

Volume 4
Issue 6

APDESIGN

THE COLLEGE of
ARCHITECTURE, PLANNING & DESIGN // K-STATE



7247
resources checked out in 2014

77
hours per week of operation

the oldest book in the special collections room dates back to **1581**

480
new books in 2014

43,523
volumes as of July 2015

96
print periodical subscriptions

2
scanners to scan books and projects

8 + 2
friendly student assistants + 2 awesome librarians

weigel library

12,306
foot traffic count in the 2014 fall semester

6 Eames Aluminum Group chairs

53
steps up to weigel library from bosco plaza

863
lego pieces available for "design practice"

8 couches and chairs that are ideal for naps

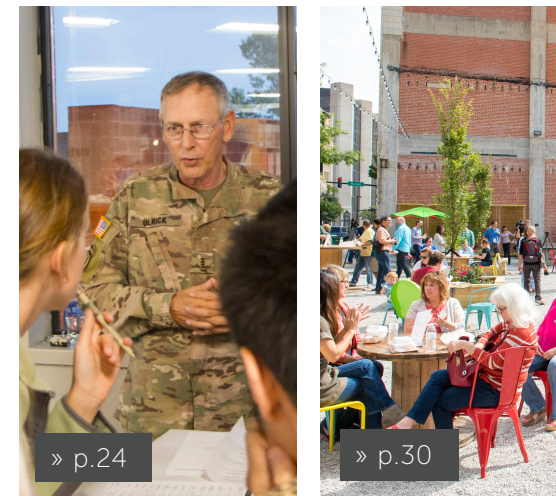
723 +52
APDesign Students
APDesign faculty
+ all of K-State campus
= patrons at Weigel Library

Weigel Library
Seaton 323
785.532.5968
visit www.lib.k-state.edu/architecture



INSIDE

MAGAZINE



- 2 Message from the Dean
- 4 Design+Make Studio
- 7 Combating Malnutrition in Niger
- 8 Small Town Studio
- 13 APDesign Complex
- 14 Spotlight on Faculty
- 16 Mobile Environment
- 19 Innovation & Inspiration
- 20 Donor Roll
- 24 Wounded Warriors
- 27 Making Connections with Kansas Towns
- 30 Creative Placemaking

On the cover: Camp Daisy - Pages 4-6

MESSAGE FROM THE DEAN

CHANGES

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



Can you imagine a sunrise every 92 minutes?

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

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

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

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

Like the ISS, this project is a collaboration of diverse experts in design and construction from far and wide. Unlike the ISS, it is not financed solely by the government. While public state funds sustain our operations and project, without the generous philanthropic support of our alumni and friends our Seaton project as well as the excellence imbedded in our programs at APDesign would not be possible.

In these pages you will see that we are indeed actively engaged in the pursuit of

excellence in research, teaching and outreach even as we remake the immediate world around us. There is no suspension of activity nor of the standards of performance that have defined the quality of these programs over our long history. You will also get a sense of the phenomenal and transformative growth in philanthropic support from our alumni and friends aimed at improving our Seaton home, advancing our programs and underwriting our excellent faculty and students. If you are not already a part of this, please join the ranks of those dedicated to upholding the lofty national reputation of APDesign!

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

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

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

Tim de Noble, AIA

Dean

“

Each semester, the Design+Make Studio partners with clients to provide architectural design solutions for specific project needs.



DESIGN+MAKE STUDIO

Cat Szalkowski



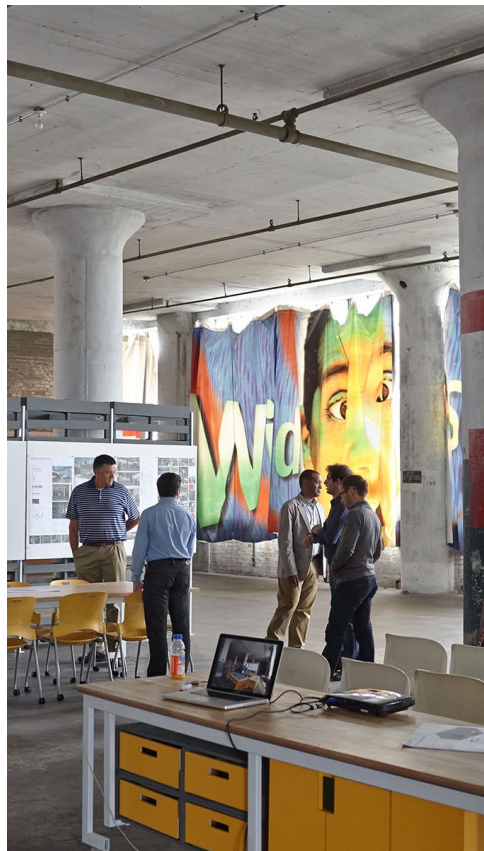
In 2011, Architecture Department Head Matthew Knox asked el dorado partners Doug Stockman and David Dowell to teach a fifth-year graduate architecture studio. His only requirement was that we loosely model the studio after our own practice, which is heavily invested in community engagement and relies on a hands-on approach through our steel fabrication shop. To outsiders, ours was to be a design-build studio. Our objective, however, was much more holistic and expansive. The studio mission was to bring students into sustained contact with a handful of inescapable constraints that powerfully impact design excellence. Among these are clients, budgets, schedules, craft skill,

participation in multiple, concurrent projects and collaboration with others.

