of war in the Middle East has left thousands of wounded veterans with special medical needs that the civilian health care system is insufficiently trained to handle (Chiby, 2012). The Department of Veterans Affairs (VA) diagnosed chronic stress, depression, fibromyalgia, hearing difficulties, hepatitis A, B and C, Leishmaniasis (also known as the Baghdad boil), malaria, memory loss, migraines, sleep disorders and tuberculosis as potential deployment health conditions these returning veterans may endure. The Pentagon's Defense and Veterans Brain Injury Center reports having diagnosed 229,106 cases of mild to severe traumatic brain injury from 2000 to the third quarter of 2011, including family support and a roof over their head. These are very independent human beings who were very strong before they left for the war and have come back totally dependent on others.

Fort Riley and Kansas State University (KSU)

Since 2006, Fort Riley has deployed more than 69,000 troops to Afghanistan, the Horn of Africa and to Iraq. Currently about 19,400 soldiers, and more than 26,400 family members are stationed at Fort Riley. When these soldiers return to civilian life, they face many difficulties including access to healthcare facilities, housing and other day to day needs. Since Kansas State University is located 30 miles away from the Fort Riley Military Base, and many of these Wounded Warriors are returning home to Fort Riley, the acute needs of these soldiers are close to the University, as we host many of these service men and women on our campus. How can design students assist these returning wounded warriors? While preparing for the graduate studio project in fall 2011, the author kept thinking about how she can assist in healing these wounded warriors, the symptoms they endure and its implication on facility design. Based on their findings, students then identify soldiers’, their medical caregivers’ and family members’ needs for a rehabilitation facility. Students collaborate in teams to collect evidence

Purpose of This Project

The main purpose of this project is to raise awareness about the wounded soldiers’ needs within our student body and enlist their aid in assisting the injured service members; and develop Evidence Based Design solutions for the rehabilitation facilities for the Wounded Warriors returning from Iraq and Afghanistan wars. To fulfill this purpose, this author introduced Service-Learning Pedagogy in her existing graduate design studio and decided to work with her colleagues and graduate students to design rehabilitation center prototypes to facilitate these soldiers’ healing process. The idea was to engage graduate students in a collaborative, community based research and design project that can provide insights into these soldiers’ rehabilitation needs, and based on these insights, develop Evidence Based Design (EBD) solutions for the rehabilitation needs of these veterans. This project facilitated engagement of our students with the local community and increased our students’ understanding about the importance of service and engagement with the community. This semester long, warriors focused, service learning project was introduced to enhance students’ understanding of psychological and physiological pain of these war veterans and to inspire students to find evidence based innovative spatial solutions that can assist in healing these wounded veterans and reconnect them with their families, friends and the community. This project was also designed to initiate community engagement and dialog so that students understand how they can connect these veterans with the community.

Research Methods and Data Collection

To fulfill their responsibility of designing environments that promote health, wellness and safety of the Wounded Warriors, students’ first research injuries sustained by the warriors, the symptoms they endure and its implication on facility design. Based on their findings, students then identify soldiers’, their medical caregivers’ and family members’ needs for a rehabilitation facility. Students collaborate in teams to collect evidence
OUTREACH

Students in Plan 699: State and Local Economic Development Policy led by Regional & Community Planning Assistant Professor Katherine Nesse collaborated with Eureka, KS to generate ideas to enhance the town, further the existing bonds and foster new links to people, organizations, events and places.

The envisioned projects range in size from a few thousand dollars to a million or more. Most of them can be scaled or rolled out over time, reducing the up-front costs for the town. For example, a proposed addition to the TransAmerica Trail can add directional signs one year and the bike repair stop another year. Another project proposed that a fiber optics business service can be implemented in the downtown initially and expanded to residential areas over time.

Interdisciplinary Collaboration

The project was first set into motion two years ago when LARCP Associate Professor Jason Brody had asked Architecture Associate Professor Todd Gabbard and Nesse to collaborate with him on a project in another city. That project did not come to fruition, or at least, did not involve Gabbard and Nesse. However, the two professors started talking about the courses they taught. Nesse was aware of Gabbard’s Eureka studio and thought they might

about this project and employ qualitative research methods including literature reviews, precedent studies, and site visits of existing private and military rehabilitation centers. Students also conduct informal interviews of medical staff and patients. The collected data is analyzed to understand the spatial, functional, physical, psychological, and spiritual needs of these war veterans and their family members as well as the medical staff. Based on these insights, students develop a specific facility program for each injury/symptoms. Students research and analyze national and international rehabilitation centers to understand the spatial and functional needs of a rehabilitation facility.

Design Process

Based on interviews and extensive research, students develop an evidence-based facility design program. This facility program outlines the essential requirements for the rehabilitation center for the Wounded Warriors. Once the facility program is developed, students design family waiting areas, café, library and recreational areas. To connect the veterans with the community, students design veteran memorial, conference/lecture halls, or other social activities area to show movies or music programs so that veterans can meet with community members in an informal setting where a dialog can be started about their war experiences, their struggle to overcome their ailments and a healing process can begin. Each student also develops a book that documents their research and learning outcomes, their design process and final design so that it can serve as evidence for other designers, and they can learn from each graduate student’s research efforts. Students also design a product and a furniture piece of their choice. Various products and furniture pieces have been developed through the last four years.

