Kansas State University
Department of Architecture

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Master of Architecture with non-baccalaureate track (170 cr.h.) and post-baccalaureate track (103 cr.h.)

Year of the Previous Visit: 2011
Current Term of Accreditation: Upon consideration of the terms of accreditation in Section 2 of the 2010 NAAB Procedures for Accreditation, including an assessment of compliance with the 2009 NAAB Conditions for Accreditation, the team unanimously recommends to the NAAB Board: Institution, Academic/Administrative Unit: Kansas State, College of Architecture and Urban Planning, Department of Architecture

Degree Title (include prerequisites and number of credits required): Master of Architecture (170 semester credit hours, 30 at Graduate Level, with 46 Hours General Education)

Term of Accreditation: **Six years**

Submitted to: The National Architectural Accrediting Board
Date: 3/1/2017

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Section 1. Program Description

I.1.1   History and Mission

History of the Institution. Kansas State University can trace its origins to the founding in 1853 of Bluemont College. In 1863 the college was taken over by the State of Kansas and renamed the Kansas State Agricultural College, becoming one of the country's first land-grant institutions. True to the spirit of the Morrill Act, its enabling legislation, the new college focused on practical matters related to Kansas' primarily agricultural economy. The college grew in size and scope through the following decades, experiencing a rapid expansion in the post-World War II years. In 1959, the college was renamed Kansas State University (KSU) to reflect a growing array of specialized degrees in humanities and social sciences.

KSU now has nine colleges, offering 250 undergraduate majors and options, 73 master's degrees, 39 doctoral programs, and 43 graduate-level certificates. Eight colleges reside on the 664 acre main Manhattan campus, including the college of Architecture, Planning and Design (APDesign): Agriculture; Arts and Sciences; Business Administration; Education; Engineering; Human Ecology; and Veterinary Medicine. The Kansas State Polytechnic Campus is located on 149 acres in Salina, Kansas. K-State's colleges are enhanced by the Graduate School, which jointly oversees the university's graduate level degree programs; Global Campus, which offers 37 online degrees, two minors, 29 certificate programs, and a host of credit and non-credit courses; and the Staley School of Leadership Studies, which offers leadership courses and a minor to all K-State students.

As a land grant university, K-State focuses much effort on engagement with communities, businesses, and citizens across Kansas. K-State's Research and Extension office offers services to all 105 counties in Kansas, and has twenty-one remote units across the state: four research and extension centers (in Hays, Garden City, Colby, and Parsons), six satellite units, and eleven experimental fields. In all, remote extension sites total 18,000 acres. KSU's Division of Biology maintains the 8,617 acre Konza Prairie Biological Station, jointly owned by KSU and the Nature Conservancy, one of the first six long-term ecological research programs funded by the National Science Foundation. K-State Olathe (near Kansas City) is the university's academic research presence within the Kansas Bioscience Park, its 38 acres dedicated to application-based integrated research and education.

The main campus is in the middle of a multi-faceted implementation of new facilities. In addition to the current renovation and expansion of APDesign's Seaton Hall, a new building for the College of Business Administration was completed in 2016; Memorial Stadium has been converted to a new theatre for the Department of Theater and Dance (completed in 2015), and the Berney Family Welcome Center (2016). Wefald Hall, a new residential dormitory, opened in fall 2016. Other recent projects include major renovations for the College of Engineering and the Student Union, and a new Equine Testing Center for Vet Med. A master plan for the North Corridor Campus proposes new buildings for academics, research and research partners, student life, athletics, and includes the National Bio and Agro-defense Facility, currently under construction adjacent to K-State's recently completed Biosecurity Research Institute. A significant number of athletics capital projects have been recently implemented, as well.

Mission Statement for Kansas State University (approved by the Kansas Board of Regents 12/18/08). The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.

Program History. In 1903, the Department of Architecture and Drawing, housed within the School of Engineering, formally organized a four-year curriculum in architecture, which included theory, history, design, art, and technology. In 1922 the department was admitted to membership in the Association of Collegiate Schools of Architecture, changing its name to the Department of Architecture and Allied Arts.

In 1944, the curriculum expanded from 4 to 5 years to conform to the requirements of the National Architectural Accrediting Board (NAAB). After World War II, enrollment in the architecture program expanded and a number of influential faculty members were added. In 1959, the College of Engineering approved the Department of Architecture and Allied Arts' request to withdraw from the college. In 1963, the College of Architecture and Design was formed, becoming one of the first schools to offer a full range of environmental design programs. In addition to architecture, it included programs in architectural structures and interior architecture, which had grown out of the architecture program, and landscape architecture, which separated from the College of Agriculture, and regional and community planning, which was consolidated from several administrative units. In the early 1970s, the College established the Department of Environmental Design, a common two-year, introductory program combining general academic education and environmental design studies. In 1991, the college again reorganized, eliminating Environmental Design as a separate unit and cutting the common introductory program to a one-year course of study. By this time the architectural structures program had been moved to the College of Engineering, and the program in planning had been merged with the Department of Landscape Architecture. In the mid-1980s, the college entered an agreement with the University of Missouri-Kansas City (UMKC) that provided for the establishment of a program at UMKC that exactly parallels the first two years of the program in Manhattan. As part of this agreement, KSU promised to accept students who had successfully completed their first two years of study in Kansas City. In 1995, the name of the College was changed to Architecture, Planning, and Design (APDesign).

Recent developments include the conversion of the college's degrees to graduate status, following national trends in design education. APDesign was the first comprehensive design college to do so for all of its professional degree programs. The change was effective in fall 2006. A new interdisciplinary PhD program in Environmental Design & Planning was initiated at this time, and the Department's post-professional degree, previously called the Master of Architecture, was transmuted to the Master of Science in Architecture, and a new degree track within the program was initiated: Ecological and Sustainable Design. In 2014, the Department incorporated a 3-year post-baccalaureate entry point to its Master of Architecture professional program, designed to attract students who have degrees in other disciplines. The first cohort of Post-Bacc M Arch students began their studies in fall 2015. Work on APDesign's new home, Seaton Hall, began at this time, and all studios were moved to a temporary location. As of this writing, the renovation and expansion of Seaton Hall is scheduled to be complete in July 2017.

Department of Architecture Mission. 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.

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

In service of its mission and vision, the Department of Architecture challenges and enables its members and collaborators to surpass their own expectations as they advance the quality of built and natural environments. The department:
- is an international learning community;
- engages in exemplary architectural teaching, scholarship, creative endeavor, and service;
- embraces and serves students, staff, faculty, professionals, and laypersons;
- seeks the constructive participation of individuals and groups while striving to value their needs, talents, and contributions;
- fosters the capacity of our members and the public to understand the past and present as preparation for responsible innovation;
- aspires to strengthen the quality of everything we do.

Centrality of mission and vision to M.Arch program. The Department is a supportive, positive, environment for the personal and professional growth of its students. Faculty recognize students are unique individuals with strengths and needs, and that architecture as a discipline is much more than a set of core competencies. At a fundamental level, architectural education at K-State promotes the dialogue between personal aesthetic and perspective with the realities and opportunities of the world outside the self. This dialogue is expansive, taking many forms, from the internalization of design process, to engaging reciprocal relationships with a wide variety of cultures and contexts, to the development of written, graphic, and verbal communication. The Department engenders this multivalent relationship with architecture through close, meaningful mentorship of its students, and its faculty model meaningful approaches to critical engagement with the discipline and the world it serves. The program challenges and tempers students, encouraging them to mature as designers and professionals. This dedication to excellence crafts effective, confident, productive practitioners that are positive change agents not for, but in collaboration with, society and environment.

Benefit of program to institution.
Teaching. The Department is an important unit within the College, accounting for the majority of its graduates each year, and contributing significantly to the College's vision for collaboration, scholarship and outreach. The Department provides diverse and exemplary courses for its own students, whose retention, 6-year graduation rates, and job placement rates are consistently high, as well as many students in the University as a whole. The Department's national rankings (top 20 graduate program by Design Intelligence 7 out of last 9 years) helps to elevate KSU's recognition as a top tier educational provider. The teaching faculty has received a number of awards over the accreditation cycle, including two ACSA Distinguished Professorships, recognition from regional and state AIA boards, and a number of institution-level honors.

Student Quality. Admits to the professional Master of Architecture program have been highly-regarded scholars, as indicated by the number of premier scholarships they have garnered. K-State's Putnam Scholarship, for example, are only eligible to students entering the University with a 32 on the ACT (1400 SAT CR+M) and 3.85 high school GPA. Seventeen M.Arch students have been awarded this scholarship over the accreditation period. The Master of Science program brings highly-regarded scholars from all over the world. We have hosted on average one Fulbright scholar every year since the last accreditation visit, and have admitted students from a number of other exchange programs such as World Learning.

Discovery. The scholarly and creative activities of the Department's faculty are recognized at the regional, national, and international levels. The Department is intensely involved in developing the facilities and infrastructure of not only the College and University but, through sustained outreach and the leadership of its graduates, the State of Kansas as well.

Engagement and service. The Department has adopted the University's engagement mission as its own, utilizing its expertise in outreach activities including directing the award-winning [Kansas City Design Center](), [Design Make](), and the [Small Town Studio](); these activities combine teaching, research, and service initiatives in ways that help both urban and rural communities while promoting students' maturity as professionals and responsive civic leaders.

Benefit of institution to program. Architecture, as a discipline, is a good match for KSU, the state's land-grant university. At K-State, applied research and creativity is promoted alongside scholarly investigations – particularly work that directly benefits Kansas and its citizens. KSU has made many resources available to the Department in furthering these creative/research goals. Broad support from the University is more than instrumental in allowing the Department to fulfill its mission and vision. Many KSU administrative units have been of direct aid to the Department's teaching, research, and service activities, including the Office of Research and Sponsored Programs, the Center for Teaching and Learning, KSU's Foundation, the University Attorney, the University Research and Compliance Office, the Career Center (for students), Study Abroad, New Student Services, the International Student Services Center, and Student Financial Assistance, to name only a few. Perhaps the most significant of KSU's recent contributions to the Department is its backing of the new home of APDesign: Seaton Hall. The building

project, which broke ground in fall 2015, will renovate 80,000 and add 114,000 sf of studio, shop, lecture, and other spaces for APDesign.

The most fundamental advantage to the Department is curriculum. KSU is dedicated to the infusion of liberal arts studies into the education of every undergraduate student, regardless of major. K-State 8, KSU's general education program, requires students to take diverse coursework so that they "explore the perspectives of disciplines that may be quite different." This curricular emphasis dovetails with NAAB requirements for General Studies. At the graduate level, the KSU Graduate School's mission closely resembles the Department's goals for the M Arch program, particularly in its emphasis on instilling "knowledge and skills needed for professional success," its agreement with KSU's land-grant mission, and the "advancement of private enterprise."

How the program promotes the holistic development of young professionals. The M.Arch program and KSU requirements both require a broad-based approach to education, which closely matches NAAB accreditation requirements. Both entry points to the M.Arch (5-year non-bacc for those with no or little college experience, and the 3-year post-bacc program for those with Bachelor level or higher degrees) instill a wide appreciation of human culture and the world beyond. Five-year non-baccalaureate M.Arch students are required to take liberal arts courses that will be of benefit to them throughout their course of study and as practicing professionals. These courses include COMM 105 Public Speaking 1A, ENGL 100 & 200 Expository Writing 1 & 2, Descriptive Physics or higher, and College Algebra or higher. Aside from these, non-baccalaureate students must take a minimum of 29 credits of courses outside the College that are primarily made up of liberal arts courses. The post-baccalaureate entry point for the professional M.Arch is designed for students coming from outside architectural education, and so post-bacc students will have met broad educational requirements in their previous college degrees. This perspective is tempered by the Department's focused disciplinary curriculum of 121 credits for the 5-year (90 undergraduate credits and 31 graduate credits) and 103 credits for the 3-year (72 undergraduate credits and 31 graduate credits) track. Some of the courses taught (such as LAR 500: Site Planning and Design, a required planning elective, and most technical courses) are cross-disciplinary, commingling architecture students with colleagues from related fields of study, thus reflecting the nature of practice (see **I.1.1a-nonbacc-curr-guide.pdf** in Supplemental Materials). Post-baccalaureate students are intended to matriculate from fields other than architecture, which not only ensures their own expansive worldview but also provides a window to the larger world for contemporary non-baccalaureate M Arch students (see **I.1.b-postbacc-curr-guide**).

Optional studies and programs supplement this holistic perspective. Students are encouraged to expand their experiences through study abroad options in Italy, the Czech Republic, and elsewhere, and also have the option to pursue an extended 8-month academic internship. Once a year, at a minimum, students visit a regional or national city in relation to their studio work. The Department brings in exceptional practitioners to lecture and teach through endowments and the Regnier Visiting Chair, increasing students' connectivity to the world of practice. Graduate-level studios, in the final year of studies for students in both tracks, explore a wide array of contexts and fields. Recent studios have undertaken study in Norway, Portugal, Mexico City, and Vancouver, and have engaged with projects from health and palliative care, sports architecture, urban and rural design, and design-build opportunities. As part of their final year, students may attend the Kansas City Design Center, directly engaging ongoing urban renewal efforts.

I.1.2   Learning Culture
Description and Assessment of learning culture within the program.
The primary goal of the Department is the cultivation of a challenging, nurturing environment for learning. Student-centric perspectives, including the 2008 AIAS report "Toward an Evolution of Studio Culture" and information presented at the 2013 ARC conference, have deeply informed the Department's approach to learning culture. All constituencies involved in teaching and learning in the Department, including faculty,

staff, students, graduates and alumni, and professional partners, engage in formulating, executing, and assessing these activities. Students at K-State are held to high standards of academic integrity as exemplified by the K-State Honor Pledge. Students and faculty jointly police cases of academic dishonesty in the Honor Council, which adjudicates alleged violations of the K-State Honor Code. A violation may result in sanctions from a lowered grade, a course retake, enrollment in the University's Development and Integrity Course, suspension, expulsion, and or withdrawal of degree. Punitive measures are of last resort, however. The institution has many resources for education of both students and faculty. All syllabi should contain basic information related to proper academic conduct.

The shared administration of the professional program is based on the strengths and needs of its students. The foundation of the learning environment at K-State is the architectural design studio. Students enroll in a 4 or 5 credit studios each semester (with one possible exception for NB students in the spring of their fourth year). Faculty allot more than twice as many contact hours (routinely 12 hours) each week for studio, ensuring that all students get regular feedback, often at every class meeting. Design activities in studio are based on mutual knowledge and understanding, and are designed to encourage skills and perspectives for creative, technical, and professional growth. Students work together and in consultation with a wide range of faculty, experts both in and outside the profession, and other stakeholders to craft projects from a well-informed, well-integrated standpoint. Every major project has at least two reviews, and many have three; graduate-year projects are required to have at least four critique sessions, and have consistent outside jurors to help the studio's major professor assess student advancement. The quality of work as posted or displayed is the paramount concern of reviews, which are used as fora for deeper understanding. Outside critics, often professionals of note, maintain a high level of decorum while offering valued insight. The final year of studio for both tracks encourages close and active engagement with a particular field of study, expanding the scope of their studies both academically and professionally. Students come to understand that architecture as a process is deep and meaningful, an act of respect for context, environment, client, and the public.

Beyond studio, faculty and staff are broadly concerned with the lives of students academically, professionally, and personally. Faculty and staff encourage students to cultivate external interests to ensure health and well-being, and most students balance studio with other affirming activities. Many engage in parallel creative pursuits, such as music, radio, film, and engage in activities outside the college. To promote life-work balance, a number of steps have been taken to streamline the overall curriculum, such as reducing the number and frequency of technical support courses while increasing their efficacy, and to increase student self-determination as they move to upper year levels. In the fourth year of the non-baccalaureate track, for example, students may take a required studio over the summer and so have the fall semester free. Students may attend study abroad in the fall or spring, internship in the spring, or both, or pursue a minor. Faculty are actively engaged in student extra-curricular activities, including advising student architectural organizations, mentoring competition entries, and organizing many other events. Faculty work closely with the Kansas State chapter of the AIAS, which sponsors many social, creative, and community service events, including an annual Beaux Arts Ball. Student professional development, discussed more broadly below, is central to the learning culture at K-State. Faculty are deeply involved in a number of ongoing student enrichment activities including APDPro, portfolio, resume, and interview workshops, the annual DesignExpo, which brings dozens of firms to campus to recruit students. The close attention of professionals as advisors, mentors, and supporters, extend the presence of the field into the academic setting, underscoring the immediacy of the program's curriculum.

Student Life at K-State. The university is concerned with students' health, safety, and welfare, and is committed to non-discriminatory and harassment-free living, study, and work spaces. K-State's Principles of Community creates the framework for positivistic academic life. It addresses the rights and responsibilities of every individual on campus, outlining a broad policy of mutual respect. The university is dedicated to "advocate, support, and prepare students" both for academic success and for personal and professional development. The university offers a wide range of academic assistance, career preparation, and other support services for students as a whole and for specific constituencies. K-State's Wellness Coalition is a suite of resources that address a range of student life issues, to help engender a holistic engagement with learning.

Studio Culture Policy.
The Department's studio culture policy is cooperatively created and updated on a continual basis, as an opportunity for continued analysis and improvement in an experiential performance-based manner. The Architecture Student Advisory Board, made primarily of current architecture students, codifies the policy each year, which is then ratified by the departmental faculty. The policy can be found on the departmental website. The most recent version of the policy, approved in spring of 2016, can be found in Section 4: Supplemental Materials (see **I.1.2c-LearningCultureSocialEquity**). Quickly summarized, studio culture at K-State is predicated on three overarching values. CULTIVATION refers to the mission of the school: the personal and professional development of the design student, specifically in regard to creativity, leadership and innovation. COMMUNICATION describes the learning environment's methodology, which fosters mutual respect, optimism, and overall health and well-being. COLLABORATION denotes the capacity of all constituencies within the department towards enacting interdisciplinarity between majors, with professionals and the community at large, both within and beyond the classroom. The policy considers the following student-related issues in particular:

- **Time Management** is encouraged by the faculty through the planning of course schedules with deadlines presented to the students at the beginning of the semester, allowing students to manage their time throughout the semester. Students are encouraged to be productive during studio hours. Additional help and support regarding time management is provided through events sponsored by APDPro.
- **General Health and Well-Being** is promoted by APDPro which sponsors events on topics such as: mindfulness, stress, conflict resolution, and more. General health and well-being is also encouraged by the faculty at large.
- **Work/School Life Balance** is modeled by faculty and encouraged for students. Many students have the opportunity to work in and with the college as well as pursue extracurricular activities including, but not limited to: Beaux Arts Ball, Architecture Evening, Open House, and more.
- **Professional Conduct** is promoted by APDPro which sponsors events on topics such as: resume and portfolios, job search, etiquette, communication, and more. Students are to act professionally during classes and, especially, project reviews. Students have the opportunity to interact with professionals through: firm visitations, firm mentoring, Design Expo, special guests for lectures and critics, internships, events with the Professional Advisory Board, and more.