Each semester, the Design+Make Studio partners with clients to provide architectural design solutions for specific project needs. Our students spend most of the fall semester in discussion with clients ranging from city council members and executive directors to camp counselors and competition committees. Research and iterative conceptual design presentations fill the remainder of the fall semester until a single design solution is agreed upon. The spring semester is focused on finalizing the designs and implementing them. Throughout the course of the studio, students acquire project specific skills such as welding, wood working,

digital fabrication and masonry. A handful of students have received AWS-certification for structural steel welding. General contractors and sub-contractors are called in to help as needed.

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



KSU Design+Make Studio project awarded an ACSA Design Build Award

COVER STORY

In early January the Association of Collegiate Schools of Architecture awarded Kansas State University's Design+Make Studio project Camp Daisy Hindman an award in the Design Build category. Each year, ACSA honors architectural educators for exemplary work in areas such as building design, community collaborations, scholarship, and service. According to the ACSA website, award winners inspire and challenge students, contribute to the profession's knowledge base, and extend their work beyond the borders of academy into practice and the public sector.

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

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

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

COMBATING MALNUTRITION IN NIGER

Courtney Boman

At the age of 16, Nathan Bramsen saw the need to invest his life into the abused, neglected, and abandoned children of the world. During the 2015 spring semester Bramsen continued his journey by completing his report titled "Combating Malnutrition in Niger Through Courtyard Gardens" in partial fulfillment of his Master of Science of Community Development degree. LARCP offers the online degree through the Great Plains Interactive Distance Education Alliance.

"We live on a planet where every three point six seconds, a life is taken from starvation or malnutrition. One epicenter of this tragedy is Kwara Tagi, Niger in Africa," Bramsen said. "The focus of this work addresses the question, "What is the potential for significantly reducing malnutrition in Kwara Tagi through sustainable intervention using Moringa

trees in courtyard gardens in a manner accessible to all, without dependence on outside resources, while providing an outlet for new economic opportunity?"

Bramsen's work researches, articulates and suggests the potential found in a simple and strategic path of implementing Moringa trees in courtyards for the purpose of eradicating malnutrition and providing new economic opportunities. His plan proposes little initial funding needs by using resources that already exist and are not currently being utilized. He states that this approach empowers the local people without creating any dependency on outside intervention. "This plan would provide an economic boost to families, increase community capital, begin the reversal of desertification, work towards eradicating malnutrition, all while engaging youth in envisioning the possibilities

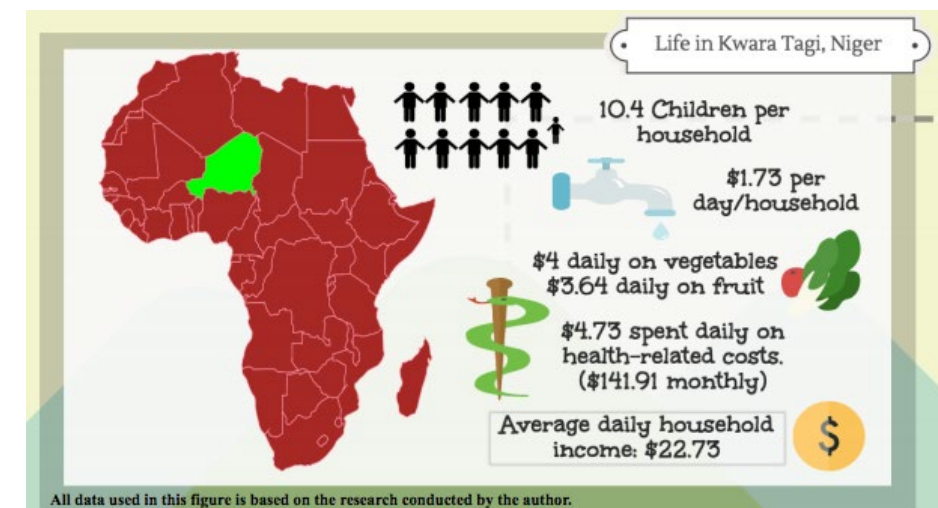
Comparison with Moringa tree leaves gram-for-gram nutritional data



surrounding them," Bramsen said.

Bramsen completed his degree while living in Niger Africa where he oversees various international projects and youth discipleship ministries. Before moving to Niger, he founded ROCK International (an acronym for Relief, Opportunity, and Care for Kids). ROCK is a non-profit organization for children trapped in situations of crisis.

The LARCP Department was happy to have Bramsen on campus for graduation where he had the opportunity to discuss the benefits of the Community Development program and meet his major professor Dr. Huston Gibson face-to-face for the first time.



All data used in this figure is based on the research conducted by the author.

