



Architecture Program Report

Department of Architecture

Architecture Program Report

Kansas State University

College of Architecture Planning and Design

Department of Architecture

Dr. Peter Magyar, Professor and Department Head

211 Seaton Hall

Manhattan, KS 66506-2901

785-532-5953

785-532-6722 fax

pmagyar@k-state.edu

Tim de Noble, Professor and Dean

115 Seaton

Manhattan, KS 66506-2902

785-532-5950

tdenoble@ksu.edu

Master of Architecture

Kansas State University

Kirk Schulz, President

785-532-6221

kirks@ksu.edu

April Mason, Provost

785-532-6224

mason@k-state.edu

PREFACE

The discipline of Architecture deals with the analysis, design and construction of the human environment from the scale of a single person's immediate needs to the creation of sites for the coexistence of large number of people. The sites could be in natural, rural or urban surroundings.

Besides the spatial continuum, the educational process concentrates on the temporal sequence of past, present and future, assigning each of these periods their due importance. The organizing attitude of both learning and teaching is the systemic approach, where neither of them can be accomplished without the simultaneous consideration of cultural, spiritual, social, technological and ethical contexts.

Along the edges of these temporal and spatial sequences, we merge and overlap with our fellow departments in the College of Architecture, Planning and Design: the Department of Interior Architecture and Product Design, and with the Department of Landscape Architecture/Regional and Community Planning. We intend to create a mutually shared scholarly and actionable base, which is interpreted and mutated according to the accepted and practiced boundaries of these individual, but inter-related disciplines. The aim of our different, but harmonized operations is to create the physical means which furthers the quality of human existence and establishes a theater for interaction between people.

The planned and already existing working contacts between our faculty and design or construction companies does creatively rearrange the traditional and rigid cycle of learning (students) disseminating (faculty), applying (professionals), in any possible different and innovative combinations. The recycling of the results of research in the studios and other classes, or collecting data for the research by students provide an organic relationship between students, faculty and external resource groups.

"Since our last report, the department has experienced the best of times and the worst of times. For several of those years, institutions of higher education have suffered from the state shortfalls of revenue. Ours was among them. Through creative management, faculty sacrifice and hard work of the students, however, we continue to maintain excellence." This is a quote from the previous APR, written by Professor and (then) Department-head, James S. Jones. It intends to represent constant factors: the maintenance of excellence even in the present financial hardship as well!

This Architectural Program Report for 2010/11 wouldn't exist without the untiring leader- and penmanship of Professor David Sachs, ably assisted by Associate Head Matthew Knox and professor Michael McGlynn, together with the faculty, staff and the students of the department. Theirs is my gratitude!

P.M.

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Part One (I): Section 1–Identity and Self–Assessment

The following sections of this portion of the report combine to present a view of an architectural program that is at once rich and complex and clear and straightforward.

I.1.1–History & Mission

Kansas State University can trace its origins to the founding in 1853 of Bluemont College. In 1863, with the passage of the Morrill Act, 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 enabling legislation the new college focused on practical matters related to Kansas' primarily agricultural economy. From modest beginnings, the college grew gradually in size and scope through the following decades, experiencing a rapid expansion in the post World War II years. In 1959, following the establishment of degrees in humanities and social sciences to compliment the growing array of specialized degrees, the college became Kansas State University (KSU).

KSU now has nine colleges, eight of which are located on the Manhattan campus. These include Agriculture; Architecture, Planning and Design; Arts and Sciences; Business Administration; Education; Engineering; Human Ecology; and Veterinary Medicine. The College of Technology and Aviation is located in Salina, Kansas. Additional university sites include 18,000 acres in the four branch locations of the Agricultural Experiment Station (Hays, Garden City, Colby, and Parsons), 8,600 acres in the Konza Prairie Research Natural Area jointly operated by the AES and the Division of Biology, and a recently opened Innovation Campus in Olathe (near Kansas City), which is dedicated to application-based integrated research and education.

The 664-acre Manhattan campus evolved from an initial plan, which in keeping with KSU's original mission, was modeled after traditional Kansas farmsteads. The campus, whose buildings are clad primarily in native Kansas limestone, is convenient to both business and residential districts. Manhattan has a population of approximately 50,000 residents, and is situated in the rolling Flint Hills of northeast Kansas, 125 miles west of Kansas City.

A majority of KSU's more than 23,000 students come from Kansas. There are also students from each of the other 50 states and a growing number of international students from 90 countries.

KSU's architecture program, which began in 1871, is among the oldest of such programs in the western part of the country. By 1903 a formally organized four-year curriculum in architecture, which included: theory, history, design, art, and technology, was initiated. It was administered by the Department of Architecture and Drawing, located in the School of Engineering. In 1922 the department's title was changed to the Department of Architecture and Allied Arts, and was admitted into membership in the Association of Collegiate Schools of Architecture. In 1944, the curriculum was



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, as well as landscape architecture, which separated from the College of Agriculture, and regional and community planning, which was consolidated from several administrative units. Soon after the creation of the new college an introductory program was developed as a common basis for all of the separately administered professional programs. This arrangement was formalized in the early 1970s, with establishment of the Department of Environmental Design, which administered a common two-year, introductory program combining general academic education and environmental design studies. In 1991, the college again reorganized, eliminating The Department of Environmental Design, 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 1995, the name of the College was changed to Architecture, Planning, and Design.

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 (without prejudice) students who had successfully completed their first two years of study in Kansas City.

The most significant recent development in the college came in the fall of 2005 when all departments in the college chose to follow national trends in architectural education, and elected to move their professional degrees from undergraduate to graduate status. It became the first comprehensive design college to eliminate all undergraduate degree offerings in favor of graduate degrees. A new interdisciplinary PhD program was also initiated at this time.

Current enrollment in the college is 779 students, with 187 students accepted into the commonly administered first year program, 317 students enrolled in the Department of Architecture program, 114 students enrolled in the Interior Architecture program, 106 students enrolled in the Landscape Architecture program, and 55 students enrolled in the Regional and Community Planning program. Approximately half the student body is drawn from Kansas, and Missouri residents comprise another forty percent (40%) of the total. Since Missouri has no publicly supported school of

architecture, the states of Kansas and Missouri have reached an agreement permitting many Missourians to enroll in the college and pay Kansas resident fees. The final 10% of students come both from nearby states and from more remote regions of the world. The college is able to maintain steady enrollment rates, because, in 1989 it became the first unit in the university to be given the right to initiate an enrollment cap, based on a selective admission process.

The Mission Statement for Kansas State University was approved by the Kansas Board of Regents on December 18, 2008. It reads:

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.

Kansas State University is a comprehensive, research, land-grant institution serving students and the people of Kansas, the nation, and the world. Since its founding in 1863, the university has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, K-State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents' institutions.

Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. K-State prepares its students to be informed, productive, and responsible citizens who actively participate in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Research and other creative endeavors comprise an essential component of K-State's mission. All faculty members contribute to the discovery and dissemination of new knowledge, applications, and products. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this mission is the university's commitment to broad-based



programs in graduate education at both the master's and doctoral levels.

Faculty, staff, and administrators share their expertise through service to the university and disciplinary organizations, via outreach, engagement, and extension-related activities. Their work provides support to numerous projects related to the goals, missions, or aspirations of the departments, colleges of the university, and to the members of the professional community. Through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs. These service activities are integrally related to the land-grant mission.

Extension is governed by Kansas statutes that empower elected county councils and district governing boards with authority and responsibility to assess needs and conduct a local educational program in cooperation with Kansas State University and the United States Department of Agriculture (USDA). A network of local extension professionals and volunteers link Kansas State University faculty, the National Cooperative Extension System to the USDA which produces high-quality educational programs.

The CAPD Mission Statement reads:

The College of Architecture Planning and Design seeks to be a creative and stimulating learning environment for all participants, fostering leadership committed to responsible stewardship in the design of the built and natural world and its diverse citizens. To be a recognized center of excellence in support of the University's mission as a Land-Grant Institution.

Core Commitments: The College of Architecture, Planning and Design is committed to having:

- a creative, stimulating learning environment that inspires shared learning and creative growth;
- a motivated, compassionate and diverse faculty and staff committed to great teaching, relevant research and exemplary service to the community and the profession;
- a relevant, dynamic curriculum built on a practice-centered paradigm;
- an inquisitive, creative and diverse student body, actively engaged as leaders within the College, the University and the profession;
- a network of external supporters who are actively engaged in supporting the College; and
- sustained funding matched to the objectives and strategies adopted by the College.

Our Values: The primary values which guide our interactions, decisions and work are

respect, passion, diligence, integrity, diversity, innovation, tolerance and excellence.

The faculty of the Architecture Department confirmed the Department of Architecture Mission Statement. It reads:

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;
- engaging in exemplary architectural teaching, scholarship, creative endeavor, and service;
- embracing and serving students, staff, faculty, professionals, and laypersons;
- seeking the constructive participation of individuals and groups while striving to value their needs, talents, and contributions;
- fostering the capacity of our members and the public to understand the past and present as preparation for responsible innovation;
- aspiring to strengthen the quality of everything we do.

The mission statements of the university, the college, and the department can be seen to touch on a number of related themes revolving around the ideas of balance. This can take the form of balance between the kinds of responsible service called for in the mission of a land grant institution, and a transcendent idealism worthy of world-class educational institution. The mission statements speak to the need for balance between the roles of teaching, research, and service, between the rights and responsibilities of students, teachers, and administrators, between practical or applied research and cutting-edge or theoretical research, and between academic freedom, and collective responsibility. The mission statements point to the complexities and challenges inherent in professional education.

Taken together, the parallels in the histories and mission statements of the university, college, and department help to illustrate the strong synergies between the entities. The university grew up around and continues to celebrate the kinds of experiential



learning inherent in the study of architecture. The principles of active learning, as clearly exemplified in design studios, form the basis for the university's current general education policy. And in fact, faculty members from the department have been instrumental in defining and refining university efforts to insure an appropriate breadth of exposure for all students. Within the department, the principles and practices of experiential learning have been extended beyond the studios to become a defining feature of almost all courses in the curriculum.

The university is justifiably proud of the climate of excellence which has fostered many nationally recognized accomplishments by students and faculty members from across campus. Many of these, including Udall and Rhodes Scholarships, are listed and described on the university website (<http://ksu.edu/media/achievements/majorscholarwins.pdf>). Through the selective admission policy, the college brings an inordinate number of highly qualified students to the university. Since our last accreditation visit, a student from the department has been named as an Udall scholar and two others have received an honorable mention, and another student was a Rhodes scholar finalist. Eighteen students who currently hold premier scholarships, the university's highest recognition, are from the college, and of these 9 are from the department. The university is also proud of the consistently high (Design Intelligence) rankings of departments within the college. Currently, in a time of nomenclature transition BArch graduates are ranked 6th and MArch graduates are ranked 16th, BIA graduates are ranked 3rd and MIA graduates are ranked 7th, and BLA graduates are ranked 3rd and MLA graduates are ranked 4th. Other student and faculty accomplishments for the years 2004-2005 through 2009-2010 can be found in the supplemental information provided in the team room.

I.1.2–Learning Culture & Social Equity

All students make a very simple promise for all work they will do in the course of their studies at KSU. The honor pledge states, "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." This statement forms a basis for trust that underlies all parts of the following discussion.

The following statement was approved by the faculty of the department in the spring of 2009.

STUDIO CULTURE

In fall 2005, the NAAB added a condition for accreditation: all schools of architecture are now required to have a written policy describing and implementing its Studio Culture policy. The NAAB requirement follows an initiative by the American Institute of Architecture Students (AIAS), who created a task force addressing the merits and shortcomings of studio culture. The AIAS issued a report, "The Redesign of Studio Culture: A Report of the AIAS Studio Culture Task Force" in 2002.

The NAAB policy and the AIAS report emphasize five key values (optimism, respect, sharing, engagement and innovation), which we incorporate in this policy under the following three headings:

ENRICHMENT, which addresses the personal and professional development of the design student;

RESPECT, which addresses the learning environment within the studio; and

ENGAGEMENT, which addresses the capacity of studio teaching to reach beyond the classroom.

In the spring of 2009, the Department initiated a series of discussions within and among the Student Affairs Committee of the Department of Architecture, the Architecture Student Advisory Board, student representatives and the faculty. The Student Affairs Committee drafted a Studio Culture Policy. The Department of Architecture Faculty at Kansas State University voted to adopt this policy at its meeting on Tuesday, May 5, 2009. That semester, the Studio Culture Policy was posted on the Departmental website and incorporated into the M. ARCH Handbook beginning in 2010-2011.

Henceforth, studio culture shall emphasize the following:

ENRICHMENT

In studio, students learn to resolve architectural design problems using multi-modal design skills, including effective public speaking, persuasive writing, communicative graphics, and the ability to synthesize information in image, model, and text. Studio assignments are crafted to allow students to apply their skills and knowledge, in critical and creative ways, to the development of three-dimensional architectural projects in which they integrate the lessons of other courses including history, structures, environmental controls, the social and behavioral aspects of design, and more. The studio environment itself is structured to build optimism and confidence, encouraging students to explore the formal, representational, tectonic, poetic and/or social potential(s) of their design. In studio, students learn to incorporate multiple components of their lives into their architectural education. Either as guides or exemplars, faculty can encourage learning in different venues, as students attend lectures, fabricate artifacts in the shop, visit the Chang Gallery, and/or conduct research at Weigel Library. Such extra-curricular activities and engagement refine and enhance the well-being of the architecture student, inform the design process, and help the student make a more meaningful contribution to their discipline, community, and society at large.

RESPECT

In studio, students work in a shared environment of respect, self-realization, peer encouragement, and professional guidance. Faculty and administrators encourage students to balance competing interests, attend to their mental and physical health, manage their time, and enhance their modes and methods of making decisions.



Students are taught to prepare work in a timely manner and to consider the contributions of their peers and their teachers. The studio environment is structured to embrace social and intellectual diversity and be an equitable and collaborative space in which students feel safe in their opinions and secure with their belongings. In studio, students work iteratively with regular guidance, commentary and direction from peers and educators. In the collaborative learning environment of the studio, whether in conversations at the student's workspace, during formal critiques, or at public presentations, equity and fairness prevail. The studio is structured to allow students to seek out and employ the knowledge of peers and faculty in disciplines both within and outside Seaton Hall, respecting the expertise available across campus.

ENGAGEMENT

In studio, students learn to work cooperatively and collaboratively both within and outside the classroom. Whether working independently, in tandem or on a team, students learn to rely on the strengths of a College in which collaborators from our allied disciplines share not just coursework and facilities but also design values, obligations and opportunities. Where possible, faculty and administration deploy alternative teaching methods to refine and advance architectural education, including study abroad, community service projects and sponsored studios. In studio, students learn to contribute positively to the built environment and thereby prepare to serve as leaders within the profession and within their communities. The studio encourages students to consult outside practitioners, suppliers and/or manufacturers. The studio sequence encourages opportunities to engage in community service, so that students may come to understand the trials and benefits of working with collaborators, clients and/or the public. Overall, the studio experience should help students acquire the knowledge and skills to create excellent design, which they can use to enrich public life, promote the design professions, contribute to sustainable communities, and engage social issues.

As part of the preparation for the upcoming accreditation visit the Accreditation Committee met (in the spring of 2010) with students from the Architectural Student Advisory Board and faculty members from the Department of Architecture to discuss ways to revise and expand our studio culture policy to cover all of the department's activities. A number of questions and ideas were discussed; these include:

- whether the learning culture statement should be an amendment to the studio culture policy or should be a wholly new document, incorporating studio culture issues.
- a concern that the new statement should acknowledge guidance from NAAB, particularly with regard to the three realms of the student performance criteria and the five perspectives
- the need to stress:

- diversity in range and delivery of courses to insure breadth of perspective and understanding
- an emphasis on life-long learning
- mutual respect
- shared involvement in policy & planning
- a commitment to tolerance and open and civil dialogue
- the idea of a community of scholars supporting one another in the pursuit of understanding and the conduct of life
- a commitment to equity
- a commitment to sustainability
- a commitment to diversity

These issues will be taken up again in the fall of 2010. While it remains uncertain who will be charged with leading the effort, it will be important that discussions and conclusions should include all stakeholders including students, faculty members, administrative personnel, staff, advisors and benefactors.

Our efforts to promote diversity within the college and department are described in the Multicultural Affairs Report of 20 February 2009 from the College Diversity Committee, which will be made available to the visiting team. This report describes efforts to: recruit and retain minority students and faculty members, 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.

Our efforts to develop an ever more inclusive and diverse community are supported by a number of university policies including: the university's affirmative action policy and plan, the university handbook policy on gender (which also covers racial and ethnic issues), and the principles of community (<http://www.k-state.edu/academicpersonnel/fhbook/fhxj.html>). These are facilitated and enforced by the university's office of affirmative action, the office of diversity & dual career development, the president's commission on multicultural affairs, and a variety of campus multicultural membership organizations. Information on these university policies and organizations are available on the university web site. (<http://www.k-state.edu/affact/>). The university's nondiscrimination policy (<http://www.k-state.edu/nondiscrimination.html>), reads as follows:

Kansas State University is committed to nondiscrimination on the basis of race, color,



ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to the Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785-532-4807. Revised April 22, 2008.

Despite the efforts of the college, and the support of the university, we continue to struggle to increase the number of minority students and faculty members in the department. The college multicultural report describes the unique geographic, demographic, and economic challenges we face. Never-the-less, we are committed to continuing our efforts to increase minority presence in our community. To this end, our partnership with UMKC (where there is a larger minority population) helps to bring minority students to campus, and our foreign study programs help to sensitize our students to different cultural perspectives. And on an optimistic note, we can see that global recruiting efforts are beginning to bring an increasing number of international students into our professional program. Lastly, the college-wide initiative to increase service learning will increase our exposure to more diverse populations.

I.1.3–Responses to the Five Perspectives

As described in section I.1.1 we (the university, the college and the department) have, and continue to, maintain a balance between our multiple missions. The following section provides an opportunity to elaborate on these efforts.

A. Architectural Education and the Academic Community

The architecture program is greatly enriched by its location within a large and diverse research oriented university, having 250 undergraduate majors, 65 masters degree programs and 22 doctoral programs. and offering many opportunities for: general and highly specialized studies, traditional academic research and scholarship, applied research and outreach, and a range of professional studies. The architecture program is also enriched by its location in a college comprised of four distinct environmental design disciplines.

Students and faculty members benefit from the department’s institutional context in a variety of both formal and informal ways. Students benefit directly from the opportunity to select from a wide array of elective courses, and to engage in collaborative projects with students in other disciplines in the college and across the university. Furniture design is a popular elective offered within the CAPD, and set design a popu-

lar elective offered in the College of Arts and Sciences. In the spring of 2006 and the fall of 2007 architecture students worked with students from 5 other disciplines in the CAPD and the College of Engineering on the design and construction of an entry in the Solar Decathlon. Faculty members benefit directly from an opportunity to engage in collaborative teaching and research with colleagues both from within and outside the college. Our regularly offered Italian studies programs involve both students and teachers from various disciplines within the college in a collaborative learning environment. Faculty members from the department also participate in an annual university wide Humanities in Italy program administered by the College of Arts and Sciences. The installation and monitoring of a green roof on a section of Seaton Hall is an ongoing project that exemplifies the kinds of interdisciplinary research taking place within the college, and ongoing research into professional writing in design firms by a departmental faculty member and a faculty member in the Department of English sponsored by an NCARB grant exemplifies our wider collaborative efforts.

The informal or chance benefits that students and faculty members receive from being part of the university community are probably as valuable as those derived from the deliberate and purposeful relationships described above. Because all students in the college enter into a common first-year curriculum, they form long-lasting friendships with students across the college as well as in their department. These friendships result in informal interdisciplinary critique and collaboration among students at all year levels. Participation in one or more of the university's 450 student organizations encourage the development of relationships and sharing of ideas between stu-



dents across the campus. For faculty members, the college curriculum, governance, and spatial organization lead to valuable informal relationships between faculty members from different departments in the college. Participation in university programs and governance facilitates relationships between faculty members in various colleges. Students and faculty members alike benefit from attendance at common educational programs such as the acclaimed Landon Lecture Series, cultural offerings such as the McCain Performance Series, and even from sporting events.

B. Architectural Education and Students

One way of helping students learn habits of informed criticism is to encourage them to take responsibility for their own education. Advisory boards of elected student representatives provide counsel to the university (Student Senate), the college (Deans Student Advisory Council or DSAC), and the department (Architecture Student Advisory Board or ASAB). ASAB representatives sit on all major departmental committees (including faculty search committees), attend faculty meetings, and participate in the department's Professional Advisory Board (PAB) meetings. The ASAB meets regularly with the department head. They organize an annual work-day, where students work to improve the college's physical facilities. Student voices are also heard through teaching evaluations. The university mandates that all courses be evaluated by students, and be considered as a factor in annual faculty evaluations and in promotion and tenure decisions. Student input is an important part of all departmental decisions, and has been very helpful in the preparation of this APR.

C. Architectural Education and the Regulatory Environment

Students are introduced to the structure and obligations of the architectural profession in the survey of the design professions course, which is taken in the first semester of the curriculum. This is reinforced many times through the students' course of study, and formally in the professional practice course, which is taken in the final semester of the curriculum. Additionally, each year a faculty member in the department is appointed as IDP Educator Coordinator. As part of the responsibilities of this position, the IDP Educator Coordinator hosts and publicizes a public meeting in which IDP procedures and policies are described. Normally the AIA state IDP coordinator is invited to attend this meeting, and to help with the presentation. The IDP Educator Coordinator is also available to meet with students individually to answer questions about architectural internship and registration procedures.

D. Architectural Education and the Profession

The first-year survey of the design professions course offers an initial look at the multifaceted roles played by architects. This material is covered in much greater detail in the fourth-year architectural programming course, and is reiterated in the fifth-year professional practice course. Students also get a feel for the various ways architects approach their work through:

- 1) the examples provided by their instructors (many of whom have, or continue to, practice architecture)
- 2) practicing professionals who are routinely invited to participate in student juries—including formal juries that are part of the third-year Bowman prize competition and the fifth-year Heintzleman prize
- 3) an alumni honoree who is invited to participate in student activities
- 4) speakers who participate in the annual lecture series (as detailed in section I.2.1)
- 5) the annual Regnier visiting faculty chair, who is a practicing architect from outside the United States.
- 6) Professional offices hosting student reviews in Kansas City.
- 7) Participation in the annual Design Expo where professionals come to campus to recruit potential employees.
- 8) Participation in the annual Mock Interview where visiting professionals critique student communication skills.
- 9) Annual portfolio reviews workshops where visiting professionals critique student portfolios.
- 10) Interaction with college and department professional advisory boards.
- 11) visiting professionals invited to lecture in the professional practice course.

E. Architectural Education and the Public Good

An understanding of the role architecture can and should play in the development of a safer, more equitable and sustainable world is part of nearly everything we do. Beginning in the second-year studio, when we begin to challenge students with “real” problems, a concern for the public good becomes an important part of the evaluative criteria for every project. Specific aspects of this concern are stressed in various ways in particular courses, for example: in the second-year, the first course in environmental systems stresses a concern for sustainability, the course in environmental design and society stresses social equity; in the third year, the building construction systems course introduces code issues and stresses building safety, and the site planning course stresses community building and larger environmental concerns; in the fourth year the programming course presents fundamental ethical challenges, and the studio asks students to incorporate all of these concerns into their projects; and in the fifth-year many studios (notably those undertaken at the Kansas City Design Center) take on public service projects and/or design-build projects for real clients, who by the terms of our public service policy (posted on the college web site—<http://www.capd.ksu.edu/about/policies/public-service-project-policy>) must be interested in promoting the public good. Recent public service projects have assisted in the reconstruction of Greensburg, Kansas struck by a tornado and the recovery of New Orleans after the devastation of hurricane Katrina.



I.1.4–Long Range Planning

At the university level, the Faculty Senate endorsed a University Strategic Plan for 2008-2012 on November 11, 2008. It identified the following nine themes:

- Recruit, Retain, and Develop High Quality Faculty
- Recruit, Retain, and Develop High Quality Professional and Classified Staff Members
- Strengthen the Teaching, Learning and Student Life Environment
- Enhance Graduate Education and Research Programs
- Improve 21st Century Academic Research Library Collections, Services and Facilities
- Provide Access to Technology for Information Exchange and for the Creation of New Knowledge
- Foster a Diverse Multicultural Environment
- Enhance International Emphases
- Contribute to the State’s Economic Development and Environmental Health

A number of action items were identified to facilitate the implementation of each of these aspirations. In the spring of this year the incoming president Kirk Schulz announced a new strategic planning initiative (for a 2025 plan) designed to put the university among the top 50 public universities in the country.

Following the adoption of the university’s 2008 strategic plan, the college embarked on a planning effort organized around the following imperatives.

- Build on and enhance CAPD’s Practice-Centered Paradigm as the cornerstone value proposition for each degree program
- Emphasize Design for Building (constructability) as a key theme for CAP+D
- Acquire, deploy and make comprehensive use across the curriculum of all of the most current technology tools in the design professions
- Establish Responsible Stewardship as a key focus of all CAP+D curricula and programs
- Continue and expand CAPD’s reputation as a best-of-class choice for outstanding students and for selective employers who offer excellent career opportunities
- Establish a “built environment” for CAP+D that:
 - supports our mission, core commitments & values,
 - serves as an inspiration for the learning and work our students and faculty do, and
 - is a working case study of responsible stewardship.

- Build a learning environment that bridges the mutual interests of students and faculty.
- Provide the sustained financial resources necessary to maintain CAPD's standing as a best-of-class center of excellence in design education
- Make the transition from today's high quality and highly regarded faculty to a next generation of faculty who will be CAPD's foundation for continued excellence
- Establish a larger, stronger presence among CAPD's constituencies
- Find the balance between profession-specific paradigms and the value of interdisciplinary work
- Support the University's Land Grant Mission for service and learning

The strategic plan which resulted from this effort was entitled CAPD Future Vision 2009. It identified the following Top-Level Strategic Objectives:

CAPD has a national reputation for its practice-centered focus and is regarded as a center of excellence;

Curricula and programs provide opportunities for students to experience the value of all of the design disciplines in real world settings;

Curricula, projects and studio-based learning environments are recognized as a best-of-class example of how to infuse responsible stewardship into the core of every student's experience;

Facilities are matched to the College's position as a highly ranked educator of design professionals;

CAPD has a strong sustained financial structure that supports the College's mission and key strategies.

The plan, which was intended to guide the college for five years (2009-14), identified the following seven major implementation strategies:

- deliver an educational experience that prepares students for meaningful practice;
- advance technology leadership across the College;
- support excellence in scholarly and creative inquiry;
- recruit the best and the brightest;
- elevate CAPD's perception in the competitive marketplace;
- perpetuate and enhance a community of collaborative world-class scholars;
- build an environment that matches our scholarly endeavors.



A Strategic Planning Report for the Department of Architecture was accepted by the faculty on May 13, 2007. It was organized around the following strategic priorities:

- The Department will continue to offer a rigorous curriculum for academic growth and professional development.
- The Department will continue to attract and support an excellent, diverse, and hardworking student body.
- The Department will cultivate a faculty that shares its mission and enriches its pedagogical offerings.
- The Department will identify needs and advocate for investment by public and private sources to enhance facilities and equipment that support the educational efforts of its students and faculty.
- The Department will continue to engage external constituencies to participate in its curriculum and program development.

The strategic plans for each of the administrative levels of the university incorporate the unit's mission statement (included in section I.1.1). Like the mission statements, the strategic plans demonstrate the symbiotic relationship between the various parts of the university, with the smaller units sitting easily within the larger framework, reinforcing the larger vision.

The departmental plan began to be discussed shortly after, and as a direct result of, the previous accreditation visit. By the time the plan was finally adopted, one of the important strategic initiatives to come from these discussions, the transition from an undergraduate to a graduate professional degree program, had already been adopted. The discussion had been taken up by the college, which moved quickly to become the first in the nation to adopt non-baccalaureate graduate degree programs for all design disciplines. In this process, and guided by ongoing strategic planning discussions which involved faculty members, students, and professional advisors, the department elected to make only minor curricular changes. Faculty members could see that the existing curriculum was comparable to most Masters levels programs across the university. Students recognized the economic benefits of this approach, and professional advisors (on the PAB) expected only minor differences in students entering the profession with differently named professional degrees. The NAAB approved the change in nomenclature.

Based on ongoing discussions which are part of our regularly scheduled faculty meetings, we can report that the change in nomenclature and the 2007 strategic plan have served the department well. Still, lingering doubts, and both anticipated and unanticipated transitional difficulties, would seem to make a renewed strategic planning effort appropriate and valuable. Both the accreditation process and our ongoing assessment efforts should assist in this effort.

I.1.5–Self-Assessment Procedures

Our ongoing self-assessment procedures take two forms 1) a self-defined but university mandated study of some critical program aspect to be undertaken by every department, and 2) the many less formal assessment efforts performed as part of our regular operating procedures.

The university's office of assessment requires each unit to identify their student learning outcomes (SLOs). For the professional degree program, the department of architecture drew directly from the NAAB student performance criteria. The office of assessment also requires the unit to develop assessment plans, engage in assessment activities, and develop a culture of continuous improvement in their programs. In the years 2004-2007, the department focused on a new experimental course in which the content of the final building construction course (studio) and the fall fourth year design studio (ARCH 605 ADS 5) were conflated. NAAB student performance criteria 12.18 (integrating environmental systems), 12.24 (seeing the impacts of codes on design), 12.27 (making informed design decisions) and 12.28 (producing construction drawings) were identified as the key criteria by which the new course was to be judged. Based on annual evaluations the new course was judged to be highly effective and a permanent curriculum change was instituted.

Beginning in the 2007-08 academic year, the department began to focus its assessment efforts on evaluating the fifth year design sequence, which for the first time was being delivered for graduate rather than undergraduate credit. As part of the evolving experimental delivery of this sequence, the studio has come to be seen as a continuous yearlong experience which is augmented by an integrated course in project programming in the fall and an integrated seminar focused on writing in the spring in which the whole effort is described. This assessment effort is ongoing, and is being used to inform the course development.

So, for example, the integration of a seminar course into the spring studio represents an experiment begun in the 2009-2010 school year based on faculty evaluations of earlier results. Faculty members teaching the sequence of courses and completing the evaluation forms specified in the assessment plan (to be provided in the team room) in the first two iterations of the final MArch studios felt that students needed additional mentoring if they were to be successful in the writing component of these studios. Opportunity to provide the additional support for students was gained by transforming one elective seminar into the required integrated seminar. The expectations for this experimental course are described in the ADS VII / VIII Handbook, and reads as follows:

Top/Architecture Seminar: Studio Writing Component

All ADS VIII students will be expected to produce writing(s) accompanying their design proposal. While the emphasis of the writing(s) will likely vary from studio to studio, all students will attempt to clarify, assess, analyze or otherwise advance their broad



architectural intentions for the ADS VIII studio project through the development of a report, paper, or other text. Document[s] are expected to be comprehensive, thoughtful, thorough, carefully written and appropriately illustrated.

While the format of the written component of the ADS VIII studio will vary among sections, students are expected to produce text(s) of 3000 to 4000 words in a bindable format (assume 8-1/2"x11" or 11x17"). Consistent with the emphasis of the individual studio, include graphic representation (orthographic projections, analytical diagrams, renderings and the like) as required to complete the efforts initiated in Project Programming, advanced in ADS VII and concluded in ADS VIII.

The written component of ADS VIII addresses broad professional goals (developing the communication skills required in architectural practice) and specific pedagogical ones, as students demonstrate proficiency in areas including "Communication Skills," defined as the "[a]bility to read, write, speak and listen effectively;" "Design Thinking Skills," defined as the "[a]bility to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards;" and "Investigative Skills," defined as the "[a]bility to gather, assess, record, apply and comparatively evaluate relevant information within architectural coursework and design processes." (NAAB, 2009 Conditions for Accreditation, A.1, A.2, A.5, p. 22).

Ongoing assessment efforts will be used to judge the success of this effort. If it is judged to be successful the experimental change may become permanent.

The less formal assessment procedures include:

Student Teaching Evaluations—which are required for every course. In these surveys, students are asked to assess and comment on both the perceived value of the course and on the quality of its delivery. Faculty members use the summary information and individual comments to make strategic improvements to their courses.

Student Advisory Board Discussions—which take place regularly throughout the school year. Feedback from board members, who each represent a studio section, help to alert administrators and faculty members to student concerns. These discussions can result in changes in policy and even curriculum.

Professional Advisory Board Discussions—which take place twice a year. Discussions are normally focused around issues of current concern to the department. For example, consultations with the advisory board provided strategic guidance in our transition from an undergraduate to graduate professional degree program.

Studio Coordination Reviews—which are undertaken every semester. At the end of the semester faculty members at each year level meet to share their observations as well as those of their students regarding the successes and shortcomings of the past semester's studio. Notes of these discussions are used to inform subsequent studio

offerings and to refine the course in the following year.

Academic Affairs Committee Meetings—which take place regularly throughout the school year. This committee regularly solicits input from students and faculty members on issues of curricular concern. When appropriate and relevant (in particular to the department’s strategic aspirations) the committee brings these issues to the full faculty for discussion and possible action.

Sub-Committees—which are convened to focus on a particular issue. In the past year, committees representing digital issues and building technology each developed recommendations on ways of integrating the lessons from these areas more effectively into the studio sequence.

As part of each faculty meeting in the spring of 2010 the department’s accreditation committee spent time talking with faculty members about changes in the accreditation. It was noted that the new accreditation paradigm encourages programs to use the accreditation process as an assessment tool. To this end faculty members were encouraged to contribute to a list of possible problems and potential solutions, which might be addressed in the wake of the accreditation visit. The resulting list included ideas drawn from both official reports and recommendations, and from less formal “water cooler” conversations.

The department has a strong tradition of reflection and self-criticism. It is continually looking for ways to improve the quality of education that it offers. In this spirit, the department has prepared an exit questionnaire, which it will begin administering to students at the time of their graduation, beginning in the spring of 2011, and the college is developing a series of surveys to be administered to students at critical points in their education, notably after first year when they are admitted to a professional program, after third year when they are admitted into the graduate school, and after fourth year when they return from internship or foreign study.

Part One (I): Section 2–Resources

I.2.1–Human Resources & Human Resource Development

A. FACULTY

The Department of Architecture currently has a total of 24 full time faculty members, including 12 professors, 6 associate professors, and 6 assistant professors—of whom 4 have tenure track appointments and 2 have term appointments. Four part-time instructors occupy the equivalent of an additional 1-1/2 position. We have a support staff that includes a full-time academic advisor, an administrative specialist who supports the department head, and an administrative assistant who supports student services.



A typical teaching load for a semester includes one design studio and one additional lecture or seminar course. A typical distribution of responsibilities includes 70% teaching, 20% scholarly or creative work and 10% service assignments. Three faculty members teach only lecture or seminar courses; the department head normally teaches one course per year, and the associate head (when one is assigned) typically teaches two courses per year. Because of budget shortfalls and hiring moratoriums of the past couple of years, 4-5 faculty members are currently being asked to teach a one course per year overload, as the department struggles to maintain a maximum student to faculty ratio in studios of 20:1 in the first year, 18:1 in the second year, 16:1 in the third year, and 14:1 in the final two years.

The office of affirmative action oversees all employee searches. They will approve only recruitment plans that specifically target minority constituencies, and require rigorous documentation to insure that all hiring decisions are made based solely upon the qualifications specified in the position description (<http://www.k-state.edu/affact/Policies/>).

The faculty member appointed as IDP Educator Coordinator works with the state IDP Coordinator to prepare and host a well-publicized open public presentation on the IDP at least once every year. Information on IDP and licensure given in this presentation is reiterated in the professional practice courses.

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 2005 are briefly described below.

- fall 2005 / spring 2006–Bob Condia–drawing and painting
- spring 2006–Don Watts–design and construction of a house in Italy
- spring 2007–Richard Hoag–research on roundabouts
- spring 2008–David Sachs–work with RTKL / Shanghai
- spring 2008–Matthew Knox–digital visual effects in architecture research
- spring 2009 / fall 2009–James Jones–design and construction of a house in Honduras
- spring 2009–Mick Charney–research on Walt Disney imagineering

Upon return from sabbatical, faculty members must make a formal report to the university and a presentation to a college faculty meeting. In almost all instances the work done on sabbatical resulted in other paper presentations and an enhancement of teaching capabilities.

Faculty members may request funding from the department for travel to conferences to present papers. At least one partially funded trip per year can be expected annually. The Dean's Office provides an annual \$500 equipment fund and \$1000 matching

grant for tenure-track faculty development. Faculty members may apply for a university faculty development award (FDA) to provide additional support for international travel, or for a university small research grant (SRG) for start up funds for a modest research endeavor. Over the past three years \$25,500 have been awarded to faculty in the department from these sources. Faculty members may also apply to the Division of Continuing Education for the preparation of distance education courses.

The university's policies on faculty employment and advancement are specified in the university handbook (<http://www.k-state.edu/academicpersonnel/fhbook>). The following table of contents shows the range of topics covered in the handbook. The university faculty senate must approve any and all changes to the handbook.

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The handbook requires that each unit further define procedures and standards for annual evaluations, tenure, and promotion in a departmental policy manual. The department's manual, which was last revised in 2006, contains the following information:

- 1–Introduction–describing the contents and intentions of the document.
- 2–Annual Evaluation for Merit Increase–covering the following topics:
 - A–Background–describing the department head's responsibilities.
 - B–Procedure for Merit Evaluation–describing the format to be used by faculty members for their activity reports, the schedule and procedure for submitting the reports, and the format for the department head's written evaluation.
 - C–Evaluation Activities and Documentation of Faculty Achievements–describing the university's evaluative categories, which are: (1) teaching, (2) scholarly and creative activity, (3) service, and (4) extension.
- 3–Evaluative Guidelines for Long-Term Development Toward Tenure and Promotion–covering the following topics.
 - A–Justification–providing rationale and context.
 - B–Four Criteria to Guide Long-Term Professional Aims and Efforts–these include (1) collegiality, (2) coherence, (3) Versatility, and (4) peer evaluation.
 - C–Evaluative Guidelines for Tenure–describing standards for judgment.
 - D–Evaluative Guidelines for Promotion–describing standards for judgment for each rank.
 - E–Monitoring Progress Toward Tenure—describing the schedule and procedure for reviewing and advising the candidate.
- 4–Soliciting Faculty Input for Reappointment, Tenure, and Promotion—describing the rights, and responsibilities of the candidates, faculty members, and administrators.
- 5–Evaluative Guidelines for Chronic Low Achievement–describing procedures for recognizing, ameliorating, and resolving this issue.

The department's manual takes the university's directives and reinterprets them to make them applicable to the rather unique circumstances of architects in academia. A copy of the manual will be provided to in the visiting team room.

B. STUDENTS

Admission Policies

Students wishing to be admitted to the program must apply both to the university and the college by February 1st for classes beginning in the fall. Admission is competitive. Normally around 800 applications are received for 180 available positions in the first year class. Applicants must have a 3.00 GPA and 21 ACT to be considered for admission. Successful applicants typically have a 3.50 GPA and a 25 ACT. In the years since our last accreditation visit, the average GPA and ACT score of students who have entered our program have been as follows:

	GPA	ACT
2005	3.72	26.44
2006	3.76	26.93
2007	3.71	27.10
2008	3.78	27.31
2009	3.69	26.86

As noted in section I.1.1, initial admission is into an environmental studies program shared by all professional programs. After the first semester, when students are introduced to their professional options, students apply for admission to one or more of the professional programs. Normally 72 positions are available in the architectural program, and a similar number of slots are available in the other programs (combining interior architecture & product design, landscape architecture, and Regional & community planning). It is hoped that, with natural attrition, all successful students will be able to be admitted to one of the programs.

The parallel program operated by UMKC employs similar admission standards and practices. As indicated in section I.1.1, the admission process to the professional programs is exactly the same for the UMKC students as it is for the KSU students. The architecture program typically adds between 10 and 18 students per year from Kansas City into the third year of the program. In order to complete the final year of the program, as described in section II.2, all students must also apply for and be accepted into the graduate school.

C. LEARNING ENVIRONMENT

The students in the college work in a surprisingly complex and cosmopolitan environment. Because all students in the college enter through a common introductory program, they develop interests in all of the college's professional programs, and friendships among students in all professional departments; and because students who enter the program in Manhattan are joined by students who have begun their studies in Kansas City, they are exposed to peers with subtle but significantly different life experiences. The richness of options available to students is reflected in the following listing of lectures and exhibits hosted by the college over the last six years.



2009-2010

lectures:

Mark Shapiro
Scott Smith
Kevin Kennon
Alan Dunlop
Kiku Obata
Brodie Bain
Greg Hancks
Judith Major
Kulapat Yantrasast
Tom Morton and
John Norris
Kazuhiro Kojima and
Kazuko Akamatsu
Andrea Ponsi
Beth Harmon-Vaughan
Terry Smith
Kate Schwennsen
Kurt Culbertson
Dan Snow
Dennis Cusack and
Greg Papay
Jay Siebenmorgen

2008-2009

lectures:

Jim Patchett
Steven Ehrlich
Dan Snow
Jose Oubrierie
Brian Healy
Wilfried Wang
Robert McCarter
Ricardo Dumont and
Peter Hedlund
Alan Dunlop
Reid Coffman
Lynn Moore
Alfred Jacoby
Coker and
Marlon Blackwell

exhibits:

KSU CAPD Kansas City Design Center
KSU CAPD Study Abroad
KSU CAPD Academic Internship
KSU CAPD Alumni Honorees
Robert Condia, Not Simply Every Sunset Over Eden
Dylan Beck, In and Out of Place
Judith Major, Bamboo and Stone: Images of China
KSU CAPD Faculty Show
KSU CAPD Heintzelman Entries
KSU CAPD Student Photography Competition
KSU CAPD Student Rendering Competition

exhibits:

KSU CAPD Heintzelman Entries
KSU CAPD Kansas City Design Center
KSU CAPD Study Abroad
KSU CAPD Academic Internship
KSU CAPD Alumni Honorees
Jim Jones, The Art of Presentation
Ray Streeter, Italia Larga
Gene Mackey, Through the Eyes of an Architect:
Travel Sketches
KSU CAPD Faculty Show
KSU CAPD Student Photography Competition
KSU CAPD Student Rendering Competition
KSU CAPD Summer 2008 Landscape Architecture Coleman
Studio

2007-2008

lectures:

Roger Reed
Miguel Angel Roca
Moran
Bill Wenk
Rosario Chimirri
David Reed
Alfred Jacoby
Jamie Fogle
Peter Magyar
Erika Moody

Harald Meyer
David Hoffman and
Philip Meyer
Steve Lane
Rangel
John Royster
Gary Collins
Martin Despang
Rick Bilski
Joan Soranno and
John Cook

2006-2007

lectures:

Doug Stockman and
David Dowell
Rocio Romero
Warren Byrd
Anne Fougeron and
Thomas Hacker
Kevrick
Tom Price
Mikko Heikkinen
Gina Loomis
Ulf Meyer
Miguel Angel Roca
Wendy Evans Joseph
John Shreve
Julie Hall

exhibits:

KSU CAPD Heintzelman Entries
KSU CAPD Summer 2007 Landscape Architecture Maureen
Studio, Wichita Redrawn
KSU CAPD Study Abroad
KSU CAPD Academic Internship
KSU CAPD Alumni Honorees
Hai Wang, Story Telling
Larry Bowne, Tophats
Knoll Furniture
Robert Condia and Wendy Ornelas, Process in Architecture:
della Voce
KSU CAPD Faculty Show
KSU CAPD Student Rendering Competition
KSU CAPD Student Photography Competition
KSU CAPD, Greensburg Envisioned: Concepts from Tony
K-State Design Students

exhibits:

KSU CAPD Heintzelman Entries
KSU CAPD Study Abroad
Raeford Lewis, Paintings
KSU CAPD Academic Internship
KSU CAPD Alumni Honorees
Angiolo Mazzoni: Architecture in Motion, Italian Andrea
Railway and Postal Building Architecture
Larry Bowne, The Expressive Line
KSU CAPD Faculty Show
Dennis Law and John Gaunt, Places
Shani Chambers, Transforming the Textiles in
Architecture
KSU CAPD Student Photography Competition
KSU CAPD Student Rendering Competition



2005-2006

lectures:

Lee Sobel
Bob Gibbs
Robert Cox
Michael Wallwork
Scott Arford
David Orr
Marianne McKenna and
Mitchell Hall
Kent Williams
Walker
Max Underwood
Campo Baeza
Philip Speranza
Chris Koroknay
John Hedeem
James Patchett and
Gerould Wilhelm
Ed Tannebaum
Mario Gooden
Craig Johnson
Bryan Bell
Mikko Heikkinen
Eric Hanson

2004-2005

lectures:

Hiroshi Hara
Mick Charney
Juan Moreno
Thomas Balsley
J Christopher Graham
Paula Stafford
Jeremy Harris
Cheryl Harrelson
Guy Cooper and
Gordon Taylor
Alberto Campo Baeza
Tim Reedy
Brian MacKay-Lyons
Michelle Wempe

exhibits:

Christopher Spaw, 1219 Colorado
KSU CAPD Study Abroad
KSU Internship Exhibit
KSU CAPD The Best of the Graduates
AIA KC Monsters of Design
KSU CAPD Alumni Honorees
KSU CAPD, Architectural Skins
Jim Jones, Shades and Shadows
The Other Side, Paintings by KSU Administrators Enrique
KSU CAPD Faculty Show
KSU CAPD Student Rendering Competition Alberto
David Brown, Diversity From One Creative Mind
Greg Stroh, Materials/Textures

exhibits:

KSU CAPD The Best of the Graduates
KSU CAPD Study Abroad
KSU CAPD Academic Internship
KSU CAPD Alumni Honorees
KSU CAPD OZ Retrospective
Contemporary French Landscape Architecture
Cutler Anderson Architecture
Torgeir Norheim, Arkitekt Arbeider Underveis
Larry Bowne, Three Houses
KSU CAPD Faculty Show
KSU CAPD Student Rendering Competition
KSU CAPD Architecture Accreditation

Reggie Reyes
Katie Jensen
Greg Nelson
Grant Hildebrand
Tim Blonkvist and
Robert Schmidt
Sara Caples and
Everardo Jefferson
Michael McNamara
Larry Bowne
Ivar Krasinski and
Brent O'Connell

This listing reflects the diversity of offerings available to students. It includes people with a wide range of interests from across the design disciplines, and with various kinds of experience ranging from students to internationally renowned designers. They come to the college in various ways. Some come as part of our ongoing professional partnerships, as described in section I.1.3-D, through the support of the KSU Student Fine Arts Fee, or through the independent efforts of individual faculty members.