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I.1.3   Social Equity
Institutional diversity initiatives. Diversity initiatives are overseen by the Office of Diversity, which answers directly to the President of the University. Diversity continues to be a driving issue, evidenced in part by the emphasis on diversity in its 2025 Plan (**see I.1.3-Office of Diversity Integrated 2025 Plan** in Supplemental Materials). The plan to advance diversity at K-State contains 79 short, medium, and long-term goals in ten sections; this plan addresses all constituencies at K-State: students, faculty and staff, administrative, academic, and athletic units, and alumni, and activities including fostering a universally inclusive environment, to the development of the scholarship of diversity, to student recruitment and hiring practices, to encouraging multicultural subject matter in the classroom. The Office's goal is for "K-State to be the best in class in multiculturalism and diversity." The plan parallels this goal with the identity of K-State as a land grant institution, delivering access to education and relevant information to all citizens of Kansas, regardless of background, culture, or identity.

The Office sponsors over 40 distinct programs and events to promote multiculturalism. Specific initiatives include: the Commerce Bank Award for Diversity, which since 1978 honors faculty and staff that have made a significant contribution to increasing diversity and awareness across the campus; the Tilford Group, which since 1997 has developed a multidimensional initiative to promote multicultural curriculum transformation; Project IMPACT, which seeks to recruit and retain a wide spectrum of students; and the Developing Scholars Program, which pairs high-achieving, serious-minded, underrepresented students

with faculty mentors in their field of study to conduct research. Several architecture faculty participate in this program each year. The Office of Diversity sponsors an annual institute-wide Diversity Summit – the 2016 conference was titled Diversity within Disciplines. The department's efforts to develop an ever more inclusive and diverse community of faculty, staff, and students, are supported by a number of university agencies and policies. The university's Office of Institutional Equity seeks to promote a diverse and inclusive staff (http://www.k-state.edu/oie/plan/diversity-recruiting.html), and the Commerce Bank Award for Diversity honors faculty, staff, and students that have made significant contributions to quality education for students of color. The Vice President of Student Life oversees a wide range of programs to nurture and address a wide range of student constituencies; recent initiatives are Non-Violence Programs, Non-Traditional & Veteran Student Services, the LGBT Resource Center, and the Center for Advocacy, Response, and Education. The Dow Center for Multicultural and Community Studies, located on the 4th Floor of Hale Library, provides access to a wide range of materials relating to multiculturalism and diversity. Academic units devoted to multiculturalism include Gender, Women, and Sexuality Studies and American Ethnic Studies. These units offer courses and other programs open to all K-State students.

The university's commitment to increasing diversity in all forms is well recognized. The 2012 Higher Learning Commission accreditation team commended the exceptional progress K-State made towards advancing diversity in the student body, faculty and staff, and curriculum, research, and outreach. From their report: "(t)he significant progress on diversity made over the past decade is most commendable. The Team was impressed with the commitment shown by so many faculty and staff and the actions taken to increase diversity in students, faculty and staff." In 2014, 2015, and 2016, K-State received the Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine. Minority Access, Inc. has designated the university as an institution committed to diversity and named Myra Gordon, associate provost for the office of diversity, as a National Role Model for 2014.

Program plan to maintain/increase diversity.
The Department recognizes the importance of a diverse population in increasing the quality of its programs. Efforts to maintain and increase diversity can be broken into four categories of effort: the recruitment of a wide constituency of high-quality students, the recruitment and retention of faculty and staff, and the development of curricular, research, and outreach initiatives, and extra-curricular activities.

Students. Our long-standing partnership with UMKC helps to bring a more diverse pool of students to campus, and the opening of the program to post-baccalaureate students in 2015 has brought in a wider range of applicants of national and international origin. The number of international applications and admits overall is trending upwards. In addition to a continuing agreement with the Czech Republic, which brings in exchange students for a year, in 2014 the Department established a student exchange pipeline with the Brazil Scientific Mobility Program and Science without Borders to assist in recruiting students of international origins in Latin America to the school. The Department admits a substantial number of students from China, India, Nepal, and other south Asian countries.

Faculty. All faculty searches comply with university affirmative action mandates, including advertising in minority-representative publications. Two of the four most recent faculty hires have been female. The Regnier Visiting Faculty Chair is designed to bring in top architectural practitioners and educators; at least one every two years must be a highly-celebrated international practitioner. Recent visiting chairs include Javier Sanchez from Mexico City, Norwegian architects Siv Helene Strangeland and Reinhard Kropf, and Beat Kämpfen, a Swiss architect noted for his dedication to environmental architecture. World-renowned Portuguese architect Gonçalo Byrne was tapped to be the 2016-17 Regnier Visiting Chair, and Fran Silvestre will serve in 2017-18. Faculty in the Department are active in the President's Commission for Multicultural Activities, and a faculty member from each college serves as a diversity point person.

Diversity in Curriculum, Research, and Outreach. The department and college offer a variety of programs designed to broaden students' exposure to diverse contexts. Study abroad allows students to spend a semester overseas, either in residence at our College-run center in Orvieto, Italy, or students can alternatively study in Prague, Melbourne, Australia, and Dessau, Germany. The department has been involved in K-State's Developing Scholars Program for many years, and supports both NOMAS and WiD;

students may count involvement in these organizations towards graduation requirements. The recent studios listed below were directly involved in multicultural topics or contexts:

Challenging the Incomplete City, Javier Sanchez. Celebrated Mexican architect and Regnier Chair Javier Sanchez taught a 5th year studio in fall 2013 and spring 2014 centered on housing and urban issues in the Doctores district of Mexico City.

Creating Models for Inter-Generational Living, Susanne Siepl-Coates. This studio focused on multigenerational housing, investigating the cultural requirements of multiple generations, multiple income levels, and diverse demographics.

Roatan Health Center, Jim Jones & Dragoslav Simic. This 5th year studio developed a health center for Roatan, Honduras. The students traveled to Honduras and worked with members of the community there to create their designs.

Extra-curricular initiatives. The Kansas State chapter of NOMAS is very active, participating annually in the NOMA student design competition. The Department provides financial support towards student participation in this conference. In 2014, NOMAS and other students participated in a design charrette for a proposed K-State student center for multicultural enrichment. The design competition, sponsored by the President of the University, paired interdisciplinary student teams with a faculty and professional advisor, and the student entries were judged by professionals from across the country. The K-State Multicultural Center project has moved into the planning phase. The President, Provost, and Associate Provost for diversity were deeply impressed with the students' projects, and cited their strength of vision with helping to move the idea towards reality. Other multicultural student organizations include Women in Design (WiD), open to students in architecture and allied disciplines (the President of this organization is usually an architecture student); the Hispanic American Leadership Organization, whose 2016-17 president is an M.Arch student; and a new group, Latinos in Architecture (LiA). The Department and College holds a wide range of activities concerned with multicultural issues, including lectures. In 2013 Ray Huff spoke on his work, and in 2014 Jay Seibenmorgen lectured on the Museum of the Quran designed by his firm.

Process for developing social equity plans.
Social equity aims are discussed in tandem with the Department's overall strategic planning, which are overseen by the Department's Strategic Planning and Assessment Committee. The Department's social equity strategy aligns closely with the College and University's efforts, and is tied to the University's 2025 goals. Specific objectives are undertaken by other administrative bodies and are overseen and approved by multiple agencies. Diversity as it relates to faculty recruitment and hiring, for example, is overseen by the Faculty Affairs committee, but is then ratified by the faculty as a whole, the Dean's Office, and K-State's Office of Institutional Equity. Student recruitment goals are identified by either the department's Graduate Committee (for post-baccalaureate students) or the College's Office of Student Services, and again ratified by the faculty as a whole.

Social equity, long range planning, and self-assessment.
Long-term population trends in Kansas and the country as a whole suggest future changes in applicant numbers and demographics, and both K-State and the department are planning to address these shifts. Our strategic plan discusses several initiatives to address social equity, in terms of student recruitment, faculty and curricular issues, and extra-curricular opportunities. The most significant strategies the Department has developed or proposed to enhance social equity are: the opening up of the professional program to graduate students outside architectural education, the increase of collaborative educational models, continuing investment in service-learning studios and other outreach activities, and support for NOMAS and other student organizations. For more information regarding the Department's Strategic Plan, see **1-I-1-5: Long Range Planning** below.

Assessment of the department's commitment to diversity and other social equity issues is similarly important. APDesign submits a report to K-State's Office of Diversity on a regular basis; the most recent report is included in Supplemental Materials (see **I.1.3a-2014-APDesign-Diversity-Report**). This report describes efforts to: recruit and retain students and faculty members from historically underrepresented groups; bring issues of social and cultural diversity into the curriculum; and to develop tolerance and

appreciation for personal differences. It describes initiatives and investments targeted at supporting and celebrating our minority students including our mentoring efforts with the developing scholars program, facilitation of National Organization of Minority Architecture Students (NOMAS) programs, and activities and development of scholarship and awards programs.

*Demographics and social equity***.** As of fall 2015, 24,146 students were enrolled at KSU, with a little more than half originating from Kansas. The remainder comes from the other 50 states and a growing number of international students from 100 countries. In terms of ethnicity, approximately 75% of KSU students were Caucasian. International students made up the second largest demographic (8.5%), with students of Hispanic (6.3%), African-American (3.6%) and multi-racial origin (2.9%) the next largest groups. 49% of KSU students were female.

Enrollment in APDesign was slightly more diverse than the campus as a whole. 725 students were enrolled in fall 2015. Approximately 68% were Caucasian, 12% were international, 7.1% were Hispanic, and 4% were multiracial. Asian- and African-American students each made up 3% of APDesign's demographic. Approximately 49% of APDesign students were female. Approximately half of APDesign's student body is drawn from Kansas, with Missouri residents comprising another forty percent (40%) of the total, due to a reciprocal tuition agreement between Missouri and Kansas, enacted in 1989. The final 10% of students come both from nearby states and from more remote regions of the world.

I.1.4   Defining Perspectives
A. Collaboration and Leadership. The two linked notions of collaboration and leadership are both inherent and fundamental to the studio setting at K-State. Student discovery in studio is by definition collaboration between student and faculty. As students progress through the studio sequence, they take on more and more of a lead role in the development of their projects, learning to balance internal impulse, advice, and a wide range of constrictions and responsibilities. Students rely on each other in studio for peer reviews, sharing precedents, and conducting site and context research. While this occurs across the curriculum, collaborative involvement is most involved and integral in the final year, when four graduate-level courses focus on one area of design investigation. Examples of graduate work include design-make projects and community-centered design work, where students work directly with client groups and other stakeholders. Technical courses, such as Building Construction Systems, Environmental Systems, and Structural Systems, incorporate team assignments; these courses are taught to both architecture and students from other design disciplines, prefacing collaborative paradigms in practice, and elective architectural seminars are fora for shared learning. The three professional practice courses also assign team projects and other modes of collaboration.

Outside of coursework, students are encouraged to take on leadership roles both within and outside their disciplinary studies, and many are deeply engaged in leadership roles. Advanced students are mentors for first year students. Students manage their own services, including the Plot and Laser Club, the Architectural Student Advisory Board, OZ journal, AIAS and others. Many students take on teaching assistant positions, participate in curricular and extra-curricular design competitions, and engage in design- and construction-centered outreach. Graduating students quickly rise to roles of trust in their places of employment, serving as active role models for their peers.

B. Design. Design thinking is inherent to the studio model at K-State, which promotes deep, meaningful inquiry from contextual research through close and appropriate project development. A progression of complexity is planned and monitored, moving from abstract design through analysis to complex, refined proposals. Design inquiry is predicated on form, human factors, and tectonics. The faculty as a whole is committed to and deeply involved in design education. Almost all faculty teach studio, including those who teach technically-oriented courses, and faculty commonly rotate through the studio sequence, maintaining currency of knowledge in the whole of the design curriculum and infusing new perspectives into each year level. Studio projects are sited in a wide variety of locales, from rural to urban, and from immediate to international contexts. Faculty inculcate the range of design communications, including not

only drawing and modeling, but verbal and written presentations as well. A high percentage of faculty are tenured or otherwise long-term, aiding in the strength and consistency of design education at K-State, allowing the department to continually self-reflect on the currency and strength of the design curriculum.

Early in the M.Arch program, students are introduced to three-dimensional abstract space and its manipulation, and quickly move into elementary program typologies. The first year of the non-baccalaureate M.Arch path encourages a holistic approach to environmental design, including the registration of exterior design, building design, and interior design. This proves a strong foundation for subsequent years, particularly in the importance of building siting, site design, and well-developed interior space proposals in tandem with overall building design. In second year of the non-baccalaureate program (ARCH 302 and 304) and the first year of the post-baccalaureate program (ARCH 401 and 402), students advance to addressing programmatic problems, each with one or more layers of complexity such as specific sites, specific clients, or a linkage to prescribed lines of analysis, discussed further in the next paragraph. In the next studio year, students develop designs for specific places, and much emphasis is placed on connection to place and culture, i.e. *genius loci*. ARCH 605 culminates the undergraduate studio sequence. At this level, students must dig deep into their design proposals, resolving structural, constructional, and environmental concerns in such a way as to preserve the fidelity of their incipient ideas.

At the same time, undergraduate studios teach students about research and analysis, including precedent study of building and other designed elements. In the first year of the studio curriculum, both tracks explore analytical approaches to central issues such as the relationship of interior and exterior space, the notion of lineaments, organization, connection and separation, and other core design gestures. At the beginning of their second year, non-baccalaureate students are admitted into the Departmental curriculum, and begin to focus more closely on the analysis of buildings and their components. In the spring of 2017, second students were challenged to study Juan O'Gorman's twin houses for Diego Rivera and Frida Kahlo. They analyzed the structures and the bridge linking them, and followed this by designing a new bridge. Post-baccalaureate students enter the M.Arch with advanced architectural studios that incorporate objectives from the non-baccalaureate second year. In spring 2016, the accelerated architectural studio studied specific artists, bringing precepts from their art into design principles. Both student groups move into ARCH 403 and 404, which furthers the analytical and research basis of design. ARCH 403, the fall studio, focuses on the rural landscape, necessitating a close read of this context, including topography, cultural factors, and the vernacular. 404 switches focus to the complexity of the urban environment. Here students closely consider analytical issues such as site selection, particularly as it relates to program and client. Students engage with the wealth of data and influence supplied by the urban context, discovering the importance of deterministic analysis, choosing the elements around them to build upon their design ideas. In ARCH 605, the notion of analysis turns inwards, as students are required to understand, design, and detail their design gestures, replicating the intensive process of realizing a professional design proposal through the design development process.

The graduate studios and related courses, taught to both post-bacc and non-bacc cohorts, comprise a year-long issue-oriented investigation leading to a well-crafted architectural knowledge-based proposition. While topics vary from studio to studio, issues are intensely and meaningfully investigated. Student proposals reflect the state of knowledge of the subject under study and seek to challenge the existing norm. Taught in small, individually-focused sections, Project Programming, Architectural Design Communication and Architectural Design Studios 7 and 8 constitute a cluster of courses that complete the curriculum for the professional master of architecture degree. These courses provide students opportunities to integrate lessons learned in earlier courses and to demonstrate their mastery of the subject matters covered in the professional curriculum. The final academic testing ground, these courses provide a place for students to display the judgment and dedication appropriate for the holder of a professional degree in architecture.

C. Professional Opportunity. Incorporating professional linkages into all levels of the curriculum is a central tenet of the M.Arch program at K-State. The most involved professional opportunity offered K-State students is an eight-month faculty-supervised internship. Students accept positions across the

country and occasionally internationally. Aside from this, K-State integrates professional contact into its curriculum overall. ADS 5 studios partner with particular firms to aid in students' understanding of design development, and graduate level studios often work closely with firms, product manufacturers, or other representatives of the design and construction fields (see **I.1.4.C-ADS7.8_Howe_Syllabus**, for example). At least once every year, studios go on extended field trips to major cities, which often feature firm visits and tours by alumni. Many options are available for students to engage with the profession outside of coursework. The department's Architect Licensing Advisor, APDesign's Student Services and K-State's Career and Employment Services offer a wide range of professional development opportunities, including the annual Design Expo, which brings in dozens of firms to recruit students (over 70 firms in both 2016 and 2017), Mock interviews and resume and portfolio reviews prepare students for their job searches. The APDPro program puts on a variety of career development events each year and affords students the opportunity to be matched with a professional mentor to advise them in their development. For the past five years, students have participated in the AIA Central States' Region student charrette. Competitors receive free registration to attend the conference. The 2016 conference was held in Manhattan, co-sponsored by APDesign, and was organized by K-State faculty. Some faculty participated as presenters, and many others attended, acting as role models for students. The Department's Professional Advisory Board, comprised of active professionals, advises the Department and acts as a resource for students. The Dean's Advisory Council performs similar functions at the college level. The Department's Regnier Visiting Professorship allows the Department to bring nationally and internationally recognized architects to lead graduate studios. Each year, an outstanding alumnus is honored and brought to campus to lecture and interact with students. Practitioners from BNIM and El Dorado Architects routinely lead studios, and the KCDC links students to practitioners, government agencies, and client groups in their real-world projects. Five faculty members, on average, are licensed architects with full-time practices, and a larger number practice at least part-time. The College and Department honor highly successful alumni on an annual basis through the Alumni Fellow and Alumni Honoree program, bringing these esteemed practitioners back to campus to interact with students and faculty. In 2016, the university awarded Clemente Jacquez, M.Arch 2008, with the Distinguished Young Alumnus award, which recognized both his strong and sustained career since graduation and his extensive engagement while a student at K-State.

D. Stewardship of the Environment. An approach to environmental stewardship is infused in all levels of the M.Arch curriculum. ENVD studios require students to holistically consider exterior and site conditions and the quality of interior spaces in tandem with architectural design considerations. In the fall of second year (non-baccs, fall of first year for post-baccs), students take ARCH 248 – Fundamentals of Architectural Technology. This course outlines the major technological considerations of building design, the implications of material selection, and provides a theoretical basis for environmental systems integration in particular. The Environmental Systems curriculum continues and refines this approach, integrating best practices in sustainability with tutelage in environmental and building service systems. This curriculum has been recently updated to include performance-based software and other contemporary practices; techniques learned here are directly applicable to studio projects. This approach promotes the integration of qualitative sustainable strategies in normative design process. All students must also take LAR 500 Site Planning, which discusses, among other things, site conservation. As students move through the studio sequence, they are encouraged to incorporate sustainable systems in their designs, and their approaches become more evolved as they assimilate technical information. Specific studios have been themed based on qualitative and quantitative environmentalism. Architectural Design Studio 3 (ARCH403) is focused on place in regard to environmental factors, particularly the rural context of the Kansas Flint Hills; place-based architecture approach is inherently about the environment. This culminates in the graduate studios and co-requisite courses, including ARCH 805 Project Programming. In this course, sustainable considerations are considered alongside a wide range of other concerns, and often become a salient design feature in the corresponding studio courses (ARCH 806 and 807). A number of seminars deal broadly with environmental stewardship; recent course titles include the Sustainability of Urban Design, The Science and Design of Building Skins, Rural Sustainability, and the Deep Beauty of Sustainable Architecture. See **I.1.4.D-sample syllabi** for a few examples of the scope of these seminars. Faculty often involve students in applied research for credit; two recent research projects include the evaluation of building envelope energy transfer and daylight performance. A student chapter

of Emerging Green Builders integrates architecture students with other design and construction industry majors, including landscape architecture, interiors, and construction science. The new facility for APDesign will enhance teaching opportunities through exemplifying a wide range of sustainable strategies and building components, including daylighting, passive solar, energy recovery and other features. The complex was designed to achieve LEED Gold status. BNIM, a well-known Kansas City firm, is administering the LEED certification process for the project.