The infographic above, featured in Bramsen's thesis, describes the average household in Kwara Tagi



SMALL TOWN STUDIO

A LABORATORY FOR LEARNING

R Todd Gabbard

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



Small Towns: An Urban Microcosm

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

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

Research and Discovery

Students are enrolled in four courses over a full academic year, as

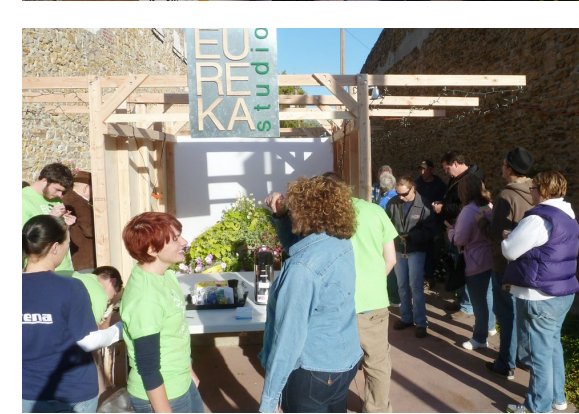
in most other fifth-year architecture design courses at K-State. Two of the courses are studios, and the other two involve research and reflection. In the fall, the studio works together on a shared project as a means to expose them to the reality of small Kansas towns. These shared projects have resulted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

For the last three years, the shared projects have all taken place in Eureka, KS. While working on the shared project, each student in the Small Town Studio is responsible for developing their own capstone project. Sometimes students work as teams. This allows them to collaborate on research and negotiate a more comprehensive architectural response to a town's needs.

In 2014-15, four students worked together in the town of Kinsley, KS on projects designed to re-envision the downtown. Projects included an art museum and retreat, a community center, a farmer's market, and affordable housing in an old hotel building. Students can work alone as well, either in a specific town or with a project program of particular interest to them.

More than a few students have been interested in historic restoration or rehabilitation projects, a complex project type best suited for a fifth year graduate studio. One such project was the re-development of Eureka's Memorial Hall, originally a multi-purpose auditorium that today sees very little use. The project required close consideration of structural and fire code issues as well as a great deal of exploration of potential programmatic uses for the structure. The Memorial Hall project was careful to preserve the iconic image of the existing building.

Other students have woven new facades and forms with the existing fabric of the towns they've worked in, ranging from a mixed-use retail and residential building on Eureka's



Main Street that preserved the building's façade to mediate a newly constructed building behind, to a museum, educational, and commercial building on two lots that was half renovation and half original design, and a few projects that converted abandoned buildings into exterior spaces. Many architectural projects involve the renovation of existing building stock, and this project type is well situated with the aims of the Small Town Studio.

Built Works

Some projects have resulted in both temporary and permanent built structures, all of which were sited in Eureka, KS. In the studio's first year, students designed and constructed a temporary interactive exhibition in Eureka's pocket park, refurbished a donated space on Eureka's Main Street into a studio meeting space, and organized an Art Walk, cleaning up and installing works from local artists in unused storefronts. The studio's second class developed a design for exterior benches and worked with a local

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

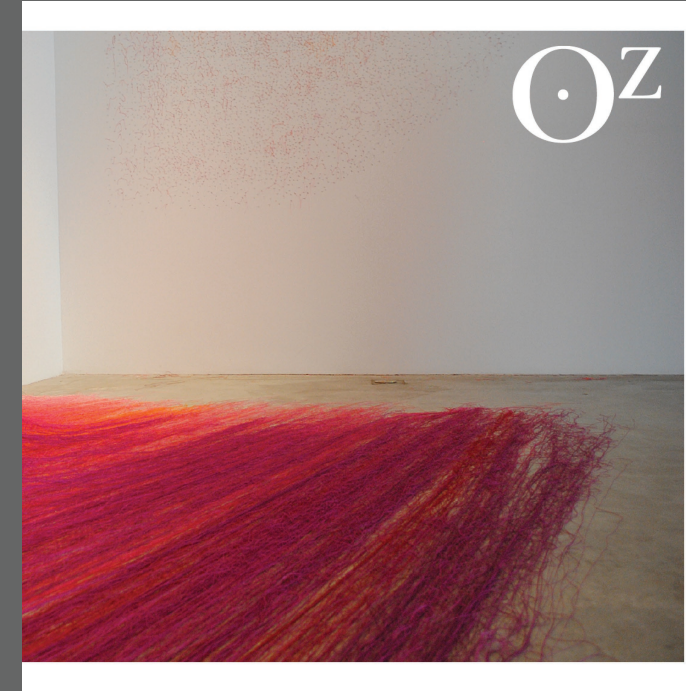
Collaborations

The work of the studio would not be possible without the important contributions of many different stakeholders. Representatives from each of the towns we have worked in have served as advisors for our student designers, giving them valuable insight and criticism. Most of the projects, as described above, are visioning projects without a mandate, and these advisors serve in some capacity as de facto clients. A wide range of experts, from architects and contractors to technical consultants, have filled in important information gaps. In addition to information, a number of agencies have donated

funds, materials, and labor to support built projects, and hospitality, food, and lodging for student trips to visit and work in the towns they've focused on. The number of contributions is far too long to list here, but it is important to note the contributions of the Council and Administration of the City of Eureka, the Rural Design Mob, the Eureka Foundation, Coleman Management, the Invena Corporation, ReEnvision LLC, and K-State's Center for Engagement and Community Development.

A laboratory for learning

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



NEW OZ Journal
Volume 37, 2015
for sale now

For order and/or pricing information, please contact:
rstreet@ksu.edu
ozjnl@ksu.edu

Oz, the Journal of the College of Architecture, Planning and Design at Kansas State University, is dedicated to the exploration of ideas in design through the publication of diverse responses to theoretical issues.

Each year students seek out essays and projects from leading practitioners, scholars and artists worldwide. The dialogue enriches the staff's education and the journal serves as a printed record allowing for expanded participation and debate for students, faculty, alumni and others.

DESIGN THE FUTURE.
BECOME A
MENTOR.

Did you have a
mentor in college?
Do you wish you
would have?