Student experiences are further enriched by off campus travel, in which students visit exemplary buildings and visit with notable professionals. Field trips are often associated with studios. for example:

- the first year studios normally go to Wichita to see a Frank Lloyd Wright House and to Kansas City to see the Nelson Atkins Museum, which has a major recent addition by Steven Holl.
- the second year studio normally goes to a mid-western city. In the spring of 2010 they went to Dallas / Ft Worth for four days.
- the third year studio normally goes to a major American city. They went to Boston in 2009 and New York for five days in the spring of 2010, where they attended an alumni reception.
- as described in section II.2 most students satisfy their spring fourth year studio requirement off campus. In the spring of 2010, 67 of 82 students enrolled in one of the off campus studio options.
- the fifth year studios often travel to visit the sites for their projects. In the fall of 2009 students traveled to Berlin, Germany, Glasgow, Scotland, and Stavanger, Norway.
- fifth year students also have the option of taking their courses in Kansas City at the Kansas City Design Center (KCDC).



Students are often directed to unique opportunities by their advisors who consist of (1) their studio instructor, who acts as a professional advisor, and (2) their academic advisor, who provides counsel on coursework, but also consults on a host of personal and lifestyle issues. The range of services provided is reflected on the academic advisor's (internal) website, which provides links to:

- student advising handbooks
- studio handbooks
- architectural organizations (including AAF, ACSA, AIA, AIAS, NAAB, NCARB, RIBA, SARA & ASLA)
- study abroad opportunities
- scholarship opportunities
- curriculum information (including forms, policies, schedules...)
- equipment and supply lists
- university policies and procedures (including code of conduct, academic honesty...)
- university offices (including student services, crisis assistance, career & employment services...)
- internship opportunities (including IDP, university career fairs, CAPD mock interviews, CAPD design expo...)

The student handbook (which will be provided in the team room) is a valuable resource for students. It contains:

- an overview of advising services
- a description of admission policies
- a program description (including accreditation policies, curriculum guide and explanation...)
- enrollment policies (including registration, withdrawal, curriculum change, transfer credit...)
- grading policies (including the “double D” policy, undergraduate and graduate standards, “incomplete” policy, academic grievance policy...)
- departmental policies (including ownership of student work, studio culture, studio assignment, emergencies & illnesses...)
- year level information (including computing equipment, field trips, internship, study abroad, graduate school application, studio 8 options...)
- university policies (including academic honesty, code of conduct, discrimination, sexual harassment, alcohol & drug use...)
- appendices (including curriculum guide, prerequisites, support electives, NAAB 2009 Guide to Student Performance Criteria...)

Students have opportunities to participate in a variety of the hundreds of campus organizations listed on the university web site (<http://www.k-state.edu/directories/orgs.html>), as well as organizations specific to the college. These include AIAS, NOMAS, and Tau Sigma Delta.

As an example of the kinds of things that occur in a moderately active year, we can report that in 2009/2010 the AIAS group:

- received \$1730 in donations (\$130 of which was from the department)
- sent 5 members to the Midwest Fall Quad Conference
- hosted the Beaux Arts Ball (175 students attended)
- hosted an IDP lecture
- hosted a LEED building tour (of the new Leadership Studies building)
- conducted a silent auction to fund an upcoming Freedom-By-Design project (raising over \$300)

Jared Sang, a past-president of the group, served as a national AIAS board member, and participated as the student representative on an accreditation visit.

All organizations have a faculty advisor and have access to limited funding. For



example, the college typically funds NOMAS student travel expenses to the annual NOMA conference. Students can participate in shared governance through the university Student Senate, the college Dean's Student Advisory Council (DSAC), and through the department Architecture Student Advisory Board (ASAB). Students also have the rather unique opportunity to work on OZ, the longest continuously running student architectural journal in the country. In the years since the last accreditation visit, students have had a number of opportunities to be involved with community service design-build projects. These have included Freedom by Design projects, a Solar Decathlon entry, an "extreme makeover" project, and disaster relief efforts in New Orleans, Louisiana and Greensburg, Kansas.

I.2.2 - Administrative Structure & Governance

Administrative Structure

The university, college, and department all have a strong tradition of shared governance. The college is served by four elected-representatives to the Faculty Senate, which maintains the university handbook governing employment policies, oversees and approves curricular offerings, and provides guidance to the university administration. An elected faculty member also sits on the Graduate Council, which provides similar guidance to the graduate school. The dean of the college provides input into the university's governance through participation on the Dean's Council.

Shared governance at the college level operates through elected faculty representatives to a Faculty Affairs Committee, which reviews employment policies and tenure and promotion decisions, a Curriculum Committee, which reviews curricular changes, and a Committee on Planning, which sets strategic priorities. The department head sits on the college executive committee, which advises the dean.

The department has four major standing committees: the academic affairs committee, which oversees curricular issues and prepares academic proposals, the student affairs committee, which cares for the rights of students and administers scholarships, the faculty affairs committee which monitors employment processes including hiring, tenure and promotion, and the graduate committee, which oversees the post-professional Master of Science in Architecture (MS Arch) degree program. Additional faculty committees and task forces are appointed as needed; often these have to do with technology or planning. The chairs of the departmental committees provide counsel to the department head.

Faculty members have different levels of influence with regard to different issues. Curricular issues are solely the purview of the faculty, but input on personnel issues is advisory, and control of fiscal issues and administrative appointments are solely the purview of administration. So the dean works at the pleasure of the provost and the department head works at the pleasure of the dean.

As noted in section I.2.1, students are consulted in all aspects of governance. Student representatives from the ASAB sit on all departmental committees including search committees, and attend faculty meetings.

The administrative structure of the university is hierarchical, with each unit selectively delegating powers and responsibilities to the next lower level. Fiscal responsibility resides at the level of the college, making it a key entity. The college directly administers common concerns, resources, and programs. So for example, it administers fundraising, the building, and shared facilities including the model shop and media resource center, and common programs including the first year environmental design program and common PhD program (which are both staffed by faculty members from the various college departments).

I.2.3 - Physical Resources

The college occupies most of the four floors of sprawling Seaton Hall and all of the adjacent Seaton Court. The departments of geography, agricultural engineering, and architectural engineering & construction science occupy a portion of the central and western wings of the building. There are spaces in Seaton Hall which are not controlled by the college, but which support its mission. These include the Weigel architecture library, which is housed in the central rear wing on the third floor, and the Foerster lecture hall in the basement of the same wing.

The facility is centrally located on campus, with the front facing the student union, the west wing facing the college of engineering and the east wing facing the library. Seaton Hall was built incrementally throughout the first half of the 20th Century to house various units. Seaton Court is a two-story complex of buildings that includes the campus' oldest extant structure.

The buildings have been renovated through the years in a piecemeal fashion. The east wing of Seaton Hall, which houses the majority of the college's studio space, underwent a major renovation in 2000. Recent upgrades (since the last accreditation visit) have included the completion of networking for all spaces, and the reroofing of Seaton Court and the link. The link is also being renovated to make space for a dedicated college model shop, laser cutter and plotting. The power to the space is being upgraded and a dedicated staff person and student workers will oversee the college model shop. As indicated in section I.2.2, the facilities are managed by the college, which assigns spaces to the departments. The departmental spaces, including offices, studios, and support spaces, are intermingled throughout the college spaces.

Space is tight, but adequate. Every faculty member in the college has his or her own office and telephone, and every student in the department has an assigned desk in his or her studio. (Students in first year studios share a desk with a student in a separate studio section meeting in the same room at a different time.) Students have



access to a reasonably well-equipped model shop, a group of plotters, and a laser cutter. Student groups administer the plotters and laser cutter.

Although our spaces are adequate, and sometimes even charming, they do not reflect the quality to which we would hope our students would aspire in their own work. The new dean has made the improvement of the college's physical facilities one of his highest priorities. The dean's advisory board is beginning a fundraising effort to support renovations and additions that will make college spaces exemplary in every way, and particularly in the area of environmental stewardship.

Plans for Seaton Hall and Seaton Court are available on the college web site (<http://capd.ksu.edu/about/facts-and-figures/seaton-building-plans>).

Technology Services

All students at the university are given an e-mail account with wired and wireless access to the university network and the internet. They are also given access to "K-State Online," which allows them to access teaching materials and resources, and to interact and collaborate with peers. Student computer labs are located across campus.

Within the college students have access to a local network, which in turn gives them access to printers, plotters, and the college file server. Students have access to the college computer lab, which contains 30 computers loaded with all the software used in the college. IT support is available to students from one of two technicians. Both the lab and the IT services office are open from 8AM until 9PM daily.

Students normally buy their own computers and hardware for use in the studios. They buy their computers between the second and third year of the program. An accounting of the necessary hardware specifications is posted at the end of the spring semester. This year the price for the suggested system is estimated to be between \$3000 and \$5000 depending on platform and upgrades. The minimum specifications are a 2.5GHz processor, 4GB memory, 512MG graphics card, 300GB hard drive, 10/100/100 network card, 20" monitor, 150GB external hard drive, 3 button mouse, printer, scanner, ethernet cable and surge protector. It is expected that this system will be sufficient for student needs for the remaining three years of their education. Information on the required software is given in the first class session of ARCH 472 - Computing in Architecture at the beginning of the fall semester. This year it is estimated that the software will cost between \$500 and \$700. Programs used include Microsoft Office, Adobe Creative Suite 5, Sketch Up Pro, Autocad 2011, 3D Studio Max Design 2011, and Revit Architecture 2011. Secure storage boxes are provided in the studios for student equipment.

As noted in the previous section, student groups in each department in the college manage separate plotting and laser cutting facilities. While this works fairly well, the college hopes to create efficiencies and expand services by combining the services into a central college-operated facility.

I.2.4 - Financial Resources

The following chart illustrates the allocation of state resources to the college and the department. This constitutes the bulk of resources available to the department. Statements for the previous five years are quite similar, and will be provided in the team room. The total budget afforded to the department during this period ranges from a low of \$2,165,898 in 2004/05 to a high of \$2,546,857 in 2007/08. The fluctuation is largely the reflection of faculty salaries, which in turn are indicative of the coming and going of faculty members. Through the earlier years, faculty members were being replaced, and through the later years (largely due to the economic downturn), faculty members who were leaving were not being replaced.

The report on state funding requires a bit of explanation particularly with regard to the resources shown as allocated to the dean's office. Some of these funds are passed directly through to the department. For example, \$55,461 of the graduate teaching assistant (GTA) salary is passed directly to the department, allowing at least one GTA to be assigned to each of the large lecture classes. This is important because many of these classes also serve the Department of Interior Architecture and Product Design and may have as many as 120 students. It should also be noted that services provided through funding to the dean's office are of direct benefit to the department. For example, salaries funded through the technology fee pay for technical support personnel who serve all departments in the college.

While funding through the state represents the great majority of money available to the department, privately donated funds administered through the Kansas State Uni-

KSU COLLEGE OF ARCHITECTURE, PLANNING, AND DESIGN										
State Funds by Department, Source and Type as Shown in Printed Budget*										
FY 2009-2010										
dmp 7/1/09, 7/13/09, 8/17/09										
DEPT	Fac/Unclas Sal	GTA Sal***	TYPE Cla Sal	Stu Sal	OOE	GTA Waiver	Subtotal	Benefits	FY 10 Budget Appropriated Total	% of Budget Appropriated Total
DO	\$740,824		\$92,778	\$25,798	\$55,362		\$914,762	\$210,035	\$1,124,797	14.83%
Krider				\$11,847	\$3,618		\$15,465	\$185	\$15,650	0.21%
Weigel				\$19,675	\$1,525		\$21,200	\$306	\$21,506	0.28%
Ins Res	\$52,900	\$200,384			\$62,999	\$167,213	\$483,496	\$20,251	\$503,747	6.64%
Equipment Fee					\$140,085		\$140,085		\$140,085	1.85%
Technology Fee	\$105,508		\$76,338		\$145,000		\$326,846	\$55,643	n/a	n/a
Subtotal	\$793,724	\$200,384	\$92,778	\$57,320	\$263,589	\$167,213	\$1,575,008	\$230,777	\$1,805,785	23.81%
ARCH	\$1,784,355		\$56,742	\$10,112	\$59,078		\$1,910,287	\$495,057	\$2,405,344	31.72%
IARCH	\$907,175		\$24,523	\$12,502	\$30,785		\$974,985	\$267,152	\$1,242,137	16.38%
LARCP	\$1,602,524		\$29,016	\$7,598	\$42,421		\$1,681,559	\$448,182	\$2,129,741	28.09%
TOTAL	\$5,087,778	\$200,384	\$203,059	\$87,532	\$395,873	\$167,213	\$6,141,839	\$1,441,168	\$7,583,007	100.00%
% of Total Appropriated	67.09%	2.64%	2.68%	1.15%	5.22%	2.21%	80.99%	19.01%	100.00%	

* Does not reflect one-time, internal or external allocations (e.g., GTA or equipment fee \$ from DO to departments, OOE from DO to departments, etc.)
 *** GTA salaries - PhD off the top, balance divided one third to each graduate program (i.e., architecture, landscape architecture, and regional and community planning)
 **** Technology and Equipment fees--division to departments (other than portion of tech fee used in DO for salaries of permanent employees) not shown.

versity Foundation (<http://www.found.k-state.edu/>) provide significant enrichment to the department's efforts. The following foundation accounts provided for the services listed:

- Scholarship accounts (aggregate) - student scholarships (\$60,000)
- Regnier account - visiting professor (\$50,000)
- Ekdahl account - visiting lecturer (\$6,000)
- Bowman account - Bowman forum (\$ 5,000)
- PAB account - architecture evening (\$3,000)
- Bryant account - visiting lecture (\$ 1,000)

Amounts provided by individual foundation accounts are given in round terms because they can vary considerably based both on interest rates on endowed funds and annual giving on pass-through accounts.

Other sources of funding for the department include: support for public lectures from the Fine Arts Fund of the Student Government Association (\$18,000), grants for individual faculty members' minor projects and international travel from the university's Small Research Grant (SRG) and Faculty Development Award (FDA) programs, and service learning grants to support community service projects.

To provide a picture of the expenditure side of the ledger we are attaching copies of the end of fiscal year 2010 reports on expenditures on (1) salaries, and (2) operating expenses. The first report shows the range of salaries for our 21 tenure or tenure track faculty members, our academic advisor (Stark), our two full-time visiting faculty members (Gnat & Neet), and several part-time instructors. It does not include the salaries of an associate dean (who is member of the department faculty) and an adjunct professor who each teach one course for the department, and are paid out of the dean's office. The second report shows the annual allocation and actual expenditures for ongoing departmental expenses. It can be seen that a misfit between allocations and expenditures in several categories is requiring the department to draw on reserve funds carried forward from previous years.

The financial challenges faced by the department will be at least partially alleviated in the coming year. A permanent \$10 / credit hour university-wide fee proposed by the student government association and recently approved by the board of regents will allow the department to hire two additional faculty members. This will allow the department to begin to re-build faculty ranks and at least partially reduce the need for faculty members to teach course overloads (as detailed in section I.2.1).

In the following year, the university budget analysts think that, with a recently passed increase in sales tax, the state's income and thus the allocation to the university will be stabilized. They are hopeful that the Student Senate will approve another \$5 credit

KSU COLLEGE OF ARCHITECTURE PLANNING & DESIGN

FY 2009-2010 State Appropriated Funds

Detail of Source and Expenditure by Department - ARCHITECTURE

dmp 7/6/09, 7/13/09, 7/14/09, 7/15/09, 8/18/09, 9/4/09, dmp 9/8/09, 12/3/09, 2/25/10

Line #	Name	(Cash)		Total Resource	(Cash) Actual Annual Salary	Vacant Net
		---Amount & Source---	Temp/Other			
Permanent Appointments						
11857	Magyar	\$124,436.00			\$124,436.00	\$0.00
11858	Howe	\$52,000.00			\$52,000.00	\$0.00
11861	McGlynn	\$60,720.00			\$60,720.00	\$0.00
11863	Streeter	\$69,200.00			\$69,200.00	\$0.00
11869	Watts, D	\$83,820.00			\$83,820.00	\$0.00
11870	Simic (1/2 year sabbat spr)	\$80,060.00			\$80,060.00	\$0.00
11872	Hoag	\$77,820.00			\$77,820.00	\$0.00
11874	Jones (crosses yr sabbat, 1/2 sa	\$86,840.00			\$65,130.00	\$21,710.00
11875	Coates (year 3 of 3-year Regnier	\$94,885.00	\$57,003.00		\$114,005.00	\$37,883.00
11876	Seamon	\$86,925.00			\$86,925.00	\$0.00
11877	Bowne	\$66,720.00			\$66,720.00	\$0.00
11878	Condia	\$78,140.00			\$78,140.00	\$0.00
11879	Vacant	\$60,960.00			\$0.00	\$60,960.00
11880	Knox	\$68,020.00			\$68,020.00	\$0.00
11882	Krstic	\$76,360.00			\$76,360.00	\$0.00
11883	Charney	\$72,040.00			\$72,040.00	\$0.00
11884	Watts, C.	\$82,920.00			\$82,920.00	\$0.00
11978	Sachs	\$83,000.00			\$83,000.00	\$0.00
17506	Siepl-Coates	\$83,100.00			\$83,100.00	\$0.00
17507	Norheim	\$60,840.00			\$60,840.00	\$0.00
17509	Gabbard	\$55,240.00			\$55,240.00	\$0.00
17510	Stark, G Rebecca	\$43,056.00			\$43,056.00	\$0.00
42044	Meyer	\$52,000.00			\$52,000.00	\$0.00
Pooled Vacant Salary		<u>\$85,253.00</u>			<u>\$0.00</u>	<u>\$85,253.00</u>
Subtotal		\$1,784,355.00		\$1,784,355.00	\$1,635,552.00	\$205,806.00
Regnier \$			\$57,003.00	\$57,003.00	see Coates above	
GTA Pool Share			\$55,461.00	\$55,461.00	\$37,500.00	\$17,961.00
Transfer from DO for KCDC (1/2 Krstic salary)			<u>\$38,180.00</u>	<u>\$38,180.00</u>	<u>\$0.00</u>	<u>\$38,180.00</u>
Subtotal		\$1,784,355.00	\$150,644.00	\$1,934,999.00	\$1,673,052.00	\$261,947.00
Temporary Faculty/Summer Appointments:						
Allen, Thom (.5 part-time spring)					\$15,750.00	
Gnat, Richard (1.0 20 pay periods)					\$50,000.00	
Klein, Lance (part time, fall and spring)					\$31,500.00	
Koenig (fall IAPD), (.5 part-time spring)					\$15,750.00	
McMillan (1/3 pro practice spr)					\$4,200.00	
Meyer summer appmnts visa?					\$5,200.00	
Morgan, Robert (.3 part-time spring)					\$24,000.00	
Neet, Miriam (1.0 20 pay periods)					\$50,000.00	
Sachs (1.0 for 2 summer pay periods - accreditation report)					<u>\$8,300.00</u>	
Subtotal					\$204,700.00	\$1,106.00
		RESOURCES - Budget		EXPENDITURES/COMMITMENTS		DIFFERENCE
Unclassified salaries		\$1,784,355			?	#VALUE!
Classified salaries		\$53,539			?	#VALUE!
Student salaries		\$10,112			?	#VALUE!
Benefits		\$472,488			?	#VALUE!
OOE (includes \$21,000 for Regnier)		<u>\$59,078</u>			?	#VALUE!
Subtotal - Budget			\$2,379,572		\$0	\$2,379,572
GTA salaries		\$55,461		\$37,500		\$17,961
Subtotal - Budget and GTAs			\$2,435,033		\$37,500	\$2,397,533
FY 09 End Balance		\$105,066				
Subtotal - Budget, GTA and Year End Balance			\$2,540,099		\$37,500	\$2,502,599
		RESOURCES - NonBudget				
Regnier Salary (state and Foundation) (E\$)		\$40,000		\$40,000		\$0
FY 09 End Balance - tech \$?		?		#VALUE!
FY 09 End Balance - equipment \$?		?		#VALUE!
Less FY 10 Recission (2% one-time)				?		#VALUE!
Less Carry Forward Commitments to Faculty				?		?
FY 10 Tech \$?		?		#VALUE!
FY 10 Equipment \$?		?		#VALUE!
Restrict fee income (ap fee, grants, etc) (E		?		?		\$6,000
Foundation accounts (various)		?		?		?
TOTAL RESOURCE for FY 2010 (EST)			\$2,580,099	\$40,000	\$77,500	\$2,502,599





hour increase in the coming year. The analysts believe all cuts will be restored in the coming several years. The budget office, will also be looking at different ways of allocating resources, based on academic excellence and real need; When this occurs, the quality of our program and our economic distress should help us secure a greater share of the available funds.

ARCHITECTURE FY2010		Report Date: 08-Jul-10		Report Month: 6				
BEGINNING OOE BALANCE \$								
DESCRIPTION	BEGINNING ALLOCATION	INTERNAL Reallocation	EXTERNAL Realloc/bud cuts	ADJUSTED ALLOC	EXPEND CURRENT	EXPEND YTD	BALANCE	% USED
SALARIES								
FACULTY/UNCLASSIFIED STAFF	\$1,784,355.00		\$6,029.34	\$1,790,384.34	\$41,690.00	\$1,788,885.90	\$1,498.44	99.9%
GTA/GRA		\$61,128.00		\$61,128.00	\$0.00	\$33,850.06	\$27,277.94	55.4%
CLASSIFIED STAFF	\$79,083.00			\$79,083.00	\$6,285.48	\$73,698.78	\$5,384.22	93.2%
STUDENTS	\$10,270.00	\$519.39		\$10,789.39	\$309.34	\$27,742.24	(\$16,952.85)	257.1%
TOTAL SALARIES	\$1,873,708.00	\$61,647.39	\$6,029.34	\$1,941,384.73	\$48,284.82	\$1,924,176.98	\$17,207.75	
OPERATING EXPENSES								
LOCAL TELEPHONE	\$9,500.00			\$9,500.00	\$808.00	\$9,767.95	(\$267.95)	102.8%
LONG DISTANCE	\$5,000.00			\$5,000.00	\$27.59	\$444.44	\$4,555.56	8.9%
POSTAGE & FREIGHT	\$1,000.00			\$1,000.00	\$85.42	\$1,340.13	(\$340.13)	134.0%
PRINT SERVICES	\$1,500.00			\$1,500.00	\$112.65	\$370.54	\$1,129.46	24.7%
COPYING	\$4,000.00			\$4,000.00	\$74.41	\$2,262.48	\$1,737.52	56.6%
COMPUTER REPAIRS	\$0.00			\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
IN-STATE TRAVEL	\$1,500.00			\$1,500.00	\$0.00	\$1,491.44	\$8.56	99.4%
OUT OF STATE TRAVEL	\$4,710.00			\$4,710.00	\$4,759.08	\$32,731.51	(\$28,021.51)	694.9%
ADVERTISING & RECRUITMENT	\$1,500.00			\$1,500.00	\$0.00	\$1,931.40	(\$431.40)	128.8%
MEMBERSHIP DUES	\$7,168.00			\$7,168.00	\$0.00	\$9,175.00	(\$2,007.00)	128.0%
FILM PURCH & PROCESS	\$500.00			\$500.00	\$0.00	\$0.00	\$500.00	0.0%
OFFICE EQUIPMENT	\$0.00			\$0.00	\$0.00	\$109.68	(\$109.68)	#DIV/0!
COMPUTER - HARDWARE/SOFTWARE	\$0.00			\$0.00	\$536.40	\$721.31	(\$721.31)	#DIV/0!
RESERVE/MISC	\$183.13		\$105,232.89	\$105,416.02	\$342.46	\$4,435.30	\$100,980.72	4.2%
OFFICE SUPPLIES	\$1,000.00			\$1,000.00	\$747.70	\$12,083.83	(\$11,083.83)	1208.4%
PARKING SERVICES	\$300.00			\$300.00	\$68.00	\$208.00	\$92.00	69.3%
PROVOST SUPPORT				\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
REGNIER FAC/TRAVEL	\$13,507.17			\$13,507.17	\$5,885.39	\$17,885.39	(\$4,378.22)	132.4%
TILFORD GRANT-MIRIAM NEET	\$216.87			\$216.87	\$0.00	\$213.65	\$3.22	98.5%
MAGYAR TRAVEL/BOOK FUNDS FROM FY09*	\$7,492.83	(\$519.39)		\$6,973.44	\$364.50	\$727.83	\$6,245.61	10.4%
TOTAL OOE ALLOC	\$59,078.00	(\$519.39)	\$105,232.89	\$163,791.50	\$13,811.60	\$95,899.88	\$67,891.62	58.5%
						OOE balance	\$67,891.62	

I.2.5 - Information Resources

The department is served by the Weigel Architecture Library. It is a branch of the central university library, conveniently located on the third floor of the central wing of Seaton Hall. Weigel Library contains over 41,000 volumes and 200 active periodical titles. It is open 77 hours per week and is staffed by a full-time librarian and a number of student workers, who provide assistance in finding circulating resources (both at Weigel and the main library), class reserve items, off-site rare book collections, and interlibrary loan services. The 8100sf library is equipped with generous study areas, computer workstations, copiers and scanners. Often, the librarian prepares exhibits to compliment the college lecture series.

Visual resources and media resources are available through the college-operated Krider Visual Resource Center located on the third floor of the west wing of Seaton Hall. It houses over 75,000 slides, 700 videos and 42,000 digital images available through the Krider website (<http://krider.arch.ksu.edu>). It has a rich array of teaching resources

including slide scanners, flat-bed scanners, cameras, monitors, and projectors. A full time director and knowledgeable student workers provide timely and helpful support to faculty members. Krider Center resources are also available to current students.

Part One (I): Section 3 - Institutional and Program Characteristics

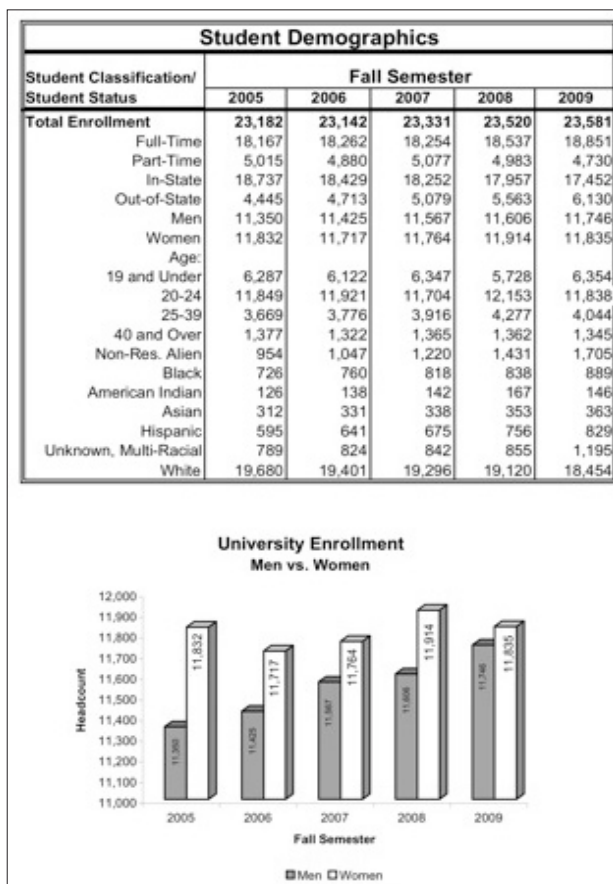
I.3.1 - Statistical Reports

Program Student Characteristics.

At the time of the last accreditation visit the college had 773 students of which 307 were students in the professional program in architecture (excluding first-year students). Of these 109 or 35% were female and 198 or 65% were men. The student body included 10 African American students, 0 Asian/Pacific Isle students, and 9 Hispanic Origin students.

At the beginning of the 2009-2010 school year the college has 791 students of which 360 were students in the professional program in architecture (excluding first-year students). Of these 138 or 38% were female and 198 or 62% were men. The student body included 8 African American (or mixed race) students, 19 Asian/Pacific Isle students, and 9 Hispanic Origin students.

The adjacent chart shows the demographic profile of students in the university from the time of the last accreditation visit through 2009 (the last year the information is available).





The following table illustrates the progress of students through the professional program in architecture. We are able to track students only from the time they join the architecture program, from either the one-year ENVD program or the two-year UMKC program. The fluctuation in the number of entering students is the result of the blending of the two streams of entering students.

Our hope is that all students who wish to complete the program and put forth sincere effort will be able to do so. It is a demanding program, and weaker students are sometimes advised to take extra time to complete their studies.

Entering students 2001 – 2009						
~ with corresponding graduation and current enrollment rates						
Graduated						
Catalog year*	Expected year of graduation	Entered Program	Left program **	Graduated on time	Total graduated to date	Accredited Degrees Offered
2001	2005	77	14 – 18.181%	63 – 81.81%	67 – 87.01%	B.Arch
2002	2006	74	9 – 12.162%	60 – 81.08%	64 – 86.48%	B.Arch
2003	2007	91	9 – 9.890%	74 – 81.31%	81 – 89.01%	B.Arch
2004	2008	84	13 – 15.476%	67 – 79.76%	70 – 83.33%	B.Arch and M.Arch
2005	2009	76	17 – 22.368%	55 – 72.368%	58 – 76.31%	B.Arch and M.Arch
2006	2010	81	9 – 11.111%	67 – 82.716%	67***	B.Arch and M.Arch
Not yet Graduated						
Catalog year	Expected year of graduation	Entered Program	Left program	Still on track	Total still enrolled	Accredited Degrees Offered
2007	2011	78	12 – 15.384%	60 – 76.923%	66 – 84.61%	M.Arch
2008	2012	87	11 – 12.643%	69 – 79.31%	76 – 87.356%	M.Arch
2009	2013	68****	5 – 7.352%	62 – 91.17%	63 – 92.647%	M.Arch

* CAPD students are tracked by the year they enter their professional program (in second year) and follow the curriculum listed in that year's university catalog. Although UMKC Architecture students are not physically on campus until the third year of the program, they are accepted into the program at the same time as the on-campus students and are therefore counted with them once they arrive on campus..

**most students who leave the professional program do so in second or third year

*** 5 – (6.17%) have yet to graduate

**** *does not include UMKC transfers who will enter in Fall 2011

Program Faculty Characteristics

The following two tables describe the demographic composition of the faculty in the department, college and university in 2004 and in 2009 (the latest information available). This information, and statistics for other colleges and intervening years is available at <http://www.k-state.edu/pa/statinfo/factbook/>.

Faculty Demographics - Fall 2004
(Full-time, Professor to Instructor Rank, 50% or more time to instruction)

Department	Gender		Ethnicity							Tenure Status			Highest Degree			
	Male	Female	White	Black	Hisp	Am Ind	Asian	Non Resident	Unknown	Average Age	Tenure	Track	Non-Tenure	Ph.D.	MS	BS
Architecture	20	5	25	1	0	0	0	0	0	50	20	3	3	5	20	1
Interior Architecture	8	2	10	0	0	0	0	0	0	53	9	1	1	9	0	0
Landscape Architecture/Regional Community Planning	14	5	19	2	0	0	0	0	0	52	14	3	2	6	12	1
Total College	42	13	53.90	2	1	0	0	0	0	51	43	6	6	20	32	3

Faculty Demographics -- University Totals

Department	Gender		Ethnicity							Tenure Status			Highest Degree				
	Male	Female	White	Black	Hisp	Am Ind	Asian	Non Resident	Unknown	Average Age	Tenure	Track	Non-Tenure	Ph.D.	MS	BS	Other
College of Agriculture	43	10	36.13	0	0	0	0	0	0	50	40	8	5	49	3	1	0
College of Architecture	42	13	53.90	2	1	0	0	0	0	51	43	6	6	20	32	3	0
College of Arts and Sciences	273	128	385.34	5	11	1	28	28	2	48	260	90	51	325	69	7	0
College of Business Administration	40	13	53.00	2	1	0	3	5	0	45	20	15	18	42	11	0	0
College of Education	26	36	62.18	4	3	0	0	0	1	53	38	8	20	48	14	2	0
College of Engineering	92	11	94.08	7	4	0	23	7	0	46	67	23	13	84	13	6	0
College of Human Ecology	17	38	53.30	3	1	0	2	1	0	49	30	15	11	36	19	1	0
College of Technology	39	8	45.17	0	1	1	4	1	0	48	16	17	12	3	28	9	2
College of Veterinary Medicine	34	20	49.10	1	1	0	2	1	0	51	34	10	10	51	3	0	0
Administrative	2	5	6.20	0	0	0	0	0	0	53	0	0	7	4	3	0	0
Total University	608	285	840.40	17	19	2	66	43	2	48	548	192	153	687	195	29	2

Faculty Demographics - Fall 2009
(Full-time, Professor to Instructor Rank, 50% or more instructional)

Department	Gender		Ethnicity							Tenure Status			Highest Degree				
	Male	Female	White	Black	Hisp	Am Ind	Asian	Non Resident	Unknown	Average Age	Tenure	Track	Non-Tenure	Ph.D.	MS	BS	
Arch Planning & Design/Dean of Architecture	1	1	0.98	1	0	0	0	0	0	52.0	1	1	1	1	1	1	0
Interior Architecture & Product Design	23	20	22.80	0	1	0	1	1	1	54.0	17	4	2	5	18	0	0
Landscape Architecture/Reg. & Comm Planning	10	8	10.00	0	0	0	0	0	0	56.1	7	3	1	3	15	1	0
Total College	18	13	16.26	1	1	0	1	2	2	48.3	10	7	4	9	35	15	1
Total University	52	41	50.05	47	1	1	0	1	2	52.4	35	14	3	8	43	1	0

Faculty Demographics -- University Totals

Department	Gender		Ethnicity							Tenure Status			Highest Degree				
	Male	Female	White	Black	Hisp	Am Ind	Asian	Non Resident	Unknown	Average Age	Tenure	Track	Non-Tenure	Ph.D.	MS	BS	Other
College of Agriculture	98	46	43.23	95	1	0	2	0	0	57.4	45	6	7	62	4	0	0
College of Architecture	52	41	50.05	47	1	0	1	1	2	52.4	35	14	3	8	43	1	0
College of Arts and Sciences	437	270	421.88	390	14	19	30	20	4	47.1	245	117	75	354	77	6	0
College of Business Administration	54	39	53.90	39	3	0	8	2	1	48.1	25	11	18	42	12	0	0
College of Education	51	18	48.63	45	3	1	0	2	0	52.4	24	10	17	38	15	0	0
School of Leadership	8	4	7.68	5	1	0	1	0	0	51.3	1	0	7	8	2	0	0
College of Engineering	112	95	97.72	81	1	0	24	6	0	49.8	97	15	9	91	15	6	0
College of Human Ecology	64	22	59.51	67	1	2	0	4	0	48.0	28	18	18	38	25	1	0
College of Technology	46	34	45.50	39	0	0	2	4	1	49.4	26	8	12	12	29	5	0
College of Veterinary Medicine	51	34	43.96	41	1	0	4	4	1	47.1	27	13	11	49	2	0	0
Administrative	40	12	39.50	35	0	0	2	3	0	42.2	40	0	0	4	32	4	0
Extension	0	0	0.00	0	0	0	0	0	0	0.0	0	0	0	0	0	0	0
Total University	979	615	911.12	794	25	35	2	63	6	48.3	593	213	177	692	256	40	0



The following charts show the number of number of faculty members tenured and promoted in the university, college and department since the last APR was written. With regard to both demographics and advancement the numbers in the department are fairly consistent with other units in the college and university.

Kansas State University							
Tenure and Promotion Headcount Summary							
Number of individuals granted tenure and promoted by fiscal year							
University Totals							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Tenure	37	30	32	24	47	25	42
to Assoc Prof	31	36	31	23	43	25	34
to Full Prof	20	21	22	27	28	17	18
By College							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AG							
Tenure	6	2	6	1	7	2	7
to Assoc	3	8	6	1	7	1	6
to Full	3	6	5	4	4	1	5
AR							
Tenure	3	1	1	0	2	0	2
to Assoc	2	1	1	0	2	0	1
to Full	2	0	0	3	1	0	0
A&S							
Tenure	13	10	11	11	13	11	17
to Assoc	12	10	11	11	13	12	16
to Full	10	8	7	10	10	6	6
BA							
Tenure	1	2	0	1	4	1	0
to Assoc	1	2	0	1	3	1	0
to Full	2	1	1	4	2	1	0
ED							
Tenure	0	2	1	0	3	3	1
to Assoc	0	3	1	0	2	3	1
to Full	1	0	3	0	0	0	1
EN							
Tenure	3	6	6	5	6	2	5
to Assoc	3	7	5	4	6	2	2
to Full	2	1	5	2	3	2	3
HE							
Tenure	5	4	3	0	2	2	2
to Assoc	4	3	3	0	2	2	1
to Full	0	2	0	0	2	2	1
TC							
Tenure	2	2	2	3	2	3	4
to Assoc	2	2	2	3	2	3	4
to Full	0	0	0	0	3	1	1
VM							
Tenure	3	1	1	0	4	1	4
to Assoc	3	0	1	0	4	1	3
to Full	0	3	1	3	3	4	1
Library							
Tenure	1	0	1	3	4	0	0
to Assoc	1	0	1	3	2	0	0
to Full	0	0	0	1	0	0	0
Architecture Department							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Tenure	1	0	0	1	1	0	1
to Assoc Prof	0	0	0	0	1	0	1
to Full Prof	1	0	0	1	0	0	0

The number of registered architects among the full-time architectural faculty is indicated on the following chart.

Year	# of registered faculty members
2004/05	13
2005/06	14
2006/07	15
2007/08	15
2008/09	15
2009/10	13

Following is a listing of current faculty members who are registered architects with a notation of the location of their registration.

Bowne	New York
Condia	Kansas & California (NCARB)
de Noble	Arkansas & New York (inactive) (NCARB)
Gnat	Illinois
Jones	Alberta (Canada)
Knox	Kansas
Magyar	(Hungary and EU countries)
McGlynn	Oregon (NCARB)
Neet	Illinois
Norheim	California
Ornelas	Kansas & California (NCARB)
Sachs	Mississippi (NCARB)
Streeter	Kansas
Watts (D)	Texas (NCARB)

I.3.2 - Annual Reports

Annual reports from 2005, 2006, and 2007 are attached, as is correspondence related to a focused evaluation in 2008. The 2008 and 2009 reports were submitted electronically and are being provided directly by NAAB.



Kansas State University

Department of Architecture
College of Architecture,
Planning and Design
211 Seaton Hall
Manhattan, KS 66506-2901
785-532-5953
Fax: 785-532-6722
Email: architecture@ksu.edu
<http://www.ksu.edu/arch>

August 30, 2005

Ms. Sharon Matthews, AIA
Executive Director
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms Matthews:

I am attaching a copy of our response to the draft of our recent accreditation report. The final report remained substantially unchanged from the earlier draft, so the response remains relevant. I will simply summarize our proposed responses to the concerns outlined in the team's report.

Conditions Not Met

- 2 - Program Self -Assessment - we are in the process of preparing a departmental strategic plan (a copy of our initial effort is attached).
- 9 - Financial Resources - we are continuing to discuss this issue.
- 11 - Professional Degrees and Curriculum - our academic affairs committee has been charged with bringing forth a proposal that would require students to take a minimum of 6 hours of their professional support electives outside of architecture.
- 12.11 - Non-Western Traditions - we have put forward a proposal to the College Curriculum Committee to add one hour to the history sequence, to allow the addition of 15 extra lectures on non-western topics.
- 12.26 - Building Economics and Cost Control - we have included this as an essential component of our Programming and our newly configured Architectural Design Studio V courses.
- 12.37 - Ethics and Professional Judgment - we are including more complete coverage of these issues in our professional practice course and in our class on Environment and Society.

2005 NAAB STATISTICAL REPORT

SCHOOL: KANSAS STATE UNIVERSITY Completed by: DAVID SACHS

REGION: EC NE SE SW (WC) W (circle one)

(PUBLIC) or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch **PostNonProf
Full-Time Students		304 ⁺					
Part-Time Students		3					
FTE Students		304					
Arch Design Studio Students		279					
Students Working Part-Time		75%					
Outside Stud. Serv. by Dept.		120 (FALL ONLY)					
African-American Students		10					
Native American Students*		1					
Asian/Pacific Isle Students		0					
Hispanic Origin Students		9					
Women Students		109					
Foreign Students		6					
Total Degrees Awarded		69					
Grads. Fin. Estab. No. Yrs.		61					
Degrees Awarded Women		22					
Degrees Awarded Afri-Amer		1					
Degrees Awarded Amer. Ind.		0					
Degrees Awarded Asi/Pac. Isl.		1					
Degrees Awarded Hispanics		2					
Min Req. SAT/ACT/GRE Score		970/21					
Number of Applicants		600					
Number Accepted		180					
Enrollment Target/Goal		180					
Student Studio/Faculty Ratio		14.1					

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

+ Does Not include 15% of students in a college program (120 of 180 students are attributable to architecture)

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	11,000 +/-
Total Architecture Collection in Departmental Library	41,050 +/-
University Library LCNA or 720-729 Collection	11,000
Total Architecture Collection in University Library	NA
Departmental Library Architecture Slides	75,000
University Library Architecture Slides	NA
Departmental Library Architecture Videos	555
Staff in Dept. Library	2 FTE + 2 FTE (STUDENT) + 1 FTE VISUAL RES. + 1 FTE VIS RES (STUDENT)
Number of Computer Stations	30 (LAB) + 12 (LIBRARY) + MULTIPLE UNIV. LABS + STUDENT REQUIRED
Amount Spent on Information Technology	140,000 (EQUIP + SALARIES)
Annual Budget for Library Resources	40,000
Per-Capita Financial Support Received from University	N/A
Private Outside Monies Received by Source	N/A
Studio Area (Net Sq. ft.)	27,467
Total Area (Gross Sq. ft.)	40,500



SCHOOL: KANSAS STATE UNIVERSITY Completed by: IRVING SACHS

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	12	66,210	75,638	94,692	80,647
Associate Professor	9	49,640	59,338	72,840	62,851
Assistant Professor	1	45,000	45,262	49,740	53,619
Instructor	0				40,672

FACULTY DATA

Department Total

Full-Time Faculty	<u>30</u>	NO. FULL-TIME FACULTY CREDENTIALS	
Part-Time Faculty	<u>1</u>		
Full-time Equivalent (FTE) Faculty	<u>30</u>	Ph.D.	<u>5</u>
Tenured Faculty	<u>21</u>	D. Arch	<u>1</u>
Tenure-Track Positions	<u>3</u>	M.A. or S.	
FTE Administrative Positions	<u>INCLUDED</u>	Prof. M. Arch	<u>6</u>
Faculty Engaged in Service to Comm.	<u>12 1/2</u>	B. Arch	
Faculty Engaged in Service to Univ.	<u>12 1/2</u>	Post Prof. Masters	<u>10</u>
FT Faculty who are U.S. Licensed Registered Architects	<u>12</u>	Other	
PT Faculty who are U.S. Licensed Registered Architects	<u>1</u>		
Practicing Architects	<u>6 1/2 PART-TIME</u>		
FTE Graduate TAs	<u>4.5</u>		
FT Faculty Avg. Contact Hrs/Wk	<u>18</u>		
PT Faculty Avg. Contact Hrs/Wk	<u>3</u>		

10

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	1	0	0	0	0	1
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	1	0	1	0	1	0
Women Faculty	8	0	5	3	2	3

*Include Eskimos and Aleuts

March 2002

May 6, 2005

Mr. Delon Howell
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Mr. Howell:

Thank you for sending the preliminary draft copy of the visiting team report from our recent accreditation visit. We found the team to be very thorough and perceptive, and we very much appreciate the care with which they examined the materials we provided. We are pleased that they recognized the overall quality of our program and the extraordinary work of our students. We feel, however, that we need to question or offer clarification on a number of issues raised in the report.

The following remarks are not meant to be critical of the teams' observations; in fact we find them to be insightful. Furthermore, we fear that in many cases our questions regarding the team's findings are the result of miscommunication on our part. Never the less, there are several issues which cause us some concern. We wonder, for example, why the Department of Interior Architecture and Product Design in our college was consistently referred to as simply "interiors." We wonder why the team observer's name was omitted in the listing of visiting team members. We also noticed several places where an inappropriate word had been inserted (perhaps by an overzealous word processing program).

With regard to issues listed as causes of concern or criteria not met, we found that the team's comments were very useful in pointing us toward areas worthy of our attention. We found, however, that in most cases, often because the evidence we presented was not as clear as it might have been, the criticism offered was out of measure with the issue at hand. We will go through the report on a point-by-point basis to explain our thoughts.

Conditions Not Met

2. Program Self -Assessment

While the mission statement we presented was prepared at the college level and is only now being updated, we presented a departmental mission statement with clear direction for action. Our faculty meeting minutes demonstrated our process of translating the goals of our mission into clear strategies for action, and the many initiatives undertaken with regard to curriculum development and student enrichment we have documented demonstrate the ways in which those strategies were put into action. Still, we recognize the value of being very explicit in our planning, and are in the process of preparing a departmental strategic plan.

9. Financial Resources

We find the team's comments on this issue to be perplexing. On one hand they acknowledge that our resources are adequate, but on the other hand they evaluate this category as not met. Much of the evidence for this decision is based on conversations, between the team and administrators, to which we are not privy. The decision has prompted a good deal of discussion between the deans and the department heads. All parties now recognize the serious financial challenges facing the Department of Architecture, and all are willing to assist the Department in facing these challenges.

11. Professional Degrees and Curriculum

While we acknowledge that we fall short of the "old" requirement that 40% of the students' coursework be taken outside of architecture, we come close to the "new" requirement that 45 hours of coursework to be taken outside of architecture. We currently require 16 hours of prerequisite coursework, 18 hours of general electives, 6 hours of coursework in allied fields outside of architecture, and 24 hours of professional support electives. In this last category only 9 hours must be taken in architecture. So while a student would be required to take only 40 hours outside of architecture, they might take as many as 55 hours outside of architecture. We have discussed implementing a policy that would require students to take a minimum of 6 hours of their professional support electives outside of architecture; most of them do this in any case.