E. Community and Social Responsibility. It has been said that architects are citizens first, and professionals second. As part of the State's land-grant university, the Department is committed to instilling community and social responsibility in its students and to having students enact their future roles while in residence. Early in their studies, students take Environmental Design and Society, which explores the relationship between the built environment and the culture that invests in it. Many design studios explore community in context, particularly of the rural and urban environments of Kansas. ARCH 302, 304, 403, and 404 studios explore a range of rural, semi-urban, and dense urban contexts. The Bowman Prize challenges all ARCH 403 students to devise a project in a rural Kansas setting; recent projects have been sited in small rural towns to enhance student exposure to rural communities. ARCH 853 Professional Practice focuses on the ethics of practice, among other concerns. Many graduate level studios (ARCH 806 and 807) work directly with real communities and constituencies, examining issues including health and palliative care, small rural towns, engaged community projects, design-build projects, and urban and rural design projects. Many of these projects lead to positive community change. Susanne Siepl-Coates regularly teaches in and coordinates graduate level studios. Three of her most recent projects tackle topical social concerns. In 2016-17, for example, her studio designed a center for victims of torture. See sample syllabi for some of the courses mentioned here in **I.1.4.E-Community Social Responsibility-syllabi**. Additional examples of community-minded graduate studio projects are below.

Kansas City Design Center, Vladimir Krstic. This perennial 5th year studio, sited in Kansas City, focuses on developing urban design proposals related to historically underrepresented groups and geographies in Kansas City. The students work with members of the community, organizations representing under-represented groups, and with the city to realize their proposals. In 2016-17, the KCDC worked with Portuguese architect Goncalo Byrne, visiting four cities in Portugal to identify urban strategies to enhance Kansas City neighborhoods.

Small Town Studio, Todd Gabbard. Rural America is home to roughly 25% of the nation's citizens, yet the context is under-served by the design and construction field. This studio focuses on the context of rural Kansan townships including Colby, Cuba, and Eureka. Students in the studio work closely with residents, governmental agencies, experts on campus and farther afield, and in situ community groups to develop a broad range of design proposals to address current and future needs and desires of the towns investigated.

Design-Make, El Dorado Architects. The studio designs, fabricates, and installs projects for underserved populations, including the Girl Scouts of NE Kansas' Camp Daisy and Asian Americans for Equality. In 2016-17, the studio designed and helped construct a prototype affordable housing complex.

Outside the curriculum, students have many opportunities to engage in community. Within the Department, students take on a great deal of responsibility, including managing the student-run Plot and Laser Club, or serving on the Architecture Student Advisory Board, which communicates with the Department Head. Students are regularly invited to sit on Departmental committees. Many students develop personal commitments to service while at K-State through a wide range of extra-curricular service initiatives. Architecture students often find their knowledge base and experience to be particularly valuable on service projects, whether initiated in the Department, elsewhere on K-State, or outside the University, and these experiences reinforce the approach of the Department's activities towards service learning and outreach.

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I.1.5   Long Range Planning

Process. The strategic planning process is overseen by the Strategic Planning and Assessment committee. The committee meets as needed to review and propose changes to the strategic plan of the department. No less than once a year, the committee will report on its activities to the faculty as a whole. The committee will collate any recommended changes to the plan as well as chart progress towards objectives. A draft of the updated plan will be presented to the faculty as a whole for discussion and ratification. The plan version will be notated by the date of its official ratification by the departmental faculty.

Relationship between department long-range planning and institution. In 2012, K-State initiated its 2025 Visionary Plan, designed to chart a roadmap to the future of the institution as a top 50 public research university. The 18-month planning process involved every unit of the university, including teaching units, outreach, athletics, and administration. The department of architecture engaged in the process, both as a unit and as part of the College of APDesign. As part of these activities, the departmental strategic plan was translated into a matrix (see attachment **I.1.5.a-2025 alignment matrix**) to align with the 2025 plan.

The alignment process allowed the department to consider its priorities and planned activities in light of the long-term goals of the university as a whole, and reciprocally allowed the university to leverage the department's excellence in teaching and other achievements to forward public perception and resource allocation. The recent national rankings of the Department (and the other departments in APDesign) played a role, for example, in the President's promotion of the new Seaton Hall construction, which has long been a priority of the college and department. The 2025 process has allowed the department to be better informed about the activities of the university as a whole and specific initiatives that align with the department's priorities, allowing coordination and interdisciplinary collaboration, itself a goal of the Department.

The Department has made progress towards realizing its 2025 goals. Most significant is the institution of the post-baccalaureate M.Arch entry point, which directly addressed goal 3.A.1 on the alignment matrix. The Department has also realized several new learning opportunities (goal 3.B.1), including participating in the cooperative educational Washington-Alexandria Architecture Center, creating an opportunity for study abroad in the Fall semester, and exploring the potential for MS Architecture students to participate in a semester-long practicum at the Kansas City Design Center. The Department works closely with the College's APDPro initiative, preparing students to enter the profession and other fields (2.A.1 and 2.B). Recent curricular work to hone technical courses and coordinate them with design studio objectives also addresses a 2025 goal. The 2025 plan is also important in terms of planning of future departmental strategy. It sets goals for the number of students and constituent types, research and creative objectives, funding, student enrichment and faculty development, among other areas.

Five perspectives and long-range planning. Simply, the department's mission and strategic plan are directly connected to all five perspectives; this close integration is discussed below. Please refer to the department's strategic plan (attachment **I.1.5.b-Strategic_Plan**) in Supplemental Materials. Section III of the plan outlines the five mission strategic objectives (MSOs), and the following sections describe them in more detail.

A. Collaboration and Leadership. Specific ties to strategic planning can be seen in the plan's mission strategic objective (MSO) 3: Service Learning and Outreach Activities. The department emphasizes service learning as a desirable mode, aiding as it does student development in leadership and collaborative skills and helping the department further its connection to the citizens and context of Kansas. Engaged service learning projects, particularly those undertaken in studio, require students to develop integrated team-based approaches to design problems and to adopt the role of leaders. More broadly, collaboration touches every aspect of the department's teaching activities, and is addressed at every level of the department's professional programs. The department's faculty consistently looks for ways to strengthen students' opportunity to strengthen their relationship to these ideals. Collaboration is present from the beginning of the first year curriculum, taught as it is in common to all non-baccalaureate

students in the college. This provides a foundation for continued dialogue as students specialize into the four professional tracks of the college (architecture, landscape architecture, planning, and interior architecture/product design). While most studio projects are prosecuted individually, studios as a whole require collaborative activities such as research to further refine cooperative skills, and many required professional studies courses require group work. Studio at K-State cultivates a wide range of leadership skills, from self-reliance and accomplishment to communication and consensus building. Many projects in ADS 806 and 807 (graduate level studios) are based in real-world issues or contexts, requiring students to respond appropriately to real or quasi-real clients; on average one project each year results in a built form, and many others directly engage client or community groups. These ties to perspective A have emerged through a continuing examination of the department's professional curricula by the department's faculty as a whole.

B. Design. The department's commitment to design as a student outcome is reflected in the strategic plan's first Mission Strategic Objective: Excellence in Design-Centered Education. The faculty's goal is to remain as a highly regarded center for design education by current architectural practitioners. Specific strategies to address this is to focus on instilling design thinking in students, to infuse cross-course approaches, such as including design thinking in technical courses and adding technical competency to the scope of design studios, and to broaden student learning opportunities towards the role of design in the world.

C. Professional Opportunity. MSO 4 states the Department's intent to strengthen its engagement with the profession. Of particular concern is linkage between students and the profession. The Department has made a number of program enhancements to increase professional exposure, such as having ARCH 605 studio sections liaise with a specific firm over the course of the semester to increase student understanding of technical documentation and architectural detailing. Another example is the increase of sponsored year-level competitions, which exposes students to esteemed professionals as critics and challenges students to explore specific facets of professional life, such as products and assemblies (as in the Manko and US Stone competition) and contexts (the Bowman forum, which emphasizes the rural Kansas landscape).

D. Stewardship of the Environment. Recent curricular developments, which underscore MSO 1: Excellence in Design-Centered Education, have moved environmental stewardship approaches further into the professional program. A realignment of Environmental Systems courses has integrated passive approaches to architecture with active, evidence based design methods. Application level information is supplemented by studio-based opportunities to infuse broad-based responsible resource use into projects ranging from single buildings to urban design. MSO 4's commitment to professional engagement exposes students to current practices in this area. As an example, a prominent educational partner is BNIM, a firm lauded for its approach to sustainability. Finally, the new Seaton Hall is intended to be LEED rated, and will serve as a teaching tool for contemporary environmental architecture.

E. Community and Social Responsibility. The Department's strategic objectives to encourage student engagement with communities and cultures are closely tied to Perspective A above – essentially, opportunities for collaboration and leadership purposefully dovetail with community engagement activities. The graduate year studios and associated courses have been crafted to be specifically oriented to community and social issues. Design+Make, a community-based design build studio, is a good example of this. Other graduate studios have addressed a variety of social issues, such as Susanne Siepl-Coates' studio emphasis on palliative care and the Kansas City Design Center's in-situ urban design projects, and a variety of studios in other years have taken on specific community design projects.

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I.1.6.A Program Self-Assessment
Self-assessment process and focus of program. The Department regularly engages in a wide range of self-assessment procedures. Assessment influences decisions ranging from individual courses to faculty activities to the overall orientation of our degree programs. The first strategic principle of the Department is to matriculate emerging professionals that have a deep personal relationship to design and design

process, excellent technical and practical capacities, are immediately productive, and therefore desirable to the profession. This goal necessitates an understanding of the needs and trajectory of contemporary practice and a continual gathering of data from current students and graduates, faculty, and professionals. A second goal is for departmental constituents (primarily faculty and students) to cultivate highly-regarded intellectual development, which also requires continuing feedback from faculty and the academy at large. Each point of the Department's strategic plan includes metrics to assess progress. On a yearly basis, the Strategic Planning and Assessment committee collates the progress of the Department and its constituents towards its goals. See **I.1.5.b-Strategic_Plan** for more specific information on assessment methods and progress to date.

Institutional requirements for self-assessment. The Department's two graduate programs, the M.Arch and the MS Arch, both undergo regular assessment as required by K-State's Graduate School and the Kansas Board of Regents to ensure that student learning is of high quality. In general, student learning objectives for the M.Arch program are based on NAAB criteria that the Department feels important to focus on during that assessment cycle. In this way accreditation and assessment efforts reinforce each other.

The most recent assessment of student learning report for the M.Arch can be found in Section 4 as **I.1.6.A-a-M.Arch-program-assessment-report**, and the requirements for assessment at K-State can be found at the Office of Assessment's website. In brief, the most recent assessment of student learning focused on three objectives. The first was the ability of M.Arch students to be able to critically examine a wide range of contextual inputs; in essence, to be able to respond to programmatic, site, contextual, and cultural issues in a design process. Second was the ability of M.Arch students to exhibit professional-level communication skills, particularly through speaking and writing. Evaluating this metric allowed us to test the efficacy of recent curricular changes that focused on developing writing and other communication skills. The third was student research and other investigative skills, which are of particular importance in the graduate studio year of both M.Arch cohorts. Data collected showed that 88% of students met or exceeded expectations in terms of knowledge and research skills. 92% met or exceeded expectations in communication skills. Communication and research skills are directly linked to NAAB criteria.

Solicitation of faculty, student, and graduate views on teaching, learning and achievement opportunities. The Department, in cooperation with the College, the Graduate School, and several University Offices routinely gathers data from a wide range of constituents on the quality and efficacy of its degree programs. Exit surveys are solicited just prior to graduation. These are comprehensive surveys asking questions about all aspects of student life – curriculum, faculty, facilities, and extra-curricular life. Surveys are also sent out to one and three year alumni; these surveys cover career benchmarks, as well as reflections on the value of degree programs and many other aspects of their time at K-State. An example of these survey results is included in Supplemental Materials as **I.1.6.A-b-2014-student-exit-survey,** and we send a similar survey to students one year after graduation (see **I.1.6.A.b-One Year Alumni report**). More broadly, a number of alums are involved in the Department's Professional Advisory Board, advising the Department Head on strategic goals.

Faculty feedback is continual and immediate, based on the department's commitment to collective governance. In this accreditation cycle, the faculty has devoted a great deal of attention to curricular issues. Twice a year, the department head convenes faculty retreats to consider strategic issues including curricular objectives. These focused discussions have led to committee and task force work to reconsider a variety of courses, including the structures sequence, environmental systems, digital technology, and building construction materials and assemblies courses. The changes in coursework have improved the efficiency and quality of the M.Arch curriculum, allowed technical coursework to be delivered in a timely fashion to studio objectives, and made student self-determination in coursework more flexible.

Course evaluations. Each course an instructor teaches, barring individual study and other small population courses, must be evaluated by students taking the course. Instructors may choose from one of two assessment tools: the TEVAL, a system proprietary to K-State, and IDEA. Information about these

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systems can be found at K-State's Teaching & Learning Center website. Faculty include student evaluations in their annual reports and tenure packages, as required by Section C of K-State's University Handbook. See **I.1.6.A-c-University Handbook Section C excerpt** in Supplemental Materials for more details.

How assessment informs long-range planning. The Department's self-assessment efforts are closely tied to long-term planning. Both the strategic plan of the Department and the development of assessment modes are under the purview of the Departmental faculty. A standing committee is designed to address both endeavors: the Strategic Planning and Assessment Committee. This reinforces the necessary connection between proposal of a trajectory, its implementation, assessment, and review. Though this committee is the instrument that voices policy, the faculty as a whole is directly involved in shaping and refining the Department's strategic objectives. The development and dissemination of collated data is an important component of the planning process. Curricular development, for example, is informed by many levels of assessment – documented student success, efficacy of content delivery, and the trajectory of practice. All of these metrics inform and shape the future of the program's curriculum. Faculty issues such as recruitment and hiring carry similarly long term connotations, and decisions as to the character and competencies of new hires are informed by projected needs, perspectives from faculty, students, and external constituencies. A good example of the importance of assessment to departmental policy is the recent addition of the 3-year post-baccalaureate entry point for the professional Master of Architecture. Data generated by the College's Office of Student Services underlined the importance of expanding the reach of the program to additional student constituencies; this data was brought to the faculty at large, who then implemented a task force to address the emergent strategic concern.

The Department regularly access a wide range of data in order to inform its strategic planning. Below is a partial list of types of data (and its source in parentheses) the Strategic Planning and Assessment committee, the Department's administration, and the faculty at large access on a regular basis in the development of policy.

> **Teaching**: # of student credit hours generated per faculty member and in department as a whole, (Registrar's office); teaching effectiveness, by student evaluation (Center for Teaching and Learning) and annual activity reports (faculty), and Graduate School accreditation (Kansas Board of Regents), cost of instruction (Provost's office), quality of student work (NAAB accreditation, internal and external competitions, awards), value of education (post-graduation statistics)

> **Research, Creative and Scholarly Activity**: faculty self-reporting (annual activity reports), College RCSA director report, disseminated work (various publications, conference proceedings), grants awarded (granting agencies, Pre-Award Services), Provost's report (Provost's office),

> **People**: current and projected student numbers (Registrar, Admissions, recruitment, other sources), student graduation and employment rates (Career and Employment Services), current and projected faculty and staffing needs (internally generated by Head, in consultation with Graduate Program Director and the College's Student Services Office), alumni involvement (Head, Professional Advisory Board), participation with/by profession (individual faculty, Head, Professional Advisory Board, NCARB/Internship Administrator), College professional activities (APD Pro, Design Expo, Mock Interviews, etc.).

> **Facilities**: departmental space needs (departmental Building Task Force), technology needs (Technology Committee, College Technology Committee, Plot Club, Laser Club), Kansas City Design Center (Dean's Office, granting agencies)

> **Finances & Non-Financial Resources**: current financial status (Head, Dean's Office), financial projections (Head), equipment and material (Technology committee, individual projects as reported by faculty and staff), collaborations (grants applied for and won – pre-award services, client and other studio sponsorships – K-State Foundation, student academic enhancement activities – Professional Advisory Board, K-State Foundation), information resource use and procurement (K-State libraries, students and faculty, computer and network services)

I.1.6.B. Curricular Assessment and Development

The cornerstone of the Department's approach to curriculum is the primacy of faculty governance. In short, the curriculum of the Department's programs is under the oversight of the faculty as a whole. This policy prevents faculty 'siloing' and foments wide-ranging and continual discussion. Procedurally, the quality and appropriateness of the department's curriculum is overseen by the Academic Affairs committee, which meets on a continual basis. This committee examines potential changes to the curriculum of the department, and is the beginning of any official curricular changes.