APDPRO

The mission of the APDPro Mentor Program is to afford design and planning students the opportunity to learn from skilled and practiced professionals who can help guide them and provide advice as they transition to their career.

Becoming an APDPro Mentor will give you the opportunity to connect with current students, play a part in developing future leaders in the design and planning professions and, hopefully, learn from the students as well.

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

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

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

If you have any questions about the APDPro Mentor Program, please



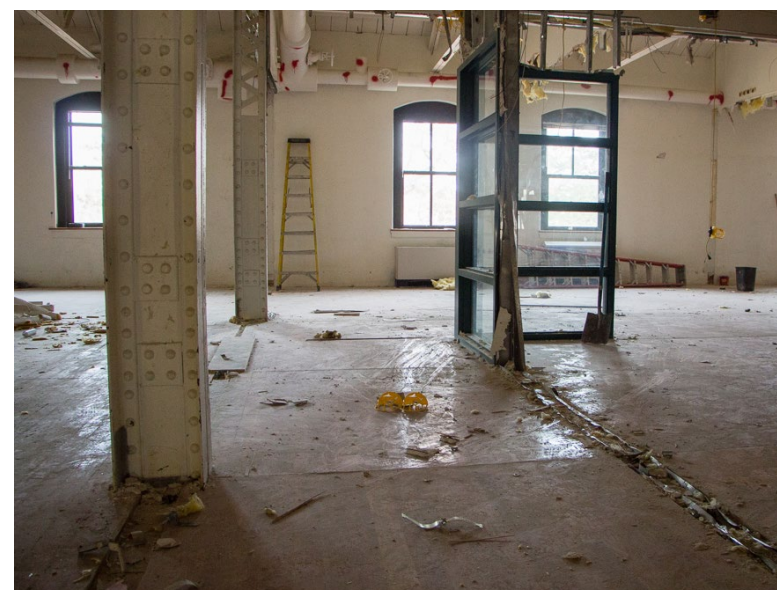
contact Danna Voegeli, APDPro Coordinator, at apdpro@k-state.edu or call 785-532-2846.



WORK BEGINS ON APDESIGN COMPLEX,

TO INCLUDE NEW CONSTRUCTION OF
ADJOINING REGNIER HALL

"We are at an historic juncture, moving forward with long-discussed plans to bring APDesign's learning environment on par with its national reputation."



Friday, September 4 was a momentous occasion for the College of Architecture, Planning & Design (APDesign) as the college broke ground on the \$75 million renovation and expansion of its 100-year-old home.

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

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

When the newly renovated and expanded complex opens in fall 2017, it will double the college's square footage and dramatically improve the learning environment for students. It is expected to boost student recruitment

and retention and align the college's facilities with its values: social equity, economic viability, environmental stewardship and aesthetic delight.

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

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

To learn more, view images, and watch a live webcam of progress, visit www.apdesign.k-state.edu/about/seaton

SPOTLIGHT

Teaching

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

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

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

With more than 20 years of experience, Siebenmorgen's background includes educational, institutional, corporate, mixed-use and museum spaces — most notably, the Lunder Building for Massachusetts General Hospital in Boston, the public spaces for The Juilliard School of Arts at Lincoln

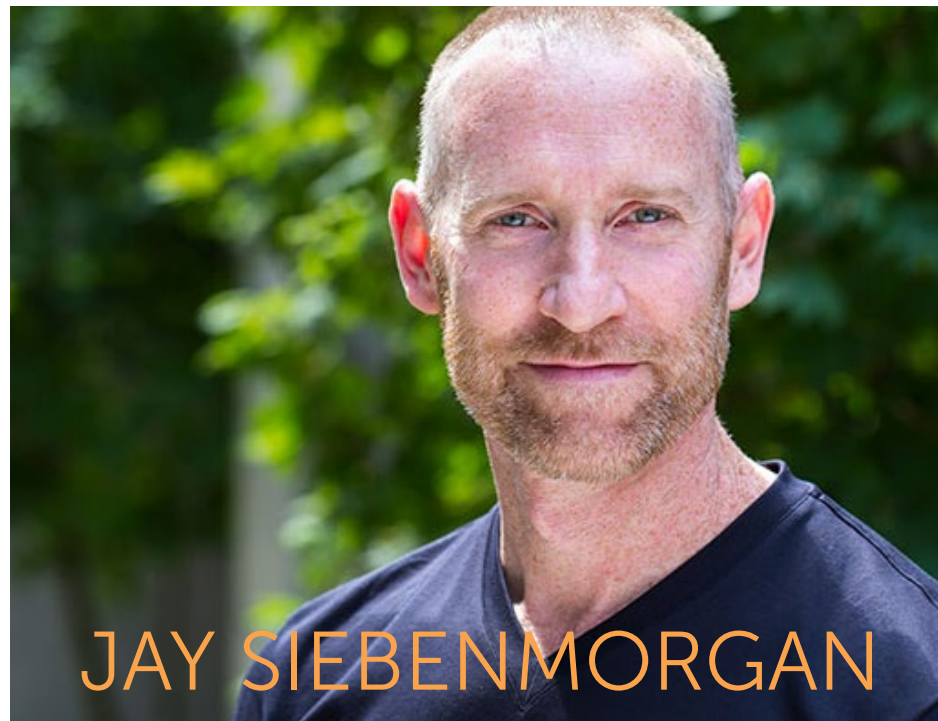
Center in New York, and the proposed Rainier Square development in Seattle.