12.11. Non-Western Traditions

In this case, we simply did not present the proper evidence to demonstrate appropriate coverage of this topic. We have two professors who alternate teaching our three-semester history sequence. The two professors organize the sequence a bit differently, including non-western topics more intensively in different semesters. Unfortunately in collecting materials from the two professors, we managed to include semester materials from each professor where non-western topics were less thoroughly discussed. Never the less, we have put

forward a proposal to the College Curriculum Committee to add one hour to the history sequence, to allow the addition of 15 extra lectures on non-western topics.;

12.26 Building Economics and Cost Control

We normally cover this topic in two places in Architectural Programming and in the final course of our Building Construction in Architecture (BCSA) course. Unfortunately this did not show clearly in the materials we presented. The Architectural Programming course was assigned to a new teacher, who had not had time to fully prepare his materials, and the final BCSA course has just been combined into a fourth year architecture studio, and the materials presented did not reflect the full extent of the course.

12.37 Ethics and Professional Judgment

We were of the understanding that under the conditions applicable to our accreditation term students were required to have only "awareness" rather than "understanding" of this issue. We now understand that the materials we presented did not adequately convey the ways in which these issues are addressed in our professional practice class. We are currently experimenting with ways to share the burden of teaching this class among the departments in the college and teaching materials are currently being adjusted to accommodate this trial. Our representative to this collaborative venture devotes considerable attention to professional ethics. These issues are also covered in our class on Environment and Society.

Areas of Concern

Physical Facilities

The difficulties cited in the team report represent relatively minor irritations, which do not significantly impede our educational activities. We occupy a series of connected buildings built over many years (including the university's oldest extant structure). Some of these require ongoing maintenance. The bulk of our facility was renovated only five years ago. In most ways it serves us very well. All areas of our facilities are handicapped accessible. We are continuing renovations to our building. We recently opened new studios designed and built by students. The facilities at the University of Missouri-Kansas City will soon be renovated.

Administration Communication

The team visit followed closely on a very real and genuine disagreement over funding for a recent design / build initiative. This disagreement resulted in some lingering resentment which no doubt colored our feelings of the moment. We are working together to move beyond this moment for the good of the department and for our students. We strive to disagree in a collegial and productive fashion.

Professional Practice Course

We are currently in the second year of a three-year experiment with a combined format for the Professional Practice course. The first year it was taught by a Professor of Landscape Architecture and Regional and Community Planning, this year it is being taught by a Professor of Interior Architecture and Product Design (who holds a professional degree in architecture), and next year it will be taught by a Professor of Architecture. We will then assess the viability of this approach. The visiting team may be correct in pointing out the potential weaknesses in our present strategy, but we would like to withhold judgment.

We appreciate the opportunity to offer critical clarifications to the accreditation team's preliminary report. In the end what we feel is important is that the team's comments be placed in their proper context, and we hope our response will help to do that. We believe we continue to have a very strong program, and our confidence in our efforts is borne out in the rankings assigned to our school based on employers' satisfaction with the performance of our graduates. We also believe we need to continue to strive to make our program ever stronger. We hope that this accreditation process will allow us to do so.

Sincerely,

David H. Sachs, AIA
Professor and Head



Department of Architecture
College of Architecture,
Planning and Design
211 Seaton Hall
Manhattan, KS 66506 -2901
785-532-5953
Fax: 785-532-6722
E-mail: architecture@ksu.edu
<http://www.ksu.edu/arch>

August 8, 2006

Ms. Cassandra Pair
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Pair:

I am attaching a copy of our annual statistical update. As you know this is a transitional year for us. We have elected to change our professional program from a 5 year BArch program to a 5+ year MArch program. Our post-professional program will now award an MS Arch degree. We have petitioned to have our accreditation status changed to reflect our new degree structure. Still, for this year, I am providing information under the BArch category. We now plan to begin awarding our new degrees in the spring of 2007.

Our numbers will look a bit different from last year, because we elected to count our freshman students in a different way, that we believe better reflects the character of our school. Students enter our College in a common pool, and enter one of four professional programs at the beginning of their second year. The Department of Architecture is responsible for teaching one-half of the studio sections and most of the support courses. We have therefore included one half-of the freshman class in parentheses after our 2nd through 5th year student numbers. The other breakdowns include only the upper level students. Also, half of the freshman students taught in the fall support courses are indicated as students outside of the Department. I hope this makes sense.

With regard to concerns expressed in our 2005 accreditation visit, I can provide the following information:

Conditions not met

2 - Program Self -Assessment - we prepared a draft of a strategic plan, which was submitted with our 2005 program report. We will revisit this document in light of changes in our degree structure. The document will remain in draft form as the College of Architecture Planning and Design updates its strategic plan, and as we continue our search for a permanent department head.

- 9 - Financial Resources - the equitable distribution of resources continues to be a topic of discussion and concern. Through careful financial management and new fundraising initiatives the Department has been able to build a modest surplus of funds that helps to alleviate the immediacy of our concerns.
- 11 - Professional Degrees and Curriculum - as part of shift to a masters degree as our first professional degree we will require students to take 6 additional hours of coursework. These are termed "distributive electives" and must be taken outside of the College of Architecture Planning and Design.
- 12.11 - Non-Western Traditions - our efforts to add one hour to the history sequence, to allow the addition of 15 extra lectures on non-western topics, was blocked at the College level. Instead we are revising the syllabi of the existing courses to include more non-western content.
- 12. 26 - Building Economics and Cost Control - we have included this as an essential component of our Programming and our newly configured Architectural Design Studio V courses.
- 12.37 - Ethics and Professional Judgment - we are including more complete coverage of these issues in our professional practice course and in our class on Environment and Society.

Areas of Concern

- Physical Facilities - Renovations to the facilities at the University of Missouri-Kansas City are nearing completion. We are beginning a funds raising campaign to allow additional improvements to be made in our facilities on the main campus.
- Administration Communication - we continue to work on this issue. In his report on the Dean's reappointment, the Provost noted some concern related to this issue, and asked all parties to work together to try to resolve any ongoing difficulties.
- Structured Interdepartmental Studios - we continue to look for opportunities for interdepartmental collaboration. Once again this semester, a fifth year architecture studio section has been combined with a corresponding studio section in the Department of Interior Architecture and Product Design. We are also looking for ways to institutionalize interdisciplinary studies. It is one of the Dean's strategic priorities.
- Reliance on GPA for Advancement - while we trust the judgments of our professors, we have also reserved the right to examine the portfolios of marginal students as they move from the first to second year of their studies. We now face a new challenge imposed by the Graduate School, which requires a minimum GPA for advancement to graduate status. Fortunately, almost all of our students meet this standard.
- Writing Skills - our academic affairs committee was unable to bring our faculty to consensus with regard to the necessary writing content for our required seminar electives. We will reconsider this issue as part of our studio curriculum review.

Site Conditions - in the wake of our move to professional masters degree, we are reexamining the learning objectives of our sequence of required design studios. Site planning issues will be part of these discussions.

Professional Internship - we have introduced a lecture in the first year course, Survey of the Design Professions, which will focus on this topic.

Building Codes - these issues are being covered in the Project Programming class, the Building Construction classes, the Building Systems classes, and in Design Studio V: they are reinforced in other studios.

Professional Practice Course - this course will continue to be taught in an interdisciplinary fashion with rotating responsibility for course staffing. The syllabus will be reviewed to insure that adequate architectural content is provided.

Please let me know if you need additional information.

Sincerely,

David H. Sachs, AIA
Professor and Head

Subject: Clarification

Date: Friday, October 20, 2006 11:30 AM

From: David Sachs <sachs@ksu.edu>

To: cassandra pair <cpair@naab.org>

Cassandra

Thank you for allowing us to offer clarification about the general education requirements within our curriculum. This is something we have been concerned about, and have used our change to the MArch degree to address. The 6 hours of distributed electives we have added bring the number of credits required to be taken outside of architecture to the required 45. Following is a listing of the required general education courses in our curriculum.

- 3 hours - college algebra
- 2 hours - public speaking
- 5 hours - physics
- 6 hours - expository writing (2 courses)
- 18 hours - university gen. ed. electives (narrowly defined as courses outside the major employing "active learning" teaching techniques)
- 3 hours - site planning (taught in landscape architecture)
- 6 hours - distributed electives
- 3 hours - planning elective (taught in planning)
- 46 hours - total

In addition to these required hours, students take 27 hours of what are called - professional support electives - of these 9 must be taken in architecture and 3 constitute the planning elective. All of the remaining 15 hours may be taken outside of architecture, and most students do in fact use this opportunity to broaden their education, many pursue minors or double majors. We define professional support courses very broadly - one can make a case that almost anything is related to architecture - and we allow and encourage students to make this case.

The other thing we are concerned about as we move to the MARCH is allowing students the latitude to pursue their particular areas of interest, so we want them to have as many electives as possible inside and outside their major. Following is a summary of our elective options.

- 18 hours - university gen. ed. electives
- 27 hours - professional support electives
- 6 hours - distributed electives
- 51 hours - total

It is always a balancing act to deliver the required professional content while allowing the maximum breadth of education and student choice. We are doing our best to maintain our balance... Please let me know if you have additional questions.

David

(2006)

2006 NAAB STATISTICAL REPORT

SCHOOL: KANSAS STATE UNIVERSITY Completed by: DAVID SACHS

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-year	M.Arch **PostPreProf
Full-Time Students		300 (B2)				9
Part-Time Students		2				3
FTE Students		300 (B2)				-
Arch Design Studio Students		299 (B2)				NA
Students Working Part-Time		154				10
Outside Stud. Serv. by Dept.		522 (ONE SEMESTER)				8
African-American Students		11				0
Native American Students*		2				0
Asian/Pacific Isle Students		0				4
Hispanic Origin Students		11				0
Women Students		101				6
Foreign Students		6				8
Total Degrees Awarded		68				4
Grads. Fin. Estab. No. Yrs.		61				4
Degrees Awarded Women		14				2
Degrees Awarded Afri-Amer		3				0
Degrees Awarded Amer. Ind.		1				0
Degrees Awarded Asi/Pac. Isl.		0				2
Degrees Awarded Hispanics		1				0
Min Req. SAT/ACT/GRE Score		970/21				NA
Number of Applicants		650				16
Number Accepted		180				6
Enrollment Target/Goal		180				10
Student Studio/Faculty Ratio		14.1				.93

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	12,300 Y-
Total Architecture Collection in Departmental Library	42,500 Y-
University Library LCNA or 720-729 Collection	12,300 Y-
Total Architecture Collection in University Library	NA
Departmental Library Architecture Slides	15,000
University Library Architecture Slides	0
Departmental Library Architecture Videos	562
Staff in Dept. Library	3 FTE + 5 FTE STUDENTS
Number of Computer Stations	7 LIBRARY/30 TEACHING LAB/UNIVERSITY LABS/STUDENT HALLS
Amount Spent on Information Technology	150,000 (GIFT + PURCHASE)
Annual Budget for Library Resources	90,000
Per-Capita Financial Support Received from University	NA
Private Outside Monies Received by Source	NA
Studio Area (Net Sq. ft.)	29,461
Total Area (Gross Sq. ft.)	40,500

2006 NAAB STATISTICAL REPORT

SCHOOL: KANSAS STATE UNIVERSITY Completed by: DAVID SACHS



FULL-TIME FACULTY SALARIES

	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	12	66,210	75,645	94,672	80,647
Associate Professor	8	49,650	54,000	76,518	62,851
Assistant Professor	7	43,000	45,303	47,150	53,619
Instructor	—	—	—	—	—

61,926

FACULTY DATA

Department Total

Full-Time Faculty	27
Part-Time Faculty	2
Full-time Equivalent (FTE) Faculty	28
Tenured Faculty	20
Tenure-Track Positions	2
FTE Administrative Positions	INCLUDED
Faculty Engaged in Service to Comm.	12%
Faculty Engaged in Service to Univ.	12%
FT Faculty who are U.S. Licensed Registered Architects	11
PT Faculty who are U.S. Licensed Registered Architects	2
Practicing Architects	6% PART TIME
FTE Graduate TAs	4
FT Faculty Avg. Contact Hrs/Wk	15
PT Faculty Avg. Contact Hrs/Wk	7.5

NO. FULL-TIME FACULTY CR

- 5 Ph.D.
- 1 D. Arch
- M.A. or S.
- 5 Prof. M. Arch
- B. Arch
- 16 Post Prof. Masters
- Other

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	1	0	0	0	0	1
Native American Faculty*	1	0	0	0	0	1
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	1	0	1	0	1	0
Women Faculty	6	0	5	3	2	1

*Include Eskimos and Aleuts



Kansas State University

Department of Architecture
College of Architecture,
Planning and Design
211 Seaton Hall
Manhattan, KS 66506-2901
785-532-5953
Fax: 785-532-6722
E-mail: architecture@ksu.edu
<http://aalto.arch.ksu.edu/arch/>



May 15, 2007

Ms. Cassandra Pair
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Pair:

I am attaching a copy of our annual statistical update. As you know we are in the process of changing our professional degree designation from a five- year BArch to a five-plus-year MArch. Happily, your organization has agreed to alter our accreditation status to reflect this change. Still, for this year, I am providing information under the BArch category. We plan to begin awarding our new degrees in the spring of 2008. We will discontinue offering the BArch after 2011, when the last of the students who were admitted into this program have had an opportunity to complete their course of study.

With regard to concerns expressed in our 2005 accreditation visit, I can provide the following information:

Conditions not met

- 2 - Program Self -Assessment - we have continued our strategic planning efforts through the course of the year. With the help of Clark Kellogg, an outside facilitator and consultant, we conducted a workshop and prepared an updated draft of a strategic plan. I am enclosing a copy of this document. This is being submitted as required by the conditions of our July 21, 2005 accreditation letter, which specifies that a focused evaluation be scheduled in three years to review our progress in addressing this issue. Because of the ongoing changes in our degree nomenclature and the still unfulfilled search for a permanent department head this document remains in draft form. (A new Head is scheduled to start in late summer.)
- 9 - Financial Resources - the equitable distribution of resources continues to be a topic of discussion and concern. Through careful financial management and new fundraising initiatives the Department has been able to build a modest surplus of funds that helps to alleviate the immediacy of our concerns.

JUN - 5 2007

- 11 - Professional Degrees and Curriculum - as reported last year, our new professional MArch degree will require students to take 6 additional hours of coursework. These are termed "distributive electives" and must be taken outside of the College of Architecture Planning and Design. This will give us the requisite number of hours to be taken outside of professional studies.
- 12.11 - Non-Western Traditions - we have revised the syllabi of the existing history survey courses to include more non-western content.
- 12.26 - Building Economics and Cost Control - we have included this as an essential component of our Programming course and our newly configured Architectural Design Studio V courses.
- 12.37 - Ethics and Professional Judgment - we are including more complete coverage of these issues in our professional practice course and in our class on Environment and Society.

Areas of Concern

Physical Facilities - Renovations to the facilities at the University of Missouri-Kansas City are now complete. We are beginning a funds raising campaign to allow additional improvements to be made in our facilities on the main campus.

Administration Communication - we continue to work on this issue.

Structured Interdepartmental Studios - we continue to look for opportunities for interdepartmental collaboration. Once again this year, a fifth year architecture studio section has been combined with a corresponding studio section in the Department of Interior Architecture and Product Design. We are also looking for ways to institutionalize interdisciplinary studies. It continues to be one of the Dean's strategic priorities.

Reliance on GPA for Advancement - while we trust the judgments of our professors, we have also reserved the right to examine the portfolios of marginal students as they move from the first to second year of their studies. We now face a new challenge imposed by the Graduate School, which requires a minimum GPA for advancement to graduate status. Fortunately, almost all of our students meet this standard.

Writing Skills - the two-semester sequence of fifth-year courses leading to students' final project will both require individual written components. A written report will be a requirement of the final studio course. A copy of our revised ADS 7/8 handbook is attached. Students will be prepared to undertake this work through written exercises in earlier studios and in lecture courses including the Programming course.

Site Conditions - our coordinated architectural design studios deliberately examine a range of site conditions in both urban and rural contexts.

Professional Internship - we have introduced a lecture in the first year course, Survey of the Design Professions, which will focus on this topic.

Building Codes - these issues are being covered in the Project Programming class, the Building Construction classes, the Building Systems classes, and in Design Studio V: they are reinforced in other studios.

Professional Practice Course - this course will continue to be taught in an interdisciplinary fashion with rotating responsibility for course staffing. The syllabus will be reviewed to insure that adequate architectural content is provided.

Please let me know if you need additional information.

Sincerely,



David H. Sachs, AIA
Professor and Head

2006 NAAB STATISTICAL REPORT

SCHOOL: KANSAS STATE UNIVERSITY Completed by: DAVID SACHS

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-year	M.Arch **PostPreProf
Full-Time Students		300(82)				6
Part-Time Students		4				2
FTE Students		300(82)				-
Arch Design Studio Students		290(82)				NA
Students Working Part-Time		75+				6
Outside Stud. Serv. by Dept.		405				7
African-American Students		11				0
Native American Students*		1				4
Asian/Pacific Isle Students		1				0
Hispanic Origin Students		12				4
Women Students		127				7
Foreign Students		6				3
Total Degrees Awarded		71				4
Grads. Fin. Estab. No. Yrs.		61				0
Degrees Awarded Women		17				0
Degrees Awarded Afri-Amer		3				0
Degrees Awarded Amer. Ind.		1				1
Degrees Awarded Asi/Pac. Isl.		0				0
Degrees Awarded Hispanics		1				0
Min Req. SAT/ACT/GRE Score		910/21				NA
Number of Applicants		650				15+
Number Accepted		180				5
Enrollment Target/Goal		180				10
Student Studio/Faculty Ratio		14.1				23

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	12,500+
Total Architecture Collection in Departmental Library	43,300+
University Library LCNA or 720-729 Collection	12,500+
Total Architecture Collection in University Library	NA
Departmental Library Architecture Slides	75,000
University Library Architecture Slides	0
Departmental Library Architecture Videos	750
Staff in Dept. Library	3 FTE + 5.5 FTE STUDENTS
Number of Computer Stations	5 LIBRARY + 30 TEACHING LAB + UNIVERSITY LABS
Amount Spent on Information Technology	30,000 EXP + SALARIES
Annual Budget for Library Resources	12,000
Per-Capita Financial Support Received from University	NA
Private Outside Monies Received by Source	NA
Studio Area (Net Sq. ft.)	21,467
Total Area (Gross Sq. ft.)	40,500

2006 NAAB STATISTICAL REPORT

SCHOOL: KANSAS STATE UNIVERSITY Completed by: DAVID SACHS

JUN - 6 2007

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	<u>12</u>	<u>70,140</u>	<u>79,446</u>	<u>91,996</u>	<u>84,511</u>
Associate Professor	<u>6</u>	<u>50,160</u>	<u>62,171</u>	<u>74,740</u>	<u>65,197</u>
Assistant Professor	<u>7</u>	<u>49,000</u>	<u>46,502</u>	<u>51,460</u>	<u>55,144</u>
Instructor	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

FACULTY DATA

Department Total

Full-Time Faculty	<u>25</u>	NO. FULL-TIME FACULTY CR Ph.D. D. Arch M.A. or S. Prof. M. Arch B. Arch Post Prof. Masters Other
Part-Time Faculty	<u>2</u>	
Full-time Equivalent (FTE) Faculty	<u>28</u>	
Tenured Faculty	<u>20</u>	
Tenure-Track Positions	<u>2</u>	
FTE Administrative Positions	<u>1000000</u>	
Faculty Engaged in Service to Comm.	<u>12%</u>	
Faculty Engaged in Service to Univ.	<u>12%</u>	
FT Faculty who are U.S. Licensed Registered Architects	<u>10</u>	
PT Faculty who are U.S. Licensed Registered Architects	<u>2</u>	
Practicing Architects	<u>6% part time</u>	
FTE Graduate TAs	<u>4</u>	
FT Faculty Avg. Contact Hrs/Wk	<u>15</u>	
PT Faculty Avg. Contact Hrs/Wk	<u>7.5</u>	

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
Native American Faculty*	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
Asian/Pacific Island Faculty	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Hispanic Origin Faculty	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Women Faculty	<u>5</u>	<u>0</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>1</u>

*Include Eskimos and Aleuts

**NAAB RESPONSE TO KANSAS STATE UNIVERSITY
2007 ANNUAL REPORT**

Rec'd Date: 6/15/2007

Date of Visit: N/A

**Section One:
Checklist of required elements**

1. Statistical Report	√Included	Not Included
2a. Response to deficiencies identified in the most recent VTR	√Included	Not Included
2b. Causes of Concern	√Included	Not Included
3. Changes in the accredited program	Included	Not Included

**Section Two (A):
Assessment of response to deficiencies**

Condition 2: Program Self-Assessment

The program is advised to continue reporting on its progress to address this area of deficiency with emphasis on the outcome of the search for a new head and the continued implementation of the strategic plan.

Condition 9: Financial Resources

The program is advised to continue reporting on its progress to address this area of deficiency with focus on the continued success of the annual fund program and on whether additional resources are allocated to the department's base budgets in the coming fiscal years.

Condition 11: Professional Degrees and Curriculum

Satisfied, no further reporting required¹ Nevertheless, the program is advised to document the transition to the M.Arch program in its next *Architecture Program Report*.

Condition 12.11: Non-Western Traditions

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

Condition 12.26: Building Economics and Cost Control

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

Condition 12.37: Ethics and Professional Judgment:

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

**Section Two (B):
Assessment of response to causes of concern**

Physical Facilities

Satisfied, no further reporting required².

¹ Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

² Ibid.

Administration Communication

The program is advised on continue reporting on its progress to address this cause for concern and to provide specific examples of changes in methods, timing, and vehicles for improving communication.

Structured Interdepartmental Studios

The program is advised on continue reporting on this matter with emphasis on its continued effort to institutionalize the cross- or interdisciplinary learning opportunities for students.

Reliance on GPA for Advancement

The program is advised on continue reporting on this matter as the transition to the M.Arch continues.

Writing Skills

The program is advised on continue reporting on this matter with emphasis on the other opportunities during a student's career to demonstrate his/her achievement in this area.

Site Conditions

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

Professional Internship

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

Building Codes

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

Professional Practice

The program is advised on continue reporting on this matter with emphasis on the student learning and achievement in the courses described in the report.

**Section Three:
Changes to the accredited program**

None reported.

To: Ms. Cassandra Pair, NAAB Accreditation Manager
From: Dr. Peter Magyar, Head, Architecture, Kansas State University
Date: June 3rd, 2008
Subject: **Focused report to respond to deficiencies**

I am pleased to report that much progress has been made towards the deficiencies noted in our most recent accreditation review.

Condition 2: Program Self Assessment

Please find attached again the "Strategic Planning Report/Department of Architecture" dated 5/09/2007. The faculty of the department approved this plan on its first faculty meeting with the newly appointed head, Dr. Peter Magyar.

The implementation of this plan and its appropriate inclusion in the strategic initiative of the College of Architecture, Planning and Design (CAPD) is in progress. The College hired an outside facilitator, Richard Stillwell, who will discuss his latest proposal with the Executive Committee on July 15th, 2008, and will prepare the document for voting by the College faculty at the first meeting of the 08/09 academic year. As an addition to the self-assessment, contained in the Strategic Plan, a "Vision of Learning" is also attached, as part of the discussion of the college-wide venue.

Condition 9: Financial Resources

Thanks to the fiscal acumen of the acting head, Dr. David Sachs, the financial situation changed for the better. Part of this change also came from the Provost's office, in the form of additional resources, helping the degree-transition process. As a tangible measure, during the academic year of 07/08, every request for conference participation was granted, and most of the obsolete computing equipment was replaced with the requested new models. The increase in the technology-fee also greatly helped to ameliorate the scanning and printing conditions for the students.

Condition 11: Professional Degrees and Curriculum

We will document the transition from BARCH-5 year first professional degree to MARCH-5 year first professional degree in the next Architecture Program Report.

Condition 12.11: Non-Western traditions

The three history courses, taught by Dr. Carol M. Watts and Dr. Mick Charney, have amended syllabi to include more examples of non-western architecture. Additionally, seminars on Asian Vernacular Architecture, Middle Eastern Architecture and Urbanism, Japanese Architecture and studio projects based in Kabul, Afghanistan round up this requirement. During the summer 2008, two full professors are spending a month at Kabul University, to advise the architectural department there, and assist the possibility for further faculty exchange.

Condition 12.26: Building Economics and Cost Control

While the interdisciplinary teaching of the professional practice courses has certain advantages, beginning academic year 08/09 a practicing architect will take the lead of this course. The content therefore will focus on those issues. Also, in several studio courses, the students create pro-forma documents of their projects, connecting them more to real life conditions.

Condition 12.37: Ethics and Professional Judgment

All of our studios raise these issues in their respective briefs, and the Professional Practice and Environment and Society courses are built around these axes.

Areas of Concern:

Physical Facilities

No further reporting required, but it is important to note that during the summer 2008, approximately 1,500,000 dollars will be spent to repair the roofing of the studios.

Administrative Communication

With the engagement of the new head, who was not part of former histories, the direct communication between the unit and the higher administration is restored.

Structured Interdepartmental Studios

A recurrent Architecture / Interior Architecture project with the Advanced Manufacturing Institute, a two -year Solar House project involving CAPD and Engineering students, and the 07/08 Greensburg Envisioned and Greensburg Cubed projects are examples of current interdisciplinary studios. In addition, the Kansas City Urban Studio, a collaborative effort between the CAPD and the University of Kansas' School of Architecture, based at the Kansas City Design Center, was inaugurated in the 07/08 academic year.

Writing Skills

The department requires students to complete English Composition 2 before applying to the Graduate School; the College is discussing the introduction of a new course related to argumentative writing; and students' final studio (ADS 8) projects must now be accompanied by a written component which evaluates how their project fulfills the statement of architectural intentions which they write during the prior fall semester in their Project Programming course.

Site Conditions

Our coordinated architectural design studios concentrate on the deductions gained from site analysis and site opportunities, both on rural and urban conditions.

Professional internship

The "Design Expo" in the spring of 2008 had 165 firms, vying to recruit our students for pre-and post graduation internships. Up to 30% of our fourth year students chose to participate in the 30 week academic Internship Program rather than the (also tempting) foreign study programs.

Building Codes

The issues are being well covered in the Project Programming class, and in the Building Construction classes, the Building Systems classes, and in Design Studio V. They are also reinforced in the other studios.

Professional Practice Course

This course--although interdisciplinary, as far as students are concerned-- will be taught by a seasoned practicing architect from the next academic year on.

VISION OF LEARNING

Architecture is about love, about giving, about service and responsibility. It deals with different degrees of ritualization of the public and private domains; explores, discovers, applies and celebrates the ideal and circumstantial conditions of programs, sites, cultures and technologies. The intellectual intent is to remove the boundaries of the three knowledge management aspects, and further the interaction between their traditionally assigned operator groups: acquisition – students, dissemination – faculty, application – practitioners. The ethical intent is, to measure academic achievements through societal usefulness. The professional intent guides us to reunite architecture with urban design, and to collaborate with traditional and new allied disciplines. A school of architecture has to be an institution of shared learning, an organization of operative action, which discovers, creates and manages opportunities for cooperation through community assistance projects and uses its city and region as a learning laboratory. Perceived barriers between related professions have to be removed, the work should be interdepartmental, interdisciplinary and internationally relevant. Students and faculty should cooperate with professionals, artists, builders, manufacturers and municipalities. The school complies with the measures of the National Architectural Accrediting Board and prepares the students to successfully complete the Architectural Registration Exam, as mandated by the National Council of Architectural Registration Boards. But beyond these measurable aspects, one should never forget that architecture is the highest manifestation of public art, channeled through the sensitivity and creativity of educated individuals. It unites the spatial and temporal aspects of art, and affects one simultaneously in the visceral, cerebral and cosmic dimensions.

Dr. Peter Magyar

STRATEGIC PRIORITIES

DEPARTMENT OF ARCHITECTURE, KSU

2008 TO 2018

The discipline of Architecture deals with the analysis, design and construction of the human environment from the scale of a single person's immediate needs to the creation of sites for the coexistence of large number of people. The sites could be in natural, rural or urban surroundings.

Besides the spatial continuum, the educational process concentrates also on the temporal sequence of past, present and future, assigning each of these periods their due importance. The organizing attitude of both learning and teaching is the systemic approach, where neither of them can be accomplished without the simultaneous consideration of cultural, spiritual, social, technological and ethical contexts.

Along the edges of these temporal and spatial sequences, we merge and overlap with our fellow departments in the College of Architecture, Planning and Design: the Department of Interior Architecture and Product Design, and with the Department of Landscape Architecture/Regional and Community Planning. We intend to create a mutually shared scholarly and actionable base, which is interpreted and mutated according to the accepted and practiced boundaries of these individual, but interrelated disciplines. The aim of our different, but harmonized operations is to create the physical means which further the quality of human existence and establish a theater for interaction between people.

As did all the others, the Department of Architecture submitted to the College its revised comprehensive "Strategic Planning Report" on May 13th, 2007. In it there is a detailed manifestation of the commitment to exemplary teaching and service, community participation, innovation, also aspiration to the highest quality in all of our actions and products.

These promises can't be realized without assistance related to our intents, conditions and processes. In order, to pool our existing limited resources, to do innovative interdisciplinary contribution in the fields of teaching, research and community service, we propose the establishment of a College – wide

CENTER 4 WELL_BEING (C4).

All the research in the field of design and place making, sustainability and planning would be conducted, accessed and archived under the umbrella of this clearing-house organization, which declares its sole purpose with its name.

**Kansas State University
Department of Architecture
10/8/08**

Response to the Focused Evaluation request of 9/16/08

DEFICIENCIES

Condition 2: Program Self-Assessment

The college strategic planning process is still on-going. In July the Executive Committee participated in a Strategic Planning Committee meeting but no minutes were taken. At the college faculty meeting of Sept. 25, there was a presentation of the strategic plan and an opportunity for faculty discussion and input. There was no vote, as the plan is still being refined. Faculty have been asked to contact the facilitator with suggestions. The facilitator is Rick Stilwell (913-236-6786, rstilwell@insightconsulting.com). A copy of the presentation from the college faculty meeting is included, along with minutes from the meeting.

Condition 3. Financial Resources

See included comparisons of budgets.

Condition 12.11: Non-Western Traditions.

There are three required architectural history courses taught in rotation by two faculty members. One professor teaches all three courses to the same group of students. At the time of the last accreditation visit, syllabi were chosen based on who had most recently taught the course. The materials available for the team included History 1 course materials from Prof. Charney and materials for History 2 and 3 from Prof. Watts. Because non-western material is taught in different semesters depending on who teaches the course, this resulted in the appearance that there was little coverage of non-western material when in fact Prof. Charney covers it in History 2 and 3, and Prof. Watts in History 1. The syllabi for Prof. Charney for History 2 and 3 are included, along with the syllabus for History 1 from Prof. Watts. Professor Watts is currently teaching History 1, and plans to add additional coverage of non-western in the next two semesters for History 2 & 3.

Condition 12.26: Building Economics and Cost Control

This is covered in ARCH 853, Professional Practice as well as in ARCH 452-453 Structures, ARCH 650 Architectural Programming and ARCH 605 Architectural Design Studio V. See included syllabi. Professional Practice will be taught beginning spring 2009 by Bruce McMillan. His contact information is Bruce McMillan AIA Architects, 555 Poyntz Ave. Manhattan KS 66502, phone 785-776-1011, bruce@mcmillanarchitects.com

Condition 12.27 Ethics and Professional Judgment

A syllabus for ARCH 325, a required course in Environmental Design and Society is included, along with the syllabus for Professional Practice.

AREAS OF CONCERN

Interdepartmental Studios

Syllabi/project descriptions are included for the following studios:

Kansas City Design Center Urban Design Studio (5th year studio)

Building Green, Building Greensburg (5th year studio)

G3 : Community Building in Greensburg, KS (5th year studio)

Greensburg Cubed (intersession course)

Project Solar House (4-5th year studios)

Italian Studies Program in Orvieto (4th year studio)

Advanced Manufacturing Institute (5th year studio)

Reliance on GPA for advancement

Now that the degree given by the department has changed from the Bachelor of Architecture to the Master of Architecture, the department must follow KSU Graduate School regulations that require a 3.0 GPA for all coursework taken at the graduate level (30 credit hours). In order to be admitted to the Graduate School (students generally apply in the spring of the 3rd year) they must have a GPA of 3.0 or higher in the last 60 credit hours taken. If the GPA is between 2.75 and 2.99, they may be admitted on probation, and then must receive a 3.0 in the first 9 hours of graduate credit or be dismissed. Students applying to the Graduate School with a GPA between 2.5 and 2.74 can petition the Department Head if there are extenuating circumstances. Because of these new rules, GPA is increasingly important in determining whether a student can complete the program. It is best for the student to change majors early if it becomes evident that they cannot maintain the required academic standards, not just in design studio, but in all classes.

Students are admitted from the first year Environmental Design program into the Architecture Department on the basis of the first semester's GPA. The cut-off point has generally been running at about 3.0. After the second semester of the first year, some students change their mind or fail some courses, and their place is taken by students on a wait-list who have improved their performance. At this time the Department Head also looks at grades in studio and may ask for a portfolio, in the

case of borderline GPAs. It is our experience that students who have below a 3.0 GPA in first year generally do not do well in the architecture program. Because of the university requirements for pre-enrollment for the fall semester, it would be very difficult to delay the decision until after the end of the second semester. It is not unusual to have some students change between departments in the college at the beginning of or during second year if they change their mind, and everything possible is done to accommodate this.

GPA is used as a criteria for approval to go on study abroad when it is required by the institution hosting the study abroad program. For the programs run by the college, in recent years all students have been accommodated in a program of their choice. A new program in Orvieto, Italy has been added, and the size has doubled, in order to avoid limiting foreign study to only those with the highest GPAs. Application for study abroad includes a written essay and letter of recommendation in addition to GPA and other basic information.

Building Codes

See syllabi for ARCH 433 Building Construction Systems in Architecture, ARCH 605 Architectural Design Studio V

Professional Practice

See syllabus for ARCH 853 Professional Practice. This course will be taught by Bruce McMillan, AIA for the first time in spring 2009. He is still working on the syllabus. A draft is included

Financial Deficiency

	Academic Year		
	2005-6	2006-7	2007-8
Faculty/Unclassified Salary	1,709,897	1,726,090	1,798,638
GTA Salary	50,806	51,822	55,565
Classified Salary	47,131	48,627	79,966
Student Salary	8,153	8,367	9,064
Operating Expense	33,368	54,368	59,078
Subtotal	1,849,355	1,189,274	1,999,311
Employee Benefits	468,335	483,609	498,926
Budget Appropriated Total	2,317,690	2,372,883	2,498,237
Equipment Fee	72,230	45,504	47,648
Technology Fee	0	12,733	8,379
Prev. year carry forward	383	107,498	231,818
Non-Appropriated/restricted	16,000	25,580	104,185
Grand Total	2,406,303	2,564,198	2,890,266

The table above clearly indicates the consistently significant growth in all (but two) areas of our budget-details. The tangible results of these increases directly influence the student population as well as the faculty development aspects. Both groups participated in several conferences and seminars, as presenters and workshop panelists. During our recent faculty retreat, it was a great joy to listen to the experiences, which my colleagues and myself obtained in the Spring and Summer of this year in Mexico, Canada, England, Germany, Italy, Hungary, Afghanistan, China and Japan. Our students presented their work and won prizes at the National Organization of Minority Architects' Conference in Orlando Florida.



Planning and Analysis
226 Anderson Hall
Manhattan, KS 66506-0103
785-532-5712
Fax: 785-532-2120
E-mail: pa@ksu.edu

July 21, 2010

The National Architectural Accrediting Board
1735 New York Avenue NW
Washington, DC 20006

To Whom It May Concern:

This letter is to verify and affirm that the data provided for the Annual Report Submission (ARS) for the Department of Architecture in the College of Architecture, Planning, and Design were accurate and in compliance with the definitions and directions outlined. I assisted with the preparation of Kansas State University's IPEDS reports, Higher Learning Commission Annual Report, and other federally and state mandated reports. For all reports, data were reviewed and found to be accurate and hold their integrity.

Sincerely,

Kelli Cox, Ed.D.
Director

pc: David Sachs



I.3.3 - Faculty Credentials

The following matrix gives a very brief description of the various interests of our faculty and the courses we taught in the past year. Additional information about faculty members is available in our brief resumes (in section IV.2). Our interests are very diverse and largely complimentary. Our interests range from professional to academic, cultural to philosophical, artistic to technical, and from general to specific. Some of us teach the same courses repeatedly; many of us teach across the curriculum, particularly in the studio. Most of us have the opportunity to teach seminar courses. Seminars are important to students because they help students see the range of issues of relevance to architects and because they expose students to our areas of expertise; they are important to faculty members as a way to share and extend that expertise. Seminar course binders (provided in the team room) will provide additional evidence of the range of our interests and our teaching methodologies.



I.3.4 - Policy Review

The following documents will be available for review in the team room.

- Student Advising Handbook (MArch Handbook)
- 2006-2008 Multicultural Affairs Report
- In Review 2004-2005 to 2009-2010
- budget information FY 2005 to FY 2010
- Strategic Planning Report
- Regnier Faculty Chair—Protocols for Eligibility & Selection
- Exit Survey Questions

The following documents will be available at the noted URLs on a computer in the team room.

- University Faculty Handbook
 - <http://www.k-state.edu/academicservices/phobic/>
- University Catalog
 - <http://catalog.k-state.edu/index.php>
- Departmental policies and procedures for Annual Evaluation, Chronic Low Achievement, Reappointment, Tenure, promotion, and Professorial Performance Awards
 - <http://www.k-state.edu/academicservices/add/arch/arch/>
- Seaton Hall plans
 - [http://capd.ksu.edu/about/facts-and-figures/seaton-building plans](http://capd.ksu.edu/about/facts-and-figures/seaton-building%20plans)
- University scholarship information
 - <http://ksu.edu/media/achievements/majorscholarwins.pdf>
- University Office of Affirmative Action website
 - (<http://www.k-state.edu/affact/>)
- University Accreditation documentation
 - <http://www.k-state.edu/assessment/accreditation/>
- University directory of student groups
 - <http://www.k-state.edu/directories/orgs.html>
- College of Architecture Planning & Design website
 - <http://www.capd.ksu.edu/>

- Department of Architecture website
 - <http://capd.ksu.edu/arch/>
- UMKC - Architectural Studies website
 - <http://cas.umkc.edu/aupd/aupdhome.asp>
- Krider Center website
 - <http://krider.arch.ksu.edu>

PART TWO (II)—EDUCATIONAL OUTCOMES AND THE CURRICULUM

Architecture Program Report 2010



Part Two (II): Section 1—Student Performance—Educational Realms & Student Performance Criteria

A portion of every bi-weekly faculty meeting in the spring of 2010 was reserved for the discussion of the accreditation process, and in particular to recent changes to the process, including the newly defined and reorganized student performance criteria (SPC). In separate meetings, and before faculty members were asked to indicate the student performance criteria covered in their courses, we discussed the meaning and relevance of the terms “understanding” and “ability.” We also discussed the kinds of evidence necessary to support a contention that a given course was important in demonstrating coverage of a given SPC.

Faculty members were then asked to indicate which SPC were demonstrably covered in the courses they taught or coordinated. They were asked also to indicate whether this coverage constituted a primary or secondary exposure point of the SPC within the overall curriculum. As might be expected some SPC were seen to have been touched on in many courses. The accreditation committee then reviewed this information, and where necessary narrowed the number of courses suggested for coverage of any SPC, giving preference to both initial exposure and centrality to the course objectives. In studio courses, the year-long pair of courses was considered to be one point of exposure. The committee’s suggestions were reviewed in a specially convened faculty meeting and adjustments were made to the SPC / course matrix.

The final matrix represents the faculty’s best estimate of the ways in which the SPC are covered within the required courses in the curriculum, and we think the course binders and work on display in the team room should provide ample evidence to support appropriate coverage of all SPC. We lamented not being able to include the various kinds of elective courses including general education, professional support and seminar courses in the matrix. Although all students are not required to take exactly the same courses, the elective offerings greatly enrich the curriculum.

II.1.1—Student Performance Criteria

The following matrix indicates the required courses in the curriculum where each of the SPC is most directly addressed. The commentary following the matrix describes the ways the indicated courses contribute to the coverage of each of the SPCs.

Courses

	A.1.	A.2.	A.3.	A.4.	A.5.	A.6.	A.7.	A.8.	A.9.	A.10.
	Communications Skills (A)	Design Thinking Skills (A)	Visual Communications Skills (A)	Technical Documentation (A)	Investigative Skills (A)	Fundamental Design Skills (A)	Use of Precedents (A)	Ordering System Skills (U)	Historical Traditions and Global Culture (U)	Cultural Diversity (U)
SPC expected to have been met in preparatory or pre-professional education, if applicable										
	Realm A									
SPC Met in NAAB-accredited program										
	Realm A									
General Courses										
COMM 105 - Public Speaking - Brazeal	X									
MATH 100 - College Algebra - Natarajan										
PHYS 115 - Descriptive Physics - Flanders										
ENGL 100 Expository Writing 1 - Marzluf	X									
ENGL 200 Expository Writing 2 - Marzluf	X									
History & Theory										
ENVD 250 - History of the Designed Environment 1 - Charney									X	X
ENVD 251 - History of the Designed Environment 2 - Charney									X	X
ARCH 350 - History of the Designed Environment 3 - Watts ©									X	X
Technology										
ARCH 248 - Building Science - Neet										
ARCH 433 - Building Construction Systems in Architecture - Bowne				X						
ARCH 348 - Structural Systems in Architecture 1 - Simic										
ARCH 449 - Structural Systems in Architecture 2 - Simic										
ARCH 452 - Structural Systems in Architecture 3 - Simic										
ARCH 453 - Structural Systems in Architecture 4 - Simic										
ARCH 413 - Environmental Systems in Architecture 1 - Coates										
ARCH 514 - Environmental Systems in Architecture 2 - Gabbard										
ARCH 515 - Environmental Systems in Architecture 3 - McGlynn										
Design Studio										
ENVD 201 - Environmental Design Studio 1 - Streeter		X	X		X			X		
ENVD 202 - Environmental Design Studio 2 - Streeter		X	X		X			X		
ARCH 302 - Architectural Design Studio 1 - Condia		X				X	X	X		
ARCH 304 - Architectural Design Studio 2 - Sachs		X				X	X	X		
ARCH 403 - Architectural Design Studio 3 - Coates						X				
ARCH 404 - Architectural Design Studio 4 - Jones						X				
ARCH 605 - Architectural Design Studio 5 - Bowne				X	X					
ARCH 806 - Architectural Design Studio 7 - Siepl-Coates										
ARCH 807 - Architectural Design Studio 8 - Siepl-Coates										
Professional										
ENVD 203 Survey of the Design Professions										
ARCH 325 - Environmental Design & Society - Seamon										X
ARCH 472 - Computing in Architecture - Knox			X							
LAR 500 - Site Planning and Design - Bellanger										
ARCH 650 - Architectural Programming - Sachs										
ARCH 715* - Studio Writing Component - Siepl-Coates	X	X								
ARCH 805 - Project Programming - Siepl-Coates					X					
ARCH 853 - Professional Practice - McMillan										
	A.1.	A.2.	A.3.	A.4.	A.5.	A.6.	A.7.	A.8.	A.9.	A.10.
	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(U)	(U)	(U)

Kansas State

Realm A: Critical Thinking and Representation

A.1.–Communication skills–Written communication skills are introduced in a pair of English courses, and verbal communication skills are introduced in a public speaking course. These skills are practiced throughout the curriculum, and culminate most notably in a seminar in which students describe their final studio project.

A.2.–Design Thinking Skills–Ever more sophisticated and targeted design thinking skills are introduced through the first two years of the studio sequence. They are reinforced in all subsequent studios.

A.3.–Visual Communication Skills–Visual composition is important in all studios; however, these issues are most strongly emphasized in the first year studios, and are specifically covered again as techniques of digital representation are introduced in the third year.

A.4.–Technical Documentation–Principles of technical documentation are covered in the building construction course; they are practiced, refined, and mastered in the fourth-year comprehensive design studio.

A.5.–Investigative Skills–Design as a means of inquiry is introduced in the first year studios; the fourth-year comprehensive design studio involves active investigation into the materials and methods of construction; and the project-programming course requires significant research.

A.6.–Fundamental Design Skills–The beginning two pairs of architectural design studios provide a thorough introduction to the fundamentals of architectural design.

A.7.–Use of Precedent–Analysis and application of precedent is a key methodology introduced in the first pair of architectural design studios. It becomes a fundamental strategy for all subsequent studios.

A.8.–Ordering System Skills–The first year environmental design studios introduce abstract ordering principles; the beginning architectural studios explore the architectural applications of these principles.

A.9.–Historical Traditions and Global Culture–The three-course architectural history sequence looks comprehensively and holistically at the global history of architecture.

A.10.–Cultural Diversity–The architectural history sequence looks at buildings in their cultural context. These lessons are extended in the course on environmental design and society.

A.11.–Applied Research–Research through and for design is introduced in the fourth-year comprehensive design studio. These ideas are extended in various ways in the fifth-year design studios

Realm B: Integrated Building Practices, Technical Skills and Knowledge

B.1.–Pre-Design–Pre-Design principles and procedures are introduced in architectural programming. They are reinforced in project programming through the production of an architectural program.

B.2.–Accessibility–Concerns about accessibility are touched on in all design studios. They are rigorously introduced in the building construction course; they are rigorously applied in the fourth-year comprehensive design studio.

B.3.–Sustainability–Concerns about sustainability are touched on in all design studios. The three-semester sequence of environmental systems courses all focus on sustainable principles and practices.

B.4.–Site Design–Both general principles and specific strategies are introduced in the site design course. The pair of third-year design studios focus on the impact of natural and urban contexts on architectural design.

B.5.–Life Safety–Building codes are specifically discussed in the building construction course and the third environmental systems course. Codes are rigorously applied in the fourth-year comprehensive design studio.

B.6.–Comprehensive Design–The fourth-year comprehensive design studio explores the design process from schematic design through design development and into construction documentation. The fifth year studios extend the lessons of this studio by beginning with analysis and programming.

B.7.–Financial Considerations–The design implications of building costs are covered in the fourth-year comprehensive design studio; basic principles of development economics and various forms of cost estimating are covered in architectural programming; and basic business principles and practices are covered in professional practice.

B.8.–Environmental Systems–The three-semester sequence of environmental systems courses cover various means of environmental control, beginning with passive systems, as well as active mechanical, electrical, lighting, plumbing, and conveying systems.