The curricular assessment process. Four cases exist in terms of curricular changes: expedited and non-expedited, and undergraduate and graduate. The chart below indicates the procedure for expedited curriculum changes at the undergraduate level – anything relatively minor that does not impact other academic departments on campus. Essentially, the change proposal is worked up by the department's standing Academic Affairs committee, which brings the proposal to a vote by the departmental faculty at large. If approved, the proposal is sent to the College curriculum committee, which provides procedural oversight. Once approved, the change is forwarded to the University Registrar for appropriate action.
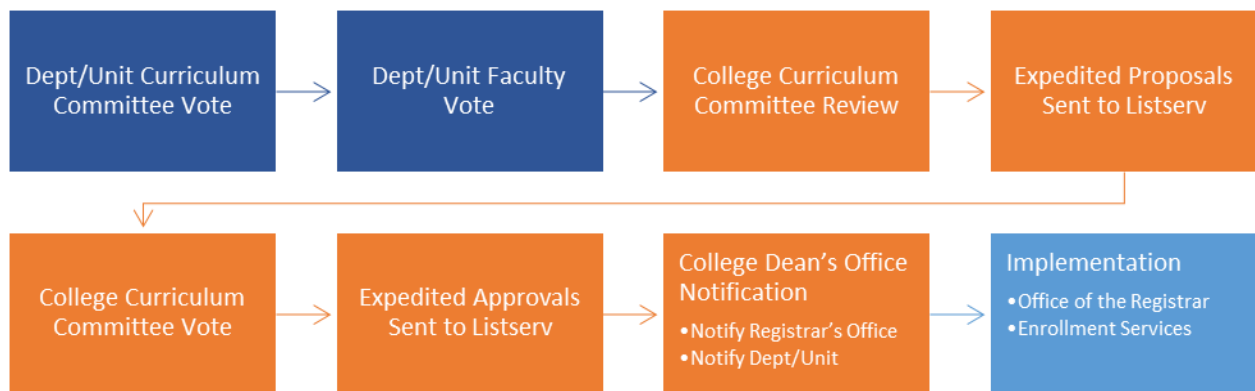
Expedited changes at the graduate level must be approved by the Department, College, and Graduate School, as seen below:
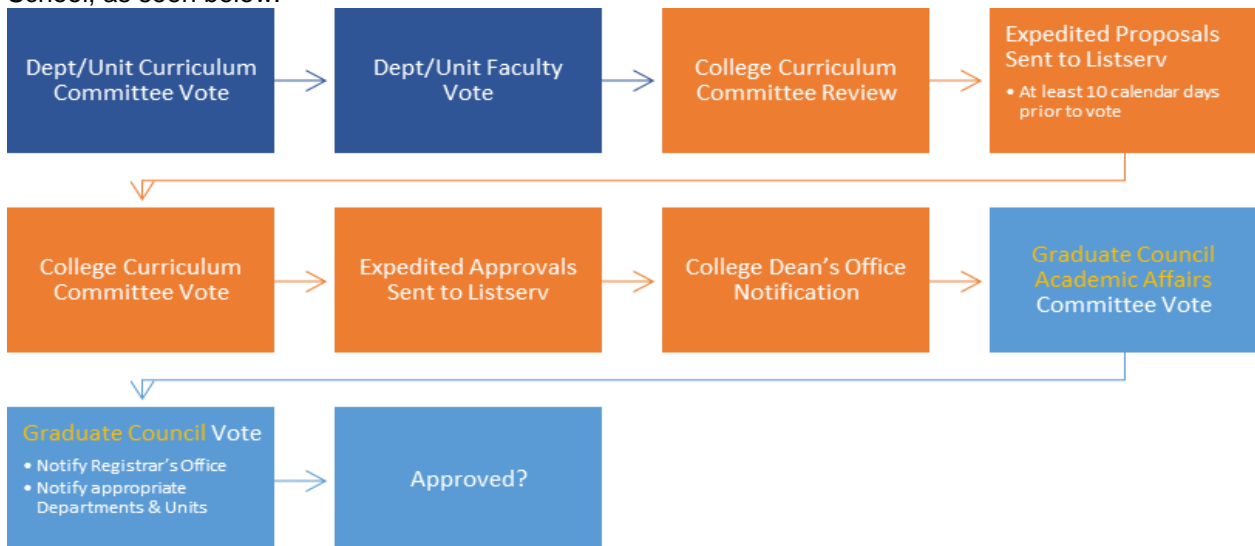
Non-expedited curriculum changes including new courses, new curricula or programs, consolidation of programs, anything that changes the number of credits students take, and proposals that can affect other academic departments, must additionally be approved by K-State's Faculty Senate, as seen in the

flowchart below. As with expedited changes, non-expedited proposals at the graduate level must also be approved by the Graduate School.
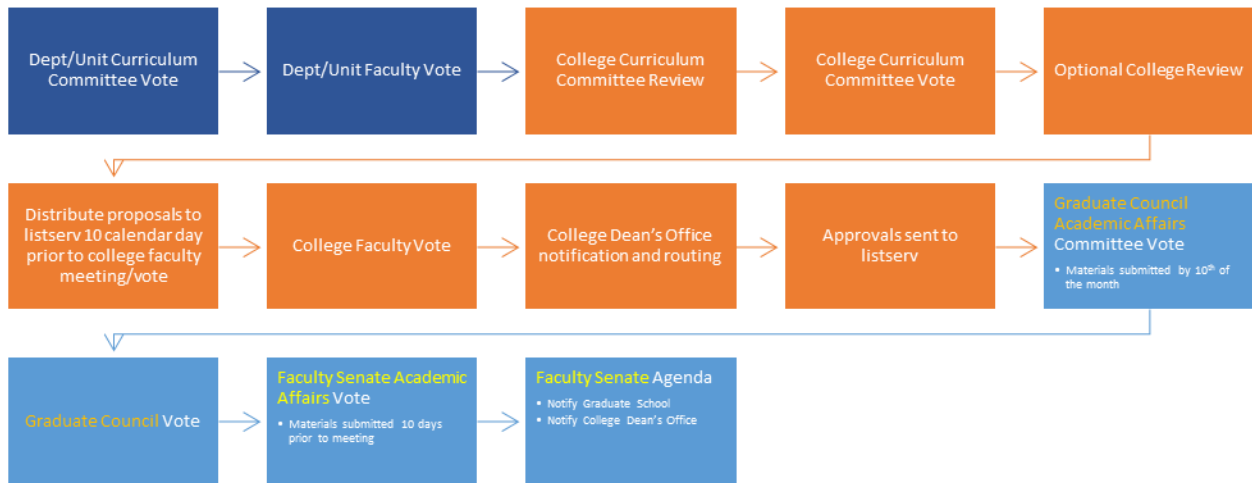
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Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met.

Three conditions were considered not met in by 2011: I.1.4 Long-Range Planning, SPC B.2 Accessibility, and II.2.2 Professional Degrees and Curriculum. Each unmet condition will be discussed, including the exact text from the Visiting Team Report. This will be followed with a notation of disambiguation between 2009 Conditions and 2014 Conditions, and finally, with a response to the unmet condition.

I.1.4 Long-Range Planning

An accredited degree program must demonstrate that it has identified multi- year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making. **[x] The program's processes do not meet the standards as set by the NAAB.**

2011 Team Assessment: This condition is not met. While there are tremendous efforts underway at the university level with the 2025 Plan, as well as at the college level (with the "CAP+D Future Vision", 2009 version) in alignment with the 2025 Plan, the strategic planning efforts at the department level do not meet the standards as set by the NAAB in this condition. The department's efforts with regard to strategic planning have improved since the last focused evaluation, including changes in administrative leadership at both the department and college level. However, as those are relatively new appointments, the team could not find sufficient evidence at this time that a plan exists or how long range planning is being tied to the five perspectives or how data is collected to inform the department's strategic decision making.

The 2009 Condition cited as unmet is outlined below.

> *I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making. The APR must include the following:*
>
> - *A description of the process by which the program identifies its objectives for continuous improvement.*
>
> - *A description of the data and information sources used to inform the development of these objectives.*
>
> - *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
>
> - *A description of the role the five perspectives play in long-range planning.*

The comparable 2014 condition is **I.1.5 Long-Range Planning**, defined below.

> *I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture* (sic)

The 2014 condition is far less specific than the 2009 version. The 2011 visiting team's comments noted that the department's efforts did improve from previous visits, but due to new leadership, did not have sufficient evidence of an overall strategic plan. The 2014 condition seems to require a "planning process," but is not at all specific on outcomes or relevance of planning activities to other aspects of the accreditation process. Regardless, the specific deficiencies cited in 2011 are these:

1. (lack of) "*sufficient evidence that a plan exists*"

2. (no evidence how) "*long range planning is tied to the five perspectives*"

3. (no evidence how) "*data is collected to inform the department's strategic decision making.*"

1. "*Sufficient evidence that a plan exists.*" The current version of the department's strategic plan, located in Section 4: Supplementary Materials, in the Section 2/Conditions Not Met folder (**I.1.5-long-range-planning-arch-strategic-plan**). The department's long-term plan is divided into five mission strategic objectives, or MSOs, covering all of the department's teaching, creative and research inquiry, service, and outreach activities, as well as resources. The department, in concert with the university, college, and other stakeholders, has made significant strides towards achieving the plan's goals. The 3-year post-baccalaureate degree offering has been enacted, for example, and departmental faculty are eminently engaged in important research, creative endeavors, and service. In terms of facilities, the department and college have embarked on the most ambitious undertaking in the department's history: the construction of Regnier Hall and renovation of both Seaton and Mechanics' Hall. The $75 million project increases space available for teaching, research, and outreach activities, almost doubles the size of the shop, and creates a new library and meeting hall, among other spaces. The new construction is the most marked improvement of the department's facilities in its 112 year history. The project has created a ripple of responses in every other aspects of the department's plan, from people, to finances, to teaching and other activities.

Strategic planning has never been more important or paramount in the activities of the department as it has in this accreditation cycle. For the first half of the cycle, the department's long-term planning was done in concert with the rest of K-State in the development of the shared 2025 plan. K-State's plan informed the general structure of the departmental plan. Since then, the department's focus has been on the refinement of all aspects of the department's plan in light of the 2025 plan, NAAB's five perspectives, and its own priorities. The plan is the purview of the department's faculty. The department selects a committee to develop, maintain, and revise the plan. Stakeholders including students, alumni, and others are consulted. The committee brings its recommendations to the department as a whole for comment and assent at least once a year.

2. "*how long range planning is tied to the five perspectives.*" The relationship between the five perspectives and the department's response to these is detailed in **section I.1.5: Long-Range Planning.**

3. "*how data is collected to inform the department's strategic decision making.*" Data is continually collected from a wide variety of sources, and is briefly summarized in section **I.1.6A: Program Self-Assessment**.

B. 2. Accessibility
Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities. **[x] Not Met**

*2011 Team Assessment This criterion is **not met** at the level of ability. While most studio projects show an understanding level of accessibility, the team could not find sufficient evidence that they consistently demonstrate the students' ability with regards to accessibility, particularly as it relates to accessible site design, bathroom design, and stair railings in their design work.*

The 2009 **B.2: Accessibility** SPC has been promulgated to 2014's **B.3: Codes and Regulations**, which reads as follows: *Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.* B.3 combines accessibility with life safety code requirements. Students are required to show the ability to apply both life safety and accessibility standards.

K-State's program assigned coverage of SPC B.3 to **ARCH 605: Architectural Design Studio 5**. This course is considered the final undergraduate studio for both non-baccalaureate students and post-baccalaureate students, and as such challenges them to apply the breadth of technical course content previously delivered to a single, semester long project. Steps have been taken to ensure students do correctly address accessibility issues in this project, including all deficient aspects noted above: site design, bathroom design, and stair railings.

Secondary coverage to this studio is coursework **in ARCH 434: Building Construction Systems in Architecture II** (life safety and accessibility) and **ARCH 514: Environmental Systems in Architecture 2**

(life safety, accessibility as it relates to plumbing fixtures and toilet rooms). Both of these courses are taught the semester before students take ARCH 605, specifically to help students obtain currency of knowledge in accessibility.

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II.2.2 Professional Degrees and Curriculum
The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs. **[x] Not Met**

*2011 Team Assessment: This condition is **not met**. While the school has attempted to increase general studies to a count of 46 credit hours, the team found two issues that do not meet II.2.2. General Studies as called for in the 2009 Conditions and Procedures. So while the school has made efforts to increase to 49 total credit hours of general studies, the team could only find evidence of 37 credit hours that could be applied to satisfy this aspect of this condition:*

• Professional Support Electives (total 6 credit hours in the fifth year) as presently defined may be taken both within the department and college as well as outside of. Although many students will achieve these hours outside of the college, these courses cannot be counted towards the 45 General Studies credit hour requirement as there could be students taking architectural, landscape and planning courses to count in the professional studies electives. The "II.2.2 General Studies" Condition specifically requires that the 45 hours of general studies must be in the "arts, humanities, and science" and must be taught "outside of architectural studies" with "other than architectural content." Thus these 6 credit hours, as defined in the school's 2010 edition of the M-Arch Handbook, cannot be considered in the 45 hour general studies count. • The Planning elective (3 credit hours) contains architectural content and therefore cannot be counted towards the 45 credit hour general studies requirement. • LAR 500 - Site Planning and Design course (3 credit hours) also contains architectural content, and is in the SPC matrix. Therefore it cannot be counted towards the 45 credit hour general studies requirement.

The Department has worked to comply with the 2009 Condition of 45 hours taken outside the Department and with no architectural content. The 2014 Conditions uses slightly different verbiage than the 2009 document, as seen below:

Single Institution (SI): Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level and all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. The program is a combination of undergraduate and graduate education. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.

General Studies are defined as: *Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution's baccalaureate degree.*

Single institution Master of Architecture degrees must include 45 hours of General Studies courses. At K-State, student requirements for General Studies are divided into required courses and elective courses, as broken down below:

Required General Studies courses:	MATH 100	College Algebra	3 credit hours
	COMM 100	Public Speaking	2 credit hours
	PHYS 115	Descriptive Physics	5 credit hours

	ENGL 100	Expository Writing 1	3 credit hours
	ENGL 200	Expository Writing 2 +	3 credit hours
			16 credit hours
Elective General Studies courses:		General Electives* +	**29 credit hours**
Total General Studies courses:			**45 credit hours**

*General Electives are defined in K-State's curriculum thusly: A minimum of 29 general elective credits must be taken outside of the College of Architecture, Planning & Design. General electives may be taken in pursuit of a minor. They may be taken any time before or during the Architecture program and may include K-State-approved AP, IB, CLEP and transfer credit. General electives may include K-State-approved extracurricular work as allowed by university regulations. Students may not count more than 3 total hours of recreation credits toward graduation.

The 2011 Accreditation Team cited other categories of required credits as counting towards the 45 General Studies credits, such as Professional Support Electives, a required Planning elective, and Site Planning. All of these courses do, as the team correctly assessed, contain architectural content, and so cannot be counted toward the 45 credit minimum. None of the credits from these courses are included in the department's tally of General Studies credits for this accreditation cycle. The department has required that General Electives must be taken outside the College as a whole, to further ensure that no architecture-related content is present in the coursework.

Program Response to Causes of Concern.
Three areas were indicated as causes of concern by the 2011 Visiting Team. Each is enumerated and discussed below.

Faculty Development.
The faculty is engaged in research and creative scholarship, but without adequate support and, sometimes, in spite of teaching overload. While this speaks about faculty commitment and dedication to the program, the team does not think that this is a sustainable condition. The team did not find evidence that there are adequate resources and plans to support faculty development, such as sufficient funding for traveling to attend conferences, and release time or other incentives for research. As research becomes an increasingly important component in the growth of design knowledge, support for faculty development should be a top priority for any accredited professional program in architecture. This is also particularly important for the architecture program at KSU, where the university has the ambition to achieve a "Top 50 Research University" status by 2025.

Encouraging faculty research and creative initiatives (abbreviated RSCAD at K-State, which stands for research, scholarly, and creative activities and discovery) is a central part of K-State's and the Department's strategy for the foreseeable future. Consequently, many steps have been taken to bolster resources for faculty development. All new tenure-track appointments are awarded a $10,000 start-up package for research and creative endeavors. A private donor has made available funding for the Regnier Chair of Excellence, awarded to a faculty member of distinction to allow for time release for research and a yearly $20,000 stipend. The Department has awarded an average of $1500 in annual funding for travel and minor research needs. Tenure-track faculty receive additional support from Foundation funds. The department Professional Advisory Board also awards a $1500 faculty development grant. APDesign offers a limited number of grants each year, usually to supplement partially funded travel and other initiatives, and faculty may apply for University Small Research Grants and Faculty Development Awards through the Office of Research & Sponsored Programs (ORSP). On average one or two faculty receive each of these awards each year. A great deal of institutional assistance for faculty development is available as well. The ORSP consults with faculty on the applicability of outside funding for their research initiatives. Many faculty have received external funding for their projects, including Vladimir Krstic's Kansas City Design Center, the Design Make Studio, the Small Town Studio, and others. Michael

Gibson's Cool Facades initiative, for example, received an NCARB grant for the Integration of Education and Practice in 2014.

Faculty development as teachers is also important to the University, which has developed a number of programs to increase teaching quality and effectiveness. The Teaching & Learning Center offers a wide range of programs, such as the New Faculty Institute, a year-long Peer Review of Teaching program, which pairs professors with on-campus mentors, SPOTLIGHT K-State, which follows a TED talk format to discuss emerging best practices.

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Integrated Design.
While most of the SPCs are met individually (some with distinction), and SPC B.6 Comprehensive Design is met, the team found that the integration of the SPCs across the studios, especially at the upper level (4th and 5th year, ARCH 605, ARCH 806 and ARCH 807), was marginally sufficient. An integration of all the SPCs (including, more specifically, B.2 Accessibility, B.3 Sustainability and B.4 Site Design) did not show consistently in the upper level studio projects, which did not convincingly demonstrate how the principles addressed in the SPCs were incorporated comprehensively across the various studios. If not properly addressed, this weakness, in an otherwise strong curriculum, may become a serious deficiency of the program.

At K-State, the three final required studios (ARCH 605, 806, and 807) follow an arc of increasing complexity in terms of integration, beginning with technical mastery in 605 to the integration of design thesis with design execution in 807. ARCH 605 is the course in this accreditation cycle that addresses SPC C.3: Integrative Design (the 2014 Conditions analogue of the 2009 SPC B.6). Much planning has gone in to ensuring 605 meets C.3 to a high degree of quality. ARCH 605 requires students to develop a single building project over the course of the semester from a conceptual proposal through a design process that culminates in design detailing. Along the way, students have to resolve site planning, programming, building structure, construction, and systems, codes and regulations, all the while aspiring to highly qualitative design. Student preparation for this studio was a priority. As such, the department resolved to ensure students had taken all required technical courses prior to taking ARCH 605, and the department created a new course, ARCH 434: Building Construction Systems in Architecture 2. This course is specifically concerned with building material assemblies, and is taught in the semester before ARCH 605. In addition, professors teaching ARCH 605 routinely hold workshops and seminars on specific project issues, such as codes, accessibility, roofing details, site development, etc., to refresh student knowledge on these subjects.

ARCH 806 and 807, as graduate level courses, deliberately have a slightly different approach to integrative design; namely, the infusion of design-oriented research into project planning and execution. ARCH 806, along with ARCH 805 Project Programming, introduces students to a subject area of architectural investigation, and challenges them to deepen their relationship between research and design. Recent project areas include urban housing and design, health and rehabilitation, evidence-based design, and design build and prototyping. The integrative mode here is one of inquiry, evidence, assesment and execution. A wide range of project types allows students in their final, graduate year some freedom in pursuing topics of interest. In ARCH 807 each student is required to create a building-scale solution, and so re-integrates site, building, and code knowledge into their projects. Other considerations – research (SPC C.1), and integrative decision-making (SPC C.2) – are more paramount in 807's learning objectives.

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Lecture Series
Although the current lecture series draws from a diverse group of speakers in both the architectural and related professions, the visiting team observed that the quality and caliber of the speakers is not up to the level as expected in a quality M. Arch program. A quality lecture series should include more established

and universally recognized speakers, who are at the forefront of the profession in thinking, design, and practice.

Focusing on highly-esteemed lecturers has been the priority of lecture planning at both the Department and College level in recent years. Following is a list of recent lecturers at K-State of national and international acclaim.

Enrique Sobejano, Nieto Sobejano Arquitectos, co-creator of ARQUITECTURA magazine
Thomas Phifer, Thomas Phifer and Partners
Steven Ehrlich, FAIA, RIBA, principal, Ehrlich Architects
Laurie Hawkinson, Smith-Miller + Hawkinson Architects
Gonçalo Byrne, Gonçalo Byrne Arquitectos, Lisbon, Portugal
David J. Lewis, Lewis.Tsurumaki.Lewis
Wendell Burnette, Wendell Burnette Architects
Javier Sanchez, JSª, Mexico City, Mexico
Beat Kämpfen, Bűro fűr Architektur, Zurich, Switzerland
Nicole Dosso, Director, SOM Technical Group
Matthew Kreilich, Snow Kreilich Architects
Jonathan Segal, FAIA
Jay Siebenmorgen, Design Principal, NBBJ
Perry Kulper, architect and professor
Shawn Gehle, Principal, BNIM (recently Principal and Design Director, Gensler)
Scott Erdy, AIA, Erdy McHenry Architecture
Nathalie Rozencwajg, Director, RARE
Thomas Woltz, FASLA, CLARB
Tom Mills, artist, The Catacombs
Charles Marohn, Strong Towns
Ken Greenberg, Principal, Greenberg Consultants
Julie Campoli, Terra Firma Urban Design
Matthew Urbanski, Principal, MVVA
Johnathan Arnold, President/CEO, Arnold Development Group

Since the fall of 2015, lecture frequency has been somewhat diminished due to lack of available space on campus. The opening of the new Seaton Hall brings with it Regnier Forum, a new 300 seat lecture hall, and both the Department and the College are making plans to celebrate the building and space with a premier lecture series.