Siebenmorgen has taught at Columbia University's Graduate School of Architecture, Planning and Preservation and served as guest critic for several other prestigious design programs. Formerly, he worked in the offices of BNIM, Steven Holl Architects and Diller Scofidio + Renfro.

"We are honored to have such a tremendously talented architect able to work with our students this year.

It has been a rewarding educational opportunity for them and a great asset for the department," said Matthew Knox, professor and head of the architecture department.

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



JAY SIEBENMORGAN

Get to know your APDesign Faculty



GREG NEWMARK

University of California, Berkeley
PhD, City and Regional Planning
Israel Institute of Technology, Haifa
MSc, Technion, Urban and Regional Planning
Yale University, New Haven
BA, History and International Studies, Phi Beta
Kappa Cum Laude

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



DAVID RICHTER O'CONNELL

University of Wisconsin, Madison, WI
MFA, Design Studies
Institute of Design, Illinois Institute of
Technology
BS Industrial Design

"In every design project we live a lifetime. We move from the dreamlike theoretical and abstracted; through iterations of distant ideation and exploration; and finally land in tangible territory that can be built, made, manufactured and loved."



BRENT CHAMBERLAIN

University of British Columbia, Vancouver, BC
PhD, Forestry; emphasis in Geographical
Information Systems
University of British Columbia, Vancouver, BC
MSc. Forestry; emphasis in Geographical
Information Systems
Pacific Lutheran University, Tacoma, WA
BA, Computer Science, Cum Laude
Pacific Lutheran University, Tacoma, WA
BBA, Business Administration, Cum Laude

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



JUDY GORDON

RA, NCARB, LEED AP
Columbia University, NY, NY
Master of Architecture
Miami University, Oxford, Ohio
Bachelor of Environmental Design

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



David Richter-O'Connell

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

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

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

This fall, the 'Near Environment/ Mobile Interior' journey took a new turn with the sponsorship of Allied Specialty Vehicle/El Dorado National. IAPD Assistant Professors Dave Richter-O'Connell and Steve Davidson approached the Salina-based manufacturer of function-focused accessibility vans, motor coaches and light buses in the summer of 2015 with a proposal to collaborate with students on new bus interior concepts for their vehicle lines. Manufacturing site visits and meetings with Bryce Pfister-Vice President ASV, Elise Boggs-Marketing ASV, Linda Nyugen-Sales ASV, and Tanner McClure- Engineering ASV (3 of the 4 former Wildcats!) secured their corporate level support for the project, helped develop the problem statement, and scored a spectacular donor vehicle- a 35-passenger, \$150,000 luxury executive coach manufactured under their Krystal Coach brand.

To begin the project, students were organized into 4 groups of 7-8

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

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

Travel Function Structure

As a class, students worked through a series of 'Function Structures' identifying major modes and function-specific activities associated with the

travel experience itself, distinct tasks to be performed within the coach and other peripheral tasks and events. This helped create an experiential framework that captured a before, during and after temporal guide, a creative problem solving springboard, and an evaluation matrix used to gauge relative success of individual solution elements as they were defined and refined.

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

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

The Pleiades Team investigated 'Individual Work' scenarios. Directly across the aisle from the working groups, individual travelers are treated to a more spacious and surface oriented 'corner office' experience. Full contour executive seating, upper and lower storage solutions and contoured lighting soffits create an intimate scale of fitted comfort and efficiency. Seating solutions allow for individual concentration but also pivot for short interactions or meetings with support staff. Hideaway storage towers and drawers control work top clutter and remove impact obstructions in emergency scenarios. High value surface materials like hardwood veneer and



premium leather provide rich touch points and sensorial sophistication.

At the back of the bus, there is a decidedly different approach to near environments that support relaxation and recreation. **The Magic School Bus team** explored 'Individual Play/Relaxation' through solitary escape and rejuvenation in a series of diagonally stacked personal 'pods'. An articulating hatch slides open to reveal an anthropometrically contoured lounge surface

for deep 128 to 135 degree recline with hydrotherapy body massage and atmospheric aroma- and chroma-therapy olfactory and visual stimuli. Travelers sit on a transfer surface that pivots them into the recline posture. The closed hatch becomes an immersive projection space that displays the road ahead through bumper cams or a variety of licensed road scenes from the African savannah to a hairpin-turned Alpine descent. Additional stored or streaming video content is also





TEAM MAGIC SCHOOL BUS

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

The final 'Group Play/Relaxation' space was addressed by the **Design on the Rocks Team** with a roll-out hospitality wing. Serving as a refreshment and beverage center en route, this space, once stationary, can deploy into an expanded floorpan party space. Curbside double doors swing open and cascade a staircase down to ground plane. Floor planes slide out to reveal an island bar and expanded seating and

standing options for visitors, vendors, suppliers, customers, clients, family and friends. Cabinets, chillers, bottle and stemware storage with in-transit gripping solenoids ensure a high quality final destination. Cabinet volumes capture sound system components and video screens as well as providing display surfaces for products and sales literature.



TEAM DESIGN ON THE ROCKS

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

By many measures, the fall 2015 Near Environment/ Mobile Interior project was a success and continues to pave the way for future IAPD 435 multidisciplinary project pathways and portfolio projects. The ASV/ El Dorado National team expressed interest in a continued relationship with IAPD in explorations of mobile interiors with healthcare and hospitality applications. A blog on the IAPD homepage and a KSU communications documentary prepared by senior Morgan Elder followed the project's progress and provided unique voice and branding support for the department and its unique organization. New LARCP faculty member Greg Newmark's work in public transportation policy and infrastructure may provide an additional research link and project partnering possibilities.