B.9.–Structural Systems–The four-semester sequence of structures courses begins with an introduction to statics and strength of materials and extends to the design of complex structural systems in different materials.

B.10.–Building Envelope Systems–Principles of the design and construction of building envelopes are introduced in the building construction course. The detailing of building envelopes is part of the comprehensive fourth-year design studio.

B.11.–Building Service Systems–The nature and operation of building systems, including mechanical, electrical lighting, plumbing and conveying systems, are introduced

in the final two environmental systems courses. Students learn to integrate these systems into a particular building as part of the fourth-year comprehensive studio.

B.12.–Building Materials and Assemblies–The building science course discusses the nature of construction materials, the building construction course discusses the assembly of these materials into building components, and the fourth-year comprehensive studio requires the integration of the components into a building design.

Realm C: Leadership & Practice

C.1.–Collaboration–Students have many opportunities to be involved in collaborative ventures. Two places in the curriculum where this always occurs is in the first environmental systems course where students work in design teams, and in project programming where they collaborate in writing program.

C.2.–Human Behavior–The environmental design and society course discusses basic principles of psychology and sociology; the programming course talks about developing and maintaining human relationships; and the professional practice class covers business practices.

C.3.–Client Role in Architecture–The programming course emphasizes the client’s role in the decision making process, while the professional practice course focuses on the client’s contractual responsibilities.

C.4.–Project Management–The fourth-year comprehensive studio introduces students to the management of the various phases of the design and documentation process; the programming course introduces students to the management of investigative processes and personal relationships; and the professional practice course introduces students to the management of financial and personnel issues.

C.5.–Practice Management–The computing course discusses the management of information and data; the programming course talks about the management of people and organizations; and the professional practice course covers the management of time and resources.

C.6.–Leadership–The survey of the design professions course helps students understand the potential impact of the design professions; the programming course illustrates the necessity of leadership in defining project potential; and the professional practice course describes the relationship between community involvement and successful practice.

C.7.–Legal Responsibilities–The building construction course and the third environmental systems course introduce students to the legal constraints involved in design and construction, and the professional practice course introduces students to the basics of business law.

C.8.–Ethics and Professional Judgment–The first environmental systems course



stresses the need for environmental responsibility; the programming course discusses professional standards including issues of trust and confidentiality; and the professional practice course talks about professional liability and responsibility.

C.9–Community and Social Responsibility–The need to balance the desires of the client with the imperatives of social equity, and the pursuit of personal gain with concerns for the public good underlie all the lessons of many courses, particularly those of the programming and professional practice courses.

Part Two (II) Section 2–Curricular Framework

The professional curriculum in architecture at KSU leads directly to the receipt of the Master of Architecture (M.Arch) degree. It requires 140 hours of undergraduate coursework and 30 hours of graduate coursework. It is a tightly integrated and highly structured program that can be completed in a minimum of ten semesters plus one summer, although work completed outside of this time is normally required.

First Year—180 students typically enter the program upon undergraduate acceptance to KSU and selective admission to the CAPD. In their first year, students complete prerequisite courses (math and physics), university requirements (English and public speaking), introductory architectural theory courses (architectural history and design practice), and introductory design studios which focus on design process and three dimensional design graphic communication. At the end of this year, students petition for admission to one of the college’s four professional programs—architecture, landscape architecture, interior architecture & product design, or regional & community planning.

Second Year—Normally up to 72 students are invited to enter the second year of the architecture program from the Manhattan campus and an additional 18 students are accepted from the parallel program at the University of Missouri-Kansas City (UMKC). (These students complete their second year in Kansas City, and move to Manhattan in their third year.) The second year forms the beginning of the rigorous and intensive five-semester core of the architectural curriculum where students take a barrage of demanding technical courses (in structures, building systems, and environmental control) while being challenged in the design studio to undertake ever larger and more complex projects in an increasingly comprehensive and holistic fashion. The second year studio focuses on design process, fundamental architectural design (space, order & form) and use of precedent.

Third Year—This year is perhaps the most demanding portion of the curriculum. As students continue through the sequence of technical courses, including the introduction to digital technology, they are expected to begin to integrate the lessons from these courses into the studio (to seek tectonic inspiration), while working on larger and more complex building types set in a variety of challenging contexts (both rural

and urban). During the spring semester students apply for admission to the graduate school. Students with a grade point average (GPA) of 3.0 or better enter as regularly admitted students, whereas students with a GPA of 2.75 to 3.0 receive probationary admission. Students who are not admitted to the graduate school either work to raise their grades or transfer to another major.

Fourth Year—This is a transitional year. In the fall, students complete the core sequence of technical courses and the final coordinated studio, in which they are required to utilize the lessons from the technical courses to develop their projects to a much higher level of detail. They also take architectural programming which has been designed to help prepare them for graduate study. In the spring most students leave campus for study abroad or a 30-week internship. Those who remain on campus (normally) complete an interdisciplinary studio and elective courses. Last year 42 students elected to study abroad (25 in Italy, 10 in the Czech Republic, and 7 in Germany), 15 went on a 30-week academic internship, and 15 remained on campus to work in an interdisciplinary collaborative studio.

Fifth Year—The fifth year curriculum provides a good deal of flexibility to allow students to pursue areas of individual interest. It centers around set of paired courses taken in each the fall and spring. In the fall the students work to define a design project for the spring studio in project programming and undertake exercises to develop the skills and understandings necessary to successfully complete this project in design studio. In the spring studio, students execute the project they defined in the fall and in a required seminar they write an accompanying report. These courses may vary considerably in topic and format and may be undertaken individually or collectively. In addition to this sequence of courses, students take a professional practice course and 12 hours of elective credit. All fifth year classes (with one exception) must be taken for graduate credit.

II.2.1 - Regional Accreditation

KSU holds accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Accreditation from this body was first received in 1916. The last time KSU was comprehensively reviewed was in 2001-2002. The university is now preparing a comprehensive self-study document for the next review, which will take place in 2011-2012. Information on the university's accreditation status is accessible on the HLC/NCA web site (http://www.ncahlc.org/component/option,com_directory/Itemid,184/form_submitted,TRUE/institution,/lang,en/showquery,/state,KS/submit,Search/). A copy of the accreditation letter is accessible on the university website (<http://k-state.edu/assessment/accreditation/>)

II.2.2 - Professional Degrees & Curriculum

The following curriculum guide indicates the courses required for receipt of the professional Master of Architecture degree (no baccalaureate awarded). A total of 170 semester credit hours are required. Of these hours 30 must be taken for graduate



credit. The general studies requirement of 46 hours consists of 19 hours of required coursework and 27 hours of general education electives. The professional studies portion of the curriculum consists of 95 hours of required courses augmented by 29 hours of professional electives.

The curriculum is built around a carefully orchestrated and interrelated series of required general studies and professional courses. The 55 hours of elective coursework allow for a good deal of individual customization and specialization. The flexibility of the curriculum is illustrated by the list of pre-approved professional support electives outlined in the student handbook (provided in the team room). These include not only courses from within the college but also courses in art, theater, philosophy, sociology, geography, engineering, business and economics. The university's general education policies insure that students have a wide range of educational experiences. Among the most consequential and defining elective choices available to students are the various on and off-campus opportunities offered in the spring of the fourth year (as described in the introduction to section II).

II.2.3 - Curriculum Review & Development

All curricular decisions at the university are the purview of the faculty. Suggestions for curricular revisions can come from a variety of sources ranging from long-range and strategic planning exercises to independent suggestions from individual faculty members. The suggestions are considered by the department's academic affairs committee, which is charged with analyzing and formatting the proposal. The committee then leads faculty discussions and facilitates faculty actions. Successful proposals must receive majority support from the full-time faculty of the department, of which 13 of 24 are registered architects.

The college curriculum committee then presents curriculum proposals approved by a department to the college faculty for review and approval. Upon approval at the college level, proposals are transferred to the academic affairs committee of the faculty senate (and for graduate courses to the graduate counsel). After units throughout the university have reviewed the proposals, they are brought before the faculty senate for final approval.

Normally the key decision point for curricular changes is at the departmental level. College and university reviews tend to respect the pedagogical integrity of the departments, and seek only to avoid duplication of services or potential resource inequities. The faculty's authority in curriculum development is specified in Appendix E (Faculty Senate Constitution) section B article 1. B. 1 of the University Handbook (<http://www.k-state.edu/academicpersonnel/fhbook/fhxe.html>).



College of Architecture, Planning, and Design

Kansas State University
MASTER OF ARCHITECTURE
 NAAB Accredited Professional Program

August 2010

Environmental Design Studies Program

FIRST SEMESTER

DSFN	201	Environ. Design Studio I	4
MATH	100	College Algebra	3
ENVD	250	History of Designed Environment I	3
DSFN	203	Survey of Design Professions	1
SPCH	105	Public Speaking 1A	2
		*University General Education Elective	<u>3</u>
			16

Architecture Program

THIRD SEMESTER

ARCH	302	Architectural Design Studio I	5
ARCH	413	Environmental Systems in Arch. I	4
ARCH	348	Structural Systems in Architecture I	3
ARCH	350	History of Designed Environment III	3
		*University General Ed. Elective	<u>3</u>
			18

SUPPLEMENTAL STUDY

		*** Distributed Electives	6
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FIFTH SEMESTER

ARCH	403	Architectural Design Studio III	5
ARCH	433	Building Construction Systems in Arch	3
ARCH	452	Structural Systems in Architecture III	3
ARCH	472	Computing in Architecture	3
		*University General Education Elective	<u>3</u>
			17

SEVENTH SEMESTER

ARCH	605	Architectural Design Studio V	5
ARCH	515	Environmental Systems in Arch III	3
ARCH	650	Architectural Programming	3
		**Planning Elective	3
		*University.General Ed (300 level +)	<u>3</u>
			17

NINTH SEMESTER

ARCH	806	Arch. Design Studio VII	5
ARCH	805	Project Programming	2
		** Architecture Seminar	3
		** Architecture Seminar	3
		**Professional Support Elective	<u>3</u>
			16

SECOND SEMESTER

DSFN	202	Environ. Design Studio II	4
PHYS	115	Descriptive Physics	5
ENVD	251	History of Designed Environment II	3
ENGL	100	Expository Writing I	<u>3</u>
			15

FOURTH SEMESTER

ARCH	304	Architectural Design Studio II	5
ARCH	325	Environmental Design & Society	3
ARCH	248	Building Science	3
ARCH	449	Structural Systems in Architecture II	3
ENGL	200	Expository Writing 2	<u>3</u>
			17

SIXTH SEMESTER

ARCH	404	Architectural Design Studio IV	5
ARCH	453	Structural Systems in Architecture IV	3
ARCH	514	Environmental Systems in Arch. II	3
LAR	500	Site Planning and Design	3
		*University General Education Elective	<u>3</u>
			17

EIGHTH SEMESTER

ARCH	606	ADS VI (On-campus or Study Abroad)	5
		**Professional Support Electives	<u>9</u>
			14

OR

ARCH	505	Arch. Internship Part A	9
ARCH	506	Arch. Internship Part B	3
ARCH	507	ARCH. Internship Part C (summer)	<u>2</u>
			14

TENTH SEMESTER

ARCH	807	Arch. Design Studio VIII	5
ARCH	853	Professional Practice	3
		** Architecture Seminar	3
		**Professional Support Elective	3
		*University.General Ed (300 level +)	<u>3</u>
			17

TOTAL HOURS REQUIRED FOR GRADUATION = 170 (including ENVD Program)

- A minimum of eighteen (18) University General Education (UGE) elective credits must be taken, of which at least six (6) must be in courses numbered 300 or above. Of these eighteen (18) UGE credits, three (3) credits may be taken within the College of Architecture, Planning, and Design. None, however, can be in a student's major field. No more than two (2) UGE courses may be taken in a single discipline. UGE courses must be taken at KSU. Transfer credits may reduce the number of lower level UGE courses required. Students who participate in study abroad programs approved by KSU will meet UGE credit at the 300 level upon successful completion of the program. Further information about these policies is available at <http://www.capd.ksu.edu/current-students/policies/university-general-education-expectations-pertaining-to-all-departments> and <http://www.k-state.edu/uge/aboutuge/policies.htm>
- ** The M.Arch degree requires twenty-seven (27) hours of professional support electives. Of these 27 credits, at least three (3) hours must be planning elective credits, and at least nine (9) hours must be architecture seminar credits as defined in the advising handbook. In addition, nine (9) of the twenty-seven (27) credits must be taken in support of the student's area of concentration as defined in the advising handbook. These nine (9) hours may include credits taken to fulfill the planning and seminar requirements.
- *** Distributed electives are defined in the advising handbook and must be taken outside the College of Architecture, Planning, and Design. They may be taken any time prior to or during the Architecture program and may include KSU approved AP, IB, CLEP and transfer credits.

Courses listed in Bold type in the 5th year represent those hours required within the Graduate program.



Part Two (II): Section 3 - Evaluation of Preparatory / Pre-Professional Education

Because most students are admitted directly from high school, the evaluation of previous academic work is a minor concern. Those few who are admitted as transfer students may receive elective credit, but are almost never given credit for required coursework. Student transcripts are reviewed and investigated by the associate dean for student affairs, who in consultation with the department head may decide to accept previous work for elective credit. In those very rare instances where an incoming student has had a substantial amount of rigorous professional coursework, the associate dean will consult with the faculty member who teaches a course before awarding credit for that course. Portfolio review by multiple faculty members is required before the granting of studio credit can be contemplated.

Part Two (II) Section 4 - Public Information

II.4.1 - Statement on NAAB-Accredited Degrees

The NAAB Statement on accredited degrees is posted on the department website (<http://capd.ksu.edu/arch/academic-programs/professional-degree-program/accreditation-information-and-documents>). A link is provided to the statement on the NAAB website. This same information is readily available to students and faculty members on the university network (K-State Online) on the Architecture Advising site.

II.4.2 - Access to NAAB Conditions and Procedures

A link to the NAAB Conditions and Procedures is provided on the department website (<http://capd.ksu.edu/arch/academic-programs/professional-degree-program/accreditation-information-and-documents>), and on the university network (K-State Online) on the Architecture Advising site.

II.4.3 - Access to Career Development Information

Links are provided to the following sites from the department website (<http://capd.ksu.edu/arch/academic-programs/professional-degree-program/accreditation-information-and-documents>), and on the university network (K-State Online) on the Architecture Advising site.

- ARCHCareers
- NCARB Handbook for Interns and Architects
- AIAS Toward an Evolution of Studio Culture
- AIA & NCARB - Emerging Professionals Companion

- NCARB website
- AIA website
- AIAS website
- ACSAA website



II.4.4 - Public Access to APRs and VTRs

Our current letter of accreditation, recent APRs and VTRs, and annual reports to NAAB are available on from the department website (<http://capd.ksu.edu/arch/academic-programs/professional-degree-program/accreditation-information-and-documents>), and on the university network (K-State Online) on the Architecture Advising site.

II.4.5 - ARE Pass Rates

A link to the NCARB published information on the ARE pass rates for applicants from all the accredited program in the country is provided on the department website (<http://capd.ksu.edu/arch/academic-programs/professional-degree-program/accreditation-information-and-documents>), and on the university network (K-State Online) on the Architecture Advising site.

PART THREE (III) - PROGRESS SINCE THE LAST SITE VISIT



Architecture Program Report 2010

III.1 - Summary of Responses to the Team Findings

In our initial responses to the draft of the Visiting Team report, which remained virtually unchanged in its final version, we both acknowledged and praised the insight of the visiting team, and lamented our failure to provide evidence that would have more clearly illustrated the aspects of our efforts which were brought into question. By the time of our submission of a 2005 annual report (which was not required) we could report on efforts to respond positively to the visiting team's concerns. Through the ensuing years we have been able to report on continuing progress in a number of areas. Since the annual reports and a focused assessment report are part of this report (section I.3.2), the specific information, such as the interdisciplinary studios undertaken in a given year, will not be repeated in the following commentary. By pointing to the annual reports and to other specific events and offerings described in this report, including lectures and exhibits, visiting faculty and critics, foreign study, internship, and design-build projects (section I.2.1) one can see that the richness of opportunity available to our students transcends the boundaries of the specific courses targeted for examination.

The focused report submitted on June 3, 2008 along with the clarifications offered on October 8, 2008, summarized our responses to the conditions identified as not met or causes of concern in the 2005 visiting team summary. The focused evaluation team report of January 20, 2009 acknowledged that we had made significant progress on all fronts, and marked all categories as having been met and concerns having been alleviated. The visiting team also noted that in several cases they thought we might have additional work to do to fully resolve the deficiencies and concerns identified in the 2005 visiting team report. The following commentary speaks to developments relative to these issues since the submittal of the focused report.

III.1.A - Responses to Conditions Not Met

2 - Program Self Assessment

The question of self-assessment is seen to hinge directly on the implementation of an overall strategic plan with specific and measurable directives. In reviewing the strategic planning report approved on May 15, 2007 (included in the team room and described in section I.1.4) as part of the current accreditation process, it must be acknowledged that: 1) we have made more progress in some areas than in other areas, 2) we seem to be more strongly committed to some goals and strategies than other goals and strategies, and 3) ensuing events may have changed our perspective and caused us to reconsider our strategic priorities. Much of this is due to our success in achieving the first of our key strategies—to implement the professional Master of Architecture Degree.

While we have not relied strongly on formal strategic planning efforts, we have a



strong and ongoing tradition of self-reflection and self-criticism. We are currently involved with a variety of more or less formal means of assessment, involving faculty members, students, and alumni, on a wide range of curricular and operational issues (as described in section I.1.5). We would hope to revisit our strategic planning effort in light of our changes in: nomenclature and curriculum, our ongoing assessment efforts, and insights arising from the preparation of the current APR and from the observations of the incoming accreditation team.

9 - Financial Resources

At the time of our focused evaluation we could report on a growing budget and the existence of a considerable reserve fund. Sadly, the reverberations of “the great recession” of the past several years has resulted in a 6% reduction in the state allocated departmental budget, and a substantial reduction in private funding through the foundation. The data and analysis provided in section I.2.4 illustrate the kinds of impacts resulting from the funding shortfalls; it also details reasons for optimism, with the promise of restoration of 2 faculty positions.

The department is accustomed to financial challenges, and has found a way to thrive under difficult financial circumstances. Like other similar entities across the country, the department feels increasing pressure to wean itself from public funding in favor of research support and private giving, It seems increasingly likely that this pressure will have some impact on students’ educational experiences. It is hoped that the ingenuity characteristic of the department’s earlier efforts will allow the new challenges to result in enriched student opportunities.

11 - Professional Degrees and Curriculum

The critical issue at hand here is the number of general studies credit hours required in the curriculum. While the balancing of general studies coursework with professional coursework remains a difficult challenge for all, we were able to alleviate the deficiency noted in the previous visit through the addition of 6 distributive credit hours, which must be taken outside of architecture. We now require 46 hours of general studies (as itemized in the memo of clarification to the 2006 annual report contained in section I.3.2), and are in conformance with NAAB requirements.

12.11 - Non-Western Traditions

The focused evaluation team reviewed the syllabi of the three-semester architectural history survey sequence and noted that each course contains non-western material. The courses have continued to evolve and should be able to satisfy the new SPC A.9 (Historical Conditions and Global Culture), which includes the material specified in the earlier 12.11 (Non-Western Traditions). We understand that the material we present in the course binders (provided in the team room) will need to support this contention.

12.26 - Building Economics and Cost Control

The focused evaluation team reviewed the syllabi of ARCH 605 - Architectural De-

sign Studio V, ARCH 650 - Architectural Programming, and ARCH 853 - Professional Practice, and found references to economics and cost control. The explanation of our coverage of the new SPC C.7 (Financial Considerations), which covers this material (in section II.1), describes how each of these courses contributes to students' understanding of the impacts of economic issues on architectural design and production. We understand that the material we present in the course binders (provided in the team room) will need to support this contention.

12.37 - Ethics and Professional Judgment

The focused evaluation team reviewed the syllabi of ARCH 325 - Environmental Design and Society, and ARCH 853 - Professional Practice, and found references to ethics and professional judgment. The explanation of our coverage of the re-numbered SPC C.8 (in section II.1), describes how the professional practice course as well as ARCH 413 - Environmental Systems in Architecture 1 and ARCH 650 - Architectural Programming, introduce students to different aspects of their professional ethical responsibilities. We understand that the material we present in the course binders (provided in the team room) will need to support this contention.

III.1.B - Responses to Causes of Concern

Physical Facilities

The initial cause for concern was prompted primarily because of deferred maintenance in Seaton Hall and life safety problems in Epperson House, the facility housing our UMKC based affiliate program. Routine maintenance to Seaton Hall and a strategic renovation to Epperson House alleviated these problems, so by the time of the focused evaluation, the physical facilities were no longer seen as a cause for concern. Since this time (as described in section I.2.3) the facilities in Manhattan have continued to undergo a series of repairs and upgrades, and the UMKC program has moved into a much newer and more suitable facility.

Administrative Communication

The initial cause for concern centered around contentiousness between the dean and faculty members in the department, caused in part by differing views about resource allocation policies. By the time of the focused evaluation, the reviewers saw the promise of improved relationships between the department and the college with the arrival of new department head hired from outside the department.

Subsequent events have continued to affect the dynamics of the relationships within the college. On one hand, the global economic downturn and the effects it has had in the college have made the allocation of ever more scarce resources a topic of immediate concern. On the other hand, the arrival of a new dean, in the summer of 2009, from outside the college offers a new moment of promise. He has the opportunity to



overcome the climate of mistrust that has characterized the relationship between the previous dean and some of the department's faculty members.

Structured Inter-departmental Studios

The 2005 accreditation team acknowledged effective examples of interdisciplinary collaboration, but lamented the lack of required interdisciplinary studios. The focused evaluation team saw the continuing quality and range of elective interdisciplinary experiences as sufficient to satisfy this concern.

In the time since the focused evaluation, the tradition of elective interdisciplinary studios has continued. It has become a tradition, if not a requirement, in the spring fourth year curriculum. Most study abroad programs are open to students from all disciplines in the college, students participating in the internship program almost certainly have had opportunities for interdisciplinary interaction, and students remaining on campus participated in a funded public service interdisciplinary studio, which examined traditionally black neighborhoods in Kansas City. Meanwhile, the residual benefits of relationships developed in the first year interdisciplinary studios have continued to resonate throughout the college.

Reliance on GPA for Advancement

This concern was based on student discomfort with the use of grades as an evaluation standard. The focused evaluation team understood that the department strove to make decisions on student advancement in as equitable and holistic a manner as possible given the constraints of the institutional environment.

In the time since the focused evaluation, the department has continued to help as many students as possible make successful progress through the curriculum. The effort has been complicated by the move to the MArch as the first professional degree. Admission to graduate studies and the monitoring of the progress of graduate students falls under the authority of the graduate school, which relies exclusively on GPA as a measure of success. Faculty members are aware of the additional pressures faced by students, and have adjusted their grading policies in response to the graduate school's requirements.

Student Performance - Writing Skills

The previous accreditation team noted that architectural graduates do not always write well, and encouraged us to emphasize writing in our curriculum. The focused evaluation team urged us to continue this effort. Since the time of the focused evaluation we have begun a curricular experiment, which transforms one of the required seminar courses into a component of the final design studio, thereby bringing closure to the required introductory writing courses. We have also begun to emphasize writing in courses throughout the curriculum. For example ARCH 650 - Architectural Programming, now has a module on technical writing and requires a number of written exercises and two essay exams.

Student Performance - Site Conditions

Both the 2005 and 2008 accreditation teams encouraged us to provide better documentation of the impact site issues have on architectural design. Examples of student work from ADSII will show the influence of tight site constraints on design solutions, work from ADS III will demonstrate the semester's focus on natural factors as design generators, and work from ADS IV will clearly show the semester's focus on the design impact from urban site factors. The work of later studios will show how these ideas are reinforced in subsequent courses.

The 2005 accreditation team encouraged us to work closely with the department of landscape architecture. Our site planning course is taught by the landscape architecture department. It has become more rigorous since being taken over by a new faculty member in the past year.

Student Performance - Professional Internship

Both the 2005 and 2008 accreditation teams encouraged us to provide an earlier introduction to the internship process. In response to this concern, a lecture on internship has become a standard part of the first year course DSFN 203 - Survey of the Design Professions, and the IDP Educator Coordinator now organizes an annual public meeting where AIA IDP coordinators can talk to students and answer their questions.

Student Performance - Building Codes

In response to the concerns of the accreditation team, the focused evaluation team reviewed the syllabi of ARCH 433 - Building Construction Systems in Architecture, ARCH 605 - Architectural Design Studio V, and ARCH 853 - Professional Practice, and found reference to code issues. The response to the new SPC B.5 on Life Safety (in section II.1.1) describes how code issues are addressed in the building construction course, the fourth year comprehensive design studio (ARCH 605), and in the third environmental systems course (ARCH 515).


III.2. - Summary of Responses to Changes in the NAAB Conditions

The changes to the NAAB conditions were being finalized at the beginning of the 2009-2010 school year, just as we were beginning the documentation process for this accreditation visit, and thus have little impact on the nature of our curriculum. As indicated in section II.1.A. we plan to revisit our strategic planning process following this accreditation cycle, and will use the new NAAB conditions as a point of departure for our discussions. For example, the exit questionnaire, described in section I.1.5, which will begin to be administered next year has been based directly on the new SPCs.

PART FOUR (IV) - SUPPLEMENTAL INFORMATION

IV.1 - Course Descriptions

Current Curriculum

		College of Architecture, Planning, and Design Kansas State University MASTER OF ARCHITECTURE NAAB Accredited Professional Program		August 2010		
Environmental Design Studies Program						
FIRST SEMESTER			SECOND SEMESTER			
DSFN	201	Environ. Design Studio I	4	DSFN	202 Environ. Design Studio II	4
MATH	100	College Algebra	3	PHYS	115 Descriptive Physics	5
ENVD	250	History of Designed Environment I	3	ENVD	251 History of Designed Environment II	3
DSFN	203	Survey of Design Professions	1	ENGL	100 Expository Writing I	3
SPCH	105	Public Speaking 1A	2			15
		*University General Education Elective	3			
			16			
<i>Architecture Program</i>						
THIRD SEMESTER			FOURTH SEMESTER			
ARCH	302	Architectural Design Studio I	5	ARCH	304 Architectural Design Studio II	5
ARCH	413	Environmental Systems in Arch. I	4	ARCH	325 Environmental Design & Society	3
ARCH	348	Structural Systems in Architecture I	3	ARCH	248 Building Science	3
ARCH	350	History of Designed Environment III	3	ARCH	449 Structural Systems in Architecture II	3
		*University General Ed. Elective	3	ENGL	200 Expository Writing 2	3
			18			17
SUPPLEMENTAL STUDY						
		*** Distributed Electives	6			
FIFTH SEMESTER			SIXTH SEMESTER			
ARCH	403	Architectural Design Studio III	5	ARCH	404 Architectural Design Studio IV	5
ARCH	433	Building Construction Systems in Arch	3	ARCH	453 Structural Systems in Architecture IV	3
ARCH	452	Structural Systems in Architecture III	3	ARCH	514 Environmental Systems in Arch. II	3
ARCH	472	Computing in Architecture	3	LAR	500 Site Planning and Design	3
		*University General Education Elective	3		*University General Education Elective	3
			17			17
SEVENTH SEMESTER			EIGHTH SEMESTER			
ARCH	605	Architectural Design Studio V	5	ARCH	606 ADS VI (On-campus or Study Abroad)	5
ARCH	515	Environmental Systems in Arch III	3		**Professional Support Electives	9
ARCH	650	Architectural Programming	3			14
		**Planning Elective	3		OR	
		*University General Ed (300 level +)	3	ARCH	505 Arch. Internship Part A	9
			17	ARCH	506 Arch. Internship Part B	3
				ARCH	507 ARCH. Internship Part C (summer)	2
						14
NINTH SEMESTER			TENTH SEMESTER			
ARCH	806	Arch. Design Studio VII	5	ARCH	807 Arch. Design Studio VIII	5
ARCH	805	Project Programming	2	ARCH	853 Professional Practice	3
		** Architecture Seminar	3		** Architecture Seminar	3
		** Architecture Seminar	3		** Professional Support Elective	3
		** Professional Support Elective	3		*University General Ed (300 level +)	3
			16			17
TOTAL HOURS REQUIRED FOR GRADUATION = 170 (including ENVD Program)						
<ul style="list-style-type: none"> A minimum of eighteen (18) University General Education (UGE) elective credits must be taken, of which at least six (6) must be in courses numbered 300 or above. Of these eighteen (18) UGE credits, three (3) credits may be taken within the College of Architecture, Planning, and Design. None, however, can be in a student's major field. No more than two (2) UGE courses may be taken in a single discipline. UGE courses must be taken at KSU. Transfer credits may reduce the number of lower level UGE courses required. Students who participate in study abroad programs approved by KSU will meet UGE credit at the 300 level upon successful completion of the program. Further information about these policies is available at http://www.capd.ksu.edu/current-students/policies/university-general-education-expectations-pertaining-to-all-departments and http://www.k-state.edu/uge/aboutuge/policies.htm The M.Arch degree requires twenty-seven (27) hours of professional support electives. Of these 27 credits, at least three (3) hours must be planning elective credits, and at least nine (9) hours must be architecture seminar credits as defined in the advising handbook. In addition, nine (9) of the twenty-seven (27) credits must be taken in support of the student's area of concentration as defined in the advising handbook. These nine (9) hours may include credits taken to fulfill the planning and seminar requirements. Distributed electives are defined in the advising handbook and must be taken outside the College of Architecture, Planning, and Design. They may be taken any time prior to or during the Architecture program and may include KSU approved AP, IB, CLEP and transfer credits. 						
Courses listed in Bold type in the 5 th year represent those hours required within the Graduate program.						

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

Math100 Studio College Algebra, 3 credits

Course Description (Limit 25 words):

Fundamental concepts of algebra; algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities, and applications of these topics using spreadsheets and technology in a lab component that meets once a week.

Course Goals & Objectives (list):

Upon completing the course, students should have the tools and background needed to carry out problems that involve the following:

- 1) Solving Equations: Linear, Absolute Value, Square Root, Quadratic, Polynomial, Rational, Exponential, Logarithmic
- 2) Solving Inequalities: Linear, Absolute Value, Quadratic, Polynomial, Rational
- 3) Understanding Functions: Definition of function, Linear, Quadratic, Polynomial, Rational, Exponential; function notation and graphing; be able to find asymptotes when appropriate; the algebra of functions (add/subtract/multiply/divide/composition); symmetry and transformations; finding inverses
- 4) Polynomial long division, synthetic division, Factor Theorem, Fundamental Theorem of Algebra
- 5) Matrix Arithmetic (Addition/Subtraction/Multiplication of matrices), Systems of Equations (Graphing/Substitution/Elimination)
- 6) Modeling with functions, Doubling Time/Exponential Growth, Choosing Appropriate Models, Matrix Applications Leontief Model,
- 7) Setting up and solving a variety of word problems in the areas of business, social science and physical sciences.

Student Performance Criterion/a addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):

About 1/3 of the semester is spent on studios that investigate ideas listed in category (6) above; the rest of the course spends time on items (1)-(5) and (7) above

Prerequisites:

B or better in MATH 010; or two years of high school algebra and a College Algebra (Prob \geq C) of 60 or more on the ACT assessment by K-State; or a score of at least 18 on the mathematics placement exam.

Textbooks/Learning Resources:

College Algebra by Beecher/Penna/Bittinger, 3rd edition, Custom version for KSU.

Offered (semester and year):

Fall/Spring/Summer

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Rekha Natarajan (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
COMM105 Public Speaking (2 credit hour)



Course Description (Limit 25 words):
Alternate to COMM 106. Principles and practice of message preparation, audience analysis, presentational skills, and speech criticism.

Course Goals & Objectives (list):
Overall goals of this course:
(1) to help students become better public speakers,
(2) to help students become more effective critical listeners.

Specific course objectives -- to give students the opportunity to learn to compose and present speeches that:
(1) maintain audience interest,
(2) create a change in the minds of audience members by promoting understanding and introducing new knowledge,
(3) change audience attitudes and behaviors,
(4) leave audience members with strong memories of the speech content.

Student Performance Criterion/addressed (list number and title):
A.1. Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

– introduction to Public Speaking , Audiences, and Situational Factors	10%
– Basics of Organization and Supporting Material	20%
– Research, Evidence, and Informative Speaking	35%
– Argumentation and Persuasive Speaking	35%

Prerequisites:
None

Textbooks/Learning Resources:
Goulden and Schenck-Hamlin, *Creating Speeches: A Decision-Making Approach*, 3rd Edition.
Workshop Workbook (peer review guide)

Offered (semester and year):
Fall/Spring/Summer (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
LeAnn Brazeal (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

PHYS115 Descriptive Physics, 5 credits

Course Description (Limit 25 words):

A one-semester course in physics covering mechanics, electricity, heat, light, and sound. It presents a survey of the major fields of physics with a concentration on how physicists work to understand and describe physical phenomena.

Course Goals & Objectives (list):

- To develop familiarity with approximately 20 simple models (and equations) of basic physical processes, providing a foundation for understanding complex processes that you will encounter in everyday life.
- To learn a systematic approach to generating written solutions (to quantitative problems) that are logical, legible and understandable to another person.
- To perform hands-on demonstrations in order to see that these models accurately predict real-life physical behaviors.

Student Performance Criterion/a addressed (list number and title):

Distribution of Maximum Possible Points

Recitation + Homework	150
Tests (best 4)	(4 * 125 points =) 500
Final Exam	175
Laboratory	175
Total	1000

Topical Outline (include percentage of time in course spent in each subject area):

Mechanics: 40%

Sound and Heat: 20%

Electricity: 25%

Light: 15%

Prerequisites:

High school algebra.

Textbooks/Learning Resources:

Physics: Principles and Applications, Douglas C. Giancoli, 6th Ed.

Offered (semester and year):

Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Bret Flanders (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.



Number & Title of Course (total credits awarded):
ENGL100 Expository Writing 1, 3 credits

Course Description (Limit 25 words):

Introduction to expressive and informative writing. Frequent discussions, workshops, and conferences. Offers extensive practice in the process of writing: getting ideas, drafting, analyzing drafts, revising, and editing.

Course Goals & Objectives (list):

- Demonstrate critical thinking when examining and analyzing human difference.
- Demonstrate competence in academic reading and writing strategies (note-taking, summarizing, and identifying main ideas) and reflect upon their writing process.
- Analyze and respond to a wide range of texts, including advertisements, websites, informative essays, editorials, and speeches.
- Produce focused papers that have a consistent purpose and significance.
- Support their main points with well-chosen examples and evidence.
- Conduct research for specific audiences, select and evaluate appropriate sources, and effectively integrate and cite these sources.
- Guide their readers with appropriate organizational strategies and meet expectations of tone and style.
- Demonstrate awareness of their language choices and practice effective editing and proofreading strategies.

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Visual Analysis	20%
Response / With and Against the Grain	20%
Informative Report	25%
Personal Ethnography	25%
Reflection	10%

Prerequisites:

Textbooks/Learning Resources:

Debes et al. *Writing Communities & Identities*. 7th ed. Plymouth, MI: Hayden McNeil, 2010.

Offered (semester and year):

Fall/Spring/Summer (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Phillip Marzluf (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ENGL200 Expository Writing 2, 3 credits

Course Description (Limit 25 words):
Introduction to writing persuasively and in response to literature. As with ENGL 100, uses discussion, workshops, and conferences, and emphasizes the writing process

- Course Goals & Objectives (list):
- Adopt effective process writing strategies, including invention, drafting, analyzing their own drafts and those of others, revising, and editing.
 - Construct an argumentative claim and develop and adequately support audience-based reasons.
 - Identify and apply the core concepts of an explicit argument: claims and audience-based reasons, evidence, warrants, credibility, conditions of rebuttal, as well as ethos, pathos, and logos.
 - Anticipate and rebut counterarguments to their claims, reasons, warrants, or use of evidence.
 - Locate and evaluate appropriate outside research sources and effectively integrate and cite them in their arguments.
 - Analyze specific audiences.
 - Produce a broad range of arguments for various contexts and audiences: evaluations, proposals, letters to the editor, etc.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Evaluation/Rhetorical Analysis (Written or Visual Argument)	20%
Rebuttal/Argument-based Response	20%
Persuasive Research	25%
Proposal	25%
Reflection / Application Letter	10%

Prerequisites:
ENGL 100 or sophomore standing.

Textbooks/Learning Resources:
Ramage, Bean, and Johnson. *Writing Arguments: A Rhetoric with Readings*. 8th ed.
Expository Writing 200. 7th ed.

Offered (semester and year):
Fall/Spring /Summer (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Phillip Marzluf (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.



Number & Title of Course (total credits awarded):
ENVD201 Environmental Design Studio 1 (4 credit hours)

Course Description (Limit 25 words):
Foundation studies introducing principles, processes, and vocabularies of environmental design. Instruction in two and three dimensional visualization of objects and spaces. Instruction in the use of instrument-aided drawing, freehand drawing, and model building to represent and communicate design ideas at different scales of observation. Course Goals &

- Objectives (list):
- Ability to represent form and space in two- and three-dimensional projections
 - Ability at modeling form and space
 - Understanding of analysis of formal and spatial composition in drawing

Student Performance Criterion/addressed (list number and title):
A.2. Design Thinking Skill
A.3. Visual Communications Skill
A.5. Investigative Skills
A.8 Ordering System Skills

- Topical Outline (include percentage of time in course spent in each subject area):
- Design 40%
 - Drawing 25%
 - Modeling 25%
 - Analysis 5%
 - Oral Presentation 5%

Prerequisites: Admission to the College of Architecture and Design or permission of the dean.

Textbooks/Learning Resources:
Francis D.K. Ching, *Architectural Graphics*
Francis D.K. Ching, *Architecture: Form, Space and Order*

Offered (semester and year): Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit): Fall 2009

Richard Gnat	Donna Fulmer	Jessica Canfield	Lance Klein
Susanne Siepl-Coates	Miriam Neet	Raymond Streeter (F/T)	Jon Hunt
Cliff Shin	LaBarbara Wigfall		

Fall 2010

Andrew Barnes	LaBarbara Wigfall	Jon Hunt	Carol Watts
Vibhavari Jani	Raymond Streeter	Dennis Law	Susanne Siepl-Coates
Katrina Lewis	Kevin Rooney		

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ENVD202 Environmental Design Studio 2 (4 credit hours)

Course Description (Limit 25 words): Foundation studies introducing principles, processes, and vocabularies of environmental design. Instruction in two and three dimensional visualization of objects and spaces. Instruction in the use of instrument-aided drawing, freehand drawing, and model building to represent and communicate design ideas at different scales of observation.

Course Goals & Objectives (list):

- Ability to represent form and space in two- and three-dimensional projections
- Awareness of color theory and the ability to use it to represent form and space
- Ability at modeling form and space
- Ability to analyze formal and spatial composition in drawing and writing

Student Performance Criterion/addressed (list number and title):

- A.2. Design Thinking Skill
- A.3. Visual Communications Skill
- A.5. Investigative Skills
- A.8 Ordering System Skills

Topical Outline (include percentage of time in course spent in each subject area):

- Design 40%
- Drawing 25%
- Modeling 25%
- Writing 5%
- Oral Presentation 5%

Prerequisites: Admission to the College of Architecture and Design or permission of the dean.

Textbooks/Learning Resources:

- Francis D.K. Ching, *Architectural Graphics*
- Francis D.K. Ching, *Architecture: Form, Space and Order*

Offered (semester and year): Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit): Spring 2009

Donna Fullmer	Miriam Neet (2 sections)	LaBarbara Wigfall	Raymond Streeter
Ashley Williams	Katrina Lewis	Joh Hunt	Mike Blaske

Spring 2010

Raymond Streeter (F/T)	Richard Gnat (2 sections)
Jessica Canfield	Jeremy Merrill
Lance Klein	LaBarbara Wigfall
Cliff Shin	Miriam Neet

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH248 Building Science (3 credit hours)



Course Description (Limit 25 words):

Instruction in the materials of building and landscape design; sources, characteristics and uses in design and construction; emphasis on evaluation and selection.

Course Goals & Objectives (list):

- To create a knowledge base for evaluating and selecting appropriate building materials including wood, masonry, stone, metal, concrete and glass. Some criteria for material evaluation and selection are as follows:
- Structural and finish characteristics
- Experiential and aesthetic characteristics
- Durability and maintenance characteristics
- Availability and relative cost
- Appropriateness and meaning given the site context, program and user
- To instill a basic understanding of material assembly, which will then be expanded upon in the Building Construction Systems

Student Performance Criterion/a addressed (list number and title):

B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

- Wood: (15%)
- Metal: (15%)
- Masonry: (15%)
- Stone: (15%)
- Concrete and Stucco: (15%)
- Glass: (15%)
- Synthetics (Asphaltics, Polymers, Coatings): (10%)

Prerequisites:

Second-year standing and PHYS 115 or 113.

Textbooks/Learning Resources:

- Edward Allen and Joseph Iano. *Fundamentals of Building Construction* (5th Edition), Wiley, 2008.
- Francis K. Ching and Cassandra Adams. *Building Construction Illustrated* (4th Edition), Wiley, 2008.
- Richard Weston. *Materials, Form & Architecture* (1st Edition), Yale University Press, 2003.

Offered (semester and year):

Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Miriam Neet (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ENVD250 History of the Designed Environment 1 (3 credit hours)

Course Description (Limit 25 words):

The history of the designed environment from Ancient times to the early Middle Ages.

Course Goals & Objectives (list):

- Students should acquire a knowledge of the most significant and most representative buildings, monuments, design projects, architects, builders, planners, and patrons in the history of the designed environment.
- Students should become aware of some of the minor or more neglected aspects of the designed environment.
- Students should be able to interpret architecture and design as a response to various environmental, cultural, social, political, economic, and technological forces.
- Students should acquire a familiarity with the basic characteristics and chronology of styles worldwide.
- Students should develop skills of connoisseurship, the ability to distinguish between individual works of design with regard to style, chronology, authorship, or geographic location.
- Students should acquire a working knowledge of architecture/building/construction/design terminology.
- Students should be able to communicate their knowledge of the history of the designed environment in a clear and effective manner.
- Students should gain an appreciation of the history of their profession and should be able to integrate this appreciation into their own design methodologies, processes, and projects.

Student Performance Criterion/addressed (list number and title):

A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

Prehistoric [9%]

Egyptian [13%]

Ancient Middle Eastern (Sumerian/Hittite/Assyrian/Neo-Babylonian/Persian) [8%]

Aegean (Mycenaean/Minoan) [7.5%]

Greek [17%]

Etruscan [4%]

Roman [21%]

Early Buddhist [3%]

Ancient North American (mound-building cultures) [1.5%]

Jewish/Early Christian [8%]

Byzantine [8%]

Prerequisites: None

Textbooks/Learning Resources:

Moffett, M., Fazio, M., & Wodehouse, L. *A World History of Architecture* (New York: McGraw-Hill, 2008).

Fleming, John et al. *Dictionary of Architecture and Landscape Architecture* (New York: Penguin Books, 1999).

Greer, Thomas & Lewis, Gavin. *A Brief History of the Western World* (Belmont, CA: Thomson Wadsworth, 2005).

Offered (semester and year): Fall (annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Wayne "Mick" Charney (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ENVD251 History of the Designed Environment 2 (3 credit hours)



Course Description (Limit 25 words):

The history of the designed environment from the early Middle Ages to the Renaissance/Baroque era.

Course Goals & Objectives (list):

- Students should acquire a knowledge of the most significant and most representative buildings, monuments, design projects, architects, builders, planners, and patrons in the history of the designed environment.
- Students should become aware of some of the minor or more neglected aspects of the designed environment.
- Students should be able to interpret architecture and design as a response to various environmental, cultural, social, political, economic, and technological forces.
- Students should acquire a familiarity with the basic characteristics and chronology of styles worldwide.
- Students should develop skills of connoisseurship, the ability to distinguish between individual works of design with regard to style, chronology, authorship, or geographic location.
- Students should acquire a working knowledge of architecture/building/construction/design terminology.
- Students should be able to communicate their knowledge of the history of the designed environment in a clear and effective manner.
- Students should gain an appreciation of the history of their profession and should be able to integrate this appreciation into their own design methodologies, processes, and projects.

Student Performance Criterion/addressed (list number and title):

A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

Islam [7%]

Paganism/Anglo-Saxon/Celtic/Viking [4%]

Carolingian/Ottonian [8%]

Japanese Buddhist [2%]

Romanesque [15%]

North American Pre-Columbian [2%]

Gothic [18%]

Sub-Saharan African/Southeast Asian/Feudal Japanese [6%]

Renaissance [18%]

Inca [2%]

Mannerism [12%]

Tibetan Buddhist/Chinese Imperial [6%]

Prerequisites: None

Textbooks/Learning Resources:

Moffett, M., Fazio, M., & Wodehouse, L. *A World History of Architecture* (New York: McGraw-Hill, 2008).

Fleming, John et al. *Dictionary of Architecture and Landscape Architecture* (New York: Penguin Books, 1999).

Greer, Thomas & Lewis, Gavin. *A Brief History of the Western World* (Belmont, CA: Thomson Wadsworth, 2005).

Offered (semester and year): Fall (annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Wayne "Mick" Charney (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
LAR500 Site Planning and Design (3 credit hour)

Course Description:

Lectures, exams, vignette problems, and design research project dealing with theory, principles and elements of urban morphology, site-specific considerations, and urban design strategies.

Course Goals & Objectives:

Students are expected to emerge from the course with:

- Knowledge of the basic aspects of site planning and design theory and practice
- An improved appreciation for contextual site conditions and influences
- A clear understanding of the importance of ecologically responsive site planning and design
- A working knowledge of the basic technical skills necessary to make sound site planning and design decisions.
- An understanding of the potency of abstract mapping and the ability to apply mapping strategies to sites
- The ability to analyze key site conditions at appropriate scales and form conclusions about how these factors influence design response

Student Performance Criterion/addressed:

A. 5. Investigate Skills

B. 1. Pre-design

B. 4. Site Design

Topical Outline:

- 20% Urban theory (figure-ground, linkage, place)
- 20% Site analysis (variety of methods including McHargian overlays and intuitive site reading)
- 20% Mapping (metropolitan to site scale – investigating, extracting, mapping and presenting critical issues)
- 20% Urban design strategies (urban systems, ecological infrastructure, building massing, street design, occupation)
- 20% Technical site design considerations (grading, regulations, site organization)

Prerequisites:

ARCH 401 or conc. with ARCH 401

Textbooks/Learning Resources:

Lynch, Kevin. 1960. *The image of the city*. Publications of the joint center for urban studies. Cambridge Mass.: Technology Press.