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Section 3. Compliance with the Conditions for Accreditation

I.2.1   Human Resources and Human Resource Development

Human Resources Overview. Human resources available to the program include faculty, administrative and support staff, and student assistants.

Faculty Identity. The Department has a five-year average of 17 tenured, four tenure track, and six term-appointed or adjunct faculty. 24 are graduate faculty, with five qualified to mentor doctoral students in the College's PhD in Environmental Design and Planning. All current faculty have terminal degrees in architecture. Four have doctoral degrees. Some coursework is delivered by faculty outside the department. External faculty that teach required coursework that cover SPCs are included in the faculty resumes in Supplemental Materials (see **I-2-1-a-faculty resumes**). Also included are one-page resumes for faculty at the University of Missouri in Kansas City's Architectural Studies program as **I-2-1-a-faculty resumes UMKC**.

Faculty rights and benefits. Faculty membership at K-State carries with it broad privileges, including the assumption of fundamental respect of the individual, academic freedom, self-governance, and non-discrimination. A full listing of faculty rights can be found in Section D of the University Handbook. The University affords a complement of benefits to its faculty that includes health, dental, and life insurance, mandatory and matched retirement investment and other optional financial services, and tuition assistance for faculty and their families. An overview of faculty benefits can be found here: faculty benefits overview. The University has for some years been evaluating the total compensation package of faculty and staff, particularly in light of the 2025 goal to become a top 50 public research institution. The latest report, from February 2016, focused on salaries, and outlined a number of goals towards making K-State's salary structure more competitive amongst peer institutions for tenure-track and regular (non-tenure track) faculty.

Faculty responsibilities. A typical distribution of faculty responsibilities includes 70% teaching, 20% scholarly or creative work and 10% service assignments. A matrix of current teaching responsibilities for full-time and adjunct faculty can be found in Supplemental Materials (**I-2-1-b-faculty matrix**).

A typical teaching load for a semester includes one design studio and one additional lecture or seminar course. Teaching responsibilities may include courses for M.Arch students, Master of Science students, or both. Two current faculty members do not teach studio, instead assuming additional lecture and seminar courses. The department head normally teaches one to three courses per year, and the associate head typically holds a full teaching load. A small number of faculty teaches overloads (i.e. more classes than assigned) each year, though this circumstance is elective rather than required, and a few teach studios over the summer. Recent curricular changes have mandated that fifth year studio professors teach two associated and required fifth year courses to their studio students, thus making teaching graduate level studio a full load. This ensures complete faculty attention to students' final year of the curriculum.

Two curricular initiatives are administered by the College: the combined first year Environmental Design program for all non-baccalaureate students in APDesign, and the PhD in Environmental Design and Planning. The college accounts for the administration of these programs only; teaching responsibilities in these programs are the responsibility of the faculty of the three departments within the college.

Student to teacher ratios. The five year student to teacher ratio in studio is 14.4 to 1, averaging 18:1 in the first year, 15.7:1 in the second year, 15:1 in the third year, 13.9:1 in the fourth year, and 12.6:1 in the fifth year. See **I-2-1-c-teaching assignments** in Supplemental Materials for studio and other teaching assignments over the past five years; these documents indicate student to teacher ratios by year level.

Dedication to teaching. Our faculty has received regional, national, and international acclaim for their teaching efforts, including two recent Distinguished Professorships of the Association of the Collegiate Schools of Architecture, the K-State's Presidential Award for Excellence in Undergraduate Teaching, the Coffman Chair for University Distinguished Teaching Scholars, and the Commerce Bank Outstanding Teaching Award. A growing number of faculty participate in the scholarship of teaching and learning, strengthening their approaches to teaching and broadcasting the qualitative aspects of studio and other form of teaching in architecture to the academy at large.

Faculty currency of knowledge. Faculty research and service activities are strong and sustained. All faculty participate in creative and scholarly dissemination and education associated with academic and professional conferences at the regional, national, and international level, including both ACSA and AIA conferences. Our faculty are seminal experts in their fields, particularly in environmental behavior and place-making, urban and sustainable design, and architectural pedagogy. Contemporary professional aspects of architectural curriculum are equally important to the faculty. Seventeen are registered architects, contributing to the built environment and earning recognition for both visionary and built design. Two faculty members are Fellows of the American Institute of Architects, and one is a member of the Royal Institute of British Architects. Other faculty honors include the AIA's Richard Upjohn Fellowship, AIA Kansas' Schirmer Award, the NCARB Award for the Integration of Practice and Education, and K-State's Excellence in Engagement award.

Faculty scholarly and creative initiatives. The one-page faculty resumes delineate current and recent scholarship by departmental faculty, and recent faculty initiatives are outlined below.

> Genevieve Baudoin, assistant professor, is engaged in studying the changing tectonic relationship of site and structure in architecture. She recently published a book entitled *Interpreting Site: Studies in Perception, Representation, and Design*. She continues to engage in practice with her collaborative practice, Dual Ecologies.
> Mick Charney (PhD), associate professor, studies the intersection of education and architectural studies. His other research interests include various aspects of modern architecture, especially the life and work of Frank Lloyd Wright.
> Gary Coates, professor, studies the intersection of sustainable and spiritual architecture, what he terms deep beauty. He has published books, book chapters, and many other publications on this subject in recent years.

Bob Condia, professor, currently studies neuroscience and architecture, the biological basis of aesthetic experience, and the experience of ancient architecture.

Chris Fein, assistant professor, maintains an award-winning practice in Kansas City.

Todd Gabbard, associate professor, investigates the role of engaged service-learning in architectural pedagogy, and has presented his research at national and international conferences on architectural research, academic engagement, and teaching and learning.

Michael Gibson, assistant professor, conducts research on building assemblies in regard to energy efficiency and other sustainable metrics, building computation, and instrumentation. He recently won an NCARB grant for the Integration of Practice and Education for his "Cool Skins" project.

Judy Gordon, assistant professor, studies the aesthetics of architectural detailing and phenomenology, and is currently working on a book proposal in this area.

Richard Hoag, professor, researches architectural programming, architect selection processes, architectural literacy, and communication and the physical environment.

Nathan Howe, associate professor, investigates architectural computation as a design tool. His work has been exhibited internationally.

Matthew Knox, professor and head, studies the role of digital visual effects (including film) in architectural design and visualization and has presented this work in invited professional workshops, the Kansas AIA Conference, and the KSU Innovations in Teaching Conference.

Vladimir Krstic, professor, is the current director of the award-winning Kansas City Design Center, which offers design services to the Kansas City metropolitan statistical area. He has received many grants, including a recent Our Town grant from the NEA, recurring support from the Kemper Foundation and the Mid-America Regional Council.

Peter Magyar (PhD), professor, researches sketching as a tool for analysis and design, and has published eight books on his investigations. His work and advocacy of architecture have garnered him the Pro Architectura Hungaria medal from the Chamber and Association of Hungarian Architects.

Michael McGlynn, associate professor, studies the integration of design and technology within architectural pedagogy. He is currently drafting a textbook for preliminary architectural technology curriculum.

Torgeir Norheim, associate professor, studies and practices architecture in his native Norway.

Wendy Ornelas, professor, FAIA, and 2013 ACSA Distinguished Professor, is extremely active in national and regional AIA and ACSA activities, receiving a 2015 Upjohn Fellowship for her efforts.

David Sachs (PhD), professor, has recently completed 100 entries for the Kansas section of the Society of Architectural Historians' Archipedia, and has published extensively on the career of Louisiana architect A. Hays Town.

Aaron Schump, visiting assistant professor, is an award-winning regional architect.

David Seamon (PhD), professor, is a leading voice in Environmental and Architectural Phenomenology. He publishes and lectures extensively in this field.

Jay Siebenmorgen, visiting assistant professor, was the 2015-16 Regnier Distinguished Visiting Chair, and is a highly recognized design principal with NBBJ Design.

Susanne Siepl-Coates, professor, studies the role of architecture in human health and well-being. Recent design research has included reGENERATION, Multi-Generational Living, and the health-supporting aspects of the architecture of Erik Asmussen.

Dragoslav Simic, associate professor, studies structures and innovative materials.

Ray Streeter, associate professor, studies the role of journalism and graphic design in architecture. He puts his knowledge into practice with Oz, the award-winning Journal of the College of Architecture, Planning and Design.

Bruce Wrightsman, assistant professor, investigates architectural structures pedagogy, including full-scale iterations, and other aspects of tectonics. His research and practice has been widely recognized. He recently published a book chapter and is currently working on a book proposal about Nebraskan architect Neil Astle.

Resources available to faculty – development. All faculty are expected to develop their creative and scholarly credentials through active engagement in their chosen field(s) of study. Continual development

of faculty is of utmost concern to the department, college and institution, and all levels of administration provide financial and other types of support for faculty activities.

Faculty may avail themselves of a number of different opportunities for professional advancement. Creative and research activities, including dissemination, may be funded at the Department, College, or University level. The Department has awarded an average of $1500 in annual funding for travel and minor research needs. APDesign offers a limited number of grants each year, usually to supplement partially funded travel and other initiatives, and faculty may apply for University Small Research Grants (for small primary research equipment and other needs) and Faculty Development Awards (mainly for travel to international conferences) through the Office of Research & Sponsored Programs (ORSP), among other intramural sources. The department Professional Advisory Board offers a $1,500 Faculty Development Award annually. Faculty are encouraged to seek outside funding for creative and research activities, and many have. Over the past accreditation cycle many faculty in the department have received funding from these and other sources. Outside of traditional research granting and other funding, faculty and the department pursue funds to enhance studio tutelage, including sponsorship by firms, product manufacturers, and governmental and non-governmental agencies. Some studios have garnered fees by client groups for design and construction work.

The development of new faculty is of high concern to the department. Tenure-track faculty receive mentorship, additional financial support including startup funds and an enhanced travel allowance to establish their scholarly and/or creative foci, and undergo annual review by the tenured faculty. Each tenure-track faculty has at least one mentor, and the Department Head has arranged regular group meetings of all tenure-track faculty and their mentors to discuss goals, strategies, and provide feedback to tenure-track candidates. The scope of tenure-track enrichment is noted in the Department's Tenure and Promotion Procedures, found in Supplemental Materials as **I-2-1-d-PromotionTenure**. Tenure track faculty have the opportunity to advance in rank according to the Department's Tenure and Promotion Procedures, based on K-State's University Handbook. The Handbook's guideline for tenure and promotion begin with section C70 and goes through section C156.2. Over the past accreditation cycle, four faculty have been promoted to the rank of associate professor, and one has been promoted to full professor.

Tenured faculty members may apply every seven years for a semester-long fully compensated sabbatical or a partially compensated year-long sabbatical. Sabbaticals granted since the spring of 2011 are noted below.

> 2012-13 – Gary Coates
> 2013-14 – Robert Condia
> 2014-15 – Wendy Ornelas, Susanne Siepl-Coates, Ray Streeter
> 2016-17 – Michael McGlynn, David Seamon

Upon return from sabbatical, faculty members make a formal report to the university and a presentation to a college faculty meeting. Work done on sabbatical resulted in paper presentations and other publications as well as an enhancement of teaching capabilities. Sabbatical leave guidelines are in Supplemental Materials as **I-2-1-e-Sabbatical Leave Guidelines**.

Tenured faculty at the highest rank (within the Department of Architecture, professor) who exhibit strong and continuing performance in terms of teaching, creative and scholarly activities, and service may be granted a Professorial Performance Award, upon approval by the professor's unit, department head, dean, and provost. Guidelines for this award are found in Section C of the University Handbook, and are excerpted in Supplemental Materials as **I-2-1-f-Professorial Performance Award Guidelines**. Three PPAs have been awarded during this accreditation cycle.

Administrative, Technical and Support Staff - identity. Faculty work is supplemented by a small departmental staff, which includes a project coordinator and a senior administrative assistant. The project coordinator position is an "unclassified" position, which is the same category of personnel as faculty. The

senior administrative assistant is part of the University Support Staff, which includes most non-teaching positions on campus. These positions are critical in the coordination of a variety of departmental activities, including lectures and events, committee and departmental meetings, and support for the Department Head, Associate Head, and faculty overall. Moreover, the College of Architecture, Planning and Design has in recent years consolidated many other administrative concerns systemic to each of the three departments to maximize efficiency and balance workloads. The Office of Student Services oversees all aspects of student activity in the college, from recruitment through to matriculation including academic advising and career development. Business and Administrative Services maintains college and departmental budgets, employment issues, and other financial aspects of departmental and college activities. Computer and Networking Services maintains the college network, hardware, and software (discussed further below). Communications and Events oversees college-level lectures, displays, and other events. Issues relating to departmental/college facilities are overseen by the Dean himself, and administered through the APD shop, itself staffed by college employees. As mentioned above, the K-State Foundation appoints a development team for the College. Both the Department and the College receive support and advocacy from advisory boards of alumni, professionals, and other constituents; the Department's is the Professional Advisory Board and the College's is the Dean's Advisory Council.

At the institutional level, K-State offers a wide range of staffed services for faculty, students, staff and other constituents, including housing and dining, library and information technology services, academic and career assistance, faculty teaching and development support, facility development, management, and maintenance, security, health and well-being, among many other functions.

Administrative, Technical and Support Staff – benefits and development opportunities. University staff, both unclassified and support personnel, share many of the same benefits as faculty, including health insurance, the state pension plan (KPERS), life and disability insurance, vacation, sick and special leave, paid holidays, and employee discounts on campus and in the community. K-State recognizes that the development of staff, regardless of position, increases their potential value to the institution. The university provides a wide range of development opportunities for staff, as well, including tuition assistance, profession-oriented training, and seminars to increase quality of life. A calendar of current, past, and future training events offered to staff (and faculty) can be viewed here.

Student assistance – identity and benefits. Students may elect to supplement the teaching and support activities of the Department. The largest contingent of student aid is a cohort of Graduate Teaching Assistants (GTAs). Each lecture class in the Department is aided by one GTA; those courses that have a laboratory or recitation component usually are supplied with three assistants. GTAs may assist in course administration, grading, tutoring and the leading of recitation sections. The Department employs roughly 11 GTAs each semester. GTAS are compensated by a stipend of $3750 and a tuition waiver of 10 credits per semester. Other student positions include assistance in the CAPD shop and in administrative offices as necessary. Non-GTA positions are usually compensated by an hourly wage. Beyond financial remuneration, student assistant positions provide an introduction to academic vocations, and help to strengthen student resumes.

Student support services. Students in the Department's professional program are advised by, at a minimum, three tiers of academic and professional advice:
1) Their assigned academic advisor. Since fall of 2016, full-time, professionally accredited academic advisors available to the Department are administered through the College's Office of Student Services. Post-baccalaureate M.Arch students are assigned an advisor at or before arrival on campus. Every non-baccalaureate student in the College is assigned an individual academic advisor in their second year, when they sort into the various professional programs, including the M.Arch. The academic advisor ensures students stay on track in terms of degree completion, helps students select elective classes, and assists them with academic issues.

   The Office of Student Services, which houses the academic advisory unit for the college, offers many more services, including student recruitment, academic enhancement activities such as Study Abroad, Internship, APDPro, and other optional opportunities – see below for more

information. The Office is primarily responsible for issues affecting student performance, such as extended absence, withdrawal, transferring, etc.

2) The Department Head acts as a second academic advisor for M.Arch students, with the assistance of the Graduate Program Director. The Department Head sanctions independent studies, advises student organizations, and adjudicates student grade disputes.

    Departmental administration as a whole, including the Department's Graduate Program Director, Project Coordinator and Administrative Specialist, support students in a variety of ways, from student recruitment and application, to assisting with a variety of student-run activities such as Architecture Evening, banquets, festivals, and lectures.

3) All faculty participate in academic advising on both informal (student-based queries) and official bases (proper placement of students in coursework, e.g. transfers, letters of reference). Career advice, encouragement, and assistance is also routinely offered by the faculty as a whole.

In addition, students have many resources available at the University level. Academically, students can avail themselves of tutoring resources and more than ten other academic support services. The University also offers comprehensive financial advising, health, safety, and campus life programs, assistance for undergraduate and graduate research, advocacy and counseling, and services designed to assist specific student populations. These programs are all administered by the Office of the Vice President for Student Life. The full list of programs available to students can be found at the Student Life website, and the One Stop Student Success web portal.

All students at the university are given a K-State Connect account, with wired and wireless access to the university network and the internet. K-State Connect includes an email account, calendar, student profile, K-State Online, a portal to online course material, KSIS, a portal for student information, class registration, financial aid and other factors, Zoom video conferencing, and other services. Student computer labs are located across campus. Computer and information resources available specifically to M.Arch program students is discussed further below.

Student Opportunities – Off-campus Offerings. Students may participate in several options for off-campus study. Students may pursue the first two years of their studies at the University of Missouri in Kansas City, with which the Department holds a reciprocal agreement. The Department and College both offer international study abroad options, both at the College's campus in Orvieto, Italy and other sanctioned programs in Europe and Australia. These options are primarily offered in the fourth year of their studies for non-baccalaureate students. Both non-baccs and post-baccs have the option to pursue their graduate studies at the Kansas City Design Center in Kansas City, Missouri.

Student Opportunities – Professional Preparation. The department offers an optional 8-month co-educational internship program available to non-baccalaureate students in the spring and summer of their fourth year. The internship program includes a preparatory course, two practicum courses, and a reflective writing component, and is well subscribed. Students are encouraged to seek internships outside the local region, many gravitating to each coast, Chicago, Texas, and a few go overseas. Beyond this, the department is active in a wide range of career-positive initiatives, such as: APDPro (a mentorship program, co-developed by APDesign's Office of Student Services and K-State's Career Center), Design Expo (a yearly job fair for design disciplines), portfolio and resume critiques, and mock interviews with practicing professionals. These programs help prepare students for their matriculation into the profession of architecture.

NCARB Architect Licensing Advisor (ALA). The current NCARB ALA faculty is Michael McGlynn, NCARB, AIA. The faculty member appointed as the department's ALA works with the state ALAs to prepare and host a well-publicized public presentation at least once a year to provide information on the licensure process in general and NCARB's Architectural Experience Program (AXP) in particular. This information is reiterated in the professional practice courses. The ALA attends NCARB's Architect

Licensing Advisors Summit every year to stay informed about changes and receive training. The ALA is also active in many of APDesign's employment assistance offerings, particularly internship support and APDPro events.

I.2.2   Physical Resources

In previous accreditation cycles, the state of the department's physical resources was called into question. In fall 2017, the Department will take up residence in the renovated and expanded Seaton Hall, currently under construction. The new state of the art teaching and learning facility holds many advantages over the previous complex of buildings that it is replacing, including:

> 47 studio spaces, enough to house 800+ students,
> 25,000 sf of shop, with wood, metal, small model, CAD/CAM, furniture and finishing capabilities and an exterior fabrication yard,
> two sunken courtyards, extensive green roofs, and other landscape features,
> a new 300 seat lecture hall, reception area, and gallery,
> a new 6400 sf in-house library,
> 22 enclosed and 15 open critique, display, and seminar spaces
> a new computer lab, and
> new Departmental, College, and 30 new offices for faculty (in addition to 22 existing offices).