For more information visit: www.apdesign.k-state.edu/iapd/mobile-environment/mobile-envt.html

INNOVATION AND INSPIRATION

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

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

Student success

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

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

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

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

Faculty development

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

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

Facility enhancement

The College of Architecture, Planning & Design has secured \$7.7 million toward its \$13.5 million fundraising goal for facilities. This allows the college to move forward with the planned renovation and expansion of Seaton Hall and the adjoining Regnier Hall. Naming opportunities still remain for qualified gifts supporting this project. When it opens in fall 2017, the new APDesign Complex will enhance the college's learning environment and boost student recruitment and retention.

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

Excellence funds

Excellence funds provide a flexible source for emerging opportunities such as hosting guest lectures, field trips, student opportunities, and the purchase

of new equipment and technology. The Ekdaahl Lecture Series is one example of an initiative supported by excellence funds. This series presents students with the annual opportunity to learn from renowned architecture, planning and design professionals who practice around the world.

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

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THE CAMPAIGN FOR KANSAS STATE UNIVERSITY

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THANK YOU

The College of Architecture, Planning & Design would like to thank the numerous alumni, friends, corporations and foundations who's philanthropic investments exceeded \$2.1 million in FY15. These investments led to the establishment of three scholarships, two excellence funds, 1 faculty award and 12 named spaces in the new Seaton Complex Project. Now, more than ever, philanthropy is playing a critical role in the APDesign education experience and having a lasting impact on everyone in the college!

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WOUNDED WARRIORS

Vibhavari Jani



A decade of war in the Middle East has left thousands of wounded veterans with special medical needs that the civilian health care system is insufficiently trained to handle (Osby, 2011). The Department of Veterans Affairs' lists chronic fatigue syndrome, depression, fibromyalgia, hearing difficulties, hepatitis A, B and C, Leishmaniasis (also known as the Baghdad boil), malaria, memory loss, migraines, sleep disorders and tuberculosis as potential deployment health conditions these returning veterans may endure. The Pentagon's Defense and Veterans Brain Injury Center reports having diagnosed 229,106 cases of mild to severe traumatic brain injury from 2000 to the third quarter of 2011, including both Iraq and Afghan vets. However; this is not the total count of soldiers wounded in the war because Pentagon only publishes the number

of soldiers injured in active duty. The real count remains elusive. The Wounded Warrior Project (WWP) organization website reports that as many as 400,000 service members live with combat-related stress, major depression, and post-traumatic stress disorder and another 320,000 suffer from traumatic brain injury while on deployment (www.woundedwarriorproject.org).

A 2008 study of Iraq and Afghanistan veterans by researchers at the RAND Corporation found that 14 percent (of returning soldiers) screened positive for post-traumatic stress disorder (PTSD) and 14 percent for major depression, with 19 percent reporting a probable traumatic brain injury during deployment. These researchers also found that major depression is highly associated with combat exposure and should be considered as being along

the spectrum of post-deployment mental health consequences. Applying those proportions to the 1.5 million veterans of Iraq, Froomkin (2011), calculates that an estimated 200,000 of these wounded veterans would be expected to suffer from PTSD or major depression, with 285,000 of them having experienced a probable traumatic brain injury. He also quotes another 2008 study published in the New England Journal of Medicine which found that 15 percent of returning soldiers reported an injury during deployment that involved loss of consciousness or altered mental status, and 17 percent of soldiers reported other injuries. More than 40 percent of soldiers who lost consciousness met the criteria for post-traumatic stress disorder. The Iraq and Afghanistan Veterans of America Group estimates that nearly 1 in 3 people deployed in these wars suffer from post-traumatic stress disorder, depression, or traumatic brain injury.

Thus it is obvious that the cumulative physiological and psychological strain these service men and women suffered while in Iraq or Afghanistan; require immediate attention. Lack of attention can result in increased stress levels, restlessness and depression that can disrupt these soldiers' and their families' lives, and in extreme situations cause suicides. Due to serious injuries (visible or not), some of these soldiers are unable to



hold a job to support their families or they become depressed, suicidal, and at times lose everything they have, including family support and a roof over their head. These are very independent human beings who were very strong before they left for the war and have come back totally dependent on others.

Fort Riley and Kansas State University (KSU)

Since 2006, Fort Riley has deployed more than 69,000 troops to Afghanistan, the Horn of Africa and to Iraq. Currently about 19,400 soldiers; and more than 26,400 family members are stationed at Fort Riley. When these soldiers return to civilian life, they face many difficulties including access to healthcare facilities, housing and other day to day needs. Since Kansas State University is located 30 miles away from the Fort Riley Military Base, and many of these Wounded Warriors are returning home to Fort Riley, the acute needs of these soldiers are close to the University, as we host many of these service men and women on our campus. How can design students assist these returning wounded warriors? While preparing for the graduate studio project in fall 2011, the author kept thinking about how she can involve her Interior Architecture and Product Design department's graduate students to assist these veterans? Thus was born the idea of introducing the Rehabilitation Center Design project. Since 2011, each fall, Capstone Studio students have focused on specific injuries and symptoms these wounded

soldiers face and developed different rehabilitation center facility prototypes. Each year the project scope changes based on the injury and symptoms students decided to focus on. However, each year, main focus remains the same: research and analysis of the Wounded Warriors' needs, facility program development, site selection and development, facility, landscape and interior development. Students also have to consider the larger issues of placement and attributes of spaces to the small scope of furniture and product design.