McHarg, Ian L. 1992; 1969. *Design with nature*. New York: J. Wiley.

Steenbergen, Clemens. 2008. *Composing landscapes: Analysis, typology and experiments for design*. Boston, MA: Birkhaeuser Verlag AG.

Trancik, Roger. 1986. *Finding lost space: Theories of urban design*. New York: Van Nostrand Reinhold.

White, Edward T. 1983. *Site analysis: Diagramming information for architectural design*. Tucson, Ariz.: Architectural Media.

Offered (semester and year):

Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Rick Forsyth, Blake Belanger (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH302 – Architectural Design Studio 1 (5 credit hours)



Course Description (Limit 25 words):

ADS1 is a coordinated practicum, focusing upon the introduction and application of architectural design principles, decisions, alternative seeking, form making, composition, and space, while emphasizing the manual skills of visual arguments for communicating architectural ideas.

Course Goals & Objectives (list):

- Process - the ability to speak and write effectively on the subject of ones own design ideas; the ability to manifest design process for an architectural program; the ability to analyze buildings for relevance as design precedent as well as recognizing architecture for its continuity as a history, profession, and tradition.
- Representation - the ability to professionally draw by hand: plans, sections, elevations, and perspectives; the ability to make accurately representative scale models as process and for design discovery and public presentation; the ability to employ appropriate representational media (not including computer technology); the ability to explore and represent design ideas through a coherent design process iteration, critical reflection and alternative seeking; The ability to draw, to note and sketch visually in the tradition of the architect's journal and sketchbook.
- Composition - the ability to apply basic architectural organizations, as well as structural and constructional principles to rooms and buildings in the development of interior and exterior spaces, elements, and components; an awareness of basic design principles related to ecology, accessibility and site design; an awareness of the fundamentals of visual perception and architectural composition; The resolution of the sculptural aspects of form as they are related to spatial order and tectonic logic.

Student Performance Criterion/a addressed (list number and title):

A.2. Design Thinking Skills A.6. Fundamental Design Skills
A.7. Use of Precedents A.8. Ordering System Skills

Topical Outline (include percentage of time in course spent in each subject area):

- analysis (33%)
- synthesis (33%)
- representation (33%)

Prerequisites:

Admission to the architecture program and ENVD 202.

Textbooks/Learning Resources:

Form, Space & Order, Francis Ching; *Graphic Journaling*. Mohammed Bilbeisi; *Freehand Sketching: An Introduction* (Paperback), Paul Laseau; *Architectural Graphic Standards*, 11th Edition. A.I A ; *Writing Arguments: A Rhetoric with Readings*, Sixth Edition. John Ramage, John Bean, and June Johnson.

Other references:

The Universal Traveler, Koberg and Bagnall; *Building Construction*, Francis Ching; *Precedents in Architecture*, Clark and Pause; *Architectural Graphics*, Francis Ching; *Penguin Dictionary of Architecture*. 4th Edition.

Offered (semester and year): Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Robert Condia (F/T), Carol Watts (F/T), Don Watts (F/T), Richard Hoag (F/T), Chris Fein (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH304 – Architectural Design Studio 2 (5 credit hours)

Course Description (Limit 25 words):

Instruction in architectural design focusing on the synthesis of basic social, functional, technical, and aesthetic factors in design. Continued instruction in techniques for visually representing design ideas.

Course Goals & Objectives (list):

- develop an understanding of the architectural design process
- develop skills in the composition of form and space to shape places for human activity
- develop verbal and visual skills for the description and representation of architectural form and space
- provide an introduction to conceptualization and critical judgment in architecture

Student Performance Criterion/a addressed (list number and title):

A.2. Design Thinking Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering System Skills

Topical Outline (include percentage of time in course spent in each subject area):

- analysis (33%)
- synthesis (33%)
- representation (33%)

Prerequisites:

ARCH 302

Textbooks/Learning Resources:

von Meiss, Pierre, *Elements of Architecture: From Form to Place*

Offered (semester and year):

Spring Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Thomas Allen (P/T) - 2009/10
Richard Hoag (F/T) - 2009/10
Vladimir Krstic (F/T) - 2009*
Michael McGlynn (F/T) - 2009
Robert Morgan (P/T) - 2010
David Sachs (F/T) - 2010*

* coordinator

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH 325, Environmental Design and Society, 3 credit hours



Course Description: This course introduces students to psychological and social factors in architecture and environmental design.

Course Goals & Objectives:

- become aware of how human behavior, both its individual and group dimensions, affects and is affected by the built environment
- Understand the relationship between people and the material environment, particularly the ways that architecture and environmental design contribute to human well being
- Understand the ways that cultural diversity plays a role in the built world and realize its importance so that architects design environments that work successfully for clients and users.
- Become familiar with major behavioral and social topics that include environmental images, cognitive mapping, spatial behavior, individual and group territoriality, personal space, defensible space,
- pattern language, architectural archetypes, space syntax, and environmental design as place making.

Student Performance Criteria addressed:

- The ability to gather, assess, and evaluate ideas and points of view (A5);
- Understanding the value of applied research (A11);
- Understanding human behavior and experience in relation to environmental and architectural concerns (C2);
- Understanding ethical issues in regard to social, political, and cultural issues (C8);
- Understanding the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life (C9).

Topical Outline:

- Behavioral approaches to environmental design (10%)
- Nature of place and place making (20%)
- Spatial behavior and cognitive mapping (10%)
- Individual and group territoriality, including personal space and defensible space (10%)
- Space syntax and environmental design (10%)
- William Whyte's plaza studies and design implications (10%)
- Christopher Alexander's pattern language (10%)
- Thomas Thiis-Evensen's architectural archetypes (10%)
- Hassan Fathy and self-help housing (10%)

Prerequisites: none

Textbooks/Learning Resources:

- Alexander, Christopher, *A Pattern Language* (NY: Oxford Univ. Press, 1977).
- Hassan Fathy. *Architecture for the Poor*, Chicago: Univ. of Chicago Press, 1973).
- William Whyte. *The Social Life of Small Urban Spaces* (NY: Project for Public Spaces, 1980, 2001).
- Various photocopied articles, available on line and in hard copy [see course outline]

Offered (semester and year): Every spring semester

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

David Seamon (35/100)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH348 – Structural Systems in Architecture 1 (3 credit hours)

Course Description (Limit 25 words):
Statics for architects; Force analysis and the study of forces in equilibrium; For ARCH and IAPD students.

Course Goals & Objectives (list):

- This course is intended to allow students to develop their knowledge of the scientific vocabulary used by designers and engineers, and to introduce students to the science of Statics.
- Statics and Strength of Materials are basics, necessary for the study of structures and structural design of buildings, furniture, retaining walls, temporary installations, etc.
- Statics deals with forces and force systems acting on rigid bodies that are, and that remain, at rest. In the study of statics, it is assumed that all solid bodies (parts of structure under consideration) are perfectly rigid and do not deform, even under large forces.
- Statics also provides a foundation for the study of strength of materials, in the course ARCH 449 Structural Systems in Architecture 2, in the spring semester.

Student Performance Criterion/a addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

- Introduction
- Principle of statics
- Resultant of coplanar force systems
- Equilibrium of coplanar force systems
- Analysis of structures (trusses and simple frames)
- Shear and bending moment in beams
- Centroids and centers of gravity

Prerequisites:
PHYS 113 or 115, MATH 100 or higher.

Textbooks/Learning Resources:
Limbrunner and Spiegel, *Applied Statics and Strength of Materials*, 2009, Pearson Prentice Hall (required textbook)
Onouye and Kane, *Statics and Strength of Materials for Architecture and Building Construction*, 2006, Pearson Prentice Hall (optional)

Offered (semester and year):
Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Dragoslav Simic (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH350 History of the Designed Environmental 3 (3 credit hours)



Course Description (Limit 25 words):
The history of the designed environment from the mid-18th century through present.

Course Goals & Objectives (list):

- Students should become aware of the methods of historical inquiry, including systematic observation, comparative analysis, and the use of documents and other sources.
- Students should acquire a knowledge of the most significant or representative buildings, monuments, design projects, designers, builders, planners and patrons in the history of the designed environment. Students should be able to interpret architecture and design as a response to various environmental, cultural, social, political, economic and technological factors.
- Students should acquire a familiarity with the basic characteristics and chronology of a style (movement, school, period).
- Students should acquire a working knowledge of art/architectural historical terminology and methodology.
- Students should become familiar with the design vocabulary, use of form, space, ordering systems, materials and technology of each period studied.
- Students should be able to communicate their knowledge of the history of the designed environment in a clear and effective manner.

Student Performance Criterion/addressed (list number and title):

A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):

- second half of 18th century to late 19th century architecture (25%)
- late 19th to early 20th century – forerunners of modernism (25%)
- modern architecture (Gropius, Corbu, Mies, FLW, and others (25%)
- counter-modern, traditionalism, post-modern, deconstruction, critical regionalism, recent trends (25%)

Prerequisites:

ENVD 251 or permission of instructor.

Textbooks/Learning Resources:

Architecture, from Prehistory to Post-modernism 2nd ed. by M. Trachtenberg and I. Hyman
A Brief History of the Western World by T. Greer and G. Lewis, 8th edition.
The Penguin Dictionary of Architecture and Landscape Architecture by Fleming, et. al.
Modern Architecture Since 1900 by William J. R. Curtis, 3rd ed

Offered (semester and year):

Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Carol Watts (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH403 – Architectural Design Studio 3 (5 credit hours)

Course Description (Limit 25 words):
Relation of structures to their environment; client and community restraint; development of building programs; synthesis of functional, technical, and aesthetic considerations in the design of structures for human use.

Course Goals & Objectives (list):

- Understand and apply site design concepts
- Understand and apply tectonics concepts
- Understand and be skilled at various problem solving processes.
- Understand and exploit the cyclic nature of the design process.
- Develop the habit of explicit externalization (verbal and visually) of design thinking and activity.
- Practice careful and rational judgment in making design trade-offs.
- Develop design craft skills.
- Use basic formal strategies.
- Know the range of functional issues involved in building design.
- Know several sources, historic themes of expression, and theories of building design and the related arts. Work towards being skilled in using them.
- Know the range of contextual issues involved in building design. Be skilled in addressing them in design.
- Practice careful and rational judgment in making design trade-offs.
- Value and exploit constructive criticism.
- Recognize design as a generally non-deterministic activity in which personal judgment is essential.
- Approach group work constructively (architecture is a group activity).

Student Performance Criterion/a addressed (list number and title):

A.6. Fundamental Design Skills

B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):

Project One: 3 weeks Project Two: Five Weeks Project Three: Eight weeks

Prerequisites:

ARCH 304 and not more than one D in an architectural design course.

Textbooks/Learning Resources:

Offered (semester and year):

Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Gary Coates (F/T)

David Sachs (F/T)

Ulf Meyer (F/T)

Nathan Howe (F/T)

Torgeir Norheim (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH404 – Architectural Design Studio 4 (5 credit hours)



Course Description (Limit 25 words):

Relation of structures to their environment; client and community restraint; development of building programs; synthesis of functional, technical, and aesthetic considerations in the design of structures for human use.

Course Goals & Objectives (list):

- Understand and apply urban design concepts
- Understand and apply vertical circulation concepts
- Understand and be skilled at various problem solving processes.
- Understand and exploit the cyclic nature of the design process.
- Develop the habit of explicit externalization (verbal and visually) of design thinking and activity.
- Practice careful and rational judgment in making design trade-offs.
- Develop design craft skills.
- Use basic formal strategies.
- Know the range of functional issues involved in building design.
- Know several sources, historic themes of expression, and theories of building design and the related arts. Work towards being skilled in using them.
- Know the range of contextual issues involved in building design. Be skilled in addressing them in design.
- Practice careful and rational judgment in making design trade-offs.
- Value and exploit constructive criticism.
- Recognize design as a generally non-deterministic activity in which personal judgment is essential.
- Approach group work constructively (architecture is a group activity).

Student Performance Criterion/a addressed (list number and title):

A.6. Fundamental Design Skills

B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):

Project One: 3 weeks Project Two: Five Weeks Project Three: Eight weeks using an urban site visited on the third year field trip.

Prerequisites:

ARCH 403 and not more than one D in an architectural design course.

Textbooks/Learning Resources:

Offered (semester and year):

Spring Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Gary Coates (F/T)

David Sachs (F/T)

Ulf Meyer (F/T)

Nathan Howe (F/T)

Torgeir Norheim (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH413 Environmental Systems in Architecture 1 (4 credit hours)

Course Description (Limit 25 words):

Instruction in bioclimatic and ecological design principles as a basis for architectural and landscape design. Emphasis on passive solar heating, cooling and daylighting. Required for all ARCH and IAPD students. Team-based design in recitation sections taught by GTAs based on Bioclimatic Dwelling Design Workbook written by Professor Coates.

Course Goals & Objectives (list):

- To learn a holistic and systematic method of energy conscious and bioclimatic design that grows out of an analysis of climate, human comfort, program and site .
- To learn how to apply the basic principles of passive solar heating, cooling and daylighting in the design of buildings of any type in any climate.
- To learn how to quantitatively and qualitatively evaluate the effectiveness and appropriateness of alternative passive solar heating, cooling and daylighting systems.
- To learn how to size (at the schematic design stage) and calculate the expected performance of the major passive solar heating, cooling and daylighting systems of a skin-loaded building.
- To develop a qualitative and quantitative understanding of the ways by which user needs, perceptions and program requirements interact with climate and site microclimate to affect building siting, orientation, shape, structure and materials.

Student Performance Criterion/a addressed (list number and title):

B.3. Sustainability

B.8. Environmental Systems

C.1. Collaboration

C.8. Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):

(10%) The crisis of sustainability and the implications for architecture, planning and design; (30%) bioclimatic design goals, strategies and techniques for the four major climate zones; (20%) passive solar heating; (20%) passive cooling; (20%) daylighting design.

Prerequisites:

PHYS 113 or 115, MATH 100 or higher, and enrollment in a professional program in the college.

Textbooks/Learning Resources:

Gary Coates, *Bioclimatic Dwelling Design Workbook*, G.Z. Brown and Mark DeKay, *Sun, Wind and Light: Architectural Design Strategies*; Alana Stang and Christopher Hawthorne, *The Green House: New Directions in Sustainable Architecture*; Richard Heinberg, *The Party's Over: Oil, War and the Fate of Industrial Societies*

Offered (semester and year):

Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Gary Coates (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH433 Building Construction Systems in Architecture (3 credit hours)



Course Description (Limit 25 words):

A lecture course describing prevalent constructional assemblies, processes and techniques, with an emphasis on how architects employ these systems to achieve their design intentions. For ARCH and IAPD students.

Course Goals & Objectives (list):

- Demonstrate an understanding of the relationship between constructional choices and design intentions;
- Demonstrate an understanding of the relationship between material properties and architectural expression;
- Demonstrate an understanding of the basic principles of assembly used in joining constructional materials;
- Demonstrate an understanding of the criteria used in selecting specific constructional systems and materials;
- Demonstrate an understanding of the basic conventions of construction drawings; and
- Demonstrate an understanding of the impact of constraints, including legal parameters and market forces, on the making of buildings.

Student Performance Criterion/a addressed (list number and title):

- A.4. Technical Documentation
- B.2. Accessibility
- B.5. Life Safety
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies
- C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):

- Introduction: Contemporary Cultures of Building/ Legal Parameters of Design (Design Phases, Zoning and Building Codes, ADA) (15%);
- Bearing Systems: Soils, Earthwork and Excavations / Masonry / Concrete / Metals / Wood / Composites (30%)
- The Building Envelope: Thermal & Moisture Protection / Masonry Veneers / Glass, Glazing, Curtain Walls and Double Skins / Wood Siding and the Rain Screen (25%)
- The Wall Cavity and Interior Finishes: Doors and Windows / Finishes / Casework / Furnishings and Equipment (20%)
- Environmental Controls and Circulations Systems: MEP / Vertical Movement (10%).

Prerequisites:

ARCH 248, 348, and admission to a professional program in the college.

Textbooks/Learning Resources:

Allen, Edward and Iano, Joseph *Fundamentals of Building Construction*, 5th Edition
Ching, Francis K. *Building Construction Illustrated*

Offered (semester and year):

Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Sam Zeller (F/T)
Larry Bowne (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH449 – Structural Systems in Architecture 2 (3 credit hours)

Course Description (Limit 25 words):
The strength of materials for architects is focusing on the behavior of building materials under loading; For ARCH and IAPD students.

Course Goals & Objectives (list):

- This course is intended to allow students to develop their knowledge of the scientific vocabulary used by designers and engineers, and to introduce students to science of strength of materials.
- Statics and strength of materials are basics, necessary for the study of structures and structural design, which includes: buildings, furniture, retaining walls, temporary installations, etc.
- Strength of materials deals with the behavior of materials under the action of forces. It studies the ability of materials to resist deformation and failure.
- Instruction in sizing simple structural elements.
- Together with Structures 1, this course provides a foundation for the study of ARCH 452, Structural Systems in Architecture 3 course, in the following fall semester.

Student Performance Criterion/a addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

- Area of moment of inertia
- Stresses and strains
- Properties of materials
- Stress considerations
- Torsion in circular sections
- Stresses in beams
- Design of beams
- Deflection of beams
- Combined stresses
- Columns

Prerequisites:
ARCH 348.

Textbooks/Learning Resources:
Limbrunner and Spiegel, *Applied Statics and Strength of Materials*, 2009, Pearson Prentice Hall (required textbook)
Onouye and Kane, *Statics and Strength of Materials for Architecture and Building Construction*, 2006, Pearson Prentice Hall (optional)

Offered (semester and year):
Spring Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Dragoslav Simic (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH452 – Structural Systems in Architecture 3 (3 credit hours)



Course Description (Limit 25 words):

Instruction in the design of building structures; emphasis on the overall structural behavior and subsystems integrity required to achieve a variety of building forms.

Course Goals & Objectives (list):

- This course is intended to introduce the design and appropriate use of structural systems in architecture.
- The computer use in structural design and the cost analysis of building structure are also an important part of this course.
- The students will learn to analyze a structural system and to size quickly its members for any particular design project in most efficient and economic way as well as to control the cost of buildings.
- Students will develop their knowledge of the scientific vocabulary used by designers and engineers.

Student Performance Criterion/a addressed (list number and title):

B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

- Gravity loads and their applications (dead loads, live loads, tributary area, distribution of loads on structural members, load analysis).
- The design of steel structures (steel joists, beams and girders, steel plate girders, steel trusses, steel columns, steel frames, bolted connections, welded connections).
- The design of wooden structures (sawn lumber joists, beams, and columns; glued laminated timber beams, girders, columns and frames; wooden trusses; connections in wooden structures).

Prerequisites:

ARCH 449.

Textbooks/Learning Resources:

Wolfgang Schueller, *The Design of Building Structures*, 1996, Prentice-Hall, Inc

James Ambrose, *Building Structures*, 1993, John Wiley & Sons Inc.

Offered (semester and year):

Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Dragoslav Simic (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH453 – Structural Systems in Architecture 4 (3 credit hours)

Course Description (Limit 25 words):
Instruction in the design of building structures; emphasis on the overall structural behavior and subsystems integrity required to achieve a variety of building forms.

Course Goals & Objectives (list):

- This course is intended to introduce the design and appropriate use of structural systems in architecture.
- The computer use in structural design and the cost analysis of building structure are also an important part of this course.
- The students will learn to analyze a structural system and to size quickly its members for any particular design project in most efficient and economic way as well as to control the cost of buildings.
- Students will develop their knowledge of the scientific vocabulary used by designers and engineers.

Student Performance Criterion/a addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

- Reinforced concrete structures (beams, one-way and two-way slabs, “T” section, composite steel beams and concrete slab structure, concrete columns, concrete frames, foundation systems).
- Prestressed concrete structures (pre-tension and post-tension beams and slabs).
- Lateral loads and their applications (wind loads, earthquake loads, and water and earth pressure).
- The analysis of structural systems and their members under gravity and lateral loads.

Prerequisites:
ARCH 452

Textbooks/Learning Resources:
Wolfgang Schueller, *The Design of Building Structures*, 1996, Prentice-Hall, Inc
James Ambrose, *Building Structures*, 1993, John Wiley & Sons Inc.

Offered (semester and year):
Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Dragoslav Simic (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH472 Computing in Architecture (3 credit hours)



Course Description (Limit 25 words):

Introduction to technical, representational, and theoretical issues of digital design tools in the architectural design studio.

Course Goals & Objectives (list):

- Effective management of student workstation regarding the operating system.
- Effective knowledge of the networking environment and ability to work in that environment.
- Effective management of files including organization and back up.
- Knowledge and application of design principles that establish effective communication across a spectrum of media.
- Principles of fonts and typography for effective and professional use of text in presentation of student work.
- Knowledge and application of the appropriate image and drawing properties for professional level output in different media.
- Knowledge and application of the principles of printing including setup, resolution, color management etc.
- Knowledge and application of digitally generated drawings in the design process, the communication of the project and in construction documents.
- Basic understanding and use of AutoCAD in the architectural studio.
- Basic understanding of Revit and Building Information Modeling.
- Knowledge of construction document conventions for 2D drawings.
- Understanding conventions of architectural communication.
- Basic understanding and application of 3D modeling software in order to use 3D models in the design process and communication of the student's architectural project.
- Knowledge and practice of compositional principles in the use of the view (camera) in the model renderings.

Student Performance Criterion/addressed (list number and title):

A.3. Visual Communications Skills

C.5. Practice Management

Topical Outline (include percentage of time in course spent in each subject area):

Drawing and other representational techniques (60%)

Presentation Skills (40%)

Prerequisites:

Conc. enrollment in ARCH 403.

Textbooks/Learning Resources:

Introducing AutoCAD 2010 by George Omura

The Non-Designer's Design Book 3rd edition by Robin Williams

Google SketchUp 7 for Dummies by Aidan Chopra

Introducing Revit Architecture 2010 by Krygiel, Demchak, and Dzambazova

Photoshop CS4 Essential Skills by Galer and Andrews

Offered (semester and year): Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Matthew Knox (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH514 Environmental Systems In Architectural 2 (3 credit hours)

Course Description (Limit 25 words):

An introduction to illumination, acoustics, and electrical systems, with qualitative criteria for selection, design, and integration of these dynamic systems in architecture.

Course Goals & Objectives (list):

Environmental Systems of Architecture 2 and 3 are designed to expose students to active building systems, and to expand the knowledge learned in ESA I into a broader understanding of the role of environmental systems in building design – specifically that part of the role of the architect is to design responsibly as well as aesthetically. Students apply knowledge gained in this class directly to studio projects.

Student Performance Criterion/addressed (list number and title):

B.3. Sustainability

B.8. Environmental Systems

B.11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):

- Energy & Resources (25%)
 - 1) Understand the origins and utilization of resources and energy.
 - 2) Learn how to incorporate sustainable energy practices in building construction and system selection.
 - 3) Understand the LEED system and its relation to environmental systems.
- Lighting (40%)
 - 1) Select, size and incorporate appropriate daylighting systems.
 - 2) Understand photometric terminology and the qualitative properties of light sources.
 - 3) Select, size and incorporate appropriate task and ambient lighting systems.
 - 4) Understand light loss factors and the differences between initial and maintained illumination.
- Acoustics (25%)
 - 1) Understand the measures of acoustical intensity and loudness.
 - 2) Understand sound, noise, reverberation time, sound reflection, and passive reinforcement.
 - 3) Explore appropriate room configurations and materials for sound quality, including desirable reverberation time, sound reinforcement.
- Electrical Energy Systems (10%)
 - 1) Evaluate current utilizations of energy.
 - 2) Learn the basics of electricity and electrical production.
 - 3) Learn how electrical energy is distributed through buildings.

Prerequisites:

ARCH413 Environmental Systems in Architecture 1

Textbooks/Learning Resources:

Benjamin Stein, John S. Reynolds, Walter T. Grondzik, and Alison G. Kwok. *Mechanical and Electrical Equipment for Buildings*. New York, Wiley Publishing. ISBN-10: 0471465917

Offered (semester and year): Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit): Todd Gabbard (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH515 Environmental Systems In Architecture 3 (3 credit hours)



Course Description (Limit 25 words):

Criteria for selection and application of natural and mechanical environmental control systems in architecture. Focus on the integration of thermal, illumination, sanitary, movement, and acoustical systems with the building fabric and the natural environment. Contemporary and developing approaches are explored.

Course Goals & Objectives (list):

- Understand the concept of thermal comfort and the role of buildings as mediators between climate and comfort
- Understand the conditions that are necessary for fire (combustion) to occur and how to design for fire safety
- Understand how to select and incorporate appropriate passive and active fire protection systems
- Understand the concept of heat flow and the transitional and transformative nature of the building envelope
- Understand compressive and absorptive refrigeration cycles
- Understand HVAC system types, centralized equipment, and air distribution
- Understand how to evaluate the need for mechanical equipment and the systems design process
- Understand the importance of, and methods for, controlling indoor air quality
- Understand how to select and incorporate appropriate mechanical ventilation strategies
- Understand the hydrologic cycle as well as the control of rainwater on site
- Understand the potable water supply system for buildings including issues of water quality, distribution, resource conservation, water heating (conventional and solar), and bathroom fixture design
- Understand the removal of water-borne wastes from buildings including conventional DWV (drainage, waste, and vent) systems for removal and treatment of sanitary wastes along with resource-conserving alternatives such as gray-water and stormwater reuse

Student Performance Criteria addressed (list number and title):

- B.3. Sustainability
- B.5. Life Safety
- B.8. Environmental Systems
- B.11. Building Service Systems
- C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):

Site and Climate, Solar Geometry, Thermal Comfort, and Passive Design Strategies (20%); Fire and Life Safety and Vertical Transportation (20%); Heat Flow through the Building Envelope and Shading Devices (15%); Mechanical Heating and Cooling, Indoor Air Quality, and Mechanical Ventilation (30%); Water and Waste (15%)

Prerequisites:

ARCH413

Textbooks/Learning Resources:

- Lechner, Norbert. *Heating, Cooling, Lighting: Design Methods for Architects*, 3rd ed. New York: Wiley, 2009.
- Stein, Benjamin, John Reynolds, Walter Grondzik, and Alison Kwok. *Mechanical and Electrical Equipment for Buildings*. 10th ed. Hoboken, NJ: Wiley, 2006.

Offered (semester and year): Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit): Michael McGlynn (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH605 – Architectural Design Studio 5 (5 credit hours)

Course Description (Limit 25 words):

A design studio that integrates a design project with design development (including structural, mechanical, lighting and movement systems) and construction documentation.

Course Goals & Objectives (list):

- Demonstrate facility with the design skills learned in ADS I-V;
- Demonstrate the ability to synthesize individual architectural intentions with structural, mechanical, lighting and circulation systems;
- Demonstrate the ability to understand and apply relevant aspects of zoning and building codes; and
- Demonstrate the ability to present graphically a proposed design using the conventions of contract documentation.

Student Performance Criterion/a addressed (list number and title):

A.4. Technical Documentation

A.5. Investigative Skills

B.2. Accessibility

B.5. Life Safety

B.6. Comprehensive Design

B.7. Financial Considerations

B.10. Building Envelope Systems

B.11. Building Service Systems

B.12. Building Materials and Assemblies

C.4. Project Management

Topical Outline (include percentage of time in course spent in each subject area):

- Site planning and schematic design (25%);
- Design development, inc. preparation of life safety plans and the preliminary design of environmental controls and structural system(s) (30%);
- Construction detailing, inc. preparation of dimensions and annotations for selected plans, sections and /or elevations; and
- Project rendering(s) and presentation(s) (10%).

Prerequisites:

ARCH 404 and not more than one grade of D in an architectural design course, LAR 500, ARCH 433, ARCH 453, ARCH 514 and conc. enrollment in ARCH 515.

Textbooks/Learning Resources:

Ching, Francis D.K. *Building Codes Illustrated*

Allen, Edward *The Architect's Studio Companion*

Wiggins, Glenn E. *A Manual of Construction Documentation*

Offered (semester and year):

Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Larry Bowne (F/T), Michael McGlynn (F/T), Ray Streeter (F/T), Richard Gnat (F/T), Todd Gabbard (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):

ARCH650 Architectural Programming (3 credit hours)



Course Description (Limit 25 words):

An introductory course surveying the basic philosophies and methodologies for architectural programming; emphasis on the comparative evaluation of different strategies and their integration within the process of design.

Course Goals & Objectives (list):

- introduce students to the knowledge and skills necessary to develop an architectural program
- provide students with an overview of architectural practice and professional responsibilities
- provide students with an intellectual framework for the development and evaluation of information

Student Performance Criterion/addressed (list number and title):

- B.1. Pre-Design
- B.7. Financial Considerations
- C.2. Human Behavior
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.8 Ethics and Professional Judgment
- C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

- History and Theory of Programming (20%)
- The Problem Seeking Method (20%)
- Alternative Approaches to Programming (20%)
- Professional Communication (20%)
- Research Theory and Practice (20%)

Prerequisites:

Senior standing or permission of the instructor.

Textbooks/Learning Resources:

Cherry, Edith, *Programming for Design: From Theory to Practice*

Pena, William, *Problem Seeking*

Strunk, William & E. B. White, *Elements of Style*

Zeisel, John, *Inquiry by Design*

Offered (semester and year):

Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

David Sachs (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH715 Studio Writing Component (3 credit hours)

Course Description (Limit 25 words):
Seminar on topics in architecture with readings, class discussion, student presentations, research papers or projects.

Course Goals & Objectives (list):

- Students should be able to read, write, speak and listen effectively.
- Students should be able to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions and test alternative outcomes against relevant criteria and standards.
- Students should be able to communicate graphically in a wide range of media.

Student Performance Criterion/addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills (was added by ssc 7/20)

Topical Outline (include percentage of time in course spent in each subject area):
Varies by section.

Prerequisites:
ARCH 304 or permission of instructor.

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Fall/Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Gary Coates (F/T)
Robert Condia (F/T)
Nathan Howe (F/T)
Matthew Knox (F/T)
Vladimir Krstic (F/T)
Peter Magyar (F/T)
Ulf Meyer (F/T)
Torgeir Norheim (F/T)
Susanne Siepl-Coates (F/T)
Donald Watts (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH805 Project Programming (2 credit hours)



Course Description (Limit 25 words):

Development of an architectural program for ARCH 807. Identify evaluation criteria and prepare statement of objectives; perform appropriate research and analysis; and create programming document.

Course Goals & Objectives (list):

- Students should be able to gather, assess, record, apply, and comparatively evaluate relevant information.
- Students should understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- Students should be able to prepare a comprehensive program for an architectural project.
- Students should be able to work in collaboration with others.

Student Performance Criterion/addressed (list number and title):

A.5. Investigative Skills
A.11. Applied Research
B.1. Pre-Design
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):

Varies by section

Prerequisites:

Arch650; either ARCH606 or ARCH507

Textbooks/Learning Resources:

Varies by section

Offered (semester and year):

Fall (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Gary Coates (F/T)
Robert Condia (F/T)
Nathan Howe (F/T)
Matthew Knox (F/T)
Vladimir Krstic (F/T)
Peter Magyar (F/T)
Ulf Meyer (F/T)
Torgeir Norheim (F/T)
Susanne Siepl-Coates (F/T)
Donald Watts (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH806 Architectural Design Studio 7 (5 credit hours)

Course Description (Limit 25 words):

Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.

Course Goals & Objectives (list):

- Students should understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- Students should be able to produce a comprehensive architectural project

Student Performance Criterion/a addressed (list number and title):

A.11. Applied Research

B.6. Comprehensive Design

Topical Outline (include percentage of time in course spent in each subject area):

Varies by section

Prerequisites:

Either ARCH 507 or ARCH 606; not more than one D in an architectural design course; ARCH 434, ARCH 453 and ARCH 515.

Textbooks/Learning Resources:

Varies by section

Offered (semester and year):

Fall Only; Annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Gary Coates (F/T)

Robert Condia (F/T)

Nathan Howe (F/T)

Matthew Knox (F/T)

Vladimir Krstic (F/T)

Peter Magyar (F/T)

Ulf Meyer (F/T)

Torgeir Norheim (F/T)

Susanne Siepl-Coates (F/T)

Donald Watts (F/T)

2009 Conditions for Accreditation
National Architectural Accrediting Board, Inc.

Number & Title of Course (total credits awarded):
ARCH853 Professional Practice (3 credit hours)



Course Description (Limit 25 words):

Studies of business issues in design practices addressing relationships of architects, landscape architects and interior architects with related professions, clients, contractors, governmental entities and society.

Course Goals & Objectives (list):

- Introduction and reinforcement of the integration of the design professions in the business community
- Emphasis placed on team collaboration
- Understanding of professional ethics, legal responsibilities and client satisfaction

Student Performance Criterion/addressed (list number and title):

- B.7. Financial Considerations
- C.2. Human Behavior
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

B.7 5%, C.2 15%, C.3 15%, C.4/C.5 25%, C.6 10%, C.7/C.8 20%, C.9 10%

Prerequisites:

ARCH433

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice-Required (John Wiley & Sons-14th Edition)

The Architect's Handbook of Professional Practice-Recommended (John Wiley & Sons-14th Edition)

Offered (semester and year):

Spring (Annually)

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):

Bruce McMillan (F/T)

Name: Thom Allen - Visiting Instructor

Courses Taught (Two academic years prior to current visit):

Fall 2008	ARCH 302	Architectural Design Studio I
Spring 2009	ARCH 304	Architectural Design Studio II
Spring 2010	ARCH 404	Architectural Design Studio II

Educational Credentials:

2005 Kansas State University BARCH

Teaching Experience:

2008-present Kansas State University, College of Architecture, Planning, & Design

Professional Experience:

2005-2007 Fellow Man International, Honduras, CA Project developer/Coordinator

2007-2010 Treanor Architects, Lawrence, KS Intern Architect/Onsite Inspector

Licenses/Registration:

2007-present NCARB (IDP member)

Selected Publications and Recent Research:

Professional Memberships:

2007-present American Institute of Architects Associate

Committee on the Environment, Disaster Assessment Team

2007-present Rotary International

International Development Committee chair

Name: Larry Bowne - Associate Professor

Courses Taught (Two academic years prior to current visit):

Architectural Design Studio V
Architectural Design Studio IV
Building Construction Systems in Architecture
Graduate-level seminar in innovative materials in design and construction

Educational Credentials:

Harvard University, Master of Architecture, 1992.
University of California, Los Angeles, Bachelor of Arts, Political Science, 1988.

Teaching Experience:

Associate Professor Kansas State University, 2008-present.
Assistant Professor, Kansas State University, 2003-2008.
Guest critic, Dessau Institute of Architecture, University of Arkansas, University of Kansas, University of Missouri/Kansas City, Harvard Design School, Rhode Island School of Design, Boston Architectural Center.

Professional Experience:

Larry Bowne Architects, principal, 2003-present.
B&R Projects, partnership with Andrew Reyniak, 1998-2003.

Licenses/Registration:

Registered architect, State of New York, 1999-present.

Selected Publications and Recent Research:

Greensburg Cubed, featured in "Eco-Friendly Emergency Modules," in "Student Radicals," by Annemarie Conte, in Popular Science; p. 56, Sept. 2008 & in "Students Help Rebuild Greensburg," in Architectural Record; p. 30, June 2008.
The House of Dance and Feathers in "Design for the Other 90%" at the Smithsonian Institution National Design Museum, New York, NY, 2007; in "Cities, Architecture and Society" (Richard Burdett, curator), 2006; and in UT Austin's exhibition "Searching for Resilient Foundations: The Gulf Coast after Katrina" (Wilfried Wang and Nichole Wiedemann, curators).

Professional Memberships:

None



Name: Wayne Michael (Mick) Charney - Associate Professor

Courses Taught (two academic years prior to current visit):

ENVD 250 History of the Designed Environment I
ENVD 251 History of the Designed Environment II
ARCH 350 History of the Designed Environment III
ARCH 700 Looking for Mr. Wright
ARCH 700 20th-Century European Architecture
ARCH 715 Minor Modern Architects

Educational Credentials:

B.Sc. in Architectural Studies, University of Illinois at Urbana-Champaign, 1973
M.Arch., University of Illinois at Urbana-Champaign, 1975
Ph.D. in Art History, Northwestern University, 1985

Teaching Experience:

Instructor, Northwestern University, 1978
Assistant Professor, Kent State University, 1978-1986
Assistant Professor, Louisiana State University, 1986-1987
Assistant /Associate Professor, Kansas State University, 1987-present

Selected Publications and Recent Research:

- "Looking for Mr. Wright and Finding Him on Facebook" [workshop], Improving University Teaching International Conference, Washington, DC, 2010.
- "Designing a Course the Disney Way: Translating Imagineering Tricks into Teaching Strategies" [workshop], Improving University Teaching International Conference, Washington, DC, 2010.
- "Those Wicked Dead White Men: Using 'Countertexts' in Architectural History Courses" [paper], ARCC-EAAE International Conference on Architectural Research, Washington, DC, 2010.
- "Decoding Disney: Translating Imagineering Tricks into Teaching Strategies" [paper], Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, 2010.
- "Every Book Should Contain Its Own Counterbook" [workshop], 9th Annual Lilly Conference on College and University Teaching and Learning, Traverse City, Michigan, 2009.
- "The Day Frank Lloyd Wright Came to Town" [public lecture], Community Treasures Program Series, Community Christian Church, Kansas City, Missouri, 2009.
- "Text, CounterText: Helping Students Meet the Goals of General Education" [workshop], First-Year Experience Annual Conference, Orlando, Florida, 2009.
- "Call Me Ishmael: What Our College-Age Students Don't Know About Religion, But Should (And Why?)" [workshop], Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, 2009.

Professional Memberships:

Society of Architectural Historians | College Art Association | The Teaching Professor

Name: Gary J. Coates - Professor

Courses Taught (Two academic years prior to current visit):

ARCH 413 Environmental Systems in Architecture I

ARCH 403: Architectural Design Studio 3

ARCH 806: Architectural Design Studio 7



Educational Credentials:

Master of Architecture, 1971, School of Design, North Carolina State University

Bachelor of Environmental Design, 1969, School of Design, North Carolina State University

Teaching Experience:

2007-10 - Victor L. Regnier Distinguished Faculty Chair, Kansas State University, 1977- 10 - Professor, Kansas State University

2002 - Visiting Professor, Washington University in St. Louis

1971-77 -Assistant Professor, Cornell University

Professional Experience:

Designer of two residential projects and consultant on a number of others, including The Minnesota Waldorf School. Ecological design consultant for Duany Plater-Zyberk. (Nance Canyon, 1990 and Norton Commons, 1997).

Selected Publications and Recent Research:

Five books including: *Resettling America: Energy Ecology and Community* (1981), *Erik Asmussen, Architect* (1997), *The Architecture of Carl Nyrén* (2007).

Sixteen book chapters, including: "Biotechnology and Regional Integration," in Vincent B. Canizaro (ed.), *Architecture and Regions*, Princeton Architectural Press, 2007, and; "Seven Principles of Life-Enhancing Design: A Study of the Architecture of Erik Asmussen," in Alan Dilani (ed.), *Design & Health: The Therapeutic Benefits of Design*, Stockholm: AB Svensk Byggtjänst, 2001.

More than 50 articles in professional and scholarly journals including: "Evoking a Sense of the Sacred: Memory, Imagination and Meaning in Carl Nyrén's Vitlycke Museum," *2A Architecture and Art*, Autumn 2009 Quarterly, Issue no. 12, pp 94-97; "All Tradition is Change: Vitlycke Museum Analyzed" (also in Swedish) in *Arkitektur: Byggnad, Interior, Plan, Landskap*, no. 4, vol. 103, June 2003.

More than 100 lectures, workshops and keynote addresses. Principal Investigator on more than 40 research, demonstration and service grants including, "Ecological and Sustainable Community: A Study of Kronsberg, Germany", 2007-2010; two grants from the Graham Foundation and two from the American-Scandinavian Foundation (for research on Swedish architects Erik Asmussen (1988, 1990) and Carl Nyrén (2001)); two demonstration grants from the U.S. Department of Energy, 1) The UFM Solar Greenhouse Addition for the University for Man (\$47,500 in 1979) and, 2) "The Edible Landscape for the UFM Solar Greenhouse" (\$49,500 in 1981).

Professional Memberships:

Founding Member, Society of Building Science Educators (1983-present), Founding Member of the Congress of the New Urbanism (1996-present), member of the American Solar Energy Society (1977-present).

Name: Bob Condia - Professor, AIA, Architect

Courses Taught (Two academic years prior to current visit):

Off-Campus Studio in Italy: ARCH-606; Architectural Design Studio 6 in Italy (also known as IAPD-606)

ARCH 715-ZA: Topics/ Architecture Seminar in Italy

ARCH-655 International Field Study

ADS 1 Studio: ARCH 302

ARCH 806VADS7 (5cr.) and ARCH 805 (2cr.): Project Programming

ARCH 715: The Poetics of Architectural Design Two: Creativity of the Individual Experience

Educational Credentials:

Columbia University, Master of Science in Architecture and Building Design, 1983.

California Polytechnic State University, Bachelor of Architecture, Honors, 1980.

Teaching Experience:

Professor of Architecture, Kansas State University, Fall 1989 to present.

Kansas State University's Commerce Bank Distinguished Undergraduate Teaching Award, 2008

Assistant Professor of Architecture, Oklahoma State University, 1987 to 1989.

Professional Experience:

Partner and Design Principal. Condia + Ornelas Architects. 1982 to present.

Project Architect, William A. Smith & Associates, San Diego, 1980-1983.

Project Architect and Draftsman, Batter Kay Associates, Del Mar, 1979 and 1982.

Registration:

Registered Architect: Kansas, 1998 to present; California, 1982 to present; and Oklahoma 1994.

NCARB Certificate, September 1997 to present.

Selected Publications and Recent Research:

AIA Kansas 2008 Merit Award for Excellence in Interior Design, GAIA Salon and Wellness Center.

Bob Condia, Not Simply Every Sunset Over Eden. Kansas State University Press: 2009. Kansas State University, College of Architecture Planning and Design.

Condia, Bob. "Shadow Passage to a Compendium," an introduction to Polemical Drawings: John Lange. AeD Press / Department of Architecture, C A E D, San Luis Obispo: 2009: 6.

Condia, Robert. "Reflections at the Library: Mount Angel Abbey", OZ 30. Manhattan: College of Architecture and Design, Kansas State University, 2008: 48.

Professional Memberships:

The American Institute of Architects

Name: R. Todd Gabbard - Associate Professor

Courses Taught (Two academic years prior to current visit):

Architectural Design Studio 4
Architectural Design Studio 5
Environmental Systems in Architecture 2 (required support course)
Innovative Building Assemblies (seminar)
LEED for Professional Accreditation (seminar)

Educational Credentials:

2004 Master of Architecture, University of Florida
2000 Bachelor of Architecture, Highest Honors, University of Florida

Teaching Experience:

2004-present - Assistant / Associate Professor, Kansas State University
2002-2004 - Graduate Teaching Assistant, University of Florida

Professional Experience:

2001-2002 - Graduate Architect, Brame Architects, Gainesville, Florida
2000-2001 - Project Manager, Ponikvar and Associates, Gainesville, Florida

Licenses/Registration:

LEED Accredited Professional

Selected Publications and Recent Research:

- "Integrating Education and Scholarship: Collaborative demonstration projects as actionable place-based research." For EDRA 40. with Lee Skabelund (2009)
"Interdisciplinarity as a Sustainable Pedagogical Tool." ARCC National Conference (2009)
- "Solar Energy, Photovoltaics, Solar Concentrators, Solar Thermal Systems." for Green Energy. Golson, J. Geoffrey, Paul Robbins, Dustin Mulvaney, editors. Sage Publications (2009)
- 'Indelible deference.' Oz: the Journal of the College of Architecture, Planning and Design. Volume 30 (2008)
- "Shifting Gears." Barbara Anderson, R. Todd Gabbard, and Lee Skabelund, co-authors. Greening the Heartland Conference (2008)
- "Greensburg Envisioned: A Response to the Long-term Recovery Plan of Kiowa County." For the USGBC Greening the Heartland Conference (2010)
Transition House Design Build collaboration with Flint Hills Technical College. Steve Loewen, Larry Green (PIs) with Gary Coates, Bill Hanlon, R. Todd Gabbard. \$222,000 in private and public funds.
2008-2009 Prototype green roof on Seaton Hall. Approx \$42,000 in funding, donated materials and services. R. Todd Gabbard and Lee Skabelund, landscape architecture, PIs. (2008-09)
Sheeran Park Gateway, Chapman, KS. Student design-build project. \$52,200 in-kind donations. Co-PI with Ray Buhle, construction science (2008)

Professional Memberships:

United States Green Building Council
Society of Building Science Educators
American Solar Energy Society



Name: Richard R. Gnat - Visiting Professor

Courses Taught:

ENVD 201 - 1st Year Interdisciplinary Design Studio,
ENVD 202 – 1st Year Interdisciplinary Design Studio
ADS 4 – 3rd Year Design Studio
ADS 5 – 4th Year Design Studio
ARCH 715 - Chicago Multi-unit Housing Types

Educational Credentials:

CORNELL UNIVERSITY - Master of Architecture – (1988-90) 1997
BALL STATE UNIVERSITY - Bachelor of Architecture – 1986

Teaching Experience:

KANSAS STATE UNIVERSITY - Visiting Professor - 2007 – Present
ANDREWS UNIVERSITY - Assistant Professor -1996 - 98
ILLINOIS INSTITUTE OF TECHNOLOGY - Visiting Professor -1993 - 94

Professional Experience:

PAPPAGEORGE / HAYMES ARCHITECTS LTD, Chicago, Illinois - 2006-07
OWP/P ARCHITECTS, Chicago, Illinois 2001 - 06
KRUECK & SEXTON, Chicago, Illinois - 2000 - 01
PERKINS & WILL, Chicago, Illinois 1998 - 00
SKIDMORE OWINGS & MERRILL, Chicago, Illinois - 1985-85, 1986-88, 1989 & 1994-96
CHICAGO PARK DISTRICT, Chicago, Illinois, 1990 -1993

Licenses/Registration:

Licensed Architect, State of Illinois – 1989
LEED Accredited Professional – 2004

Selected Publications and Recent Research:

The Chicago Courtyard Apartment Building: A Sustainable Model Type, Conference proceedings for the 98th ACSA Annual Meeting - 2010
Being Bold: Rethinking Mid-Rise Apartment Building Design by Combining Apartment Planning Strategies from 1909 and Elevator Technology from 2009, Conference proceedings for the AIA Illinois Annual Meeting - 2009
Chicago Courtyard Apartment Buildings: A Type Variant Analysis, Conference proceedings for the AIA Illinois Annual Meeting - 2008

Professional Memberships:

Association of Collegiate Schools of Architecture
The Building Technology Educators' Society
Society of Building Science Educators

Name: Richard L. Hoag - Professor

Courses:

Architectural Design Studio 2
Architectural Design Studio 4
Architectural Design Studio 7
Research Methods in Architecture

Education:

University of Washington (1971) B.A.
University of Washington (1977) M.Arch.
University of Illinois, Urbana-Champaign (1979) ABD

Teaching Experience:

Lecturer, University of Illinois, Urbana-Champaign - 1972-80
Assistant / Associate Professor, Florida A&M University - 1981-85
Associate Professor / Professor, Kansas State University -1986-present

Selected Publications and Recent Research:

With Robert Fortner. "The Concern for Nuclear Power: A Illinois Context," Illinois Quarterly, 42 (2) 5-14 1980.
With Robert Fortner. "Professional Communication and the Interplay of History and Ethics,"
The Journal of Communications Inquiry, 6 (1) 41-52 1981.
With Gerald Dizinno and Edward T. White. Fixture Standards: Restroom Use and Vandalism in Public Schools in Florida.
Tallahassee, FL: Florida Department of Education, 1983.
Selecting an Architect: The Design/Design Delivery Competition to Select an Architect for the Florida A&M School of
Architecture. Tallahassee: Institute for Building Sciences, 1983.
With Diane Favro. Portrait of a Competition. Tallahassee, FL: NEA and IBS at FAMU, 1984.
With David Smit. "Words and Images: Writing and Thinking in the Act of Design."
Flow, Filter, Function, Feeling, and Focus: Proceedings of the 20th Anniversary
Conference of the Design Communication Association. Ed. Michel Mounayar,
German Cruz, and Cheryl Bove. Muncie, IN: Ball State University, 2007. 33-40.
With David Smit. "Writing in Design Studio." Proceedings of the 25th National
Conference on the Beginning Design Student. Ed. Jim Sullivan and Matthew
Dunn. Baton Rouge, LA: College of Art and Design, Louisiana State University, 2009. 81-86.
With David Smit. "Visual versus Verbal Rhetoric: Maya Lin and the Design of the Vietnam Veteran's Memorial."
College English Association Convention.
Pittsburgh, Pennsylvania, March 2009.
With David Smit. "Genre and Transfer in the Writing of Architects." Proceedings of the 26th National Conference on the
Beginning Design Student. Charlotte, NC: University of North Carolina, 2010.
Editorial Board, American Communications Journal.
National Council of Architectural Registration Boards (NCARB) Grant. "Writing in Practice," 2010.