New Facility Overview. Four components make up the renovated and expanded Seaton Hall. Plans of the new facility are included in Supplemental Materials as **I-2-2-a-Seaton-New-Plans**.

Seaton Hall renovation. The southernmost component (on the plans, at right) is a completely renovated wing of historic Seaton Hall. The ground floor of this part contains eight studios, split into a three bay space, two double studios, and one single studio, three critique/seminar rooms, four informal pin-up spaces, and two college offices. The first floor of the historic renovation contains the same number of studios, seminar rooms, and pin-up spaces. It also contains an informal seating area and the offices of all three departments, from south to north: Landscape Architecture and Regional and Community Planning, then Interior Architecture and Product Design, and finally Architecture. Level 2 contains 12 studios of varying sizes, three critique/seminar rooms, and one open pin-up area. The link between the renovation and expansion contains an additional seminar room on level 2.

Seaton Hall expansion. The next mass to the north (lower left) is all new construction. The ground floor of this component is dominated by the 25,000 sf wood, metal, model, and CAD/CAM shop. The new building's first floor contains eight studios, a technology rich classroom, four critique/seminar rooms, six informal pin-up spaces, and fifteen faculty offices. The second floor contains 11 studio spaces (one six bay space, one three bay space, and a two bay), four critique/seminar rooms, three small informal spaces and 15 more faculty offices. On top of this is the mechanical penthouse for the building and the Ekdahl Conference Room, which overlooks the building's extensive green roofs.

The jewel. The "jewel" (middle left) is also new construction, and serves as the main entrance to the complex and the link between the Seaton Hall expansion to the west and Mechanics Hall to the northeast. The ground floor of this part contains the new Weigel Library, and is connected on both the south and the north to sunken courtyards. The first floor of the jewel contains the main entrance to the complex, a lobby and reception area, a seating area and gallery. The second floor of this component holds two large classrooms, a common seating area, and an interior overlook of the first floor lobby and reception space which serves as a link between the expansion and Mechanics' Hall, and an exterior porch.

Mechanics Hall (top left of the plans) the final element to the facility complex, is a total renovation of the oldest continuously occupied building on campus. Its first floor contains the College's Office of Student Services, including student academic advisors, and the 300-seat Regnier Forum. The second floor of

Mechanics' Hall includes the Dean's Office, most of APDesign's administrative and support units, and a connection to the top of the Regnier Forum.

Other space available to APDesign. In addition to the new facility, APDesign controls other space on campus, primarily the ground, first, second, and third level of the South and West wing of Seaton Hall. This space includes an additional 22 faculty offices (some with lobby spaces), four studios, a gallery and hallway display space, and fourteen storage spaces of various sizes. None of these are currently expected to be renovated. The college will retain the space where the Weigel library used to be, on the third floor of Seaton Hall, though a future renovation project will need to be pursued for it to be of use. Lecture classes are commonly held in Seaton 63, a university-managed lecture hall on the ground floor of the south wing of Seaton. Some lecture classes are held elsewhere on campus on an as-needed basis. APDesign intends to retain the temporary shop facility it constructed in 2015 during the construction of the new facility. Sited off campus, it is well-placed to facilitate large-scale fabrication, including design-build projects.

Facility Use. In addition to more space, the building will have much more flexibility in terms of formal and informal use. Clear span, open bay studios (see below) allow for a wide range of utility. The building is designed to increase cross disciplinary exposure with other units in the college (planning, landscape and interior architecture, and product design) as well as connection across year levels. APDesign intends to commingle studios from different years, different programs, and all three departments to further collaboration and cross learning.

Studio spaces – departmental allocation. The new Seaton Hall will include spaces for up to 47 studios of varying size, delineated by structural bays (see image below). Most spaces will hold multiple studios, ranging from double bays up to a six-bay studio. Most spaces/bays will be able to accommodate up to 18 students, the working maximum size of studios within the College. These studios will provide space for all of the department's studio needs. In terms of studio space by student, the new facility is designed to hold 806 students, or roughly 80 more than the current student population of APDesign. For the first time, the College will be able to offer cold, or reserved, desks for every student in the College. The prior facility only held enough space for cold desks for the upper four years of the three departments' non-baccalaureate programs; the first-year ENVD program had "hot" desks rotating between two studios, one in the morning and one in the afternoon. To optimize the use of the new building, the Dean and Department Heads have been meeting to ensure the space needs of all the various studios are met. The Department usually staffs 25-27 studios in the fall and 22-24 in the spring. The space planning process indicates there is more than enough space to meet the Department's current needs.

Interactive learning spaces. The new building will hold a large shop space, shared in common across the College. The shop will have traditional wood and metal working areas and equipment as well as computer aided milling machinery. Some interior and exterior space has been reserved for assembly of both small and full scale iterations, and the roof of the building will host space for building assembly experimentation. In addition to stationary equipment, the Department has a suite of tools in a trailer for on-site construction. For a full accounting of shop space and equipment available to students, see **I-2-2-b-shop-equipment-layout** and **I-2-2-c-shop-equipment-list** in Supplemental Materials.

Numerous informal sitting and meeting areas, absent in the facility's previous incarnation, allow for a richness of interaction that will enhance educational pursuits, and help Seaton Hall embody a holistic learning environment. From its occupiable roofs to its below ground courtyards and light wells, its exposed structure, sectional relationships, and environmental features, the new building will itself double as a teaching device.

The 22 critique, seminar, and class rooms offer twice as many such spaces as the previous facility. These and the many open display and gathering areas will allow for a wide range of learning styles, from lecture, to discussion, to group activities. These spaces are designed to be interactive with the corridor and other spaces around them, allowing multiple modes of interaction. This design imperative underscores the notion that architecture is a public act, that students should comport themselves well, and that their ideas and perspectives have gravity in the public forum. The image below shows a critique room at center, open for view from the corridor, extensive display space, and intimate, informal areas off to the left.

Learning support spaces. The College recently decided to centralize student advising; all advisors will share office space in Mechanics' Hall, in the north east corner of the new building. Faculty offices in the new facility will be located across the hall from studio spaces, and faculty will be able to use informal meeting areas to hold one on one and group discussions. In all, the College has 52 spaces available for faculty offices, as can be seen in **I-2-2-d-office-space-APDesign** in Supplemental Materials. The color coding indicates whether an office is for a single occupant (green), two faculty (yellow), or three or more occupants (blue). Striped offices are reserved for temporary teaching staff, and purple indicates a lobby or vestibule space. The new library, an important support space, is discussed further below.

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I.2.3   Financial Resources
Institutional process for allocating financial resources to the program.
The Department is allocated resources based primarily on student enrollment and student credit hour generation by its faculty. A small percentage of funding is derived from state and federal granting, and some funding is generated through stand-alone and continuing private grants, studio sponsorships, funded projects, and philanthropic gifts. This section will examine expenses and revenues available through the University (for most Departmental operations) first, and those available through the KSU Foundation (for scholarships, grants, and other donations) separately.

Description of expense categories over which the program has control or influence.
For the data associated with the narrative below, see I.2.3.a-Program Expense Categories FY11-FY16 in folder **I.2.3-Financial Resources.**

Salaries and benefits **–** The Department is primarily charged with adequately staffing its instructional obligations. The Department also covers instructional expenses for other coursework within the college, including roughly half of all ENVD studios (the combined first year design studios for the college), technical coursework for the IAPD program, and service courses for the University at large. This category of expense includes compensation of faculty and other unclassified positions, both tenure-track and term appointed personnel; classified staff; and student assistance. Salary expenses remained flat for the first half of the accreditation cycle, though the last three years saw incremental increases (an average of 4.9%

increase per year). Figures for salary expenditures are not yet available for 2017, though a decrease to match revenues available is anticipated.

Operating Expenditures account for an average of 8.3% of the Department's budget, and include the following categories:

  Supplies – Office, computer, and instructional expenses
  Equipment – New computer and technology procurement
  Travel – Faculty and administrator travel, mainly for the dissemination of research at conferences.
  Miscellaneous – Events, publications, ACSA dues, and other expenses.

On the whole, operating expenditures have been on the rise, with a significant decrease (17%) in FY 2016. A further decrease is expected in FY 2017.

Description of revenue categories over which the program has control or influence.
For financial data related to this section, see I.2.3.b-Program Revenue Categories FY11-FY-17 in **I.2.3-Financial Resources**. Two categories of institutional funding are available to the Department. *General Use funding* is the preponderance of revenue available to the Department, approximately 94.6%. This money is used for most expenditures, including salaries and benefits. *Other funds* include monies collected from college-mandated student fees, faculty-originated grants, client fees for services, and a few other minor revenue streams. Some of these funds are restricted in their use.

On the whole, actual dollars available to the Department have generally remained stable or increased in this accreditation cycle – an average of a 2.4% increase per year. A slight overall reduction registered in FY 2014, and the current fiscal year saw a 4.7% overall decrease in actual dollars. It should be noted that though the figures above show nominal increases, they include a variety of budget cuts as well, including across the board cuts, end of the year callbacks, and other deficits. On average, the Department had to reduce its budget once each year of this accreditation cycle. To keep these figures in perspective, any downturn in state and institutional funding has been more than offset by the indelible infusion of resources that is the $75 million Seaton Hall revitalization and expansion project. The new building will enhance the offerings of the Department and College for many years to come. The sustained efforts by the Dean's Office and the Foundation development staff have, in addition, made significant strides in endowment and other funds to supplement Departmental and College activities, discussed further below.

Foundation and endowment funds. While funding through the state represents the great majority of money available to the department, privately donated funds administered through the K-State Foundation provide significant enrichment to the department's efforts. The Foundation has assigned staff on a permanent basis to APDesign; these positions report both to the administration of the foundation and the Dean of APDesign. The list below is of the accounts within the Foundation that the Department has control over; these accounts supplement Departmental activities by well over $100,000 a year. Most of these accounts are for specific purposes, such as scholarships, lectures, student competitions and awards, and faculty development.

Victor L. Regnier Distinguished Visiting Professorship – provides funds for distinguished international and domestic visiting professors.
Victor L. Regnier Faculty Chair – provides funds for research or other scholarly endeavors for current tenured faculty.
Victor L. Regnier Distinguished International Lecture – provides for funds to host an internationally distinguished practitioner.
Lee A. Bryant Lecture in Architecture & Design – funds provided to bring architects who put the "art in architecture" to campus to engage with students and faculty.
Oscar Ekdahl Distinguished Lectureships in Architecture & Design – College's premier lecture series that brings architects and design professionals to campus annually; architecture has one guest per year.
Bowman Awards for Excellence in Architectural Design – annual design competition for 3rd year architecture students
Professional Advisory Board account - architecture evening, ask an architect, student travel awards
Professional Advisory Board Faculty Development Grant.

Architecture Excellence Fund – General funds for the enhancement of departmental activities and other operations. Funds for smaller events and activities are kept here, and include the Heintzelman Kremer jury for graduate studios, Small Town Studio funding, and the US Stone prize (for ARCH 605 studios). Manko Window Systems, Inc. Design Competition – annual design competition for 4th year students at the conclusion of their ARCH 605 studio.
Robert R. Rosenfeld Faculty Development – funds to support tenure-track faculty development.

Student scholarship funds are also managed by the K-State Foundation. At present, 27 named scholarships are exclusive to Department of Architecture students (up from 15 in 2012). 22 of these are permanently endowed. Many other scholarships are distributed by APDesign, and are open to students from any of the three departments. Below is a quantification of numbers of awards for Department of Architecture students over the past accreditation cycle. The first two years account for Departmental scholarships only, and the figures for the last four years combine Departmental and College funds disbursed to architecture students.

> 2011-2012 (ARCH only) awarded 22 students scholarships for a total of $20,920
> 2012-2013 (ARCH only) awarded 20 recipients; 15 different scholarship funds; total of $19,920
> 2013-2014 ARCH and APDesign: 68 recipients, 47 scholarship funds; total of $97,720
> 2014-2015 ARCH and APDesign: 66 recipients, 55 different scholarship funds; total of $96,905
> 2015-2016 ARCH and APDesign: 93 recipients; 56 different scholarship funds; $153,070
> 2016-2017 ARCH and APDesign: 88 recipients; 56 different scholarship funds; $132,560

The Dean and the Foundation's development team has significantly grown the amount of scholarship funding available to students in recent years, as indicated by the number of scholarships granted, the number of scholarship funds, and total amount awarded. Amount of scholarship funding available in any given year is partially contingent on market return. Students also regularly receive funding from the institution, and from federal and private sources. Average aggregate award amounts can be found in the annual statistical reports.

Pending reductions or increases in enrollment and plans for addressing these changes.
College enrollment statistics for the US as a whole have shown an overall slight reduction in post-secondary student populations each year since 2013; 4-year public institutions as a group have been less affected than for-profit institutions and 2-year colleges, showing overall slight increases or flat enrollments. K-State enrollment peaked in 2014 with 24,766 students, followed by a 2.5% reduction in fall 2015 and a 1.5% reduction in 2016, to 23,779.

Within the College, student numbers entering the first-year environmental design program have generally trended upwards, with a low of 163 in 2012 and a high in 2015 of 193. Average first year enrollment over the past accreditation term is 175. Total enrollment in the college has dropped over the same period, from a high of 758 in 2012 to a low of 704 in 2016 (average 726). Within the Department, non-baccalaureate students entering the M.Arch program have generally decreased over the accreditation cycle, from a high of 75 in 2012 to a low of 60 in 2016 (average 71). The enaction of the post-baccalaureate entry point helped offset these reductions within the Department. In both 2015 and 2016, seven students enrolled in the post-baccalaureate program. Total departmental enrollment has fluctuated, but trended slightly upwards, with a low of 293 in 2014 and a high of 373 in 2013; the average enrollment was 326.

To date, both the College and the Department have implemented strategies to keep numbers in the college relatively stable. APDesign opened up a new entry point for college students with at least one year of college experience: the accelerated summer studio, which allows students to complete the year-long ENVD program over a summer. With applications to APDesign's combined first-year environmental design program have shown a drop in recent years, the main mechanism for combatting decreasing applications to APDesign and into the Department of Architecture is to lower the bar for admission. This policy has disadvantages, however, as students with lower GPAs and other metrics tend to struggle with the demanding first year ENVD program and the subsequent M.Arch program. Beyond this, administrators and faculty alike have noted increasing student difficulty with coursework, sometimes

coincident with physical, mental, or emotional issues, or with balancing school and other life factors. Faculty and administration have had to increase retention efforts, and are considering remedial curricular initiatives such as summer make-up studios and a 4-year non-accredited degree to opt out.

APDesign has aspirations beyond stabilizing enrollment. The college pledged to increase enrollment in all of its programs to reinforce the need for a new facility. The new Seaton Hall was designed to accommodate 806 studio students, or roughly 80 students above the six-year APDesign average of 726. To support this, the Department intends to increase overall student enrollment by three studio sections per year and a modest increase in the post-professional Master of Science in Architecture. The studio increase would be accounted for by increasing the post-baccalaureate program's student population. The Department also intends to significantly intensify its recruiting activities. The Head has successfully advocated for a larger teaching staff to accommodate the higher student population. The Dean sanctioned two new tenure-track hires for the Department in spring 2017.

Pending reductions or increases in funding and plans for addressing these changes.
The two main sources of departmental funds are tuition fees and state appropriations, and its main expense is faculty salaries, mainly spent in student instruction. The graph below plots overall University instructional expenditures relative to these two income streams. The graph indicates that K-State's funding strategy, in the face of flat or shrinking state appropriations, is essentially to match instructional expenses with student tuition, which rose an average of 4% each year of the past accreditation cycle. The Department's primary strategy for resolving anticipated budgetary shortfalls is the same as that for shrinking enrollments: to increase student numbers. The Department recognizes the strategic importance of student recruitment, has invested much effort in this strategy, and will continue to do so. The new facility will undoubtedly be of assistance in this endeavor, and early indications seem to support this point. The number of non-baccalaureate applications to the ENVD program for fall 2017 is up roughly 100 applicants over fall 2016.
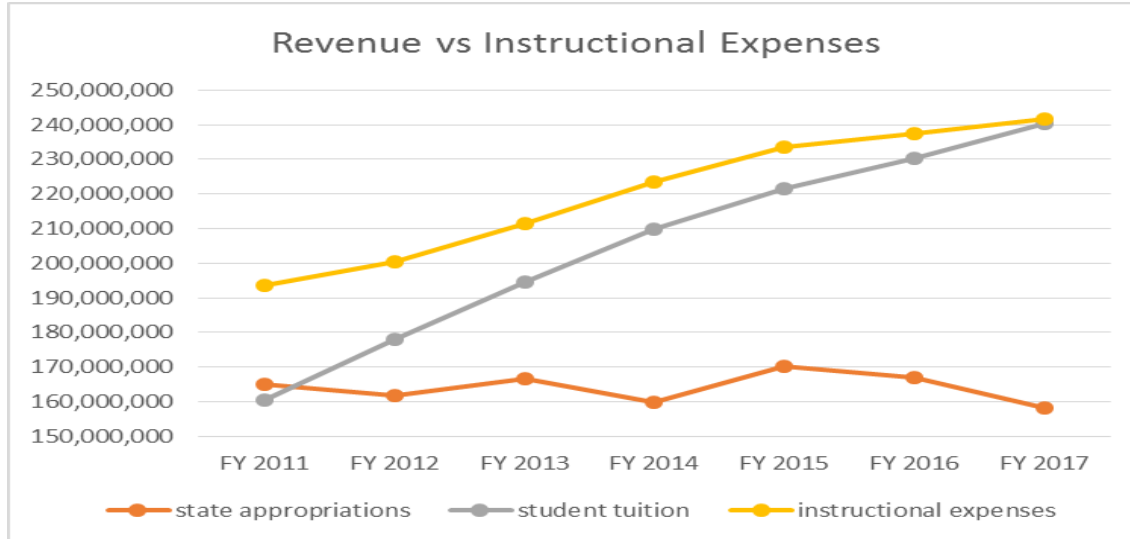
Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes.
As of this writing, there have been no major funding model changes on campus, and the Department has been able to maintain its operations without significant effect. Some categories of expense, such as travel funding, phones, and other operating expenses, have already been curtailed. Most of the Department's funds, though, are tied up in faculty salaries. Additional cuts to our base budget may adversely affect staffing, working against plans for raising student enrollment.

Planned or in-progress institutional development campaigns that include the program.
In October 2015, the University and the K-State Foundation publicly launched the Innovation and Inspiration Campaign, which set a goal of raising $1 billion, in part to offset anticipated reduced state funding. Each academic unit was given a target amount to raise towards the goal: APDesign was tasked with raising $28 million. APDesign's development team, in conjunction with the Dean's Office, surpassed this target 18 months early, having raised $29.5 million as of this writing. Roughly $8.8 million has gone towards the new facility, while the bulk of the funds are designated towards new student scholarships, program enhancement, faculty development, and other objectives. The team will continue to seek additional funding as the college opens their new home in the fall of 2017.

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I.2.4   Information Resources
The Department, College, and University have worked to ensure available knowledge and the technological framework of knowledge remains current. Students in the M.Arch program have access to tremendous stores of print, media, and online information, information-based services, and equipment. Significantly, the College has retained its branch library, the Paul Weigel Library, and will continue to house it in the new Seaton Hall.