Purpose of This Project

The main purpose of this project is to raise awareness about the wounded soldiers' needs within our student body and enlist their aid in assisting the injured service members; and develop Evidence Based Design solutions for the rehabilitation facilities for the Wounded Warriors returning from Iraq and Afghanistan wars. To fulfill this purpose, this author introduced Service-Learning Pedagogy in her existing graduate design studio and decided to work with her colleagues and graduate students to design rehabilitation center prototypes to facilitate these soldiers' healing process. The idea was to engage graduate students in a collaborative, community based research and design project that can provide insights into these soldiers' rehabilitation needs, and based on

these insights, develop Evidence Based Design (EBD) solutions for the rehabilitation needs of these veterans. This project facilitated engagement of our students with the local community and increased our students' understanding about the importance of service and engagement with the community. This semester long, warriors focused, service learning project was introduced to enhance students' understanding of psychological and physiological pain of these war veterans and to inspire students to find evidence based innovative spatial solutions that can assist in healing these wounded veterans and reconnect them with their families, friends and the community. This project was also designed to initiate community engagement and dialog so that students understand how they can connect these veterans with the community.

Research Methods and Data Collection

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





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

Design Process

Based on interviews and extensive research, students develop an evidence based facility design program. This facility program outlines the essential requirements for the rehabilitation center for the Wounded Warriors. Once the facility program is developed, students develop concepts for these facilities. Based on these concepts; students develop their preliminary schematic designs. Design professionals and educators, medical staff

and therapists are invited to provide feedback and suggestions on students' schematic design. After receiving their feedback, students prepare their final designs for the rehabilitation centers and present it to Fort Riley Medical staff, invited guest critics and other community members.

To provide family members of the veterans' a space to work with or wait for the veterans, students design family waiting areas, café, library and recreational areas. To connect the veterans with the community, students design veteran memorial, conference/lecture halls, or other social activities area to show movies or music programs so that veterans can meet with community members in an informal setting where a dialog can be started about their war experiences, their struggle to overcome their ailments and a healing process can begin. Each student also develops a book that documents their research and learning outcomes, their design process and final design so that it can serve as evidence for other designers, and they can learn from each graduate student's research efforts. Students also design a product and a furniture piece of their choice. Various products and furniture pieces

have been developed through the last four years.

Future Goals for the Continuation of the Project:

To continue this project, this author plans to seek external funding from the National Institute on Disability and Rehabilitation Research, Veterans Administration and other government and private agencies to build one of the prototypes here in Manhattan. The author is now researching the possibility of developing "Tiny-House" as a viable housing options for the Wounded Warriors. The author also plans to develop a book on Wounded Warriors' rehabilitation and housing needs and how designers can assist them in faster recovery and rehabilitation. Another long term goal also is to develop educational resources that other educators can utilize to involve their students in developing body of knowledge on this topic. She also plans to document this research and design process and utilize it to develop an exhibition and a documentary that can be shared with the community.

MAKING CONNECTIONS WITH KANSAS TOWNS

Courtney Boman



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

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

Interdisciplinary Collaboration

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



be able to connect students from planning and architecture through engagement with the Eureka community.

"We both teach courses that involve the community and economic development, though we approach it from very different perspectives," Nesse said. "I suggested that perhaps my Economic Development Policy class might also focus on Eureka during Spring term as his class was focused on it throughout the year as a 5th year studio."

Gabbard put Nesse in contact with community representatives in Eureka

and invited her to the final Fall review for his studio. The classes ended up working more in parallel, rather than collaborating, but Nesse believes it was helpful for her students to see how the architecture students were approaching economic development and how their projects could be complementary.

Project Goals

Nesse had two goals for this project. The first one was for the project to be a way for students to apply the knowledge that they have been gaining in class and dig deeper in a particular area that interests them.

The second was for the community to gain some benefit from the project.

"I think of the community as a context rather than a client," Nesse said. "However, the community members are donating their time and often transportation and a meal or two, so I want to be sure that they are gaining something from the experience as well. In this case, one of the community members who is also a city council member said that he was going to take the finished product to the city council as a starting point for ideas."

Creating Connections

The proposed economic development projects are focused on building connections. The class categorized Eureka's connections in two ways: 1) gathering people in, and 2) reaching out. Three student proposals gather people into Eureka: restoring the Greenwood Hotel offers visitors an impressive place to stay while visiting family, attending a convention, or vacationing. A proposed addition to the TransAmerica Trail heightens the awareness of bicyclists who already ride through of the presence of the town and encourages them to stop and visit. The proposed Garden Club Pop Up builds on the energy of the residents and creates a draw to the downtown during summer weekends or major events. Two proposed programs make connections by reaching out to people and organizations outside of Eureka. A possible fiber optics business service literally connects people and businesses in Eureka to others through a very high speed connection similar to what is offered in Kansas City. An envisioned microloan program focuses on increasing the capacity of entrepreneurs in the town by connecting them with national resources.

Overcoming Challenges

Nesse said the biggest challenge for students almost always is figuring out how to implement the project proposal. The requirement for this class assignment was that each student's proposal must be a doable project,

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



meaning that the students had to figure out how to fund it initially and on an on-going basis.