Name: Nathan Howe - Assistant Professor

Courses Taught (Two academic years prior to current visit):

ARCH 403 Architectural Design Studio III
ARCH 404 Architectural Design Studio IV
ARCH 605 Architectural Design Studio V
ARCH 806 Arch. Design Studio VII
ARCH 807 Arch. Design Studio VIII
ARCH 805 Project Programming
ARCH715 Top/Arch Seminar - Top/Studio Writing Component
ARCH710 Top/Arch Seminar – Rapid Prototyping
ARCH715 Top/Arch Seminar – AXIS (Architectural x Imaginary Space) – WEB

Educational Credentials:

The University of Texas at Austin - Master of Architecture, 2002
Kansas State University - Bachelor of Architecture, 1997
The University of Kansas - Architecture major, 1991-93

Teaching Experience:

Kansas State University – Assistant Professor, August 2005 – Present
Kansas State University – Visiting Professor, August 2005 – 2008
The University of Nebraska at Lincoln – Assistant Professor - 2003 - 2005
The University of Nebraska at Lincoln – Visiting Professor - 2002 - 2003
The University of Texas at Austin – Teaching Assistant - 2001 - 2002
Kansas State University – Visiting Instructor -1998 & 2000

Professional Experience:

Wave Studios – Lincoln, Nebraska. Owner, 2004 – 2005
Danze & Blood Architects – Austin, Texas. Project Architect, 2001 - 2002
The Lawrence Group Architects – Austin, Texas. Project Architect - 2001
Horst, Terrill & Karst Architects - Topeka, Kansas. Intern Architect, 1997 – 2000

Licenses/Registration:

Selected Publications and Recent Research:

2009 Southeast ACSA Conference: – October of 2009
Accepted poster - Digital Fabrication - Works of Art
2008 East Central ACSA Conference: – September of 2008
Accepted paper - A Studio's Multi-Exploration of the Prefabricated Dwelling
2004 ACADIA/AIA Conference: Fabrication – November of 2004
Accepted exhibit - Component Home
Architecture Web Site Awards 2003 – March of 2003
UNL-ARCHitecture website (<http://archweb.unl.edu>) top architectural websites of 2003 by <http://www.entablature.com>.
2003 West Regional ACSA Conference – June of 2003
Presented World Trade Center Memorial in the poster exhibition.

Professional Memberships:

Associate AIA

Name: James S. Jones - Professor

Courses Taught (Two academic years prior to current visit):

Architectural Design 7 AR 711 Seminar " The art of presentation."
Architectural Design 4
AR 711 " The art of presentation."

Educational Credentials:

Master of Architecture, University of Washington, 1972
Graduate work, School of communications University of Washington, 1966
Bachelor of Business Administration, University of Puget with second major in Art,1965

Teaching Experience:

Kansas State University, 1982--Present (Department Head 1983-85 & 1999-2004)
University of Calgary, Alberta,1979-81
Auburn University, Alabama,1973-76
University of California, Davis, 1972--73
University of Washington, Seattle,1968-70

Professional Experience:

Precedent Group Architects and Designers Manhattan, KS, 1885-Present
James S. Jones Architect LTD Calgary 1981-1985
P.A. R. D. Associates (Planning Architecture research and Design) Calgary, 1976-1982
Center for Environmental Design, Chris Alexander, Berkeley CA 1970-73

Licenses/Registration:

Registered Architect Alberta, CN

Selected Publications and Recent Research:

"Seven Palms" Low impact, disaster resistant, housing in Santa Elena, San Jose Guardiaola, Isla de la Bahia, Honduras.
Design Consultant Olid flores Construction Punta Gorda, Honduras
James A Fletcher Award for watercolor, Hopi Master,
Numerous local and regional show of artwork.
Residential design and consulting in Manhattan.
Manuscript in progress: Re-thinking Architectural Programming--solving the fundamental errors.
Illustrated Manuscript in progress: The Painted Recipe
Illustrated Manuscript in Progress: Prairie Haiku

Professional Memberships:

National Peer Reviewer, GSA Design Excellence Program.
Sedona Artists Association
White Mountains Artist Association
Watercolor Studio Manhattan
Columbian Artists



Name: Lance Klein - Adjunct Professor

Courses Taught:

ENVD 201 – Environmental Design I; ENVD 202 – Environmental Design II

Educational Credentials:

2009, Masters of Science in Architecture, Kansas State University;
1996, Bachelors of Landscape Architecture, Kansas State University

Teaching Experience:

2009-2010, Assistant Professor Architecture, Kansas State University;
2007-2009, Graduate Teaching Assistant, Kansas State University;
2005-2007, Instructor Landscape Architecture, Kansas State University

Professional Experience:

2005-2010, Owner Klein Design Build LLC, Manhattan, Kansas;
2003-2005, Independent Landscape Architecture consultant;
2001-2003, Davis Partnership Architects/Studio Daniel Libeskind, Denver and New York;
1996-2001, Davis Partnership Architects, Denver

Licenses/Registration:

2006-2010, Limited Liability Company, Klein Design Build, State of Kansas #3951840;
2005-2010, Landscape Architect# 903, State of Kansas;
2005-2010, Council of Landscape Architecture Registration Board #3049

Selected Publications and Recent Research:

“A Phenomenological Interpretation of Ecosystem as Biomimicry in Two Wind Energy Projects” full paper accepted for the 2010 Annual Conference of the Environmental Design Research Association; “A Phenomenological Interpretation of Biomimicry in Sustainable Design” full paper published and presented at the 2009 Annual Conference of the Australian and New Zealand Architectural Science Association Conference; “Biomimicry and the Built Environment: Form, Process, and Ecosystem as Authenticity and Connectedness” full paper published and presented at the 2009 Annual Conference of the Environmental Design Research Association

Professional Memberships:

2005-1993 American Society of Landscape Architects

Name: Matthew Knox - Associate Professor and Associate Head

Courses Taught (Two academic years prior to current visit):

ARCH 472 Computing in Architecture
ARCH 711 Digital Architectural Films
ARCH 711 Digital Visual Effects in Architecture
ARCH 806 Architectural Design Studio 7
ARCH 807 Architectural Design Studio 8
ARCH 715 Top/Architecture Seminar
ARCH 805 Project Programming
ARCH 403 Architectural Design Studio 3
ARCH 404 Architectural Design Studio 4

Educational Credentials:

MARCH University of Virginia 1990
BARCH Kansas State University 1987

Teaching Experience:

Assistant/Associate Professor Kansas State University Department of Architecture 1990-present

Professional Experience:

Matthew Knox Architect 1994-present
1987-1990 PBNA Architects (currently BNIM) Kansas City Missouri

Licenses/Registration:

Kansas 1993 (#3750)

Selected Publications and Recent Research:

Research: Architectural film and digital visual effects.

"Beach House." A house in Florida published Fall 2007 in AR34 published by the Kansas AIA.

"The Slowness of Work." An essay on a house by Dan Rockhill in Lawrence published Fall 2000 in AR34 published by the Kansas AIA.

"Rear Window Redux: Learning from the architecture in Hitchcock's film using 3D modeling and Animation" at the SIGGRAPH 2007 conference in San Diego.

"Design and Communication of Architectural Space Using 3D Graphics and Film Language", at the SIGGRAPH 2005 conference in Los Angeles.

"Immersive Architecture: Film Language, Architectural Design and Communication" Paper excepted by blind peer review at the Eleventh Biannual Conference of the Design Communication Association in San Luis Obispo, California. October 2003.

Professional Memberships:

NAPP National Association of Photoshop Professionals
Association for Computing Machinery's Special Interest Group on Graphics and Interactive Techniques



Name: Emily DA Koenig - Visiting Instructor

Courses Taught (Two academic years prior to current visit):

Fall 2008 ARCH 605 Architectural Design Studio V
Spring 2009 ARCH 304 Architectural Design Studio II
Spring 2010 ARCH 404 Architectural Design Studio IV

Educational Credentials:

1998 Kansas State University. BArch

Teaching Experience:

Professional Experience:

1998-1999 Brent Bowman and Associates, Manhattan, KS Intern Architect
1999-2001 Spangenberg Phillips Architecture, Wichita, KS Intern Architect
2001-2002 Jordan Design Studio, Denver, CO, Designer/ Project Manager
2002-2005 Spangenberg Phillips Architecture, Wichita, KS Project Manager
2005-2009 Architect One, PA, Topeka, KS, Project Manager
2009- Emily DA Koenig, Architect, Manhattan, KS, Architect

Licenses/Registration:

2000-present NCARB (IDP and RA member)
2009-present State of Kansas License, #5678

Selected Publications and Recent Research:

Professional Memberships:

1998-present American Institute of Architects

Name: Vladimir Krstic - Professor

Courses Taught (Two academic years prior to current visit):

Architectural design Studops 3, 4,7 & 8
ARCH 715 Issues in Japanese Contemporary Architecture,
ARCH 715 Theory of Urban Design
ARCH 655 International Field Studies: Summer Japan Program



Educational Credentials:

4/82-4/85 Kyoto University in Kyoto, Japan, Master of Engineering in Architecture
9/73-1/79 University of Sarajevo, Graduated Engineer of Architecture

Teaching Experience:

8/88 - present Assistant /Associate / Professor, Kansas State University
7/06 Visiting Critic, Mexico City Urban Studio Program, University of Arkansas,
1-7/00 Visiting Professor, the University of Liverpool, Liverpool, UK
1/87-8/88 Visiting Assistant Professor, School of Architecture, University of Illinois at Urbana Champaign
1/86-10/86 Assistant Professor, School of Architecture, University of Sarajevo

Professional Experience:

06 - Independent Design Consultant, BNIM Architects, Kansas City, MO
1/97 - Principal designer and consultant with MIMIR Inc., Manhattan, U.S.A. and Stavanger, Norway.
7/85-10/86 Principal Designer at the Institute for Architecture, University of Sarajevo
10/82-5/85 Designer at Tadao Ando Architect and Associates in Osaka, Japan.
3/79-4/82 Designer at the Institute for Architecture, University of Sarajevo

Licenses/Registration:

Selected Publications and Recent Research:

- Critical essay "Against Architecture as an Object," Oris Magazine for Architecture and Culture No57, Zagreb, Croatia
- Refereed poster presentation "Topographical Constructs," 96th ACSA National Conference, Houston, March 2008.
- "Margins of Architecture or Architecture of Margins, in Experience in Material: Architecture of Ryoji Suzuki, INAX Shuppan, Tokyo, spring 2007.
- Refereed paper invitation "Between Fiction and Simulation: Tokyo and the Eclipse of Urban Space," 3rd Great Asian Streets Symposium, University of Singapore, Singapore, October 2004.
- Refereed paper presentation "Tokyo: Perspectives of the Collapse of Physical Realm," ACSA West Central Regional Conference, University of Nebraska, Lincoln, October 2002.
- Critical lead essay "About Other Constructs and Spaces" in Robert Kronenburg ed., Transportable Environments 2, Spoon Press, London, UK, 2002.

Professional Memberships:

Name: Dr. Peter Magyar - Department Head and Professor

Courses Taught (Two academic years prior to current visit):

"Spaceprints" Seminar, Fall 2007, 2008

Educational Credentials:

M.Arch., Technical University of Budapest, Hungary, 1967

Dr. of Architecture, With Distinction, TUB., Hungary, 1992

Teaching Experience:

Adj. Assist. Professor, Technical University of Budapest, 1968 – 75

Lecturer, Senior Lecturer, Ahmadu Bello University, Zaria, Nigeria, 1975 – 79

Assoc. Professor/ Professor (1984), Auburn University, Auburn, AL., 1981 – 89

Head and Professor, Pennsylvania State University, Dept. of Arch., 1989 – 96

Director and Professor, Florida Atlantic Univ., School of Arch., 1996 -07

Head and Professor, Kansas State Univ., Dept. of Architecture, 2007 - present

Professional Experience:

Three State-owned Project Offices in Budapest, Hungary, 1965 – 75

Project Office, Ahmadu Bello University, Zaria, Nigeria, 1975 – 79

Steven Ehrlich Architects, Venice, CA., Design Consultant, 1982 -83

Chambless & Chambless Architects, Montgomery, AL, Consultant, 1984 – 89

L. & D. Astorino Architects, Pittsburgh, PA., Design Consultant, 1990 – 96

A + D Studio, Budapest Hungary, Chief Architect, 1990 – 93 (1st prize)

Author of several International Competitions (1963 – present)

Licenses/Registration:

Chief Architect E/1 01 – 3535, Hungary and in the European Union

US. Reciprocation in process

Selected Publications and Recent Research:

Spaceprints, Handbook of Topology in Architecture (Auburn University Press, 1984)

Construction Meditative (Auburn University Press, 1988)

...scattered instances of structure and time... (Auburn University Press, 1989)

Thought Palaces (Architectura & Natura, Amsterdam, 1999)

Think Ink (Kendall & Hunt, Dubuque, Iowa, 2010)

A + U, Tokyo, Japan # 86:02, pp. 119 – 126

JAE 38/4, pp. 2 – 7, and Cover

Professional Memberships:

Royal Institute of British Architects, Full Member, 2009 – present

American Institute of Architects, Associate Member, 1982 – present

Association and Chamber of Hungarian Architects, Full Member, 1965 - present

Name: Michael McGlynn - Assistant Professor

Courses Taught (Two academic years prior to current visit):

ARCH 304: Architectural Design Studio II
ARCH 404: Architectural Design Studio IV
ARCH 605: Architectural Design Studio V
ARCH 515: Environmental Systems in Architecture III
ARCH 716: Understanding Sustainable Architecture
ARCH 716: Building Systems-ARE 4.0 Preparation



Educational Credentials:

1998 - Master of Architecture, University of Oregon, Eugene, OR
1990 - Bachelor of Environmental Design, Miami University, Oxford, OH

Teaching Experience:

2007-Present - Assistant Professor, Kansas State University
1997-1998 - Graduate Teaching Fellow, University of Oregon

Professional Experience:

2005-2007 Senior Project Architect, SERA Architects, Inc., Portland, OR
1999-2005 Project Architect, OTAK Architects, Inc., Lake Oswego, OR
1991-1999 Various Architecture Firms

Licenses/Registration:

2005-Present - NCARB Certificate Holder
2004-Present - Registered Architect, State of Oregon

Selected Publications and Recent Research:

2010 - "Environmental Design and Architectural Expression: Towards an Inclusive Approach to Architectural Form Generation", Design Principles and Practices: An International Journal, vol. 4, no. 1. (publication in process)

Professional Memberships:

2007-Present - Society of Building Science Educators (SBSE), Chair, Educational Resources Committee
2003-Present - USGBC LEED Accredited Professional

Name: Ulf Meyer - Assistant Professor

Courses Taught (Two academic years prior to current visit):

Fifth Year Design Studio 1st and 2nd semester Incl. Programming class
Seminar on "Measuring Sustainability in Urban Design"

Educational Credentials:

Diploma from Technical University of Berlin, Berlin/Germany (Master of Architecture)

Teaching Experience:

Assistant Professor at KSU since Fall 2008

Professional Experience:

Kloster Architekten BDA, Berlin/Germany
Nalbach& Nalbach Architekten BDA, Berlin/Germany
Krueger Schuberth Vandreike Architekten BDA, Berlin/Germany
Henn Architekten, Berlin/Germany
Ingenhoven architects, Duesseldorf/Germany
Shigeru Ban Architects, Tokyo/Japan

Licenses/Registration:

none

Selected Publications and Recent Research:

Recent Books:

- "Capital City Berlin", Jovis Publishers, Berlin 1999
- "The Chinese City", Jovis Publishers, Berlin 2000
- "Bauhaus Architecture", Prestel Publishers, Munich 2001
- "Cities of the Pacific Century – reports and essays from East-Asia", Braun Publishers, Berlin 2004
- "Sublime creation", Junius Publishers, Hamburg, 2005
- "LX - architecture from the heart of Europe", DOM Publishers, Berlin, 2008
- "Tokyo Architecture", DOM Publishers, Berlin, 2010
- plus contributions to over 20 other books

Professional Memberships:

none

Name: Robert Lee Morgan - Adjunct Professor

Courses Taught (Two academic years prior to current visit):

ADS806 Architectural Design, 5th year

ADS302 Architectural Design, 2nd year

Educational Credentials:

Bachelor of Architecture, Kansas State University, 1964

Teaching Experience:

Adjunct instructor - Kansas State University, Spring 2008 - 10

Professional Experience:

CAVIN & PAGE Architects, St. Paul, MN.; Intern Architect, 1964-1967

HGA, Architects, St. Paul, MN, Project Architect, 1967-1969

Adkins Association Architects, St. Paul, MN, Partner, President, 1969-1984

Opus Architects & Engineers, Minnetonka, MN, Senior Design Architect, 1984-99

WSKF Architects, North Kansas City, MO, Consultant, 2006-09

Licenses/Registration:

Minnesota, Architect, 1967-2000

Missouri, Architect, 1995-2010

NCARB Certificate; 1985-2010

Selected Publications and Recent Research:

Design Awards:

American Medical Systems, Minnetonka, MN w/Opus A&E

1st Bank Garage, Minneapolis, MN w/Opus A&E

Champlin Gateway Office/showroom, Champlin, MN w/Opus A&E

Professional Memberships:

American Institute of Architects

American Institute of Architects; College of Fellows, 1995



Name: Miriam Neet - Visiting Professor

Courses Taught (Two academic years prior to current visit):

DSFN 201: Environmental Design Studio-1

DSFN 202: Environmental Design Studio-2

ARCH 403: Architectural Design Studio-3

ARCH 248: Building Science: Building Materials and Methods

ARCH 716: Seminar: "Merging of Old and New: Sustainable Architecture for the 21st Century"

ARCH 716: Seminar: "Sustainable Precedents in Vernacular Architecture"

Educational Credentials:

Columbia University - Master of Architecture 1988

University of Wisconsin - Bachelor of Arts 1982 (International Relations and Philosophy)

Teaching Experience:

Kansas State University, Visiting Assistant Professor - Fall 2007 – Present

Professional Experience:

STUDIO GANG ARCHITECTS, Chicago, IL - 2004-2007

GRUNSFELD SHAFER ARCHITECTS, Chicago, IL - 2002-2004

MEISSNER + WURST ZANDER - U.S. OPERATIONS, Chicago, IL- 2001-2002

ROSS BARNEY + JANKOWSKI ARCHITECTS, Chicago 1998-2001

SKIDMORE OWINGS & MERRILL, Chicago, IL -1994-1998

FITZGERALD EARLES ARCHITECTS, Chicago, IL - 1994

CHICAGO PARK DISTRICT, Chicago, IL -1993

SWANN & WEISKOPF ARCHITECTS, Chicago, IL - 1991-1992

HAMMEL GREEN & ABRAHAMSON, Minneapolis, MN- 1990-1991

SETTER LEACH & LINDSTROM, Minneapolis, MN - 1990

A.M. SUTTON ASSOCIATES, Miller Place, NY - 1988-1989

NEET GNAT STUDIO, Chicago IL - 1994 –Present

Licenses/Registration:

Licensed Architect State of Illinois, 1994

City of Chicago Registered Energy Professional, 2003

Selected Publications and Recent Research:

Merging of Old and New: Sustainable Architecture for the 21st Century, Conference proceedings for the AIA Illinois Annual Meeting -2009

Association of Collegiate Schools of Architecture (2009-Present)

The Building Technology Educators' Society (2009 - 2010)

Society of Building Science Educators (2009 - 2010)

Name: Torgier Norheim - Associate Professor

EDUCATION

1980 - MArch, California Polytechnic State University, San Luis Obispo, CA

TEACHING

94- Present - KANSAS STATE UNIVERSITY, Associate Professor - Recipient of the ACSA/AIAS New Faculty Teaching Award for 98-99.

04- Present FIUNI School of Architecture + Design, Lecturer, Stavanger, Norway.

RECENT PUBLICATIONS

- ROSENKILDEN – Norway – No 10 2009 – “Bruker Savanger-regionen som Laboratorium
- DITT HUS – Norway – NO 4 2009 – “Hytteliv i Himmelrom”
- JÆRBLADET– Norway – Friday 06.19.09 -“HIMMELSK PÅ OGNA”
- RETT HJEM – Norway – NO 3 2009 – “Der himmel og jord møtes - Himmelrommet”
- HIMMELROMMET - Lovechild Scandinavia, <http://www.himmelrommet-ogna.no>
- Urban Sustainability. Stavanger, Hinna Park - Lulu.com.(GEFSTVR)
- Dimensions of Space: experimentations with geometry Lulu.com. (Deep Space)
- Urban Sustainability, Vikevåg 10.2, Rennesøy, published at Lulu.com. (VIKEVÅG 10.2)

RECENT SCHOLARLY AND CREATIVE WORK

- Norheim Villa – Manhattan, Kansas – Addition.
- A City to Live In – Drammen, Norway. - Open Architectural Competition –In collaboration with Carolyn Bly, Jeremy Leech, Josh Jewett, Nick Whitney and Kalyan Chakraborty.
- 04-present - MIMIR INC – principal
- L&M Villa – Stavanger, Norway – Addition / Rehabilitation
- Midgard - Norway - Development of housing prototypes, Rennesøy.
- Two Sisters Villas - Norway – Two villas shearing a small lot.
- Ogna - Norway – Development of vacation home prototypes.
- Orange Sardine- Norway - adaptive reuse of former sardine factory.
- Kohler Barn rehabilitation - Norway - mixed use development.

Licenses/Registration:

ARCHITECTURAL LICENSE in STATE OF CALIFORNIA License Number C 25769



Name: Wendy Ornelas - Professor

Courses Taught (Two academic years prior to current visit):

ARCH 505, ARCH 506, and ARCH 507 Architectural Internship

Educational Credentials:

1989 - Master of Architecture, Oklahoma State University, Stillwater, Oklahoma

1988 - Bachelor of Architecture, Oklahoma State University

1980 - BS in Architecture - California Polytechnic State University

Teaching Experience:

1980 - present - Assistant / Associate / Professor - Kansas State University

2005 - present - Associate Dean - College of Architecture, Planning & Design

Professional Experience:

1984 to present Condia + Ornelas Architects. -Manhattan, Kansas and San Diego, California - Partner and Business Manager.

2009 - 2010 President. National Architectural Accrediting Board

2008 - 2012 Member. Kansas State Board of Technical Professions.

Licenses/Registration:

1984 to present Registered Architect: California NCARB

2008 to present Registered Architect: Kansas NCARB

Selected Publications and Recent Research:

2008 - "Process in Architecture". An exhibition of the process of design and construction of the restaurant della Voce with Condia + Ornelas Architects; Larry Bowne, artist; Rod Mikinski, photographer; and Noah Reagan and Melvin Watson, owners.

2008 - Gaia SalonSpa". AIA Kansas Excellence in Architecture Design Program, 2008 Award of Merit. Condia + Ornelas Architects.

2008 - The Changing Face of the Architectural Profession. The lead person in a seminar co-presented with Scott Veazey, AIA and Vasso Apostolides at the 2008 AIA National Convention, Boston, MA.

2007 - Wendy Ornelas, FAIA. "The Changing Face of the Architectural Profession." Article published in AIA Kansas Resource <<http://www.aiaks.org/members/resource/001august>>

2007 - Wendy Ornelas, FAIA. "The Changing Face of the Architectural Profession: A Look at How the Current Path to Licensure Matches Up." Published in The Coordinator, an electronic newsletter for IDP Coordinators.

Professional Memberships:

College of Fellows of the American Institute of Architects. Advanced.

Name: Susanne Siepl-Coates - Professor

Courses Taught (Two academic years prior to current visit):

ENVD 201	Environmental Design Studio I
ARCH 715	Topics/Healing Environments
ARCH 715	Architecture Seminar/Writing Component
ARCH 805	Project Programming
ARCH 806	Architectural Design Studio VII
ARCH 807	Architectural Design Studio VIII



Educational Credentials:

Dipl. Ing., University of Hannover, Hannover, Germany 1979
M. Arch., University of California, Berkeley, 1982

Teaching Experience:

Professor, Kansas State University, 2003-present
Member, Graduate Faculty, 1990-present
Associate Professor, Kansas State University, 1990-2003
Assistant Professor, Kansas State University, 1984-1990

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Reducing Obesity Through Community Redevelopment
'SLIM DOWNtown: Patterns of Place Making to Increase Walking and Bicycling'. Monograph, January 2008.
'Fighting Obesity with Patterns of Place-Making: The SLIM DOWNtown Project in Manhattan, Kansas'. Documentation Set # 55: Planning the Healthy City. International Making Cities Livable Council.
The Architecture of Palliative Care in Germany
'Perspectives on the Role of Architecture at the Palliative Care Center at the Georg-August University Hospital in Göttingen, Germany.' Ongoing research study.
'Creating a Sense of the Sacred: The Palliative Care Center at the University Hospital in Göttingen, Germany. In 2A Architecture and Art, Autumn 2009, no 12, pp102-104.
'The Palliative Care Center in Göttingen, Germany'. Healthcare Design Magazine, October 2009, vol. 9, no. 10. pp 30 -34.

Professional Memberships:

The American Institute of Architects, associate member

Name: Dragoslav Simic - Associate Professor

Courses Taught (Two academic years prior to current visit):

ARCH 348_ Structural Systems in Architecture 1
ARCH 449_ Structural Systems in Architecture 2
ARCH 452_ Structural Systems in Architecture 3
ARCH 453_ Structural Systems in Architecture 4

Educational Credentials:

Master of Architecture, specializing in housing design and construction
University of Belgrade, Yugoslavia, 1980.
Bachelor of Architectural Engineering, five years professional degree
University of Sarajevo, Yugoslavia, 1975.

Teaching Experience:

08/98 to present Kansas State University, Manhattan, KS
12/75–09/92 University of Sarajevo, Sarajevo, Yugoslavia

Professional Experience:

06/98–08/98 GNR Engineering, Inc., Solana Beach, CA
08/97–06/98 West Coast Iron, Inc., San Diego, CA
04/94–11/96 Final Projekt, Zagreb, Croatia
12/75–09/92 University of Sarajevo, Chief Structural Engineer
08/77–09/78 Grisly Construction Company, Abu Dhabi, UAE

Licenses/Registration:

Completion of licensing examination in Urbanism, Design and Civil Engineering - Structural Emphasis, Sarajevo, Yugoslavia, 1977.

Selected Publications and Recent Research:

Dragoslav Simic and Madlen Simon, "Making the Connections: A Collaborative Model for Teaching Structures in Architectural Design Studio", Western Region ACSA Conference, San Luis Obispo, CA, November 2002. Paper published in the conference proceedings.

Dragoslav Simic, "Architects and Structures: How much structure is (not) enough for an architect?" ISEC-02 Second International Congress of Structural Engineering and Construction, Roma, Italy, September 2003. Paper published in the conference proceedings.

Madlen Simon and Dragoslav Simic, "Bridge, Blob, Boxes in a Box: weaving tectonic thinking into the desk crit", ACSA "Central" Regional Conference, Muncie, IN, October 2003. Paper published in the conference proceedings.

Professional Memberships:

N/A

Name: David H. Sachs - Professor

Courses Taught (Two academic years prior to current visit):

ARCH 304 - Architectural Design Studio 2
ARCH 403 - Architectural Design Studio 3
ARCH 600 - Architecture Since 1945
ARCH 606 - Architectural Design Studio 6
ARCH 650 - Architectural Programming
LAR 741 - Drawing & Painting

Educational Credentials:

B.S. Economics, (Magna Cum Laude), Stetson University, 1974
M. Arch., Rice University, 1977
D. Arch., (Architectural History), University of Michigan, 1986

Teaching Experience:

Instructor / Adjunct Professor, Mississippi State University, 1977-1978 / 1987-1988
Instructor, University of Michigan, 1981-1983
Adjunct Professor, Millsaps College, 1985-1988
Associate Professor / Professor, Kansas State University, 1988-Present

Professional Experience:

Intern, Goodman & Mockbee, Jackson, MS, 1977-1978
Intern / Associate, Canizaro Trigiani, Jackson, MS 1978-1979 / 1983-1988
Intern, Murphy Downey & Wofford, St Louis, MO, 1979-1980
Design Architect, Hoffman Partnership, St Louis, MO, 1980-81
Design Consultant, Gastinger Walker Harden, Kansas City, MO, 1995-1996
Design Consultant, RTKL, Shanghai, China, 2008
Principal, Sachs Architects, Manhattan, KS 1980- Present

Licenses/Registration:

Mississippi NCARB

Selected Publications and Recent Research:

Guide to Kansas Architecture, (with George Ehrlich), (University Press of Kansas, 1996)
The Life and Work of A. Hays Town (Mellen Press, 2003)
"A Hays Town" & "N W Overstreet", (The Mississippi Encyclopedia , 2008)
"Learning to Work in China: RTKL 2003-08", (International Conference on the Arts & Humanities, 2009)
"Hays Town's Mississippi", (Southeastern Society of Architectural Historians Conference, 2009)
"From Shanghai to Rome: Life in public Places", (Crossroads Conference, 2010)

Professional Memberships:

Architectural Historian, Kansas Historic Sites Board of Review
Secretary, Southeastern Society of Architectural Historians
Past President, Flint Hills Chapter, American Institute of Architects

Name: David Seamon, PhD - Professor

Courses Taught (Two academic years prior to current visit):

ARCH 301 Appreciation of Architecture [general education course for non-majors]
ARCH 325 Environmental Design & Society
ARCH 703/803 Environmental Aesthetics
ARCH 715/815 Theories of Place

Educational Credentials:

BA State University of New York at Albany, Albany, NY, 1970
PhD Clark University, Worcester, MA, 1977

Teaching Experience:

Visiting Lecturer, York College of Pennsylvania, 1977-78
Visiting Assistant Professor, Bradley University, 1979
Visiting Assistant Professor, University of Oklahoma, 1980-83
Tenure-track Assistant Professor, Kansas State University, 1983-87
Visiting Faculty, Master's Program in Environmental Studies, Bard College, 1988
Visiting Professor, Program in Community Design, Vassar College, 1988
Associate Professor, Kansas State University, 1987-93
Professor, Kansas State University, 1993-present

Selected Publications and Recent Research:

Place, Placelessness, Insiderness, and Outsiderness in John Sayles' Sunshine State. In *Aether* [blind peer-reviewed on-line "Journal of Media Geography"] vol. 3 (June 2008), pp. 1-19.

Karsten Harries' Natural Symbols as a Means for Interpreting Architecture: Inside and Outside in Frank Lloyd Wright's Fallingwater and Alvar Aalto's Villa Mairea, co-authored with Enku Mulugeta Assefa. In *Wolkenkuckucksheim*, [on-line architectural journal] vol. 12, no. 1 (August 2007), pp. 1-7.

A Lived Hermetic of People and Place: Phenomenology and Space Syntax [keynote address], in A. Sema Kubat et al., eds., *Proceedings, 6th International Space Syntax Symposium*, vol. 1, pp. iii-1-16. Istanbul: ITU, Faculty of Architecture, 2007.

Interconnections, Relationships, and Environmental Wholes: A Phenomenological Ecology of Natural and Built Worlds, in Melissa Geib (ed.), *To Renew the Face of the Earth: Phenomenology and Ecology* (pp. 53-86). Pittsburgh: Simon Silverman Phenomenology Center, 2006.

Grasping the Dynamism of Urban Place: Contributions from the Work of Christopher Alexander, Bill Hillier, & Daniel Kermis, in Tom Mels (ed.), *Reanimating Places* (pp. 123-45). Burlington: Ashgate, 2004.

Dwelling, Seeing and Designing: Toward a Phenomenological Ecology, editor. Albany, New York: State University of New York Press, 1993.

Dwelling, Place and Environment: Toward a Phenomenology of Person and World, edited with Robert Mugerauer. Dordrecht: Martinus Nijhoff, 1985 [reprinted 1989 and 2000].

Professional Memberships:

Environmental Design Research Association (EDRA)
Society for Phenomenology and Existential Philosophy

Name: Ray Streeter - Associate Professor

Courses Taught (Two academic years prior to current visit):

ENVD 201: Environmental Design Studio 1 (Coordinator) ENVD 202: Environmental Design Studio 2 (Coordinator) ARCH 605: Architectural Design Studio 5 ARCH 715: Studio Writing Component ARCH 765: Architectural Journalism ARCH 805: Project Programming ARCH 806: Architectural Design Studio 7 ARCH 807: Architectural Design Studio 8



Educational Credentials:

Master in Architecture, Harvard University, 1984
Bachelor in Architecture, Kansas State University, 1979

Teaching Experience:

Associate Professor, Kansas State University, 1991–present
Adjunct Associate Professor, University of Missouri–Kansas City, 1987–present
Assistant Professor, Kansas State University, 1984–1991

Professional Experience:

Raymond Streeter Architect, Manhattan, Kansas
Graham Gund Architects, Cambridge, Massachusetts
Design Associates, Salina, Kansas
Childress Livaudais Associates, Denver, Colorado
Gruzen and Partners and Mitchell/Giurgola Architects (Joint Venture), New York, New York

Licenses/Registration:

Kansas

Selected Publications and Recent Research:

Setser Residence Addition, Manhattan, Kansas
Italia Larga, photographs, Chang Gallery
The Santa Chiara Guide to Field Trips
Oz (Journal of the College of Architecture, Planning, and Design), Faculty Advisor

Professional Memberships:

Name: Carol Martin Watts - Professor

Courses Taught (Two academic years prior to current visit):

ARCH 715 seminar on the Presence of the Past in Italian Cities
ARCH 302 Architectural Design Studio
ARCH 350 History of the Designed Environment 3
ENVD 250 History of the Designed Environment 2
ENVD 251 History of the Designed Environment 3

Educational Credentials:

1987 Ph. D. Art History, University of Texas at Austin
1975 Master of Architecture, University of Washington, Seattle
1971 B.A. Art History, Mount Holyoke College, South Hadley, MA

Teaching Experience:

1981-present - Assistant / Associate / Professor, KSU
2007-2009 - Associate Head, Dept. of Architecture, KSU
1989-90 - Acting Department Head, Environmental Design, KSU
1981-82 Visiting Assistant Professor, Yarmouk University
1975-81 Assistant Professor, Texas Tech University

Professional Experience:

Projects (together with Donald J. Watts) include: the design of a cliff side garden and garden house in Civita di Bagnoregio, Italy, completed 2008. The radical remodeling of a retirement house in Bloomington, Indiana, completed 2007. Two residences that reconsider lessons from Midwestern four-square farmhouses and classical dwellings in 1993 and 1989. A radical remodeling of a West Texas house for passive energy use in 1980.

Licenses/Registration:

none

Selected Publications and Recent Research:

In progress: A chapter on the Roman layer below the Duomo of Florence for a forthcoming volume of The Florence Duomo Project published by the Harvey Miller imprint of Brepols edited by Franklin Toker (expected publication 2010)
"Conflicts Between Tradition and Preservation", at the IASTE (International Association for the Study of Traditional Environments) conference in Oxford, England, December 2008.
Mentoring a faculty member at Kabul University as part of the Kabul University-Kansas State University sponsored by the World Bank 2007-2008
"The Primal Importance of Water in the Form, Meaning and Continuity of Jerash, Jordan" (jointly with Donald J. Watts) in Landscapes of Water, History, Innovation and Sustainable Design, ed. by U. Fratino, A. Petrillo, A. Petruccioli, M. Stella, Uniongrafica Corcelli Editrice, Bari, Italy Vol. I pp.157-162, 2002

Professional Memberships:

Society of Architectural Historians, International Association for the Study of Traditional Environments, Northwest Institute for Architecture and Urban Studies in Italy (NIAUSI) founding member, NEXUS Association for the Study of Architecture and Mathematics (founding member)

Name: Donald Watts , RPCV - Professor

Courses Taught (Two academic years prior to current visit):

Spring 2010, CAPD Italian Studies Program, Orvieto, Italy. Seminar on the architectural & urban design of Orvieto, co-teaching an interdisciplinary fourth year design studio, and co-leading a series of architectural tours in Italy.

Fall 2009, Arch 302, ADS 1, Architectural Design Studio 1, Arch 715, Architecture & Urbanism of the Middle East

Spring 2009, Arch 715, Geometry in Architecture, Arch 765, Independent study course for Afghan grad student.

Fall 2008, Arch 302, ADS 1, Architectural Design Studio, Release time from seminar course due to grant from the World Bank for developing a new architectural program at Kabul University, Kabul, Afghanistan.



Educational Credentials:

B.Arch, (with honors) University of Nebraska, Lincoln, 1970

M. Arch, University of California, Berkeley, 1971

Teaching Experience:

Visiting Lecturer, Kabul University, Kabul, Afghanistan, U.S. Peace Corps Volunteer, 1973-1975

Assistant Professor, Texas Tech, 1975-1980, Associate Professor 1980-1981

Senior Fulbright Scholar, Yarmouk University, Jordan 1981-1982

Visiting Lecturer, University of Texas, Austin, 1982-1983

Associate Professor, Kansas State University, 1983-1993

Professor, Kansas State University, 1993-Present

Professional Experience:

Garden house and garden in Civita di Bagnoregio, Italy, completed 2008. Row house in Bloomington, Indiana, completed 2007. Two residences that reconsider lessons from Midwestern four-square farmhouses and classical dwellings in 1993 and 1989. A radical remodeling of a West Texas house for passive energy use in 1980.

Intern, Hollis & Miller, Overland Park, KS, 1971-1972

Licenses/Registration:

Registered Architect, Texas, NCARB

Selected Publications and Recent Research:

"The Roman Layers Beneath the Duomo of Florence" in The Duomo Project, Franklin Toker, ed. forthcoming 2010

Architecture Coordinator, KSU-Kabul U Partnership, a 3 year \$3.2 grant from the World Bank,

Visiting professor at Kabul University, Kabul, Afghanistan, Summer 2008.

"Regeneration: Discovering Tradition through Cross-Cultural Design Education" IASTE, December 2008

Kansas State Faculty Development Grant for presentation of "The Genius Loci of Form", to Sources of Architectural Form:

Theory and Practice, International Conference on Architecture, Kuwait University, Kuwait, March 2007.

"Re-conceiving Afghan Cellular Architecture for the Reconstruction of Rural Schools" IASTE, Spring 2005.

"A Roman Apartment Complex", co-authored with Carol Martin Watts, Scientific American, Ancient Cities, (Special Edition), 1994. A republication of the original Dec. 1986 article together with other related articles by other others published over the past decades in Scientific American.

"The Role of Monuments in the Geometrical Ordering of the Roman Master Plan of Gerasa," Journal of the Society of Architectural Historians, Vol. LI, No. 3, (September, 1992).

Professional Memberships:

NIAUSI: Northwest Institute of Architecture and Urban Studies in Italy (founding member)

IASTE: International Association for the Study of Traditional Environments

NEXUS: The Association for the Study of Architecture and Mathematics (founding member)

Kansas State

**Kansas State University
Department of Architecture**

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architecture Accrediting Board
2 March 2005

The National Architecture Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The accredited program in architecture at Kansas State University is one of three departments in the University's College of Architecture, Planning, and Design (CAP+D). The second department in the CAP+D offers programs in landscape architecture and regional planning. The final department in the college houses studies in interiors and product design. The students of all three departments share a joint first-year core curriculum. In addition to students who enroll directly from high school into the CAP+D, a number of students regularly spend their first 2 years at the University of Missouri Kansas City (UMKC) before transferring to Kansas State University to continue their third-year studies.

The program in architecture at Kansas State University is one of the most established and successful programs in the Midwest. Graduates of the Department of Architecture are highly valued by the professional community for both the thoroughness of their technical education and for the high level of design competency they regularly demonstrate. The visiting team of 2005 found that the program continues to excel in many areas and that Kansas State University provides a supportive and effective environment for architecture education.

The architecture program at Kansas State University features both a wide range of studio offerings and a rich array of optional courses and seminars. This full curriculum, when combined with the energy and talent of the students, has produced a consistently high quality of studio design work that the visiting team felt was the best the team members had seen in many visits.

The students of the Department of Architecture of Kansas State University impressed the visiting team. The Team observed that they are a very talented and hardworking group that produces fine work in a collegial and supportive atmosphere.

The faculty of the Department of Architecture of Kansas State University is also praiseworthy. They are dedicated and effective instructors who are totally committed to the betterment of the program and to the students in their charge. The students view the faculty as both highly supportive of their efforts and regularly available to them. The visiting team also found the faculty to be a congenial group devoid of obvious factions and largely in agreement on broad issues of pedagogy.

While Acting Chair of the Department of Architecture David Sachs has only been in the position a few months, the visiting team found him to be an effective administrator with promise to bring new energy to this important leadership position. David is to be commended for his success in stepping into this difficult role midway through an accreditation process. Dean Dennis Law of CAP+D is widely viewed by the students as accessible to them and receptive to student concerns. Dean Law has demonstrated considerable skill as a fundraiser on behalf of the CAP+D during his leadership tenure. He is particularly to be commended for his hard work and innovative programs aimed at enhancing the diversity of the student body. While these efforts have failed to yield significant gains for the CAP+D to date, the commitment of the dean to this goal is highly laudable.

The visiting team would like to conclude by thanking again the students, faculty, and staff of the Department of Architecture and the College of Architecture, Planning and Design (CAP+D) of Kansas State University for two things. First the visiting team greatly appreciated the effort expended by all in preparation for their visit. The displays of student work were easy to review and the material on support courses was well organized and thorough. When requests for supplemental information were made, the appropriate person at Kansas State University unflinchingly tried to comply in every way possible. The work of the visiting team was greatly facilitated by the good preparatory work by the program. This work was also made considerably

easier by the consistent and gracious hospitality extended to the visiting team by everyone at Kansas State University.

2. Progress Since the Previous Site Visit

All conditions were marked "met" on the 2000 Kansas State University Visiting Team Report (VTR).

3. Conditions Well Met

- 12.2 Graphic Skills
- 12.5 Fundamental Design Skills
- 12.10 Western Traditions
- 12.17 Structural Systems
- 12.18 Environmental Systems
- 12.27 Detailed Design Development
- 12.29 Comprehensive Design

4. Conditions Not Met

- 2 Program Self-Assessment
- 9 Financial Resources
- 11 Professional Degrees and Curriculum
- 12.11 Non-Western Traditions
- 12.26 Building Economics and Cost Control
- 12.37 Ethics and Professional Judgment

5. Causes of Concern

The architecture program at Kansas State University excels in many areas, most notably in the most important criterion for any educational effort. This is the very high quality of the work of its students. The university has been successful in establishing a program that produces many excellent results. In order to ensure that this fine level of accomplishment continues, the visiting team has identified a number of causes of concern that it believes merit attention from the university in the future.

Physical Facilities. Inadequate physical resources have been an ongoing concern for the program of architecture at Kansas State University. This deficiency was noted by visiting teams in 1992 and 1997. This visiting team found great progress had been made in addressing this concern, but also that important work remains to be accomplished. This includes addressing such problems as water infiltration; adequate heating, cooling, and sun control; acoustic problems; deficiencies in the shop; and ongoing inadequacies in access for the disabled. The visiting team believes that continued investments in its physical plant housing the architecture department at Kansas State University will be necessary for this program to continue to excel.

The center of the program's activity at the UMKC is also a concern. While recognizing that this is another university's building in another state, the visiting team would be remiss if it did not report that Epperson House on the UMKC campus is a seriously flawed venue for the first 2 years of a program in architecture education.

Administrative Communication. An apparent inequitable distribution of resources within the CAP+D is identified in this VTR. See Section 9, Financial Resources, for details. The visiting team observed that the architecture faculty also perceives this to be an issue within the college. They cite this concern as responsible for periodic contentiousness that sometimes surfaces between the architecture faculty and the administration. The visiting team believes this situation is exacerbated by a perceived lack of transparency between the administration of the CAP+D and the architecture program concerning the specifics of resource allocation. The visiting team suggests the administration of the CAP+D adopt reporting and budgeting mechanisms that will improve communication and correspondingly reduce mistrust.