Library Resources. K-State Libraries, which all K-State students, faculty and staff have access to, is comprised of Hale Library, its main facility, and four branches. Collectively the Libraries maintain more than three million volumes to support the diverse academic, instructional, and research activities of Kansas State University. Technology allows students and faculty to be outside the library building, off campus, and even out of the country and still have the ability to access online databases, journals, and books. Personal research assistance is available from anywhere through the Libraries' website and services like Ask a Librarian. Each branch has variable operating hours, geared towards student needs. The Anita C. Lehner 24 Hour Study Area inside Hale Library is open 365 days a year for study space or computer use. In addition to traditional library activities, including research assistance, special collections, and interlibrary loans, the Libraries include many other additional services, including IT Help, Networking and Telecommunications, and media development.

The College is served by the Paul Weigel Library, one of only three on-campus branches of K-State Libraries. Conveniently located within Seaton Hall, Weigel Library contains over 43,000 in-house volumes to support the academic programs of APDesign. 15,658 titles cover every aspect of architectural design, history, criticism, theory, preservation, professional practice, case studies and technology. Building construction and materials, building science and engineering titles are also included in the collection. Additionally Weigel provides 85 print periodicals (the majority of which are listed on the *AASL Core Periodicals List* [2009] developed by the Association of Architecture School Librarians), visual resources (VHS, DVD and CD-ROM), online journals and databases, and reference materials. Weigel houses a Special Collections of large European folios from the Beaux Arts period along with complete archive collections of modern masters, including Aalto, Kahn, Le Corbusier, Meis van der Rohe, Schindler and Wright. Notable rare books include *I qvattro libri dell'architecttvra di Andrea Palladio* (1581) along with complete sets of *Concours du Grand Prix de Rome* and *Grand Prix de Rome,* among other titles.

The current 5,832 square foot facility provides study areas for groups and individuals and soft seating for relaxation and socialization. Technology provided in Weigel Library includes computer workstations; a color and a black and white printer; photocopier; BookEye Scanner; large flatbed scanner; charging station; collaborative workstation and white board, and a large collection of donated LEGOs for diversion, creativity and connectivity. Weigel is open 77 hours a week during the academic year; hours of operation are reduced during student holidays and summer months. Weigel is directed by one fulltime library assistant, who oversees and handles the operation of the library, including class reserves, rare book access, and interlibrary loans. The library assistant works to integrate Weigel Library resources into the curriculum, research and engagement of APDesign and to promote library functions through displays, electronic, and print media. The library assistant chairs the Weigel Library Advisory Committee, which directs resource development. Resource acquisition recommendations generally originate from faculty

and student requests as well as library staff. The library assistant supervises nine student assistants, employed by APDesign, who provide patron assistance in circulation; locating materials in University libraries; accessing online databases and e-journals; reserves; utilizing Interlibrary Loan; and technology issues in Weigel.

The new Weigel space will be located on the ground floor of the jewel (see **I-2-2-a-Seaton-New-Plans**). Its 5,058 square feet will house stacks, periodicals, and a circulation desk (rear center of image above); also two quiet study areas, a room for scanning and other equipment, a director's office, a staff workroom, and the state-of-the-art William A. Stoskopf Special Collections room. The library facility will be adjacent to the Information Commons (foreground of image above), a lounge and reading area that is part of the ground floor of the building's entrance atrium. The Information Commons will add 866 square feet of additional space for patron use during library hours of operation, and will be available for use 24 hours a day.

Information Resources. The College also houses the Computer and Networking Services office, a subsidiary of K-State's office of Information Technology Services. Staffed by trained, experienced technicians, CNS assists all students, faculty and staff in the college. CNS manages the college computing labs, housing 32 workstations, which are installed with Autodesk Suite (AutoCAD, 3D Studio, Revit), Adobe Creative Suite (PhotoShop, Illustrator, Premier, InDesign), Rhino and RhinoCAM, RISA 2D and 3D, ESRI ArcGIS, Vue, SPSS, SketchUp and Office 365 software. The college has recently invested in a new data center that provides 50TB of raw storage for studio collaboration, departmental and faculty archives, and business processes. The departmental website offers tutorials for students using Revit, Illustrator, InDesign, Rhino and Grasshopper (http://apdesign.k-state.edu/arch/resources/tutorials.html). The renovated Seaton Hall will incorporate a new technology rich computer lab, both Wi-Fi and Ethernet connections to college information resources, and distributed technology aid rooms with printers, plotters, 3D printers, laser cutters, and other equipment to support studio functions. Critique and seminar rooms will have computers and large screens, further enhancing access to digital information.

Students normally buy their own computers and hardware for use in studios and other studies. Non-baccs purchase computers during the spring of the second year of their program, and post-baccs during the spring semester of their first year. An accounting of the necessary hardware specifications is updated annually (http://apdesign.k-state.edu/cns/purchasing-a-pc/). This year the price for the suggested system is estimated to be between $1600 and $2500 depending on platform and upgrades. The minimum specifications are a 3.70GHz/4.0 GHz turbo processor, 16GB memory, 4GB graphics card, 29" monitor, a hardware warranty, color printer, and uninterruptible power supply. It is expected that this system will be sufficient for student needs for the remainder of their education. Information on departmental digital use is given in the first class session of ARCH 274 – Digital Architecture 1 at the beginning of the spring semester. The college offers various university site license agreements free of change for students' (and faculty's) personal workstations, such as Autodesk, ESRI, ArcGIS, Microsoft Imagine and Office 365, Adobe Creative Cloud, and many others.

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I.2.5   Administrative Structure & Governance

The chart below describes the organizational chart of the institution. The left side of the chart shows the administrative structure of the University, from the Kansas Board of Regents down to individual faculty members. The right side of the chart illustrates the layers of faculty self-governance. Each of the two main governing bodies has its own purview, rights, and responsibilities.
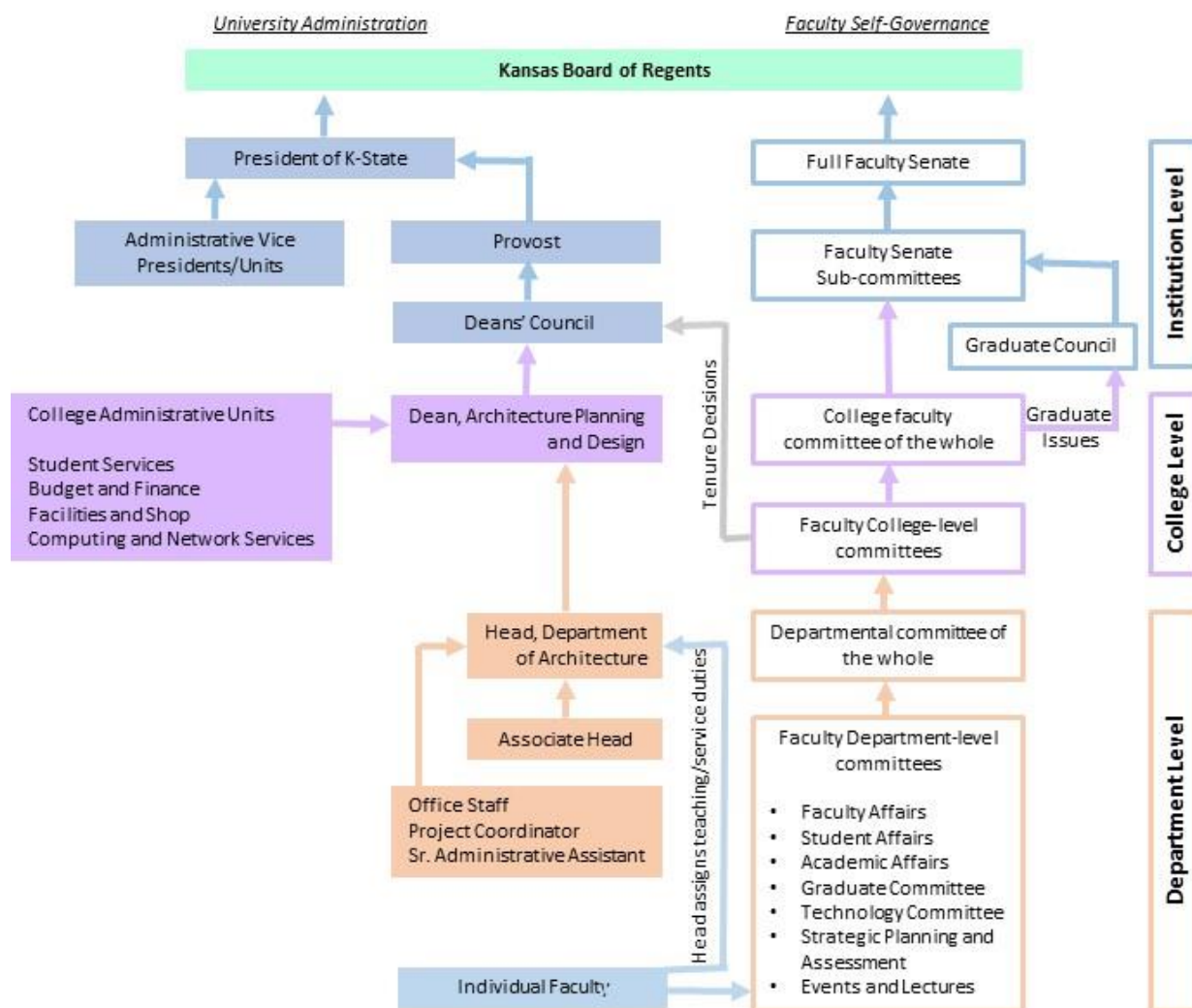
Program Administrative Structure. The professional non-bacc and post-bacc M.Arch programs are administered by the Department of Architecture, which also administers the Master of Science in Architecture program. The Department is overseen by a Department Head, currently Matthew Knox, who reports directly to the Dean of the College of Architecture, Planning, and Design. Within the Department, the Head holds a number of responsibilities, including faculty teaching and service assignments, administering the Department's budget, advocacy, liaising with other departments within the College, student advising, and conflict resolution. The Associate Head is responsible for administering the Department's graduate programs, advising the Head, and assisting in report compliance, strategic planning, assessment, and recruiting.

The Department is one of three academic units in the College, which also includes Landscape Architecture/ Regional and Community Planning and Interior Architecture and Product Design. Two other academic initiatives are administered from the College directly: the PhD of Environmental Design and the Environmental Design first year program, which all non-bacc students in the College attend. Academic advising, student services, budget, IT support, and the College's shop are all administered at the College level.

The College is one of nine at K-State; the nine Deans together convene the Dean's Council, which reports to the University's Provost, who in turn reports to the President of the University. The University, along with the five other state universities, one municipal university, nineteen community colleges, and six technical colleges, is overseen by the [Kansas Board of Regents](#), appointed by the Governor of Kansas.

Self-governance by faculty. The Bylaws of the Department, College, and University bestow a large amount of administrative responsibility to the faculty. Faculty are solely responsible for the curricula of the Department's programs, including modification; most aspects of faculty recruitment and development, including tenure and promotion; individual and collective scholarship; both intra- and extra-curricular student enrichment, technological and other infrastructural improvements; lecture and event planning; strategic planning and assessment, and other aspects of Departmental administration as needs arise. These concerns are typically addressed by committees of faculty members. Current standing committees at the Departmental level include Faculty Affairs, which oversees tenure, promotion, faculty searches, changes to faculty handbook procedures, and other issues; Academic Affairs, which monitors and proposes modification to the M.Arch curriculum; Student Affairs, which oversees student issues such as scholarship awards, competitions, student handbook changes, and overall student welfare; the Graduate Committee, which oversees recruitment and admission of post-baccalaureate students, develops curricular proposals for post-baccalaureate programs, conforms to Graduate School requirements, shepherds MS Architecture students through their academic careers, and related issues; the Technology Committee, which advocates for Departmental technological needs (computer and network, shop equipment, space, and supplies); the Lectures and Events Committee, which manages these issues as well as displays; and the Strategic Planning and Assessment committee, which drafts policies in the aforementioned titular issues. The Department includes staff and students in its self-governance structure.

Faculty self-governance procedure. Departmental committees deliver proposals to deal with specific issues to the faculty as a whole, who read, comment, and approve the proposals by vote. Some proposals affect units outside the Department; these must be approved by larger bodies of faculty. Most of these are vetted by College-level committees, such as Faculty Affairs, Tenure and Promotion, and Academic Affairs, and then voted on by the College as a whole. From there certain proposals are reviewed by the Graduate Council (if they affect graduate teaching, research, faculty, etc.) or proceed to the appropriate standing committee of the Faculty Senate. Finally, the measures are ratified by the Faculty Senate as a whole, before being sent to the Board of Regents, the President, or the Provost as the specific case requires.

Student self-governance. Students have a wide ability to advocate for themselves. Student clubs may negotiate with the Department Head and Dean for resources or other issues. Students may also join the Department's Architecture Student Advisory Board and at the college level the Dean's Student Advisory

Council. Students may join service groups within the Department and College such as Student Ambassadors, which help mentor incoming first year students. Outside the College students have their own administrative structure which includes the Office of Student Activities and Services, which oversees student clubs and other groups, the Student Governing Association, which has an executive, legislative, and judicial component; the Graduate Student Council; the Interfraternity and Panhellenic Councils; and the Sports Club Council, among many other self-governing groups.

Staff self-governance. In 2014, the University's classified staff (positions designated as such by the State of Kansas) voted to reorganize as University Support Staff. At the same time, the group established the University Support Staff Senate to advocate for their own needs. APDesign's support staff is represented by one senator in this body. The Peer Review Committee adjudicates performance, disciplinary, discrimination, and harassment concerns; this body is made up exclusively of support staff personnel. More information about university support staff identity and governance can be found in their handbook.

II.1.1   Student Performance Criteria

Much effort has been made to ensure the program meets the established criteria for student understanding and ability of architectural precepts. **II-1-1-a-NAAB MATRIX_2017-NB-and-PB** in Supplemental Materials illustrates how required courses codify SPCs into their respective learning objectives. The matrix follows the NAAB template fairly closely, with the course numbers and names on the left and the SPCs at the top. An X in the body of the matrix indicates that the corresponding course has been identified as meeting the objective (or, in some cases, part of the objective) of that SPC. Along the bottom is the number of the SPC and an (A) or a (U) depending on the required SPC level of Ability or Understanding.

> **Post-baccalaureate track.** Beginning in 2015, the Department offered qualified post-baccalaureate students a secondary entry point towards the professional Master of Architecture degree. The three year post-baccalaureate degree follows the long-standing five-year non-baccalaureate degree very closely in terms of required courses, particularly so in terms of SPC coverage. On the matrix, courses are marked by one of three colors: white courses are taken by both non-bacc and post-bacc students; grey courses are taken only by non-bacc students, and green courses are taken only by post-baccalaureate students. The two courses in green are accelerated studios that match the SPCs covered by ARCH 302 and 304, which are studios taught in the second year of the five year program. So even though the matrix appears to show there are four classes that cover these SPCs (A.2, A.5 and A.6) each student only takes two of these courses – non-baccs take ARCH 302 and 304 and post-baccs take ARCH 401 and 402.

> With the exception noted above for A.3, A.5 and A.6, all other SPCs are identified as being covered by two courses at most. A summary of SPC coverage in terms of subject and format has been placed in Supplemental Materials under **II-1-1-b-outline of SPC coverage**. One page course descriptions for all required courses can be found in **II-1-1-c-Course-Descriptions**.

> Notes on specific SPCs as requested by the guide and instructions for completing the APR follow.

> **A.3: Investigative Skills**. The department has nominated two courses to address this SPC at the level of ability. ARCH 404 is a design studio that prescribes architectural projects in urban areas. Students are required to invest in understanding the specific urban context(s) of the studio through targeted research, site visitation, diagramming, and a variety of other methods to ensure a deep connection between their building schema and the living city. LAR 500 is a required site planning class taught by a landscape faculty member. Here students learn and apply the skills necessary to correctly utilize a site. They investigate topography, flora, hydrology, urban theory, and the specific issues associated with site intervention. These two courses are offered as examples of investigative skill utilization; certainly these skills can be applied to other aspects of design than site

and context. Many other courses also require the correct application of investigative skills, and thus reinforce the critical application of precise research for design applications.

B.3: Codes and Regulations. The understanding promulgated in several preliminary courses allow more advanced studios – ARCH 605: Architectural Design Studio 5 and ARCH 807: Architectural Design Studio 8 to promote this SPC to the level of ability. ARCH 605 requires code summary information, life safety plans and ADA plans as part of an integrated approach to the design process, and ARCH 807, the final studio in our sequence, requires the incorporation of relevant codes into deep, research-based design solutions. Students are previously exposed to code requirements through several technical courses: Structural Systems, Building Construction Systems, and Environmental Systems courses all touch on most major codes relevant to building design, including the IBC, the IPC, and ADA. Through lecture, tests, and exercises, courses are set up so that students become more and more fluent as they matriculate to advanced classes; both ARCH 434 (BCSA 2) and 514 (ESA 2) require close reading of code requirements.

C.1: Research. Two courses are coupled in K-State's response to this SPC. The first course, ARCH 805, requires students to perform a great deal of background research, and ARCH 807 refines and utilizes that research in a design project. ARCH 805: Project Programming requires students to study subjects based around a theme particular to their class section. These themes have included, in recent years, urban design, advanced computer design aids, such as parametrics and performance data, universality in design, and the rural landscape. This course teaches students research methods important to that field as well as techniques valid for any design projects. These methods, and the data gathered in this course, are put to use in the development of an individualized design program that is then prosecuted in ARCH 807: Architectural Design Studio 8. In this course, the objectives derived from project programming are used to create a design iteration that is interrogated through the lens of informed design decision-making. By the end of the sequence, each student has developed a sophisticated appreciation for the role of research in highly appropriate architectural design.

C.3: Integrative design. This SPC is met by ARCH 605: Architectural Design Studio 5. This course is considered the capstone studio for the required technical sequence of courses, and as such students are required to develop their designs to a high degree of refinement. Projects must be code-verified, contain structural logic, employ material assemblies that are well-conceived and responsive to the project's concept, and develop those assemblies to the level of architectural details, have well developed site strategies, and respond to the overall context. Students work on the same project for the entire semester, refining and expanding their concepts well beyond the schematic level. This course is strongly supported by the program's technology course sequence, which is completed the semester before ARCH 605 is scheduled. Each studio section coordinates with a local or regional firm, so that practicing architects can come into class and work closely with students to refine their design ideas into built form. ARCH 605 faculty employ lectures, seminars, precedent study, and field trips to reinforce lessons learned in previous courses and prod students into integrating this knowledge into their design process. While students are required to continue this approach to the broad range of design requirements in later studios (ARCH 806 and 807), these studios are subject-specific, and so their relationship with all of the aspects of integrated design varies from section to section.

As mentioned, students must have taken all technology courses before enrolling in ARCH 605, all of which provide tutelage in one or more subject areas required by SPC C.3. Environmental stewardship is taught primarily in ARCH 413: Environmental Systems in Architecture 1; technical documentation is taught by ARCH 434: Building Construction Systems in Architecture 2, along with the Digital Architecture Series (ARCH 274, 373, 374); accessibility is taught by ARCH 514: Environmental Systems in Architecture 2, LAR 500: Site Planning, and is introduced in previous studios; LAR 500 teaches site conditions; Life Safety is covered by ARCH 514 and 434, and is also introduced in previous studio courses; ARCH 413 and 514 cover environmental and building service systems; structural systems are taught in the structures series (ARCH 347 and 448), and

building envelope systems and assemblies are discussed in ARCH 433 and 434: Building Construction Systems 1 and 2. Since the last accreditation cycle, ARCH 434, a new class, has been introduced to further student understanding of subject areas that the faculty deemed to need strengthening; in particular, B.3: Codes and Regulations and B.7: Building Envelope Systems and Assemblies. This new class gives students a more advanced understanding of these two areas, enabling them to craft highly specific building schemes in ARCH 605, and schemes that conform far more closely to life safety and accessibility requirements.