Future Goals for the Continuation of the Project:

To continue this project, this author plans to seek external funding from the National Institute on Disability and Rehabilitation Research, Veterans Administration and other government and private agencies to build one of the prototypes here in Manhattan. The author is now researching the possibility of developing “Tiny-House” as a viable housing options for the Wounded Warriors. The author also plans to develop a book on Wounded Warriors’ rehabilitation and housing needs and how designers can assist them in faster recovery and rehabilitation. Another long term goal also is to develop educational resources that other educators can utilize to involve their students in developing body of knowledge on this topic. She also plans to document this research and design process and utilize it to develop an exhibition and a documentary that can be shared with the community.
The second was for the community to gain some benefit from the project. “I think of the community as a context rather than a client,” Nesse said. “However, the community members are donating their time and often transportation at a meal or two, so I want to be sure that they are gaining something from the experience as well. In this case, one of the community members who is also a city council member said that he was going to take the finished product to the city council as a starting point for ideas.

Creating Connections

The proposed economic development projects are focused on building connections. The class categorized Eureka’s connections in two ways: 1) gathering people in, and 2) reaching out. Three student proposals gather people into Eureka: restoring the Greenwood Hotel offers visitors an impressive place to stay while visiting family attending a convention, or vacationing. A proposed addition to the TransAmerica Trail heightens the awareness of bicyclists who already ride through of the presence of the town encourages them to stop and visit. The proposed Garden Club Pop Up builds on the energy of the residents and creates a draw to the downtown. Students are donating their time and often transportation and a meal or two, so I want to be sure that they are gaining something from the experience as well. In this case, one of the community members who is also a city council member said that he was going to take the finished product to the city council as a starting point for ideas.

Future Involvement in Eureka

“It is always beneficial to build relationships with people and communities in Kansas,” Nesse said. “You never know what opportunities for collaboration may be in the future. We may find an opportunity to collaborate outside of a class.”

Engaging with the Community

The class visited Eureka in early February. As well as a tour, the class spent a lot of time with quite a few community members involved in the revitalization of the town. They saw some of the new businesses – like the health club and the movie theater – and heard about some of the issues that businesses face. They also learned about resources in the town like the Eureka Foundation and the issues with maintaining the town such as the maintenance of the state highway south of town and the older buildings. Many of those conversations were the foundations for the proposals that the students made.

“Whatever impressed us most about Eureka when we visited was the energy of the town and the many connections it has to other places throughout Kansas,” Nesse said. “The architecture, the people and the wonderful hospitality inspired us to build on these strengths with programs that will enhance the town and further the existing bonds and foster new links to people, organizations, events and places.”

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Overcoming Challenges

Nesse said the biggest challenge for students almost always is figuring out how to implement the project proposal. The requirement for this class assignment was that each student’s proposal must be a doable project, meaning that the students had to figure out how to fund it initially and on an on-going basis.

“This is often the first time they have to think about implementation,” Nesse said. “From our meeting with the community, they are usually conscious of the severe budget constraints that the community faces and cannot simply brush off the funding as coming from the city’s general fund. Sometimes they identify outside sources such as grant funds that the city could be eligible for, other times they identify ways that the project could generate some revenue that could offset the cost.”

Proposal Process

The students started generating ideas almost as soon as the class visited the town. Each week the class often discussed a topic of the day – whether historic preservation or tourism or business incentives – in terms of the community they are focusing on. The students develop three drafts before they submit the final product to Nesse. This means that the students could work through ideas and get feedback from Nesse and their peers. Nesse also sent a brief synopsis of the ideas to the community members students spoke with to get their feedback. This allows students to build on what the community has already done. For example, David Maynard, the student who proposed a fiber optics business service, learned that Eureka residents had already been exploring ways to get high-speed internet to the town. They put David in touch with the AT&T representative they were communicating with, which helped David create a better, more realistic proposal. The iterations also ensure that the final product given to the community is a well written and polished document.

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The students presented the final proposals in Eureka to the community representatives they had communicated with throughout the term. Nesse said the community was very excited about the proposals, which was gratifying, and were especially interested because they seemed so doable.

Engaging with the Community

Future Involvement in Eureka

“It is always beneficial to build relationships with people and communities in Kansas,” Nesse said. “You never know what opportunities for collaboration may be in the future. We may find an opportunity to collaborate outside of a class.”

The model of the class is to focus on a different place each time Nesse teaches it. However, because Gabbard has been so involved with Eureka, Nesse can see focusing on this town again in a few years.

“The energy [the class] brought and the focus helped us to see a larger picture with specific visions and is invaluable to our community,” said Larry Colemen, Director of the Bluestem Arts Initiative, Inc and project point person. “Classes will always be welcome here in Eureka as we search to find our voice within the context of a larger picture. Also, we just had a great time, well done and thank you.”