Structured Interdepartmental Studios. Interaction among the departments in the CAP+D at Kansas State has an opportunity to create cross-disciplinary design projects with the departments of landscape architecture, planning, and interiors. There have been some fine examples of interaction between and among studios at the instigation of a few professors, but the program would benefit from a structured college-wide effort to bring the perspectives of the three departments regularly to the design studios.

Reliance on GPA for Advancement. Through dialog with students, the visiting team learned that advancement into and through the architecture program at Kansas State University is based on a university-wide grade point average (GPA). While the visiting team recognizes that grades are important, it urges the department to consider a more flexible system for determining advancement into the program from general studies, selection into study-abroad programs, and the like. This might include a portfolio review that would both ensure that the best students advance to architecture and alleviate some of the pressure students perceive to maintain the highest GPA. On a related matter, the visiting team also found there was student concern about the early date required for students to declare their major among architecture, interiors, or landscape. Some students felt they were required to decide before adequate exposure to the three options in the first-year core program.

Student Performance. As noted above, the program produces very good student work. Nonetheless, the visiting team noted the following areas of the curriculum that merit strengthening:

- *Writing Skills.* The ability of graduates of American architecture programs to write a coherent paragraph is often lacking. The curriculum in architecture at Kansas State University provides less required writing than many programs, and this visiting team urges the faculty to expand required writing so that the otherwise very well-prepared graduates of its program will not find themselves disadvantaged in their future endeavors.
- *Site Conditions.* Much of the studio design work the visiting team reviewed demonstrated a superficial response to site and topography. Responsive environmental design for the 21st century requires more thoughtful engagement with the land and the visiting team believes the program would be well served to add rigor to this aspect of design. The proximity of the department to a fine program in Landscape Architecture would seem to make this increased emphasis readily achievable.
- *Professional Internship.* Students at Kansas State University would benefit from a more thorough understanding of professional internship and the Intern Development Program (IDP). This knowledge should be imparted to students before the fourth year so that it can better inform their decisions concerning the internship option offered by the curriculum.

- *Building Codes.* The visiting team found that there was a deficiency in in-depth code analysis in the upper-level design courses. It found that there was no demonstration of occupancy requirements or separation requirements.

Professional Practice Course. The required Professional Practice course is currently being taught in conjunction with the landscape architecture and interiors departments. As noted above, the visiting team encourages the CAP+D to look for additional opportunities for interdepartmental cooperation; nonetheless, the visiting team questions the appropriateness of this specific collaborative effort. Two of the student performance criteria judged “not met” in this *VTR* are often addressed in this course. More important, architecture students related to the visiting team that this course was disjointed and ineffective. As currently taught, this course appears to suffer from its expanded task of relating to its students not only the requirements of the architecture profession, but also those of the profession of landscape architecture and the business of providing interior design services.

ii. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[]

Kansas State University, established in 1863, is one of the nation's first land-grant universities. The university is fully accredited by the North Central Accrediting Association (NCAA) since 1916. Today, Kansas State undergraduates can choose from more than 200 majors and options. Sixty master's programs as well as 43 doctoral programs are offered through the Graduate School. The attractiveness of the university to outstanding students is revealed by the fact that more than 1,000 of the 17,500 undergraduates graduated first or second in their high school classes. Although some 85 percent of the student body comes from Kansas, the university enrolls students from all 50 states and 70 nations.

CAP+D is a comprehensive, interdisciplinary environmental design school supporting programs in architecture, interior architecture, landscape architecture, and regional and community planning. All first-year CAP+D students enter the Environmental Design Studies Program (ENVD) in which students are exposed to broad academic experience in environmental, societal, and design issues facing each discipline in the College. Faculty members from all CAP+D departments teach in the ENVD program, providing a model of interdisciplinary collaboration for the student body. While students identify their major during the second semester, opportunities for further interdisciplinary collaboration are also available in upper-division classes. Each program in CAP+D benefits from the multidisciplinary academic context of the college.

CAP+D is located in Seaton Hall, which is in the academic core of the campus and adjacent to the student center, thus it has considerable visibility and contributes to the vitality of campus life.

CAP+D students fully share in and contribute to the University's high academic standards and reputation. CAP+D students are particularly well integrated into the "small-town" atmosphere of Manhattan, Kansas, which brings them into contact with students from other disciplines.

The Architecture Program contributes to the mission of the university, is highly regarded on campus and enjoys a faculty that is making significant contributions to the university through service, creative activity, and teaching. Faculty members are actively engaged in the university through committee service. They serve on committees within the unit and have a role to play in developing the program's curricula. In terms of creative activity and research, the faculty is productive and participates in national and international conferences. The program also offers a rich array of public lectures, exhibitions, and

general activities open to the entire community. The program enjoys a good student-to-faculty ratio in studios without excessively heavy faculty teaching loads.

The university administration views the Architecture Program as a valuable unit. The administration sees the program as dynamic and energetic because of its faculty and dedicated students. These attributes can be seen in the program's commitment and enthusiasm for the recent CAP+D building improvements undertaken by the Design Building Studio.

CAP+D's Architecture Program operates a small first- and second-year program as well as a fifth year studio at the UMKC. This program offers Missouri student's in-state tuition at Kansas State. This program offers CAP+D both access to students from more diverse backgrounds and an opportunity to operate in an urban environment.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met	Not Met
[X]	[]

The visiting team recognizes that the goals established under Architecture Education and Students were met.

The program provides support to different student organizations such as the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architecture Students (NOMAS). The Architecture Students Advisory Board, which includes one representative of each of the studio levels, gives voice to the student population regarding departmental issues.

In terms of academic development, students, guided by their academic advisor, have the opportunity to establish their learning agendas by choosing their studio instructor. Also, during their fourth year they are able to select one of several off-campus study opportunities.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

Met	Not Met
[X]	[]

Kansas State students are highly motivated to enter the profession and pass the Architecture Registration Examination (ARE). This is evidenced by the large number of fourth-year students who participated in the optional 30-week full-time internship under the sponsorship of an architecture firm, public or private agency, or other building industry organization. Other students who did not participate in the formal internship took the opportunity to work in architecture firms during their summer breaks. Indicative of the department's interest in preparing students for practice and registration is the fact that the IDP leadership in Kansas and Kansas City has been largely composed of Kansas State alumni/ae during the past decade.

The students learn about IDP and the registration process through a visit by members of the American Institute of Architects (AIA), the Kansas State Board of Technical Professions, and the IDP coordinator. These issues are also addressed in Professional Practice taught in the second semester of the fifth year.

The visiting team found that while the IDP requirement was met, there was room for improvement. By waiting until the final semester for the formal class coverage of the IDP, many students were not aware of the opportunity to register for the IDP after the completion of the third year.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met Not Met
[X] []

The visiting team commends the university in its efforts to provide opportunities to the students with professional liaisons in a nonurban area with fewer practicing professionals. The various field trips to professional offices, the introduction of significant outside professional speakers to the campus, and the college's internship program all serve to accomplish this task.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met Not Met
[X] []

The visiting team also commends the college in its approach to this important requirement. In the non urban setting of the college, the required and elective courses, the lectures and exhibitions, the community-based projects, and internship all serve to accomplish this important criterion.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met Not Met
[] [X]

The *Architecture Program Report (APR)* provides the description of the department's process for evaluating curriculum changes and faculty, peer, and student evaluations through surveys and advisory boards.

The *APR* addresses the progress relative to only two of the items in the department's mission statement:

- The department has made significant progress in attracting international faculty and international exchange students.

- The students' work demonstrates the faculty's exemplary teaching.

However, the following were items in the mission statement were not addressed in the APR:

- Embracing and serving students, staff, faculty, professional, and laypersons.
- Seeking the constructive participation of individuals and groups while striving to value their needs, talents, and contributions.
- Fostering the capacity of our members and the public to understand the past and present as preparation for responsible innovation.
- Aspiring to strengthen the quality of everything we do.

The NAAB requires an accredited program in architecture to have a strategic plan and a mechanism for measuring progress relative to this department's strategic plan. The faculty of the architecture department at Kansas State University is a small close-knit entity that meets regularly to determine the courses of action for the department. There is no evidence, however, that they have either a written strategic plan or a formal mechanism for assessing progress in reaching agreed-to goals. The 1997 visiting team commented on this lack of a strategic plan, as did the 1992 visiting team. During the 2005 visit, additional information on strategic planning was requested. The visiting team was provided with the 12 November 2002 CAP+D College Master Plan. It was noted that this Master Plan was to have been discussed by the architecture faculty at its following November 2002 meeting. There was no evidence that it was discussed at this or subsequent architecture faculty meetings. (The architecture faculty should be commended on their excellent meeting minutes.)

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Met	Not Met
[X]	[]

The Department of Architecture offers a 5-year bachelor of architecture (B. Arch.) degree program requiring the successful completion of 164 semester credit hours of approved post secondary education undergraduate-level coursework at Kansas State University and/or other accredited institutions. The required language from Appendix A-2 was found both in the KSU 2000–06 catalogs and on the Department of Architecture Web site.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

Met	Not Met
[X]	[]

The program complies in providing a supportive educational environment that benefits the entire community. Although the school population is very homogeneous, it reflects the population of Kansas. The Dean's office is responsive to the diversified student population through the support of NOMAS and other outreach activities such as the one recently initiated with Florida A&M. The department needs to redouble its efforts in making sure the minority population is included in the larger community.

The visiting team encourages the administration to explore ways the UMKC program might be used to enlarge its diversified population.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[X]	[]

The team finds there are adequate human resources to support the mission of the program. Staff for academic and computer support, the library, the visual collection, the model shop, and student advising (both academic and career) seem adequate. However, if recent reductions in staff continue, this item could easily move to being not met. Further, as noted in Section 9, Financial Resources, the material made available to the visiting team indicates that there is an inequitable distribution of faculty resources among the departments of the CAP+D.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met	Not Met
[X]	[]

The university, college, and department provide and support a number of professional development opportunities, including sabbaticals; leaves of absence; and travel funds to attend professional development programs, scholarly meetings, professional meetings, and service activities.

During the academic years 1999–2004 more than 65 guest lecturers and 57 guest critics visited the Department of Architecture. Over the same period, 40 exhibits were mounted in the gallery.

In the Department of Architecture, a full-time academic advisor is available to all undergraduates, with whom they visit regularly to develop an academic plan and to discuss semester schedules and other academic concerns. The university has established the office of University Counseling Services and the Office of the Dean of Student Life for students with more specialized or complex counseling needs.

Internship is one of the options for the semester away in the fourth year. Though each student is responsible for obtaining his/her internship program, significant assistance is provided. Other options during the semester away include the Italian Studies program and various other international travel opportunities.

Kansas State University offers a broad range of opportunities for students to participate in more than 200 student campus organizations. In the department, a large number of students are members of AIAS and there is also an active chapter of the Tau Sigma Delta Honor Society.

The faculty exhibited a number of publications and creative work developed since the last visit. Opportunities for research, scholarship, and creative activities are restricted by the limited funds

available for these activities by the CAP+D and the university. Seven faculty members had sabbatical leaves and four took unpaid leaves since the last visit.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Met Not Met
[X] []

Inadequate physical resources have been an ongoing concern for the program of architecture at Kansas State University. This deficiency was noted by visiting teams in 1992 and 1997. The 2005 visiting team found sufficient progress had been made in this area to deem this NAAB condition met. Kansas State University is to be commended for its efforts in this area. Although "hot desks" exist for first-year students in the combined program, all architecture students in the second-year and above have dedicated workspaces. The 2000 upgrade of venerable Seaton Hall, one of the two buildings serving the architecture program, has been a substantial improvement.

This accomplishment having been noted, this visiting team found a great deal of important work still remaining to be done:

- Studios in Seaton Court and the Weigel Library regularly experience serious leaking.
- Students and faculty loudly complain about inadequate heating, cooling, and sun control in some studios and classrooms.
- Air-handling units in several facilities added, regrettably, in the recently renovated portion of Seaton Hall, are described as so noisy as to interfere with instruction when in operation.
- The shop appears to be inadequately ventilated. Furthermore, the shop contains readily identifiable fire hazards.
- While disabled access can be accomplished to most of the architecture facilities, the 80-year-old facility, which houses much of the program of architecture at Kansas State University, falls short of complying with the Americans with Disabilities Act (ADA).

The visiting team believes that continued investments in its physical plant housing the architecture department at Kansas State University will be necessary for this program to continue to excel.

Finally, the visiting team noted in its tour of the facilities used by a portion of the first- and second-year students at the UMKC that Epperson House is totally inaccessible to the handicapped and in significant disrepair. A reasonable observer might well assess it to be a dangerous building.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Met Not Met
[X] []

The visiting team found the college computing services and library collection to be adequate and accessible to the students. The context, funding, subject, levels of coverage, number of volumes, and visual resources are adequate as well. Services and staff are sufficient to undertake the informational tasks required. The visiting team wants to emphasize the need to continue adding to the visual images collection.

The Weigal Library is housed on the top level of Seaton Hall. The space is adequate in size, but there are abundant indications of roof leaks and water damage. This team recommends that this problem be addressed as soon as possible. The rare book collection should be protected immediately from possible water damage.

The Krider Visual Resource and Learning Center—soon to be relocated to a newer space—is a quality adjunct to the Weigal Library.

In the review of the University of Missouri Kansas City program, the visiting team found that there is a serious lack of periodicals available to the architecture program.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Met	Not Met
[]	[X]

Visiting Team Assessment

The visiting team found that adequate financial resources are available to the program of architecture at Kansas State University and praises the university, the dean, and the program administration for judiciously husbanding resources through a prolonged period of reductions in State support. This balancing act is always difficult, and the CAP+D seems to have managed it with great skill. Further, as noted earlier, the Dean is to be commended for his success in fund raising during his decade of leadership.

However, the visiting team also reviewed material in the revised APR (p. 105) that indicates that there is an inequitable distribution of resources within the CAP+D. This material, appearing on the following page, leads to the conclusion that the program of architecture receives less funding and fewer faculty positions per student credit hour and per student enrolled than other programs within the CAP+D.

In a discussion during the visit with the associate dean and the heads of the other two departments that compose the CAP+D, the team learned that a formula exists within the CAP+D that allocates 50-percent of the resources to architecture and 25 percent to each of the other two departments. The visiting team noted that this formula is inconsistent with the NAAB requirements. Further, the team observed that the resources made available to the Department of Architecture fall below this 50-percent goal.

Additional discussions on this topic with the dean during the visit suggest that the number of studios offered by each department is another criterion taken into consideration when decisions on resource allocation are made. Again the visiting team noted that this approach is inconsistent with the NAAB requirements.

In summary, based on the evidence made available to it during the visit, the team found that significant differences in resource allocation exist within the CAP+D and that these inequities are important enough to merit this condition unmet.

Student Credit Hour Production

	2000	2001	2002	2003	2004
Architecture	10962	11824	11780	11577	N/A
Interior Architecture	3299	3524	3309	3461	N/A
Landscape/RCP	4546	4655	4783	4857	N/A

Instructional Expenditure

	2000	2001	2002	2003	2004
Architecture	\$1,922,652	\$2,301,501	\$231,519	\$2,099,025	N/A
Interior Architecture	\$826,114	\$930,195	\$1,038,160	\$990,910	N/A
Landscape/RCP	\$1,629,790	\$1,712,220	\$1,742,090	\$1,746,530	N/A

Instructional Faculty

	2000	2001	2002	2003	2004
Architecture	29.9	30	30	30	N/A
Interior Architecture	12.9	12.9	12.9	12	N/A
Landscape/RCP	23.9	23.65	23	23.09	N/A

Student Majors

	2000	2001	2002	2003	2004
Architecture	328	341	344	344	313
Interior Architecture	116	114	118	123	146
Landscape/RCP	156	156	156	156	158

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met Not Met
 [X] []

Kansas State University has been accredited by the North Central Association of Colleges and Schools since 1916. The most recent accreditation visit, during 2002, led to reaccreditation through 2012.

The college is organized into the Departments of Architecture, Interior Architecture, and Landscape Architecture/Regional Community Planning, each directed by a head. The head is appointed and serves at the pleasure of the dean. The head delegates many tasks to others within the department, but holds primary responsibility for the operation of the department.

The department head is responsible for managing the departmental budget, which includes salaries, other operating expenses (OOE), student equipment fee monies, sponsored research overhead accounts (SRO), restricted fees accounts, and accounts in the Kansas State University Foundation. Departments are apportioned budget increases or reductions by the dean on a yearly basis.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

Met	Not Met
[]	[X]

The general studies requirement for this item does not seem to be met. The Architecture Program requires that a minimum of 24 credit hours be devoted to professional support electives. Kansas State University requires that a minimum of 18 credit hours be devoted to general education electives. These combined 42 credit hours do not satisfy the NAAB's requirements in this area. The NAAB's requirements in the area of professional studies and professional electives are met.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

Met	Not Met
[X]	[]

Kansas State University architecture students are articulate and well spoken. While writing skills lag behind verbal skills (See Section 5, Causes of Concern.), this visiting team deemed the student writing adequate to satisfy the minimum standards for an accredited degree program.

12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

Students in the Kansas State University program of architecture demonstrate a high level of proficiency in graphic skills in their programming and studio work.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met	Not Met
[X]	[]

12.12 National and Regional Traditions

Understanding of *the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions*

Met Not Met
[X] []

The visiting team failed to find adequate evidence that this criterion was satisfied in the primary locations to which the program directed the team. Nonetheless, the student work it displayed from Building Science (ARCH 248) and from the fourth- and fifth-year design studios (ARCH 413 and ARCH 514) was sufficient for the team to determine that this criterion was minimally met.

12.13 Environmental Conservation

Understanding of *the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design*

Met Not Met
[X] []

Environmental conversation is demonstrated in the student work in the three-course sequence Environmental Systems in Architecture and in Building Science (ARCH 248).

12.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met Not Met
[X] []

The visiting team found regular examples of this ability in the fourth- and fifth-year student design work.

12.15 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and design of a project*

Met Not Met
[X] []

A minimal level of proficiency sufficient to satisfy this NAAB criterion was found in Site Planning and Design (LAR 500) and in fourth- and fifth-year studio work.

12.16 Formal Ordering Systems

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architecture composition, and urban design*

Met Not Met
[X] []

The visiting team determined that the student studio work demonstrated that this criterion was met.

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

Met	Not Met
[X]	[]

The requisite understanding of the principles of structural systems is gained by Kansas State architecture students through the required four-course sequence Structural Systems in Architecture. The team finds it admirable that the program can maintain four required courses in this important aspect of architecture education. The design projects that were displayed indicate a good understanding of various structural systems.

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

Met	Not Met
[X]	[]

The program imparts a thorough understanding of environmental systems through the three-course sequence Environmental Systems in Architecture and in Building Science (ARCH 248). For students who spend their first years at the UMKC program, the initial Environmental Systems in Architecture course uses the same course material.

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

Met	Not Met
[X]	[]

The visiting team determined that students gain the requisite understanding of basic principles of life safety through their participation in the required Building Construction Systems in Architecture (ARCH 433) course and in the fourth- and fifth-year design studios.

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

Met	Not Met
[X]	[]

This criterion is very well met in the required Building Science (ARCH 248) course and amply demonstrated in the studio work of the students.

Compliance with this criterion was demonstrated in the work displayed from the Project Programming (ARCH 705) course.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met	Not Met
[X]	[]

Critical thinking skills are demonstrated in many aspects of the student work the visiting Team reviewed.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met	Not Met
[X]	[]

Architecture students at Kansas State University demonstrate very good fundamental design skills in their studio work. The team commends the students in their display of fundamental design skills. Work throughout the design studios indicates thoughtful, comprehensive, and collaborative skills in many of the solutions displayed.

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

Met	Not Met
[X]	[]

The visiting team found ample evidence that architecture students at Kansas State University acquire skills at collaboration in design and research team settings.

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

Met	Not Met
[X]	[]

This criterion was met through the coursework in Environmental Design and Society (ARCH 325).

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

Met Not Met
[X] []

This criterion was met through the coursework in Environmental Design and Society (ARCH 325).

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

Met Not Met
[X] []

Student work displayed from Building Science (ARCH 248) and from the second-year design studios (ARCH 302 and ARCH 304) demonstrated that this criterion was met.

12.10 Western Traditions

Understanding of the Western architecture canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met Not Met
[X] []

Western traditions in architecture are well covered in the required three-course sequence the History of the Designed Environment.

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met Not Met
[] [X]

While the History of the Designed Environment I (ENVD 250) course exposes students to the ancient civilizations of Egypt, India, and the Middle East, the visiting team found no other evidence that the required coursework presented material on the many other rich traditions of world architecture. The architecture of Japan, China, Russia, Southeast Asia, Polynesia, pre-Colonial Central America, sub-Saharan Africa, and other regions is absent from the required coursework.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met Not Met
[X] []

The material reviewed by the visiting team from the three-course sequence Environmental Systems in Architecture and in Building Science (ARCH 248) satisfies the criterion.

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

Met Not Met
[X] []

The material in the three-course sequence Environmental Systems in Architecture and in Building Science (ARCH 248) addresses the criterion. In addition, the upper-level design work clearly demonstrates that Kansas State architecture students have acquired this ability.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

Met Not Met
[X] []

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's Professional Practice course.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

Met Not Met
[X] []

A minimal level of proficiency sufficient to satisfy this NAAB criterion was found in Project Programming (ARCH 705) and in fifth-year studio work.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

Met Not Met
[X] []

The visiting team found ample evidence that this criterion was met in the material assembled for their review.

12.26 Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

Met Not Met
[] [X]

While some examples from the Project Programming (ARCH 705) course demonstrated attention to building economics, the visiting team did not find sufficient evidence that all architecture students at Kansas State University gain this understanding. Further, the visiting team could find no examples of cost control being addressed in required coursework.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

Met Not Met
[X] []

The visiting team found regular examples of design development throughout the student work from third-, fourth-, and fifth-year studio work.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met Not Met
[X] []

This criterion was satisfied in the fourth-year studio work the visiting team reviewed.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies,

as may be appropriate; and to assess the completed project with respect to the program's design criteria

Met	Not Met
[X]	[]

The visiting team found regular fine examples of comprehensive design throughout the student work from the third- and fifth-year design studios. The team was impressed with the overall skill exhibited by the students in comprehensive design. Many of the class projects display a detailed understanding of program requirements, the structural and environmental systems, life-safety provisions, and the building assemblies chosen. The resulting work is of a high quality and demonstrates the students' overall design ability. The visiting team commends the architecture program of Kansas State University for its success in imparting this ability to its students.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

Program preparation sufficient to satisfy this criterion was found in the coursework from Project Programming (ARCH 705).

12.31 The Legal Context of Architecture Practice

Understanding of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met	Not Met
[X]	[]

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's Professional Practice.

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

Met	Not Met
[X]	[]

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's Professional Practice.

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

Met Not Met
[X] []

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's Professional Practice.

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

Met Not Met
[X] []

In cooperation with the American Institute of Architecture Students (AIAS), the program sponsors a yearly presentation at which the State IDP coordinator and representatives of the Kansas AIA meet with students of the upper three years to familiarize them with the IDP.

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

Met Not Met
[X] []

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's Professional Practice.

12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

Met Not Met
[X] []

This student performance criterion is met in the required Professional Practice (ARCH 753) course and, for students who spend their fifth year at the UMKC campus, through that program's "Professional Practice."

12.37 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgments in architecture design and practice*

Met	Not Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

The visiting team found ethics and professional judgment specifically addressed in only one portion of one lecture in the required Professional Practice (ARCH 753) course and deemed this insufficient evidence that the requisite understanding of this important concern was regularly imparted to Kansas State University students of architecture.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 Kansas State University Architecture Program Report.

Kansas State University, founded in 1863, is one of six public institutions of higher education in the State of Kansas. One of the oldest land-grant schools in America as established under the Morrill Act, the university has enjoyed a long history of success in many areas of education and research. This institution and the five other four-year public institutions of higher education, as well as the state's community colleges are governed by a Board of Regents whose nine members are appointed by the Governor.

The 664-acre campus, composed of buildings constructed of native limestone, is in Manhattan, convenient to both business and residential districts. Manhattan is situated in the rolling Flint Hills of northeast Kansas, 125 miles west of Kansas City. The city of Manhattan has about 50,000 permanent residences. Five miles north of the city is Tuttle Creek Reservoir, one of the largest reservoirs in the Plains States region.

With a student enrollment of more than 23,000, Kansas State University has nine colleges, eight of which are located on the Manhattan campus: Agriculture; Architecture, Planning and Design; Arts and Sciences; Business Administration; Education; Engineering; Human Ecology; and Veterinary Medicine. The College of Technology and Aviation is located in Salina, Kansas. Additional university sites include 18,000 acres in the four branch locations of the Agricultural Experiment Station (Hays, Garden City, Colby, and Parsons) and 8,600 acres in the Konza Prairie Research Natural Area jointly operated by the AES and the Division of Biology.

Admission to undergraduate studies in the university is open to all graduates of accredited secondary schools in Kansas. However, since the fall of 2001, students are required to meet specific standards for qualified admission. The majority of students at the university are Kansans, but enrollment includes residents of every state in the Union and of seventy other nations. Kansas State University has been fully accredited by the North Central Accrediting Association since 1916.

2. Institutional Mission

The following text is taken from the 2004 Kansas State University Architecture Program Report.

The mission statement for Kansas State University is as follows:

Kansas State University is a comprehensive, research, land-grant institution first serving students and the people of Kansas, and also the nation and the world.

Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human

potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities that are unique among the Regents' institutions.

Through quality teaching, the University is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, scientific, and socio-political undertakings.

Research and other creative endeavors compose an essential component of Kansas State University's mission. All faculty members contribute to the discovery and dissemination of new knowledge. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this mission is the University's commitment to broad-based programs in graduate education at both the master's and doctoral levels.

Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in lifelong learning and to benefit from the results of research. The University addresses this charge through mutually supportive activities on its Manhattan and Salina campuses, research and extension sites at numerous locations, outreach programs offered throughout the State and nation, and international activities.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated workforce necessary to the economic well-being of Kansas, the nation, and the international community.

This mission statement has been in effect since December 1991. It has been expanded to cover student learning outcomes.

3. Program History

The following text is taken from the 2004 Kansas State University Architecture Program Report.

Kansas State University has a long tradition of offering education in architecture and other environmental design disciplines. This tradition began in 1871, eight years after the founding of the institution. By 1903 a formally organized four-year curriculum in architecture was initiated. In 1922, the Department of Architecture and Allied Arts was

located in the College of Engineering and provided a program in architecture that included theory, history, design, art, and technology.

A significant shift in emphasis and organization of the school occurred in 1955 when the need for greater integration of the major environmental design disciplines was recognized. This led to the creation of the College of Architecture and Design in 1963, which included the disciplines of architecture, landscape architecture, interior architecture, and planning. In the early 1970s, the Department of Environmental Design was formed to provide a common two-year, four-semester introductory undergraduate program combining general academic education and environmental design studies. In 1990–91, the college reorganized internally, changing Environmental Design to a one-year program of study and maintaining the professional degree granting departments as administrative units: the Departments of Architecture, Interior Architecture, and Landscape Architecture/Regional and Community Planning (Regional and Community Planning offers graduate degrees only). In 1995, the name of the College was changed to Architecture, Planning, and Design.

Current college enrollment includes about 730 undergraduate and 70 graduate students. Approximately half the student body is drawn from Kansas, and Missouri residents compose another thirty percent of the total. Since Missouri has no publicly supported school of architecture, the states of Kansas and Missouri have reached an agreement permitting many Missourians to enroll in the college and pay Kansas resident fees. Significant numbers of undergraduate students in the college transfer from other institutions.

In 1989, the college instituted an enrollment cap, based on a selective admission process, to limit the number of new undergraduate students entering each year. As the first and only undergraduate college allowed to depart from the university's historic open admissions policy, the college is therefore able to effectively balance its resources and student population and to strengthen planning and resource management.

Environmental Design Studies Program

The structure of each of the three undergraduate professional degree-granting programs in the college, including architecture, is a shared year-long introductory curriculum followed by four years in the professional program. The initial experience of undergraduates entering the college as first-year students is in the Environmental Design Studies Program (ENVD), which does not offer a degree. The ENVD curriculum, which is also required for students in the Department of Clothing, Textiles and Interior Design in the College of Human Ecology, balances general academic studies with foundation preparation in environmental design.

Near the conclusion of the ENVD curriculum, students participate in a review of their academic progress before being offered the opportunity to continue their studies in one of the undergraduate professional programs. Students are admitted to the Department of Architecture on the basis of a strong academic record and successful completion of the first-year Environmental Design Studies Program.

Architecture Program

The Department of Architecture has a stable enrollment of about 300 undergraduate students in the final four years of the professional five-year Bachelor of Architecture degree program. The curricular strategy in these years is designed to develop architecture knowledge and skill upon the foundation of learning established in the first-

year ENVD program. Students are encouraged to identify and explore special interests and abilities toward the conclusion of their undergraduate studies.

The undergraduate program offers significant off-campus elective opportunities. The semester-long foreign study program at the Santa Chiara Study Center in Castiglion Fiorentino, Italy (30 miles south of Florence), offers students broad perspective on the nature of architecture because of its setting in a contrasting culture with a rich history and a vibrant contemporary profession. Other off-campus study opportunities include those in Prague, Australia, Japan, and Finland. Students in their fifth year can study in urban Kansas City in a year-long program offered in conjunction with UMKC's 30-week internship program, which may include sponsorship in professional offices, industry, or government agencies across the nation and abroad, affords students an opportunity to directly experience a professional context, apply and synthesize their academic knowledge. Each of these opportunities is available during the spring semester of the fourth year of study.

Governance of the department is actively shared by the faculty and the head. Working in collaboration with the head, four major departmental committees (Academic Affairs, Student Affairs, Faculty Affairs, and the Graduate Committee) play critical roles in addressing academic and management issues. Responsibility for initiating changes in architecture courses and/or the architecture curriculum is lodged with the faculty of the department.

The Architecture Student Advisory Board, AIAS, and the Professional Advisory Board counsel the department on a diverse array of matters and help ensure thoughtful dialogue on a broad spectrum of questions.

The department head is a member of the college executive committee composed of the dean, the associate deans, the director of business and administrative services, and the heads of each of the other academic departments.

The department is directly represented by elected faculty members in college governance bodies, including the College Committee on Planning and the Curriculum and Instruction Committee, and in the university governance bodies, including the Faculty Senate and the Graduate Council.

4. Program Mission

The following text is taken from the 2004 Kansas State University Architecture Program Report.

The mission statement of the Department of Architecture is as follows:

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
- Engaging in exemplary architecture teaching, scholarship, creative endeavor, and service; embracing and serving students, staff, faculty, professionals, and laypersons

- Seeking the constructive participation of individuals and groups while striving to value their needs, talents, and contributions
- Fostering the capacity of our members and the public to understand the past and present as preparation for responsible innovation
- Aspiring to strengthen the quality of everything we do
- The faculty of the Architecture Department confirmed this mission statement in November 1996.

5. Program Strategic Plan

The following text is taken from the 2004 Kansas State University Architecture Program Report:

The college has been in the process of developing a strategic plan following the university plan adopted in 1999. This process has been in concert with similar and related processes currently occurring at the institutional and college levels.

The strategic planning task force is composed of the chairs of the department's standing committees, plus the department head and student representatives. The initial charge for the committee is to review and recommend any changes to:

- The Department of Architecture Mission Statement in light of the draft university and college strategic planning, which sets priorities for examining, among other issues, the department's degree and curricular structures, graduate program, and other interdepartmental collaborations
- The department's administrative structure, resource needs, and staffing
- The department's relationship of special and off-campus programs—service learning, foreign studies, Kansas City, and summer school
- And the department's faculty development and recruitment of multicultural and diverse students and faculty.

The department's representative on the College Committee on Planning participated in the development of the most recent College Strategic Plan, an endeavor that occurred in response to the Kansas State University Strategic Planning Committee that met in March 1996. College and University strategic plans are available in Volume III.

Appendix B: The Visiting Team

Team Chair, Representing the AIA
Michael J. Stanton, FAIA
Michael Stanton Architecture
444 De Haro Street, Suite 202
San Francisco, CA 94107-2347
(415) 865-9600
(415) 865-9608 fax
michaels@msarch.com

Representing the ACSA
Harvey J. Bryan, Ph.D., FAIA
Arizona State University
School of Architecture
P.O. Box 871605
Tempe, AZ 85287-1605
(480) 965-6094
(480) 965-0968 fax
harvey.bryan@asu.edu

Representing the AIAS
Elisa Muñoz-Storer
D5 Paseo San Juan
San Juan, PR 00926
(787) 283-3265
(787) 755-5179 fax
lmunoz@lazarocpa.com

Representing the NCARB
Jane Y. Frederick, AIA
Frederick & Frederick Architects
38 Meridian Road
Beaufort, SC 29907-1404
(843) 522-8422
(843) 522-8332 fax
Jane@F-FArchitects.com

Appendix C: The Visit Agenda

Friday, 25 February

p.m. Team arrival and introduction at Kansas City International Airport met by Prof. and Associate Head David Sachs, Ph.D.
Check-in at the Raphael Hotel
Dinner at Bo Ling with Sachs and Williams

Saturday, 26 February

7:30 a.m. Breakfast at Bluebird with Joy Swallow and Ted Seligson
9:30 a.m. Tour of downtown, Country Club Plaza, University of Missouri Kansas City (UMKC) campus
10:30 a.m. Review of student work at Epperson House
Meeting with first-, second and fifth-year faculty
12:00 p.m. Box lunch at Epperson House with Sachs, LeBeau, Swallow, Shapiro, Seligson, Duffendack, Frisch, and Serda
1:30 p.m. Meeting with student representatives from various year levels
3:00 p.m. Departure for Manhattan by van with Sachs and Williams
Check in at the Ramada Inn
7:00 p.m. Team orientation and dinner with Sachs

Sunday, 27 February

7:30 a.m. Team-only breakfast, review of *APR*, assembly of issues and questions in the chair's suite at the Ramada Inn
10:00 a.m. Tour of departmental and college facilities, Seaton Hall and Seaton Court
Overview of the team room with Sachs, Seaton 104
12:00 p.m. Lunch with Sachs
1:30 p.m. Continued review of exhibits and records
4:00 p.m. Entrance meeting with department faculty, McGraw Room
7:00 p.m. Team dinner and debriefing session

Monday, 28 February

7:30 a.m. Team breakfast with Sachs, Ramada Inn
8:30 a.m. Review of faculty research in Chang Gallery

- 10:00 a.m. Meeting with personnel of Krider Center (Jeff Head), Weigel Library (Jeff Alger), and Wood Shop (Matt Benfer), Seaton 104
- 11:30 a.m. Meeting with Dean Law, Seaton 115
- 12:00 p.m. Team lunch with selected architecture faculty in the Konza Room, K-State Union
- Assoc. Prof. Matthew Know
 - Prof. Vladimir Krstic
 - Prof. Michael C. McNamara
 - Assoc. Prof. Torgier Norheim
 - Assoc. Prof. Wendy Ornelas, AIA
 - Prof. David Seamon, Ph.D.
 - Prof. Susanne Siepl-Coates
 - Assoc. Prof. Madlen Simon
 - Prof. Carol Martin Watts, Ph.D. and
 - Prof. Donald J. Watts
- 1:30 p.m. Meeting with Provost M. Duane Nellis, Anderson 106
- 2:00 p.m. Continued review of exhibits and records
Observation of studios
- 4:00 p.m. School-wide meeting with architecture students
Big 12 Room, K-State Union
- 6:30 p.m. Potluck dinner with faculty, administrators, alumni/ae, and local professionals
Sachs/Stark Residence, 405 Bluemont Circle with Hara and Rangel family;
continued review of exhibits and records, debriefing session

Tuesday, 1 March


- 7:30 a.m. Team breakfast with Sachs at the Ramada Inn
- 8:30 a.m. Review of general studies, electives, and related programs
- 10:00 a.m. Meeting with Associate Dean Lynn Ewanow, College of Architecture Planning & Design; Head Dan W. Donelin, Landscape Architecture/Regional and Community Planning Department (LA/RCP); and Prof. Stephen M. Murphy, Interior Architecture & Product Design Department (IA/PD) in Seaton 104
- 10:30 a.m. Observation of lectures and seminars
- 12:00 p.m. Team lunch with student leaders (AIAS, ASAB, DSAC, NOMAS, TSD, OZ, and others) Pierce Commons
- 1:30 p.m. Meeting with faculty, lecture room, Beach Museum
- 3:00 p.m. Completion of exhibits and records review
- 7:00 p.m. Team dinner (brown bag) in team room Seaton 104
Accreditation deliberations and drafting the VTR

Wednesday, 2 March

- 7:30 a.m. Check-out of the hotel
Team breakfast with Sachs at the Ramada Inn
- 9:00 a.m. Meeting with President Wefald and Provost Nellis, Anderson 201
- 10:00 a.m. Meeting with architecture faculty and students, Little Theater, K-State Union
- 11:30 a.m. Meeting with College of Architecture, Planning and Design Dean Dennis Law,
Seaton 115
- 12:00 p.m. Lunch in Student Union Bluemont Room and team member departure
- p.m. Departure from Manhattan for Kansas City International

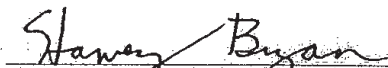
IV. Report Signatures

Respectfully submitted,



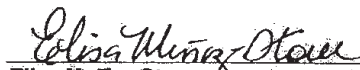
Michael J. Stanton, FAIA
Team Chair

Representing the AIA



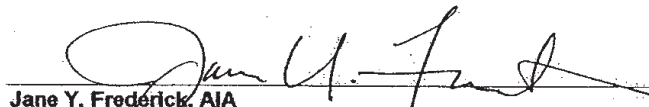
Harvey J. Bryan, Ph.D., FAIA
Team member

Representing the ACSA



Elisa Muñoz-Storer
Team member

Representing the AIAS



Jane Y. Frederick, AIA
Team member

Representing the NCARB



Homer Williams, FAIA
Observer

**Kansas State University
Department of Architecture**

Focused Evaluation Team Report

Master of Architecture (5 years)

The National Architectural Accrediting Board
20 January 2009

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

Team Comments

The Focused Evaluation Team would like to express its appreciation to Dr. Peter Magyar, Head of the Department of Architecture in the College of Architecture, Planning and Design at Kansas State University and to program's the faculty and staff who prepared the package of documents requested by the Team. The documentation was voluminous and helpful in explaining, recording and clarifying current activities and changes in courses.

1.2. Causes of Concern—2005 Visiting Team Comments

The architecture program at Kansas State University excels in many areas, most notably in the most important criterion for any educational effort. This is the very high quality of the work of its students. The university has been successful in establishing a program that produces many excellent results. In order to ensure that this fine level of accomplishment continues, the visiting team has identified a number of causes of concern that it believes merit attention from the university in the future.

Physical Facilities: Inadequate physical resources have been an ongoing concern for the program of architecture at Kansas State University. This deficiency was noted by visiting teams in 1992 and 1997. This visiting team found great progress had been made in addressing this concern, but also that important work remains to be accomplished. This includes addressing such problems as water infiltration; adequate heating, cooling, and sun control; acoustic problems; deficiencies in the shop; and ongoing inadequacies in access for the disabled. The visiting team believes that continued investments in its physical plant housing the architecture department at Kansas State University will be necessary for this program to continue to excel. The center of the program's activity at the UMKC is also a concern. While recognizing that this is another university's building in another state, the visiting team would be remiss if it did not report that Epperson House on the UMKC campus is a seriously flawed venue for the first 2 years of a program in architecture education.

Administrative Communication: An apparent inequitable distribution of resources within the CAP+D is identified in this VTR. See Section 9, Financial Resources, for details. team observed that the architecture faculty also perceives this to be an issue within the college. They cite this concern as responsible for periodic contentiousness that sometimes surfaces between the architecture faculty and the administration. The visiting team believes this situation is exacerbated by a perceived lack of transparency between the administration of the CAP+D and the architecture program concerning the specifics of resource allocation. The visiting team suggests the administration of the CAP+D adopt reporting and budgeting mechanisms that will improve communication and correspondingly reduce mistrust

Structured Interdepartmental Studios: Interaction among the departments in the CAP+D at Kansas State has an opportunity to create cross-disciplinary design projects with the departments of landscape architecture, planning, and interiors. There have been some fine examples of interaction between and among studios at the instigation of a few professors, but the program would benefit from a structured college-wide effort to bring the perspectives of the three departments regularly to the design studios.

Reliance on GPA for Advancement: Through dialog with students, the visiting team learned that advancement into and through the architecture program at Kansas State University is based on a university-wide grade point average (GPA). While the visiting team recognizes that grades are important, it urges the department to consider a more flexible system for determining advancement into the program from general studies, selection into study-abroad programs, and the like. This might include a portfolio review that would both ensure that the best students advance to architecture and alleviate some of the pressure students perceive to maintain the highest GPA. On a related matter, the visiting team also found there was student concern about the early date required for students to declare their major among

architecture, interiors, or landscape. Some students felt they were required to decide before adequate exposure to the three options in the first-year core program.

Student Performance: As noted above, the program produces very good student work. Nonetheless, the visiting team noted the following areas of the curriculum that merit strengthening:

Writing Skills: The ability of graduates of American architecture programs to write a coherent paragraph is often lacking. The curriculum in architecture at Kansas State University provides less required writing than many programs, and this visiting team urges the faculty to expand required writing so that the otherwise very well-prepared graduates of its program will not find themselves disadvantaged in their future endeavors.

Site Conditions: Much of the studio design work the visiting team reviewed demonstrated a superficial response to site and topography. Responsive environmental design for the 21st century requires more thoughtful engagement with the land and the visiting team believes the program would be well served to add rigor to this aspect of design. The proximity of the department to a fine program in Landscape Architecture would seem to make this increased emphasis readily achievable.

Professional Internship: Students at Kansas State University would benefit from a more thorough understanding of professional internship and the Intern Development Program (IDP). This knowledge should be imparted to students before the fourth year so that it can better inform their decisions concerning the internship option offered by the curriculum.

Building Codes: The visiting team found that there was a deficiency in in-depth code analysis in the upper-level design courses. It found that there was no demonstration of occupancy requirements or separation requirements.

Professional Practice Course: The required Professional Practice course is currently being taught in conjunction with the landscape architecture and interiors departments. As noted above, the visiting team encourages the CAP+D to look for additional opportunities for interdepartmental cooperation; nonetheless, the visiting team questions the appropriateness of this specific collaborative effort. Two of the student performance criteria judged —not met|| in this VTR are often addressed in this course. More important, architecture students related to the visiting team that this course was disjointed and ineffective. As currently taught, this course appears to suffer from its expanded task of relating to its students not only the requirements of the architecture profession, but also those of the profession of landscape architecture and the business of providing interior design services.

2008 Focused Evaluation Team Comments

Physical Facilities: The information contained in the most recent Annual Report was sufficient to satisfy this concern.

Administrative Communication: With the arrival of the new program head, there are indications that these concerns are being effectively addressed.

Structured Interdepartmental Studies: Course information was provided for the Advanced Manufacturing Institute: a two-year effort, Project Solar House, leading to an entry in the 2007 US Solar Decathlon; Greensburg Cubed as an interdisciplinary community outreach project and the Kansas City Urban Studio. These programs all address the 2005 Team's concerns with regard to formalized interdepartmental efforts.

Reliance on GPA for advancement: Information was provided with clarified the use of, and the flexibility in the use of, the GPA in making decisions on student advancement in the program. The process described seems to appropriately address the concerns raised by the 2005 Visiting Team.

Student Performance

Writing skills: The college "is discussing the introduction of a new course related to argumentative writing; and students' final studio (ADS 8) projects must now be accompanied by a written component..." The program is encouraged to place emphasis on the other opportunities during a student's career to demonstrate his/her achievement in this area, as noted in the response to the 2007 Annual Report.

Site Conditions: The program stated that its "coordinated architectural design studios concentrate on the deductions gained from site analysis and site opportunities..." As noted in the response to the Annual Report, emphasis should be placed on documenting student learning and achievement in this area of course work.

Professional Internship: While descriptions were given of opportunities for students to make contact with area firms to apply for internships, there was no indication of the program's efforts to address the issue raised here with regard to the need for more providing a more thorough understanding of professional internship and the Intern Development Program (IDP).

Building Codes: The current course descriptions and syllabi for the following courses were given to the team to review as part of the Focused Evaluation:
ARCH 433 Building Construction Systems in Architecture
ARCH 605 Architectural Design Studio V
ARCH 853 Professional Practice

Each of these contain references to discussions about building codes. ARCH 853 will be first taught in spring of 2009. In anticipation of the next accreditation visit, emphasis should be placed on compiling evidence of student learning and achievement in this course work.

Professional Practice Course: The new Professional Practice course, ARCH 853, will be taught for the first time in spring of 2009. This is a traditionally structured course and will be taught by a practicing architect. In anticipation of the next accreditation visit, emphasis should be placed on compiling evidence of student learning and achievement in this course work.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

2005 Visiting Team Assessment

The *Architecture Program Report (APR)* provides the description of the department's process for evaluating curriculum changes and faculty, peer, and student evaluations through surveys and advisory boards.

The *APR* addresses the progress relative to only two of the items in the department's mission statement:

The department has made significant progress in attracting international faculty and international exchange students.

The students' work demonstrates the faculty's exemplary teaching.

However, the following items in the mission statement were not addressed in the *APR*:

Embracing and serving students, staff, faculty, professional, and laypersons

Seeking the constructive participation of individuals and groups while striving to value their needs, talents, and contributions

Fostering the capacity of our members and the public to understand the past and present as preparation for responsible innovation

Aspiring to strengthen the quality of everything we do.

The NAAB requires an accredited program in architecture to have a strategic plan and a mechanism for measuring progress relative to this department's strategic plan. The faculty of the architecture department at Kansas State University is a small close-knit entity that meets regularly to determine the courses of action for the department. There is no evidence, however, that they have either a written strategic plan or a formal mechanism for assessing progress in reaching agreed-to goals. The 1997 visiting team commented on this lack of a strategic plan, as did the 1992 visiting team. During the 2005 visit, additional information on strategic planning was requested. The visiting team was provided with the 12 November 2002 *CAP+D College Master Plan*. It was noted that this *Master Plan* was to have been discussed by the architecture faculty at its following November 2002 meeting. There was no evidence that it was discussed at this or subsequent architecture faculty meetings. (The architecture faculty should be commended on their excellent meeting minutes.)