Sustainability. The infusion of an approach to sustainability is presaged in the first year Environmental Design studios. ENVD studios require students to holistically consider exterior and site conditions and the quality of interior spaces in tandem with architectural design considerations. In the fall of second year (non-baccs, fall of first year for post-baccs), students take ARCH 248 – Fundamentals of Architectural Technology. This course outlines the major technological considerations of building design, the implications of material selection, and provides a theoretical basis for environmental systems integration in particular. The Environmental Systems curriculum continues and refines this approach. ESA 1 introduces passive, active, and hybrid systems for energy efficiency related to lighting, heating and cooling. Students learn to apply computer simulation software to the design process. ESA 2 deals with building service systems such as plumbing, including rain and waste water recycling, and low-impact stormwater design, and building electrical systems, including general energy efficiency principles, building envelope-related measures, and active energy generating systems. As students move through the studio sequence, they are encouraged to incorporate sustainable systems in their designs, and their approaches become more evolved as they assimilate technical information. This culminates in the graduate studios and co-requisite courses, including ARCH 805 Project Programming. In this course, sustainable considerations are considered alongside a wide range of other concerns, and often become a salient design feature in the corresponding studio courses (ARCH 806 and 807). A wide range of seminars are offered that feature sustainability. ARCH 716 is the designation for seminars that deal with environmental issues, and these courses almost always have an emphasis on sustainability; recent course titles include the Sustainability of Urban Design, The Science and Design of Building Skins, Rural Sustainability, and the Deep Beauty of Sustainable Architecture. Faculty often involve students in applied research for credit; two recent research projects include the evaluation of building envelope energy transfer and daylight performance.

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II.2.1   Institutional Accreditation

Following is a quote from K-State's Office of Assessment website: "Kansas State University has been continuously accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools since 1916. The university participates through the Open Pathway reaffirmation of accreditation process (formerly the Program to Evaluate and Advance Quality (PEAQ) process), and last underwent a comprehensive self-study and site visit during the 2011-2012 academic year. The university completed a mid-cycle assurance review during the 2015-16 academic year. Please see our statement of accreditation status page on the HLC web site for more information."

A letter from the HLC that attests to K-State's accreditation is in Supplemental Materials under **II.2.1a-accreditation verification letter**.

II.2.2   Professional Degrees & Curriculum

The Department of Architecture offers only one professional degree: the Master of Architecture. Since 2005, this degree has been offered as a five year non-baccalaureate graduate degree. In the fall of 2015, a second entry point was opened up for students holding bachelor degrees in other fields, and this post-baccalaureate curriculum was organized into a three year plus one semester program. Both programs subscribe to NAAB requirements in regard to semester credits earned, as indicated in the two tables

below. Curriculum guides for the non-baccalaureate (**II-2-2-a-nonbacc-curr-guide**) and post-baccalaureate (**II-2-2-b-postbacc-curr-guide**) programs are included in Supplemental Materials. K-State is on the semester system, so the credit hour numbers below correspond directly to NAAB requirements.

The non-baccalaureate program is a single institution M.Arch program. The table below correlates K-State's non-bacc curriculum with NAAB requirements.

Credit type	NAAB requirement	Required at K-State	Notes
Total Required Credits	168	170	
Professional Studies	no req.	101	
General Studies	45	45	*1*
Optional Studies	10	24	*2*
Graduate Credits	30	31	*3*
Undergraduate Credits	no req.	139	

Notes:
1. General Studies at K-State includes 16 hours of required classes - MATH 100: College Algebra, COMM 105: Public Speaking, PHYS 115: Descriptive Physics, and ENGL 100 & 200: Expository Writing 1 & 2. These courses are supplemented by 29 hours of General Studies Electives. General Studies Electives must be taken outside of the college in fields of study approved by the most recent NAAB Conditions.
2. Optional studies include at least 6 hours of topical seminars taught in the Department of Architecture, 3 hours of planning electives, and 12 graduate credit hours. Three credits must be ARCH 750: Writing Intensive Seminar.
3. The 31 hours of graduate credit include 19 hours of required courses and 12 hours of elective optional studies.

Credit hour breakdown by semester. The NB Curriculum Guide in Supplemental Materials titled **II-2-2-q-non-bacc-curr-guide** shows how many credits are required by semester. Credit hour requirements range from a low of 14 in the seventh and eighth semesters to 18 in the sixth semester. Students have the option to take ARCH 605 over the summer prior to the seventh semester, thus reducing the required number of hours in that semester.

Minors and Concentrations. The Department offers no minors or areas of concentration within the program. Some students elect to pursue minors in other academic areas as their individual courses of study allow.

Off-campus Programs. The Department, in cooperation with the College, offers several optional programs. In their fourth year, students may elect to study abroad for a semester, either at the College's campus in Orvieto, Italy, or at several other institutions around the world. The Department also offers an eight month academic internship in the fourth year, encompassing the spring and summer semesters. Most students elect to do one or the other of these options in their fourth year; by taking ARCH 605 over the summer, students may participate in both study abroad and internship.

In their final year, students may elect to study at the Kansas City Design Center (KCDC), located in the heart of the downtown district of Kansas City, Missouri. The KCDC draws students from the College's four disciplines (architecture, interior architecture, landscape architecture, and planning) as well as some students from the University of Kansas architecture program. These students collaborate on year-long urban research and design projects. Students may also attend the KCDC in their eighth semester, in lieu of internship, study abroad, or an elective studio at the Manhattan campus.

The post-baccalaureate program complies with NAAB's M.Arch non-preprofessional plus degree. The table below compares K-State's program with NAAB requirements. It should be noted that the post-baccalaureate program is almost completely integrated with the non-baccalaureate program. All non-studio courses are taken concurrently with non-baccalaureate students. Out of the seven required studios in the program, only two (ARCH 401 and 402) are exclusively for post-bacc students. In all other studios, post-bacc and non-bacc students commingle.

Credit type	NAAB requirement	Required at K-State	Notes
Total Required Credits	168	103/168	*1*
Professional Studies	no req.	80	
General Studies	no req.	0	*2*
Optional Studies	10	23	*3*
Graduate Credits	30	31	*4*
Undergraduate Credits	no req.	72/137	*5*

Notes:
1.   Post-bacc students take 103 hours of credit at K-State. The remainder of credits required by NAAB are satisfied by the student's previous baccalaureate degree.
2.   General studies credits are satisfied by the student's previous baccalaureate degree.
3.   Six credits of Optional Studies must be topical seminars offered by the Department of Architecture; three credits of these must be ARCH 750 – Writing Intensive Seminar. Twelve credits must be taken at the graduate level.
4.   The 31 hours of graduate credit include 19 hours of required courses and 12 hours of optional studies.
5.   72 undergraduate hours are taken at K-State. The remainder of required credits are satisfied by the student's previous baccalaureate degree.

Credit hour breakdown by semester. The PB Curriculum Guide in Supplemental Materials as **II-2-2-b-postbacc-curr-guide** shows how many credits are required by semester. Credit hour requirements range from a low of 8 in the summer semester to 17 in the third and fifth semesters.

Minors and Concentrations. As with the non-baccalaureate program, the Department offers no minors or areas of concentration for post-bacc students.

Off-campus Programs. Internship or study abroad options noted above are available for post-bacc students but enrolling in these programs extends post-bacc studies for another academic year. Post-bacc students may elect to take their final year of coursework at the Kansas City Design Center.

Other degrees offered. Along with the two professional Master of Architecture tracks, the Department offers a post-professional Master of Science in Architecture degree, designed to allow students to pursue specialized study in an area of interest. The MS Architecture includes three areas of concentration: Ecological and Sustainable Design, Environmental Behavior and Place Studies, and Design Theory. The nominal two-year program requires a minimum of 30 hours of graduate credit, including a required research methods class, at least six hours devoted to a capstone thesis or design project, and seminars from the Department and other units on campus. MS students take seminars concurrently with professional students, and often serve as teaching assistants for required lecture courses. The curriculum

guides for the three MS Architecture tracks are included in Supplemental Materials as **II-2-2-c-MSArch-curr-guides**.

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II.3   Evaluation of Preparatory Education

Many students arrive at K-State with some coursework under their belts, either through AP or dual enrollment credits in high school or from other post-secondary institutions. With the addition of the post-baccalaureate program in 2015, students now enter the Department with a complete degree. The Department has three different procedures for coursework evaluation: one is for courses outside the professional studies curriculum (General Studies), and another is for classes that are equivalent to required professional courses – i.e. courses that fulfill NAAB SPCs. A final procedure is specific to evaluating previous academic (and sometimes professional) architectural design work; this final procedure is the basis for "advanced standing." All three procedures are explained below.

1. **Equivalency of non-professional studies courses**. These courses may include General Studies courses (required or elective), or Optional Studies courses. A student's official transcript is the basis for accepting previous credit in these areas; the Department's procedure for these courses is based on the University's policy for transfer credit. The student's academic advisor is the point person for evaluating previous credit, with Department Head approval for non-bacc students and Graduate Program Director approval for post-bacc students. The Department may ask students for additional information about a particular course previously taken, particularly in relation to required General Studies coursework, including course descriptions, syllabi, or contact with the teacher. No credit is granted for courses taken previously with a grade below a C. Courses taken previously must be for at least the same number of credit hours as the course that is being replaced. The Department accepts AP scores and IB certification for these courses.

2. **Equivalency of professional studies courses (except studio)**. Some students have taken some architecture coursework before entering K-State. These populations chiefly include transfer students from the two-year UMKC program who matriculate into the five-year non-bacc M Arch program (discussed further below) and post-bacc students applying from a previous architecture program. This coursework may range from a single course to the completion of a four-year pre-professional degree. A separate policy has been enacted for students wishing a previously taken course to be considered equivalent to a required technology, history/theory, or other professional course taught at K-State. For each course they would like the Department to consider as equivalent, they must fill out a Coursework Equivalency Form - see **II-3-a-Course Substitution Form** in Supplemental Materials. The form consists of a checklist describing each of the Department's non-studio courses and a form that must be filled out for each course. In addition to the form, students must attach a syllabus for each course. The submitted information is forwarded to the faculty at K-State who currently teach the corresponding course. Faculty determination is the basis of granting or denying equivalency. A copy of each form, syllabus, and determination is kept in students' files and is recorded on their digital transcript.

   The post-bacc program requires 11 credits of undergraduate professional support electives (PSEs), defined in the post-baccalaureate M.Arch handbook as coursework that extends architectural knowledge, skills, or interest. Incoming students have the option to nominate courses taken in their previous degree to serve as PSEs. The last page of the course substitution form describes the procedure for pursuing this optional equivalency. The suitability of any prior coursework to serve as a PSE is determined by the associate department head.

3. **Evaluation of Prerequisite Coursework for post-baccalaureate students**. The post-bacc M.Arch track requires six courses be taken prior to entry into the program, as seen on the pre-

requisite worksheet (**II-3-b-Prerequisite Worksheet-PB MARCH**). These courses ensure incoming students have requisite skills and knowledge, that they have some appreciation for architecture or art, and that they have experienced the rigors of studio education. This form may be used if the academic advisor cannot ascertain which previous courses a student has taken count towards the prerequisites.

4. **Equivalency of studio courses (i.e. "advanced standing")**. This policy only applies to post-bacc applicants, in particular those with pre-professional or higher degrees. These are the only students who may qualify for "advanced standing," i.e. moving up one or more years in the studio sequence at K-State. The basis for this decision begins with an official transcript that verifies matriculation from a program that requires more than two years of studio courses. Placement in K-State's program is based on student performance in these studios as evidenced by grades and by the strength of a student's portfolio, submitted as part of their application. The Department's Graduate Committee solicits qualitative evaluations of students' portfolios from current design studio faculty in recommending studio placement.

Preparatory Education: University of Missouri at Kansas City Architectural Studies. Since 1987, K-State has partnered with UMKC, which acts as a feeder for the non-baccalaureate M.Arch track. UMKC's Architectural Studies two-year curriculum matches the first two years of K-State's on-campus curriculum, excepting ARCH 325, which UMKC students that matriculate into K-State take in their third year. The curriculum guide and course descriptions of equivalent courses from UMKC are included in Supplemental Materials (**II-3-c-UMKC-Architectural-Studies-curriculum-guide** and **II-3-d-UMKC-course-descriptions**), and demonstrate the inherent parity of learning objectives, SPC coverage, and activities between UMKC and K-State. Find below a side-by-side comparison between the two program's courses.

K-State non-bacc M.Arch track		UMKC Architectural Studies	
Semester 1			
ENVD 201	Environmental Design Studio 1	ENVD 201	Environmental Design Studio 1
ENVD 203	Survey of Design Professions	ENVD 203	Survey of Design Professions
ENVD 250	History of Designed Env. 1	ENVD 250	History of Designed Env. 1
MATH 100	College Algebra	MATH 110	College Algebra
COMM 105	Public Speaking 1A	DISC 100	Discourse 1 or ENG 110 Prose 1
	Elective		
Semester 2			
ENVD 202	Environmental Design Studio 2	ENVD 202	Environmental Design Studio 2
ENVD 251	History of Designed Env II	ENVD 251	History of Designed Env II
PHYS 115	Descriptive Physics	PHYS 210	General Physics 1
ENGL 100	Expository Writing I	DISC 200	Discourse 2 or ENG 225 Prose 2
			Elective
Semester 3			
ARCH 302	Architectural Design Studio 1	ENVD 301	Architectural Design Studio 1
ARCH 248	Fundamentals of Arch. Technology	ENVD 248	Fundamentals of Arch. Technology
ARCH 350	History of Designed Environment 3	ENVD 252	History of Designed Environment 3
ENGL 200	Expository Writing II	DISC 300	Discourse 3 or COMS 110 Speaking
	Elective		Anchor 3 or elective
Semester 4			
ARCH 304	Architectural Design Studio 2	ENVD 302	Architectural Design Studio 2
ARCH 274	Digital Architecture 1	ENVD 247	Digital Architecture 1
ARCH 347	Structural Systems in Arch. 1	ENVD 347	Structural Systems in Arch. 1
ARCH 433	Bldg. Const. Systems in Arch. 1	ENVD 433	Bldg. Const. Systems in Arch. 1
ARCH 325	Environmental Design and Society		elective (UMKC takes ARCH 325 at KSU)

II.4   Public Information

II.4.1: Statement on NAAB Accredited Degrees can be found here: accreditation information.

II.4.2: Access to NAAB Conditions and Procedures is on the same page as above.

II.4.3: Access to Career Development Information. The Department keeps an online listing of current job openings shared with us here: employment & internships. Students have access to a wide variety of resources to help them find employment during school or after graduation. All students in the College can join APDPro, a professional development program. More information on this program is here: APDPro. APDPro offers many events, including lectures, workshops on resumes and portfolios, and one-on-one mentorship with practicing professionals. The Department, in cooperation with the College and K-State's Career and Employment Services Office, participates each year in Design Expo, a job fair that brings dozens of potential employers to K-State to interview and hire students in architecture and related design fields. Prior to the job fair, students can participate in Mock Interviews with firm representatives and portfolio and resume seminars. The University's Career Center provides broad support for employment during school and for impending graduates, and the Alumni Association offers lifelong career services to K-State graduates. Links to these services can be found on the employment & internships page and on the APDesign websites noted above.

II.4.4: Public Access to the most recent APR and VTR is here: accreditation information.

II.4.5: ARE Pass Rates. A link to the NCARB webpage that displays ARE pass rates by division and by school is found on the Department's accreditation page.

II.4.6: Admissions and Advising: Beginning in the summer of 2016, advisors from each department were consolidated into the College's Office of Student Services. The Academic Advising website is here: academic advising. Information on the application process for prospective students can be found here: future students.

II.4.7: Student Financial Information: Current and prospective students can find out the cost of attendance here for both undergraduate and graduate study: cost of attendance. Some College and Department level specifics in terms of cost can be found here: college-specific costs. All University, College, and Departmental financial aid opportunities can now be applied for in one application, found here: student financial aid. This includes scholarships, grants, work study, loans, and more.

III.1.1   Annual Statistical Reports: Can be linked to here. A letter attesting to the accuracy of the statistical reports can be found in supplemental materials; see **III-1-1-statistical-attest-letter**.
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III.1.2   Interim Progress Reports are supplied by NAAB.

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Section 4. Supplemental Material

Supplemental Materials are located in a Dropbox folder that can be found here:
https://www.dropbox.com/sh/o5ju6wgrf4g6l3s/AAD_Lw8dGSYK-fN45ce3xrm0a?dl=0 (send request for access to overall folder to Todd Gabbard at rtodd@ksu.edu). They are linked to individually below.

Section 1
- I.1.1a-nonbacc-curr-guide.pdf
- I.1.1b-postbacc-curr-guide.pdf
- I.1.2c-LearningCultureSocialEquity
- I.1.3-Office_Of_Diversity_Integrated_2025_Plan
- I.1.3a-2014-APDesign-Diversity-Report.pdf
- I.1.4.C-ADS7.8_Howe_Syllabus
- I.1.4.D-sample syllabi
- I.1.4.E-Community Social Responsibility-syllabi
- I.1.5.a-2025-alignment-matrix
- I.1.5.b-Strategic Plan
- I.1.6-A-a-M.Arch-program-assessment-report
- I.1.6-A-b-2014-student-exit-survey
- I.1.6.A-b-One-Year Alumni 2014 ARCH Report
- I.1.6-A-c-UniversityHandbook Section C excerpt

Section 2
conditions not met: I.1.5-long-range-planning-arch-strategic-plan

Section 3
- I-2-1-a-faculty resumes
- I-2-1-a-faculty resumes UMKC
- I-2-1-b-faculty matrix
- I-2-1-c-teaching assignments
- I-2-1-d-PromotionTenure
- I-2-1-e-Sabbatical Leave Guidelines
- I-2-1-f-Professorial Performance Award Guidelines
- I-2-2-a-Seaton-New-Plans
- I-2-2-b-Shop Equipment Layout
- I-2-2-c-Shop Equipment List
- I-2-2-d-office-space-APDesign
- I.2.3-Financial Resources (for folder access, send request to Todd Gabbard at rtodd@ksu.edu)
- II-1-1-a-NAAB MATRIX_2017-NB-and-PB
- II-1-1-b-SPC coverage summary
- II-1-1-c-Course-Descriptions
- II-2-1a-accreditation-verification-letter
- II-2-2-a-nonbacc-curr-guide
- II-2-2-b-postbacc-curr-guide
- II-2-2-c-MSArch-curr-guides
- II-3-a-Course Equivalency Form for Post-bacc
- II-3-b-Prerequiste Worksheet-PB MARCH
- II-3-c-UMKC-Architectural-Studies-curriculum-guide
- II-3-d-UMKC-course-descriptions

III-1-1-statistical-attest-letter