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

Proposal Process

The students started generating ideas almost as soon as the class visited the town. Then, throughout the semester the class often discussed a topic of the day – whether historic preservation or tourism or business incentives – in terms of the community they are focusing on. The students develop three drafts before they submit the final product to Nesse. This means that the students could work through ideas and get feedback from Nesse and their peers. Nesse also sent a brief synopsis of the ideas to the community members students spoke with to get their feedback. This allows students to build on what the community has already done. For example, David Maynard, the student who proposed a fiber optics business service, learned that Eureka residents had already been exploring ways to get high speed internet to the town. They

put David in touch with the AT&T representative they were communicating with which helped David create a better, more realistic proposal. The iterations also ensure that the final product given to the community is a well written and polished document.

Engaging with the Community

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

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

The students presented the final proposals in Eureka to the community representatives they had

communicated with throughout the term. Nesse said the community was very excited about the proposals, which was gratifying, and were especially interested because they seemed so doable.

Future Involvement in Eureka

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

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

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

To read more about the ongoing projects in Eureka visit <http://www.bluestemartsinitiative.org/thirdstreet/>.



CREATIVE PLACEMAKING

TRANSFORMS WICHITA 'HOLE' INTO POP-UP PARK

Courtney Boman

A collaborative effort through the landscape architecture program created an engaging and interactive space in Wichita. What was once known as the 'Hole' on Douglas in Downtown Wichita challenged students to work with a limited budget and the need for a very low maintenance design to create a Pop-Up Park.

Landscape Architecture Associate Professor Katie Kingery-Page's engagement with downtown Wichita began in 2012. Her LARCP fourth year design studio collaborated with downtown Wichita on a service-learning project in fall of that year. The project addressed design of two street corridors for bike improvements, which are now being

implemented. Based upon that initial engagement with the Downtown Development Corporation (WDDC) and City of Wichita agencies, Kingery-Page approached WDDC director Jason Gregory, MLA 2005, to ask his interest in collaborating with her 2015 master's project and report students.

Kingery-Page's 2015 graduate

students were researching urban creative placemaking, particularly temporary landscapes. The WDDC had already received a grant from the Knight Foundation to create a Pop-Up Park on a derelict site. One of the students, Rachel Fox, MLA 2015, had contributed to the grant while interning with the WDDC.

'The Hole' came into existence in 2007, when redevelopment plans by the prior owner fell through. The buildings, which once provided an urban edge for Douglas Avenue were gone and the community had since been left with the remaining hole on Douglas.

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

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

The Creative Placemaking graduate students helped plan and facilitate a stakeholder charrette, developed



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

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

"Several iterations of design for benches and planters were developed in class," Winslow said. "A theme of Wichita's aircraft industry heritage became evident in many of the design concepts. However we also wanted something different. So contemporary

ideas that were fresh and unique were also explored."

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

"The contributions that the students had toward the project, including design concepts, the design and fabrication of site furnishings and artwork have all played a role in its tremendous success," Jason Gregory, Executive

FALL '14

Initial grant from Knight Foundation received.

SPRING '15

WDDC and LARCP students host stakeholder charrette.

Students create schematic design.

Students conduct interviews with downtown occupants.

Winslow's students prototype site furnishings.

Vice President, Wichita Downtown Development Corporation said.

In addition to the site furnishings, Nick Mercado, MLA 2015, designed and fabricated a sculpture for the site as a part of his MLA master's project and report. He continued work after graduation to finish and install his sculpture, Sunflowers. The WDDC funded all materials for the sculpture. His work was complete in September 2015.

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

Mercado began the design process in the the spring 2015

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

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

instrumental in the fabrication process.

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

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

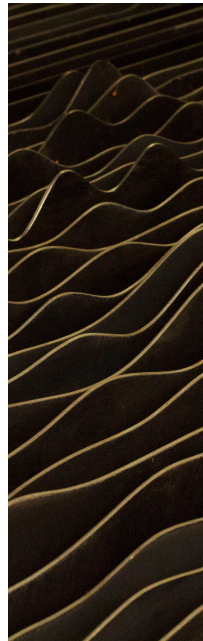
Photographs courtesy of the Wichita Downtown Development Corporation, Brianna Sprague and Professors Kingery-Page and Winslow.

Ideas are formed in your **mind**, inspired by your **heart** and transferred through your **hand**. Every stroke of the pen or click of the mouse brings your **vision** closer to reality.

Park plans finalized by WDDC and consultant.



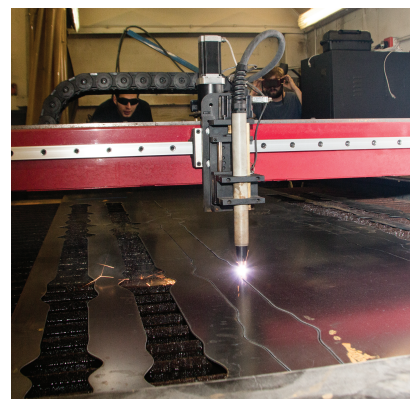
Douglas hole filled in.



SUMMER '15



Grad student Nick Mercado builds Sunflowers sculpture with support from WDDC.



Student designed site furnishings and Sunflowers sculpture installed.



Pop-Up Park opened.



Help Recruit Students to APDesign!

Susan Lannou is the personal contact for students interested in pursuing one of our design or planning degrees. Please feel free to share her contact information. Also, if you are preparing to give a presentation about your profession, please let us know. We are happy to provide information about APDesign.

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