2008 Focused Evaluation Team Comments:

Met Not Met
[] [X]

The information provided indicates that the development of a strategic plan is well under way. However, since the plan has not yet been adopted, there is as yet no evidence of progress in meeting the goals which are contained in the plan nor is there any indication of how such progress will be measured.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

2005 Visiting Team Assessment

The visiting team found that adequate financial resources are available to the program of architecture at Kansas State University and praises the university, the dean, and the program administration for judiciously husbanding resources through a prolonged period of reductions in State support. This balancing act is always difficult, and the CAP+D seem to have managed it with great skill. Further, as noted earlier, the Dean is to be commended for his success in fund raising during his decade of leadership.

However, the [2005] visiting team also reviewed material in the revised APR (p. 105) that indicates that there is an inequitable distribution of resources within the CAP+D. This material, appearing on the following page, leads to the conclusion that the program of architecture receives less funding and fewer faculty positions per student credit hour and per student enrolled than other programs within the CAP+D.

In a discussion during the visit with the associate dean and the heads of the other two departments that compose the CAP+D, the team learned that a formula exists within the CAP+D that allocate 50-percent of the resources to architecture and 25 percent to each of the other two departments. The visiting team noted that this formula is inconsistent with the NAAB requirements. Further, the team observed that the resources made available to the Department of Architecture fall below this 50-percent goal.

Additional discussions on this topic with the dean during the visit suggest that the number of studios offered by each department is another criterion taken into consideration when decisions on resource allocation are made. Again the visiting team noted that this approach is inconsistent with the NAAB requirements.

In summary, based on the evidence made available to it during the visit, the team found that significant differences in resource allocation exist within the CAP+D and that these inequities are important enough to merit this condition unmet.

2008 Focused Evaluation Team Comments:

Information was presented that indicates increased funding for in 2006-7 and 2007-8 over academic year 2005-6. While the detail provided did not fully address the concerns raised by the 2005 Visiting Team, it did provide a promising indication of progress. The Focused Evaluation team was not able to make a final assessment for this Condition.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively

2005 Visiting Team Assessment

The general studies requirement for this item does not seem to be met. The Architecture Program requires that a minimum of 24 credit hours be devoted to professional support electives. Kansas State University requires that a minimum of 18 credit hours be devoted to general education electives. These combined 42 credit hours do not satisfy the NAAB's requirements in this area. The NAAB's requirements in the area of professional studies and professional electives are met.

2008 Focused Evaluation Team Comments:

Met	Not Met
[X]	[]

Information contained in recent Annual Reports indicates this concern has now been satisfied.

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

2005 Visiting Team Assessment

While the History of the Designed Environment I (ENVD 250) course exposes students to the ancient civilizations of Egypt, India, and the Middle East, the visiting team found no other evidence that the required coursework presented material on the many other rich traditions of world architecture. The architecture of Japan, China, Russia, Southeast Asia, Polynesia, pre-Colonial Central America, sub-Saharan Africa, and other regions is absent from the required coursework.

2008 Focused Evaluation Team Comments:

The current course descriptions and syllabi for the following courses were reviewed by the team:

- ENVD 250 History of the Designed Environment I (HDE 1)
- ENVD 251 History of the Designed Environment II (HDE 2)
- ENVD 350 History of the Designed Environment III (HDE 3)

Each of them contains references to non-Western architecture. The three courses are the required history sequence in the curriculum. However, the Focused Evaluation team was not able to make a final assessment for this Criterion.

In anticipation of the next accreditation visit, emphasis should be placed on compiling evidence of student learning and achievement in this course work.

12.26 Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

2005 Visiting Team Assessment

While some examples from the Project Programming (ARCH 705) course demonstrated attention to building economics, the visiting team did not find sufficient evidence that all architecture students at Kansas State University gain this understanding. Further, the visiting team could find no examples of cost control being addressed in required coursework.

2008 Focused Evaluation Team Comments:

The current course descriptions and syllabi for the courses listed below contain references to building economics and cost control:

ARCH 452/453 Structural Systems in Architecture 3 &4
ARCH 605 Architectural Design Studio V
ARCH 650 Architectural Programming
ARCH 853 Professional Practice

ARCH 853 will be first taught in the spring of 2009. Therefore, the Focused Evaluation team was not able to make a final assessment for this Criterion.

In anticipation of the next accreditation visit, emphasis should be placed on compiling evidence of student learning and achievement in this course work.

12.37 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

2005 Visiting Team Assessment

The visiting team found ethics and professional judgment specifically addressed in only one portion of one lecture in the required Professional Practice (ARCH 753) course and deemed this insufficient evidence that the requisite understanding of this important concern was regularly imparted to Kansas State University students of architecture.

2008 Focused Evaluation Team Comments:

The current course description and syllabus contain references to ethics and professional judgment:

ARCH 325 Environmental Design & Society
ARCH 853 Professional Practice

ARCH 853 will be first taught in the spring of 2009 thus, the Focused Evaluation team was not able to make a final assessment for this Criterion.

In anticipation of the next accreditation visit, emphasis should be placed on compiling evidence of student learning and achievement in this course work.

III. Appendices

Appendix A: The Focused Evaluation Team

Lead Reviewer, Representing the Profession
Frank M. Guillot, FAIA, NCARB
G-V-V Architects, Inc.
284 South Union Street
Burlington, VT 05401
(802) 862-9631
(802) 660-9010 fax
fg@gvvarchitects.com

Secondary Reviewer, Representing the Academy
Harvey J. Bryan, Ph.D., FAIA
Arizona State University
School of Architecture
PO Box 871605
Tempe, AZ 85287-1605
(480) 965-6094
(480) 965-0968 fax
harvey.bryan@asu.edu

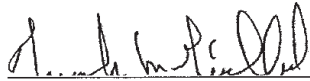
Appendix B:

Upon reviewing the 2005 Visiting Team's VTR, the Focused Evaluation Team felt that due to the nature of the concerns to be addressed, it would not be necessary to visit the Kansas State University campus. Instead, the Focused Evaluation Team requested clarification, explanation and background documents, including course syllabi, financial data and faculty/staff meeting minutes, which would demonstrate the program's response to the issues that had been raised in 2005.

An initial round of information was received and reviewed, following which some clarification and a second set of information was requested. The NAAB response to the 2007 KSU Annual Report was also helpful in understanding current conditions. Where pertinent, that information has been referenced in the Focused Evaluation Team comments throughout this report.

IV. Report Signatures

Respectfully submitted,



Frank M. Guillot, FAIA, NCARB

Representing the Profession



Harvey J. Bryan, Ph.D., FAIA

Representing the Academy

From: Peter Magyar <pmagyar@ksu.edu>
Subject: **To: Ms. Cassandra Pair, Accred. Manager (3 attachments)**
Date: June 3, 2008 1:55:52 PM CDT
To: info@naab.org
3 Attachments, 224 KB


Dear Ms. Pair:

June 3rd, 2008  [STRATEG...oc \(30.0 KB\)](#)

Please find attached the Focused Report of the Department of Architecture, Kansas State University. I appreciate your assistance and patience. Before the deadline of June 7th, we will send a hard copy on departmental letterhead stock. We will also resend the approved Strategic Plan - Self Assessment, which you already have received. A short description of "Vision of Learning" is attached to this mail, and also will be sent as a hard copy to you. The text, "Strategic Priorities" (also attached) will serve as discussion generator, both on the departmental, as well as on the college level.

Thank you again. Best wishes:

Dr. Peter Magyar
Professor and Head
Department of Architecture
Kansas State University

954 240 9172 (cell phone)  [VISION OF LE...ocx \(105 KB\)](#)

To: Ms. Cassandra Pair, NAAB Accreditation Manager
From: Dr. Peter Magyar, Head, Architecture, Kansas State University
Date: June 3rd, 2008
Subject: **Focused report to respond to deficiencies**

I am pleased to report that much progress has been made towards the deficiencies noted in our most recent accreditation review.

Condition 2: Program Self Assessment

Please find attached again the "Strategic Planning Report/Department of Architecture" dated 5/09/2007. The faculty of the department approved this plan on its first faculty meeting with the newly appointed head, Dr. Peter Magyar.

The implementation of this plan and its appropriate inclusion in the strategic initiative of the College of Architecture, Planning and Design (CAPD) is in progress. The College hired an outside facilitator, Richard Stillwell, who will discuss his latest proposal with the Executive Committee on July 15th, 2008, and will prepare the document for voting by the College faculty at the first meeting of the 08/09 academic year. As an addition to the self-assessment, contained in the Strategic Plan, a "Vision of Learning" is also attached, as part of the discussion of the college-wide venue.

Condition 9: Financial Resources

Thanks to the fiscal acumen of the acting head, Dr. David Sachs, the financial situation changed for the better. Part of this change also came from the Provost's office, in the form of additional resources, helping the degree-transition process. As a tangible measure, during the academic year of 07/08, every request for conference participation was granted, and most of the obsolete computing equipment was replaced with the requested new models. The increase in the technology-fee also greatly helped to ameliorate the scanning and printing conditions for the students.

Condition 11: Professional Degrees and Curriculum

We will document the transition from BARCH-5 year first professional degree to MARCH-5 year first professional degree in the next Architecture Program Report.

Condition 12.11: Non-Western traditions

The three history courses, taught by Dr. Carol M. Watts and Dr. Mick Charney, have amended syllabi to include more examples of non-western architecture. Additionally, seminars on Asian Vernacular Architecture, Middle Eastern Architecture and Urbanism, Japanese Architecture and studio projects based in Kabul, Afghanistan round up this requirement. During the summer 2008, two full professors are spending a month at Kabul University, to advise the architectural department there, and assist the possibility for further faculty exchange.

Condition 12.26: Building Economics and Cost Control

While the interdisciplinary teaching of the professional practice courses has certain advantages, beginning academic year 08/09 a practicing architect will take the lead of this course. The content therefore will focus on those issues. Also, in several studio courses, the students create pro-forma documents of their projects, connecting them more to real life conditions.

Condition 12.37: Ethics and Professional Judgment

All of our studios raise these issues in their respective briefs, and the Professional Practice and Environment and Society courses are built around these axes.

Areas of Concern:

Physical Facilities

No further reporting required, but it is important to note that during the summer 2008, approximately 1,500,000 dollars will be spent to repair the roofing of the studios.

Administrative Communication

With the engagement of the new head, who was not part of former histories, the direct communication between the unit and the higher administration is restored.

Structured Interdepartmental Studios

A recurrent Architecture / Interior Architecture project with the Advanced Manufacturing Institute, a two-year Solar House project involving CAPD and Engineering students, and the 07/08 Greensburg Envisioned and Greensburg Cubed projects are examples of current interdisciplinary studios. In addition, the Kansas City Urban Studio, a collaborative effort between the CAPD and the University of Kansas' School of Architecture, based at the Kansas City Design Center, was inaugurated in the 07/08 academic year.

Writing Skills

The department requires students to complete English Composition 2 before applying to the Graduate School; the College is discussing the introduction of a new course related to argumentative writing; and students' final studio (ADS 8) projects must now be accompanied by a written component which evaluates how their project fulfills the statement of architectural intentions which they write during the prior fall semester in their Project Programming course.

Site Conditions

Our coordinated architectural design studios concentrate on the deductions gained from site analysis and site opportunities, both on rural and urban conditions.

Professional internship

The "Design Expo" in the spring of 2008 had 165 firms, vying to recruit our students for pre-and post graduation internships. Up to 30% of our fourth year students chose to participate in the 30 week academic Internship Program rather than the (also tempting) foreign study programs.

Building Codes

The issues are being well covered in the Project Programming class, and in the Building Construction classes, the Building Systems classes, and in Design Studio V. They are also reinforced in the other studios.

Professional Practice Course

This course--although interdisciplinary, as far as students are concerned-- will be taught by a seasoned practicing architect from the next academic year on.

Strategic Planning Report

Department of Architecture

5/13/07 approved by the faculty

Strategic planning is an on-going process. The Department of Architecture, in the College of Architecture, Planning, and Design of the Kansas State University (hereafter referred to as the Department) has undergone significant changes over the past few years. The Department recognizes the importance of careful planning to guide these changes, to ensure that the faculty's core values are forwarded by the Department's actions. These values are best codified in the Department's mission statement, adopted in 1994:

The Department of Architecture is an international learning community, committed to:

- *engaging in exemplary architectural teaching, scholarship, creative endeavor, and service;*
- *embracing and serving students, staff, faculty, professionals, and laypersons;*
- *seeking the constructive participation of individuals and groups while striving to value their needs, talents and contributions;*
- *fostering the capacity of our members and the public to understand the past and present as preparation for responsible innovation;*
- *aspiring to strengthen the quality of everything we do.*

Overview of Departmental Goals (2007). In order to codify and explicate the specific planning activities the Department is currently undertaking, this document parses them into five major goals, listed below.

1. The Department will continue to offer a rigorous curriculum for academic growth and professional development.
2. The Department will continue to attract and support an excellent, diverse, and hardworking student body.
3. The Department will cultivate a faculty that shares its mission and enriches its pedagogical offerings.
4. The Department will identify needs and advocate for investment by public and private sources to enhance facilities and equipment that support the educational efforts of its students and faculty.
5. The Department will continue to engage external constituencies to participate in its curriculum and program development.

These large-scale categories account for all the constituencies and resources within the Department. All current planning activities fall under one of these

categories, though specific initiatives may address more than one strategic theme.

Relationship to CAPD and KSU Strategic Themes. The relationship of the Department's strategy to the mission of the University and the College is defined by the Department's role in these larger institutions. The Department is specifically charged with delivering its curricula to the students of KSU, while the College and the University are charged with providing leadership and support at a much broader scale. The Department's strategic planning efforts, then, are enacted to specifically guide the development of the department, its programs, constituencies and resources in the near future. The goals of this effort are more specific in focus than the themes adopted by the College and the University as a whole (see appendices A & B). It is intended that each of the Department's goals addresses one or more of the strategic themes of the University and the College. Appendix C is an example of these more focused priorities. These relationships are codified in matrix form in Appendix H.

The Five Key Strategies

1. The Department will continue to offer a rigorous curriculum for academic growth and professional development by the implementation of new degrees and associated curricular change.

In the fall of 2006, the Department instituted two new curricula: a first professional Master of Architecture (M Arch) and a post-professional Master of Science in Architecture (MS Arch). The Department also is slated to help administer a college-wide interdisciplinary PhD program to begin in fall 2007. These major changes have impelled the Department and its faculty to re-examine the role of curriculum in this new degree structure.

A. Implement the first professional Master of Architecture degree.

The professional curriculum of the Department has been widely and consistently acclaimed. The Department has been perennially ranked as a top school because of the quality of graduates of its Bachelor of Architecture program. It has recently been ratified by the National Architectural Accrediting Board for a full six year term. As mentioned above, the professional curriculum has recently been converted to a Master of Architecture degree.

While the core of the curriculum remains the same, significant changes the conversion proposed are meant to enhance the quality of the students' education and meet NAAB guidelines. These changes recognize the increasing diversity and specialization within the field of architecture, and the fact that many graduates go on to successful careers outside the traditional bounds of the architectural profession. Two additional courses

required to be taken outside of the College of Architecture Planning and Design broaden students' perspectives. Under discussion are new requirements that students develop an area of concentration to deepen their understanding of a particular aspect of architecture, requiring them to be more self-directed in their educational pursuits. Furthermore, the change from an undergraduate to a graduate level degree allows the Department to enforce even higher standards and greater rigor in its curriculum.

The Academic Affairs committee is currently reviewing curricular strategies to enhance the new professional program of study, especially in the last year, in which students are officially in the graduate school. Briefly, some specific initiatives are:

- *Develop concentration areas.* M Arch students are required to determine an area of minor concentration and take electives that support this emphasis. The Academic Affairs committee has instituted a task force to look at ways to make this requirement a meaningful specialization for students.
- *Expand communication skills.* M Arch students need to be able to communicate their ideas to their potential clients in clear, articulate terms. The committee is developing recommendations to promote writing exercises across the curriculum, specifically as a component of the fifth-year, graduate level studios and other courses. Specialized seminars in technical writing have also been suggested.

B. Craft and market an integrated Master of Science in Architecture program that appeals to practicing professional and qualified non-professional students with undergraduate degrees.

Our Master of Science in Architecture fulfills a complementary, and necessarily separate, role to our first professional Master of Architecture. The program is an important component through which the Department reaches a diverse student constituency of scholars, specialists, and future educators. The MS Arch enhances our professional program by fostering mentorship and cross-fertilization of ideas and perspectives. MS Arch students support the pedagogical goals of the Department and scholarly activities of the faculty.

The degree offering is aimed at three broad groups: experienced practitioners who wish to hone their skills in a particular area of inquiry; professional degree graduates with an interest in teaching or critical research; and those not affiliated with the profession but who wish to broaden their understanding of architectural topics. Students will advance

their knowledge through focused research, scholarship and creative activity in three distinct fields: design theory, environmental behavior and place studies, and ecological and sustainable design.

One of the main strategic challenges placed on this degree is to increase enrollment to nominal standards required by the University. The Graduate Committee is meeting this challenge in two main ways: by developing a recruitment plan (see Appendix D); and by widening the range of degree-granting tracks toward the MS Arch to make the degree more appealing to a larger pool of applicants. Some of the committee's proposals include:

- *Provide coursework only option.* The traditional course of study for the Department's post-professional degree culminates in a thesis. A coursework only option is attractive to both the faculty as well as new groups of potential students.
- *Encourage accelerated course of study.* Shortening the normative length of time a student would be in residence from 2 years to 1.5 years frees up faculty resources while making the degree more competitive.
- *Develop low residency program.* This program would allow working professionals to increase their body of knowledge in the ecological and sustainable design track without leaving practice. Students would achieve credit through intersession classes, distance learning, and practicum oriented endeavors. See Appendix G for more details.
- *Coordinate with CAPD's PhD program.* The MS Arch and the interdisciplinary PhD can and should share both resources and students. Credits towards the MS degree can be directly applied to the pursuit of the PhD. The committee is developing the framework by which the two degrees interrelate.

2. The Department will attract and support an excellent, diverse student body within all of its degree programs.

A. Recruit and maintain an excellent student body.

The Department attracts a very high caliber of professional degree students. Statistically, the academic excellence of entering classes continues to rise each year.

- *Continue successful recruiting procedures on and off campus.* The CAPD's Associate Dean of Student Affairs aggressively and effectively recruits students for the Department's professional program. Through marketing our new nomenclature, we expect to attract a larger pool of applicants to the professional program.
- *Continue to increase student support levels.* Both the CAPD and the Department offer a wide range of scholarships and awards for

M Arch students, and are continually soliciting new funding resources.

- Increase selectivity and retention with multiple measures of potential success in the program and periodic reviews to ensure student progress.

B. Recruit and maintain a thriving and diverse student body for the Master of Science in Architecture.

The MS Arch is a post-professional degree for those interested in scholarly research or additional schooling in three areas of emphasis (see 1B above). The MS Arch is based on the Department's previously offered post-professional Master of Architecture, and is expected to appeal to a similar student constituency. The pool of students in the previous program has traditionally consisted of those interested in academic and research careers. Current post-professional students are significantly more diverse than their professional degree counterparts. Many students are of international origin, predominantly from East and Central Asia, the Middle East, Europe and Latin America. A smaller percentage is domestic students, many K-State Bachelor of Architecture graduates, who wish to continue their studies with focused research. The renamed MS Arch program intends to continue to draw from the same pool of international graduate students as well as to expand efforts to attract more students. The MS Arch's role as a feeder program for the CAPD's PhD program suggests its appeal for potential students should grow accordingly.

- *Extend range of curricular options.* The MS Arch offers a new area of emphasis; Ecological and Sustainable Design (see Appendix E). It is expected that this area of emphasis will draw a significant number of students. The Graduate Committee is also exploring the possibility of offering a low-residency option (see Appendix F), which would appeal to active professionals throughout the region.
- *Student support.* Currently, the Department offers a limited number of assistantships to its MS Arch students. The Graduate Committee is identifying new sources of funding such as scholarships, research positions, and grants for these students.

3. The Department will cultivate a faculty that shares its professional mission and enriches its pedagogical offerings.

A. Invest in new faculty that add to the breadth and depth of the Department.

The Department recognizes the need to recruit new faculty with expertise in both established and emerging fields to continue and improve its educational offerings. The Faculty Affairs committee is charged with drawing up a long-term recruitment plan to ensure that the Department will continue to thrive well into the future.

- *Promote balance, depth and versatility.* In order to craft a sustainable faculty, the committee seeks to hire new faculty that lends depth to critical areas of expertise.
- *Recruit faculty to staff new and existing degree tracks across the program.* New graduate and doctoral level curricula offered by both the Department and College requires the addition of new faculty to help administer these programs.

B. Develop support for faculty to engage in creativity, innovation, and personal growth. The Department is committed to the retention of professors and supporting their creative and scholarly endeavors. This support may manifest itself as release time, research assistance, or salary enhancement.

- *Retention strategies.* Two new awards have been established to support the efforts of tenured faculty: the Regnier Distinguished Faculty Chair in Architecture and the Professorial Performance Award. Both of these programs reward faculty who have distinguished themselves in their fields of expertise. The purpose of the awards is to grant fiscal and temporal support for the continuation of tenured faculty achievement.

4. The Department will strongly advocate for the improvement of facilities and the procurement of equipment that enhance the efforts of its students and faculty.

A. Improve our physical plant. The Department recognizes the shortcomings of its currently occupied facility and the need to continually document problems and progress in improvements. In conjunction with the CAPD at large, the Department has identified both needs and opportunities in regard to facilities improvement, including the addition of new studios, offices, critique spaces, and shops for construction and digital fabrication. A master plan has been created by the College with significant Departmental input. The Department supports:

- *Build-out unused space in Seaton Hall.* Short-term plans call for new studio spaces to be fitted out in the basement of Seaton Hall.
- *Renovate Seaton Court.* This major renovation project is somewhat farther out in scope. It would address many major concerns in regard to occupant health and safety while adding new space.
- *New facility.* The CAPD's long term plans involve identifying a new facility to better house its activities.

B. Acquire new technologies to enrich both student and faculty efforts. The Department has made significant strides in recent years in the requisition

of hardware and software to keep the state of educational potential competitive. The College has enacted a technology fee for all students that is distributed to its departments. The Digital Technology Committee has developed a set of recommended allocations, including:

- *Digital fabrication equipment.* The Department has recently acquired a laser cutter and intends to expand its resources to include a CNC router and a 3-D printer. As new equipment is acquired, new or existing space will need to be identified to house it. The College is working with the Department to allocate these spaces.
- *Digital simulation software.* The Department recognizes the expanding utility of computer programs in the realization of increasingly complex buildings. It is increasing its inventory of and expertise in building information modeling software, including building performance programs and fluid mechanics.
- *Technological infrastructure.* The Department, in conjunction with the College, continually expands the computer-based systems that assist in student and faculty endeavors. The Technology committee has recommended, for example, the inclusion of wireless networking throughout the school, as well as the acquisition of studio-dedicated plotters and printers.

C. Operation and maintenance of physical plant and technology. The Department and the CAP+D recognize the need to facilitate the operation and maintenance of its improvements. The Department has endorsed the addition of new support staff to run the workshops, print rooms, and digital labs, and is actively seeking funds to provide for them.

5. The Department will support and derive support from external constituencies. The Department has long cultivated strong ties with its community. It intends to expand both its outreach and its resource base to better serve all involved parties.

A. Increase public awareness of the Department's programs, services and achievements.

- *Better utilize internet-based communications.* The Department's website is an important part of its public façade. The Department intends to ensure this portal is well-maintained.

B. Increase the influence and participation of the Department in the profession, community and region.

- *Forge closer relationships with practitioners.* The Department intends to heighten the presence of practicing architects on campus. It is also looking at ways to offer more services to professionals, such as increasing opportunities for continuing education.

- *Continue internship program.* Students have the option to engage in an eight-month internship in their fourth year. This opportunity is an important link between the Department and the profession. We will continue to
- *Strengthen our role in community design initiatives.* The Department has a long, albeit inconsistent, tradition of real world design work for worthy agencies. This type of work is considered an educational opportunity for our students as well as a way to reach out to the community.
- *Foster interdisciplinary collaboration.* Both KSU and the CAPD underscore interaction between departments as a major goal. Interdisciplinary projects, courses, etc. have the potential of enriching pedagogical experiences for everyone involved. The Department is currently investigating ways to incorporate interdisciplinary ventures in its curriculum and research ventures.

C. Use the Professional Advisory Board and other agencies to bolster strength and flexibility through resource procurement & allocation. The Department recognizes that new, externally based income sources will be required to supplement its current offerings and to implement new initiatives outlined in this document and yet to be determined. The Department has established a Professional Advisory Board (PAB), which consists primarily of esteemed, successful alumni with an interest in the advancement of the Department and its initiatives. A primary part of the PAB's mission is to increase the available resources of the Department through the identification of potential funding sources. Appendix G details the charge of the PAB and its overall mission.

Appendix A

NINE STRATEGIC THEMES
KANSAS STATE UNIVERSITY
STRATEGIC PLANNING COMMITTEE (SPC)
OCTOBER 30, 2001

1. Support Recruitment, Retention, and Professional Development of High Quality Faculty.
2. Strengthen the Learning and Teaching Environment.
3. Enhance the Quality of Graduate and Research Programs.
4. Develop the Library Infrastructure.
5. Develop the Information Technology Infrastructure.
6. Enhance a Diverse and Multicultural Environment.
7. Enhance International Emphases.
8. Define the University's Role in Mediated Learning.
9. Contribute to the State's Economic Development and Environmental Health.

Source: <http://www.k-state.edu/provost/planning/strategy/actionitems.htm>

Appendix B

SEVEN STRATEGIC THEMES

COLLEGE OF ARCHITECTURE, PLANNING, AND DESIGN

COLLEGE COMMITTEE ON PLANNING (CCOP)

(2002)

The College of Architecture Planning & Design's **Strategic Plan (2002)** adopted the University's themes with the following modifications.

1. Strengthen and enhance the quality of graduate and research programs.
2. Ensure that all undergraduate curricula rest upon a common intellectual foundation.
The CCOP agreed with the theme statement but not with the specifics of the general education program due to the impact on CAPD curricula.
3. Contribute to the State's economic enrichment.
The CCOP strongly argued that economic enrichment and environmental health, both vitally important to Kansas, should be separate themes, thus adding a 6th theme to those proposed by the University.
4. Respond to the educational needs and special circumstances of diverse groups.
5. Enhance international emphases.
6. Contribute to the State's environmental health.
7. Enhance learning environments for all students at all levels.

Appendix C

DEPARTMENT OF ARCHITECTURE STRATEGIC PRIORITIES (2005)

Introduction

The Department of Architecture has been consistently ranked among the most effective schools of architecture in the country for producing qualified architectural graduates. We believe this is our central mission and is a distinction we would hope to maintain. We also understand that we must change with the times if we are to maintain this distinction. Our priorities each represents a constellation of ideas we believe will help us to achieve this goal. There is necessarily some overlap and, hopefully healthy, interaction between the items described under each priority

Priority 1 - Support College Strategic Priorities

The Department of Architecture wants to do all it can to build strong and healthy relationships between all programs in the College so that we can take full advantage of our collective wisdom and talents. College priorities as they relate to our efforts are as follows:

1.1 Degree Nomenclature - The College has recently passed a proposal, which would move our professional program to the Master of Architecture level, establish a new Master of Science in Architecture to replace our post-professional Master of Architecture (which will now become a professional degree), and establish an interdisciplinary PhD program in the College. We will need to develop an implementation strategy for the proposed degree changes. Many of the initiatives outlined below are related to his effort.

1.2. Design-Build - The College is developing a set of parameters, which will enable students to undertake design-build projects. The Department is anxious to afford this opportunity to students.

1.3. Kansas City - The College has applied for a major grant, which will allow the College to operate an interdisciplinary program in Kansas City. The Department believes that the College should have a presence in Kansas City and enthusiastically supports this initiative.

1.4. Interdisciplinary Studies - The Department of Architecture welcomes opportunities to build interdisciplinary collaborative relationships with colleagues in other departments in the College.

Priority 2 - Respond to External Program Review

The Department of Architecture received a full 6-year term of accreditation in the summer of 2005. The next accreditation visit will be scheduled for 2011; however, a focused evaluation will take place in 2008 to review progress in the area of program self-assessment.

2.1 - The first aspect of this priority, then, is to create a Departmental strategic plan. The strategic priority setting exercise will contribute to the Department's effort to create a more comprehensive strategic plan, which will establish the standard against which we can review our progress.

2.2 - Although we received the full term of accreditation, the 2005 NAAB visiting team identified the following conditions as not having been successfully addressed: the development of a strategic plan (2), addressing resource equity questions (9), providing liberal studies content (11), addressing curricular weaknesses which include: non-western traditions (12.11), building economics and cost control (12.26), and ethics &

professional judgment (12.37) We will make it a priority to address and resolve the noted deficiencies.

2.3 - The 2005 NAAB visiting team also noted the following causes for concern: physical facilities, administrative communication, interdisciplinary collaboration, student evaluation, as well as curricular concerns related to: writing skills, site planning professional responsibilities, and building codes. We will address these concerns as we are able.

Priority 3 - Strengthen Departmental Administration

Changes in degree nomenclature will place new demands on the Department of Architecture. It may require revisions to the administrative structure of the Department as well the redefinition of faculty responsibilities and the addition of new faculty members

3.1 - We will review Departmental leadership responsibilities including those of an Associate Head.

3.2 - We will develop a standard set of guidelines for faculty performance expectations.

3.3 - We will complete a search for a permanent Department Head.

3.4 - We will develop a long-term strategy to guide faculty recruiting and hiring decisions.

Priority 4 - Enhance Outreach & Fundraising

All units within the University are being called upon to both contribute to the stature of the institution such that overall funding opportunities are enhanced, and to undertake individual funding initiatives to reduce reliance on centralized funding sources.

4.1 - We will work to develop a vital and independent professional advisory board.

4.2 - We will develop strategies to provide independent funding for Departmental discretionary expenses, and work with the College to provide funding for faculty development, salary enhancements, facilities, and special projects.

4.3 - Faculty members will be encouraged to seek independent funding opportunities.

4.4 - We will work to celebrate and publicize the achievements of students and faculty members in the department in print and on the web.

Priority 5 - Sustainability

We recognize the growing importance of ecological concerns. We want to prepare our students to take leadership roles in the area of ecological and sustainable design.

5.1 - We will develop a strategy to enhance awareness of the necessity for environmentally responsible design throughout our curriculum.

5.2 - We will develop a new area of emphasis in our post-professional degree offering in the area of ecological and sustainable design.

Priority 6 - Program Assessment

As noted above, a strategic plan will be formulated to guide long-term Departmental development. At the same time it is important to continue assessment initiatives related to changes being made in Departmental operations, so that we can adjust our efforts to changing circumstances.

6.1 - We will continue our assessment efforts as part of the University's Assessment Plan for Student Learning Outcomes. In particular, we will monitor the success of the merger of the final course in our construction sequence with the Fall Fourth-Year design studio (ADS V).

6.2 - We will review the content of our studio sequence as it relates to changes to ADS V and to the initiation of the new professional Master of Architecture Degree.

Appendix D

ACTION PLAN FOR STUDENT RECRUITMENT MASTER OF SCIENCE IN ARCHITECTURE

In the fall of 2005, the Department of Architecture (the “Department”), together with its fellow Departments in the College of Architecture, Planning and Design, put forward a proposal to alter its degree offerings. A new degree, the proposed Master of Science in Architecture (the “M.S. degree”) builds on the legacy of the Department’s existing Master of Architecture, a non-accredited research-oriented program in place since 1975. The Department believes that the M.S. degree program embodies a singular academic character and purpose: the program enables us to reach a diverse and international student constituency of future scholars and educators; contributes to the enhancement of faculty development; and aids in the recruitment of talented and motivated new faculty members.

This document assumes the success of our efforts to restructure our degree offerings and addresses the unique opportunity available to the Department as it embarks on modifying its curriculum and expanding its curriculum.

In preparing its M.S. degree proposal, the Department affirmed the validity of the existing degree, clarified its areas of emphasis, and proposed a new specialization in sustainable design. The Department proposes the following specialties within the faculty and the curriculum:

- Design Theory
- Ecological and Sustainable Design
- Environmental Behavior and Place Studies

In conjunction with its revised degree offerings, the Department proposes to heighten our efforts to recruit and retain the best possible candidates for enrollment. We seek to energize our outreach to potential students regionally, nationally, and abroad. The opportunities for undertaking a focused recruitment effort are clear: M.S. degree students offer research support to faculty, which will aid in faculty recruitment and retention; the Department can forge responsive links between the new Master of Architecture and the M.S. degree; enhance our collaboration with both our fellow Departments and the Dean’s Office (which already assumes a large role in recruitment), and provide a steady feeder for the PhD program, enhancing ties with our fellow departments in the College.

Proposed efforts are described below.

- **Active Recruiting.** The Department intends to actively promote its post-professional degree. Many schools with advanced degrees advertise their offerings effectively through various mediums. The Department intends to emulate some of the successful strategies other schools employ.

Printed material. One of the most effective means of distributing information about the M.S. degree is through printed material such as posters, brochures, and postcards. These materials would be mailed to prospective student pools, namely institutions with undergraduate or graduate-level professional architecture degrees. Our initial efforts in this regard will be directed towards those institutions who do not match our degree offerings.

Conference attendance. Schools often reserve tables at selected conferences to promote their programs. Faculty members from the Department attend many conferences each year to disseminate their scholarly work. Under this proposal, the Department will target specific events attended by its faculty to advertise the M. S. degree.

School visits. Faculty members also routinely visit other regional schools as lecturers and visiting critics. While fulfilling this function, they are in a position to act as ambassadors for the M.S. degree.

College efforts. The College of Architecture, Design and Planning has some staff that specialize in recruitment. Though currently the College's efforts are directed towards undergraduate recruitment, it is anticipated that some focus will be given to the College's post-professional degrees, including the Master of Science in Architecture and the new interdisciplinary PhD. The main thrust of this effort will be in the coordination of efforts between the Department's graduate committee, the College's PhD committee and the recruiting staff.

External funding. The proposed specialties within the Department focus on areas of importance to the profession, the community, the region and the nation. As such, the opportunity exists for faculty members pursuing topics in the proposed specialties to seek funding outside the Department, including at the College and University levels, from various local, regional, state and national governments, and from private donors, including commercial collaborators and private foundations. The Department should facilitate faculty research interests by working with faculty to identify external funding sources, prepare and submit applications for grants, and helping to oversee the distribution of funds. Externally-funded research projects and programs promise to better attract and retain excellent master's degree candidates.

- **Passive Recruiting.** It is important that the Department have resources available for prospective students to independently access information about its programs. Chief among these, especially for our international student audience, is internet presence. While the Department does have a website, it is not utilized to its fullest potential as a marketing tool. The Department will make better use of this resource by updating and expanding its web presence. No mechanism exists in the Department today for enhancing its website, and the Department should use the impetus of the new degree programs to institute more formally the responsibilities for web design and maintenance.
- **Program Adjustment.** As part of the long-term evaluation of the program, the Department will investigate alternative offerings, in order to make advanced study appealing to wider audiences. One such population, for example, is alumni and other local and regional architects. As full-time professionals, they may be reluctant to commit to a two-year resident program. Low-residency options, distance learning, and accelerated degree-granting tracks might be more appealing to these potential students.
- **Long-term Planning.** The Department recognizes the need for assessment of its recruitment strategies, for several reasons. First, it is important to judge the relative effectiveness of the implemented strategies in order to determine

their overall usefulness. Second, long-term assessment can help the Department evaluate the M.S. degree program, and how it could appeal to a wider potential student pool. Both of these can be accomplished by survey data collected through the internet, student applications, and interviews with current students and alumni of the program. K-State Online, for example, has a survey utility that was recently employed by the College and Department to gauge initial interest in their new post-professional programs.

The proposed changes to our degree offerings hold out the promise of a reinvigorated Department. The Department will commit the resources necessary to begin a recruitment effort, which should include not only a dedicated effort to update and maintain our Internet presence, but also increased travel grants for faculty to attend conferences, give lectures, and act as visiting critics, and a budget for printed materials.

Appendix E

ECOLOGICAL & SUSTAINABLE DESIGN EMPHASIS MASTER OF SCIENCE IN ARCHITECTURE

Ecological and Sustainable Design (ESD) focuses on the theory and practice of architectural and environmental design that makes maximum use of the same renewable energy flows and material cycling processes by which all other living systems on earth are sustained. It is an approach to design that is holistic in nature, encompassing a concern for ecological systems, building technological systems, and socio-cultural/existential systems. Ecological systems are studied not only as the context for architecture but also as models for design, providing the fundamental principles by which sustainable buildings are designed and operated. Energy and resource conserving building technologies as well as healthy and ecologically benign building materials are studied so that ecological design principles can be implemented in environmentally appropriate architecture. The emphasis also stresses the socio-economic, political, and cultural/existential context of design as a complexly structured framework within which questions of sustainability must be considered and building designs implemented. The ESD option necessarily involves the development of a broad understanding of architectural and environmental design that is as much philosophical as it is practical.

Required Curriculum Credits

ARCH 816	Topics in Environmental Systems	3
ARCH 830	Advanced Architectural Design	3
ARCH 725	Research Methods/Architecture	3
LAR 898	Thesis Proposal Preparation	2
ARCH 899	Thesis*	7
<u>Electives</u>		<u>12</u>
TOTAL CREDITS		30

*other courses may be substituted if student selects the non-thesis option.

Recommended Elective Credits

In addition to completing the required courses, students are encouraged to select an area of focus that will support their thesis. The Ecological and Sustainable Design emphasis recognizes the interdisciplinary and collaborative nature of the sustainable approach to design. As such, at least six elective credits should be taken outside the Department. Students consult with their faculty advisors to develop a program of study that meets their individual needs and interests.

AGEC 525	Natural Resource and Environmental Economics	3
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ARCH 815	Topics in Architecture	3
ARCH 816	Topics/Environmental Systems	3
ARCH 840	Problems/Building Health	3
ARE 740	Environmental Control Systems	3
BAE 761	Natural Treatment Systems	3
BIOL 529	Fundamentals of Ecology	3
CE 563	Environmental Engineering	3
ECON 527	Environmental Economics	3
GEOG 705	Remote Sensing/Environment	3
GEOG 760	Human Impact/Environment	3
IAPD 625	Lighting Design	2
IAPD 720	Advanced Seminar in Interior Architecture	variable
LAR 704	Environmental Landscape Planning and Design	3
LAR 720	Public Lands and Natural Resources Law	3
LAR 758	Land Resource Information	3
PHILO 595	Environmental Ethics	3
SOCIO 536	Environmental Sociology	3

Appendix F

DRAFT PROPOSAL FOR LOW-RESIDENCY OPTION ECOLOGICAL & SUSTAINABLE DESIGN EMPHASIS MASTER OF SCIENCE IN ARCHITECTURE

One of our proposed new degree tracks in the Department of Architecture is a restructured Master of Science in Architecture, which replaces the current post-professional Master of Architecture. The current program is nominally a two-year degree focused on theoretical research. The proposed program has a somewhat different vision, and hopes to reach a wider audience. We have introduced a new emphasis area for the MS Arch: Ecological and Sustainable Design. We believe this new topic draws upon the strengths inherent within the department, and offers study in an increasingly important area. From the proposal:

Ecological and Sustainable Design (E&SD) focuses on the theory and practice of architectural and environmental design that makes maximum use of the renewable energy flows and material cycling processes by which all other living systems on earth are sustained. It is an approach to design that is holistic in nature, encompassing a concern for ecological systems, building technological systems, and socio-cultural/existential systems. Ecological systems are studied not only as the context for architecture but also as models for design, providing the fundamental principles by which sustainable buildings are designed and operated. Energy and resource conserving building technologies as well as healthy and ecologically benign building materials are studied so that ecological design principles can be implemented in environmentally appropriate architecture. The emphasis also stresses the socio-economic, political, and cultural/existential context of design as a complexly structured framework within which questions of sustainability must be considered and building designs implemented. The E&SD option necessarily involves the development of a broad understanding of architectural and environmental design that is as much philosophical as it is practical.

While some students will remain interested in purely academic work, and follow the normative timeline, we believe that the MS emphasis in Ecological and Sustainable Design should be accessible to another audience: currently employed professionals. The concept behind a low-residency MS Arch program is to allow students to directly employ their expertise in the field, thereby enriching both their personal knowledge base but also potentially their practice. We propose a 1+ year program that will allow working professionals to obtain the degree while remaining at work.

Format

Our goal is to tailor this offering to currently employed professionals throughout the region with an interest in deepening their understanding of environmentally responsive design and practice. To facilitate this, the program will have a low-residency option, where students can primarily pursue their studies in situ. Required coursework will imbue students with the tools and skill set to pursue independent study of sustainable building strategies through research and experimentation. Some examples of off-site study are as follows:

Distance learning. We intend to offer some required, introductory courses (see curriculum below) as distance learning. Basically, students will be able to study at their own pace and complete course assignments from their home through a series of on-line lectures, text, and exercises.

Intersession. Intersession at KSU offers full-length classes that are concentrated into two or three week sessions at the beginning and end of each semester. We plan to offer seminars and other elective classes during intersession to minimize time away from the office. In addition, as intersession occurs outside academic semesters, professors might offer some or all of these classes off-campus, at our newly reinstated Kansas City facility, for instance, or elsewhere.

Case Study. The in-depth case study has long been a pillar of experiential understanding for architects. Similar to British interns, MS Arch students will choose an ecologically significant building, research the intent of the clients and designers, and study its performance through experimental instrumentation.

Practicum. Many firms today are placing more and more emphasis on sustainable design practices. Many professional programs outside of architecture require students to take practica, where they learn through working. In a practicum, MS Arch students would undertake a research-oriented or applied project within the office setting. A student might, for example, investigate sustainable strategies for a particular project or project type, institute a LEED administration program, or incorporate green products into their office's standard specification. Each student's practicum will be negotiated to match the needs of their firm to the student's interests. We feel that this is an opportunity that could benefit both students and the firms that employ them.

Proposed Curriculum

Though we are still in the early stages of crafting this degree track, find below a potential course curriculum of the low-residency program, followed by current and proposed courses that would support it. Thirty credits are required to be awarded the Master of Science in Architecture.

Students will be able to pursue either a thesis project or coursework option.

August Intersession

Environmental Research Methods (req.)	3 credits	on campus
Elective seminar*	3 credits	

Fall Semester

Designing the Bioclimatic House (required)	3 credits	distance learning
Case Study	6 credits	off-campus

Spring Semester

Elective Seminar*	3 credits	
Practicum	6 credits	off-campus

Summer Semester

Thesis option	6 credits	**
-OR-		
Elective Seminar*	3 credits	
<u>Elective Seminar*</u>	<u>3 credits</u>	
TOTAL	30 credits	

* Students will be able to choose from among a wide variety of seminars, both within and outside the department, to engage their specific interests within the field of ecological and sustainable design. Students may take these elective seminars at any time during their curriculum, though low-residency students will probably opt to take on-campus courses through distance learning or during summer and/or winter intersession.

** Thesis students may undertake their thesis either off- or on-campus. They will coordinate all aspects of their thesis with their advisor.

Appendix G

DEPARTMENT OF ARCHITECTURE PROFESSIONAL ADVISORY BOARD MISSION

Vision Statement

The PAB is a self-sustaining, diverse group of advisors who will have a measurable, positive impact on the students and faculty of the Department of Architecture.

Mission Statement

The PAB will provide counsel, advocacy, financial support to students and faculty in the Department of Architecture; advocacy for the Department in dealings with College and with University administration; and create connections to alumni and potential funders, related organizations, and the communities in which students are active.

Meeting Schedule

The PAB will meet twice yearly—the weekend of Architectural Evening, normally scheduled the second Friday of September; and concurrent with other PABs and the College Advisory Board on Architecture Open House Weekend. Meetings will have social events, business meeting, and potentially meetings with students, faculty and other PABs.

Fundraising

PAB members will be asked to commit to \$2,000 in time and money, with a minimum \$500 yearly contribution to the Department Discretionary Fund. (Time will be valued at \$100 per hour and will not include time spent at PAB meetings.) It is hoped that the PAB can assist in the funding of Architectural Evening as well as other faculty and student needs as determined by the Head.

Additionally, PAB members will assist with college fundraising efforts as requested.

Committee Structure

Development and External Affairs:	Fundraising, grants, and resources; outreach to government, communities, and citizens
Academic/Student Affairs:	Advise faculty on the course of study; support student activities
Strategic Planning:	Assist the faculty/administration in planning the future of the Department

Membership

Up to 20 individuals from the following categories:

- Architectural alumni
- Local and state leaders in related fields
- National leaders in architecture or related fields
- Faculty representative
- Student representative

Approved and adopted at the April 8, 2006 meeting of PAB.



IV.4 - Catalog

The university catalog is available on the university website (<http://catalog.k-state.edu/index.php>). Architecture is listed in both the undergraduate (<http://catalog.k-state.edu/content.php?catoid=13&navoid=1317>) and graduate (<http://catalog.k-state.edu/content.php?catoid=2&navoid=114>) sections. Both sites have a listing of faculty members, a brief program description, accreditation information, special programs, links to course information, and links to degree programs. The undergraduate site is linked only to the MArch program, while graduate site is linked to both the MArch program and the post-professional MS Arch program. The course links provide a brief description of course content, format, prerequisites, and credits. The program links provide an overview of the program and a curriculum guide.

IV.5 - Response to the Offsite Program Questionnaire

We understand that we were not required to submit an Offsite Program Questionnaire for the parallel introductory program in Kansas City housed at the University of Missouri-Kansas City, which feeds students into the third year of the Manhattan based program (as noted in Part Two - Section 2 - 3rd year). Although the program in Kansas City is under the direction of a different institution, every effort is made to insure that students from both campuses are equally prepared to enter the third year of the curriculum. The director of the UMKC program, Joy Swallow, and many of the adjunct professors teaching in the program are KSU graduates. UMKC is strongly committed to the partnership and has just invested \$3.8 million in renovating a facility to house the program.

Even though the curriculum and its delivery are nearly identical on the two campuses, the relative sizes and demographic constitutions, as well as the urban and institutional contexts are quite different. The blending of students who began their professional education in different places is a genuine enrichment to the program as a whole.