To read more about the ongoing projects in Eureka visit http://www.bluestemartsinitiative.org/thirdstreet/
CREATIVE PLACEMAKING TRANSFORMS WICHITA ‘HOLE’ INTO POP-UP PARK

Landscape Architecture Associate Professor Katie Kingery-Page’s engagement with the Downtown Development Corporation (WDDC) and city of Wichita agencies, Kingery-Page approached WDDC director Jason Gregory, MLA 2005, to ask his interest in collaborating with her 2015 master’s project and report students. Kingery-Page’s 2015 graduate students were researching urban creative placemaking, particularly temporary landscapes. The WDDC had already received a grant from the Knight Foundation to create a Pop-Up Park on a derelict site. One of the students, Rachel Fox, MLA 2015, had contributed to the grant while interning with the WDDC.

“The purpose of this temporary landscape is to attract people to a part of downtown which is known as ‘9 to 5 only,’ meaning that only those who work in surrounding offices frequent the area,” Kingery-Page said. “After 5 p.m., there is no one on the streets in this part of downtown. The initial program from the WDDC was very thoughtful: a flexible use space that could be used as a food truck park and for other events. More broadly, the Pop-Up Park purpose is to improve life in downtown Wichita by providing a pedestrian and cyclist destination.”

This temporary landscape is what Kingery-Page’s students termed an “interim” landscape. The site owner eventually plans to develop an office building on site, when market conditions are right.

The Creative Placemaking graduate students helped plan and facilitate a stakeholder charrette, developed schematic plans and design details from the charrette results, and carried out in-depth interviews of residents who live and work downtown to assess how the park might satisfy their needs. The students proposed how the site could interface with future pedestrian and cycling improvements downtown, and proposed future locations for the Pop-Up Park.

Kingery-Page asked Landscape Architecture Professor Chip Winslow to consider having the LAR 248 - Materials and Methods class to work with her students in the design and construction of site furniture for the park.

“Several iterations of design for benches and planters were developed in class,” Winslow said. “A theme of Wichita’s aircraft industry heritage became evident in many of the design concepts. However we also wanted something different. So contemporary ideas that were fresh and unique were also explored.”

Thirteen students in Winslow’s course worked on the initial design development for the projects. Winslow’s class started on the project during the first few weeks of the Spring 2015 semester and worked on the design process and mockup production throughout the semester. Full size production for the park was initiated at the end of the semester and ran into the summer. With the APDesign shop in the process of decommission, the project initiated another surge at the beginning of Fall 2015 semester to complete the construction.

“The contributions that the students had toward the project, including design concepts, the design and fabrication of site furnishings and artwork have all played a role in its tremendous success,” Jason Gregory, Executive Director of Wichita Downtown Development Corporation (WDDC) and LARCP student, said. “The contributions that the students had toward the project, including design concepts, the design and fabrication of site furnishings and artwork have all played a role in its tremendous success,” Jason Gregory, Executive Director of Wichita Downtown Development Corporation (WDDC) and LARCP student, said.
Vice President, Wichita Downtown Development Corporation said. In addition to the site furnishings, Nick Mercado, MLA 2015, designed and fabricated a sculpture for the site as a part of his MLA master's project and report. He continued work after graduation to finish and install the sculpture, Sunflowers. The WDDC funded all materials for the sculpture. His work was complete in September 2015.

“I was involved with overall site planning of the park (charrette). After the charrette my initial involvement dealt with creating a phasing plan for the park,” said Mercado. “Though most predominantly, my involvement was directly related to my master’s report, A Framework for Site Informed Light Art Installations. I designed and fabricated an art installation for the park.”

Mercado began the design process in the spring 2015 semester. To create the 8’ x 16’ installation he worked with 1,600 lbs of metal. The Sunflowers sculpture was fabricated with 200 eight feet slats evenly spaced with small steel spacers. To complete the project, Mercado had to learn how to model in Rhino and Grasshopper and then construct the design. The full scale installation took months of fabrication.

Throughout the project he communicated heavily with Jason Gregory informing him of where he was along the project and what materials were needed. Katie Kingery-Page served as his major professor and he also collaborated with Chip Winslow, Dustin Headley, IAPD Assistant Professor, Richard Thompson, APDesign Instructional Technologist, and Shaun Troyer, APDesign Shop Manager. Both Thompson and Troyer were instrumental in the fabrication process.

“My initial inspiration came from Dustin Headley,” Mercado said. “He encouraged me to investigate the moiré pattern, which kick started my design process. I needed to design something visually enticing that functioned during the daytime and nighttime, which proved to be a challenge.”

“The ongoing partnership that the WDDC has with Kansas State has paved the way for projects like the Pop-up Park to become a reality,” Gregory said. “By allowing students the opportunity to shape our community through design, we know that their ideas will be fresh, bold and force us to think outside of the box.”

Photographs courtesy of the Wichita Downtown Development Corporation, Brianna Sprague and Professors Kingery-Page and Winslow.
For more information and to stay up to date on upcoming events, go to apdesign.k-state.edu/events