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MESSAGE FROM THE DEAN

Tim de Noble, AIA
Professor and Dean

Greetings from Manhattan, my new, wonderful home!

I am extremely excited to begin my first academic and fiscal year at the College of Architecture, Planning and Design. In my short time here, I have found a vibrant community focused on advancing design education in the 21st century. Each day I am buoyed by the dedication of the staff in ensuring that our students have the opportunity to engage in the many wonders of our distinct educational model. Our faculty remains dedicated to the practice-based paradigm while recognizing the need to increase our involvement in interdisciplinary research and design-research initiatives. In meeting with the University administration, it is obvious that our College maintains a healthy reputation and as such we are looked to for campus leadership, an enviable position.

I have visited many of our alumni in Dallas, Kansas City, Lawrence, Manhattan, St. Louis and Wichita. These visits increase my excitement about the College, the accomplishments of our graduates and the trajectory of our current students. In each visit, I have found a dedicated base of supporters interested in the direction of the College and how they can best support our mission. During these conversations, I have stressed four

areas of focus for our development efforts aimed at the long-term health of the College and our programs: facilities, interdisciplinary research, service learning and leadership.

1. Facilities

Obvious in each of my visits with our alumni and friends is the accord between the quality of each firm's work environment and its design ideals: direct expressions of professionalism, leadership and advocacy of design. In each case, I have spoken of the need for Seaton Hall and Seaton Court to reflect our values as well. Seaton speaks, but what is it saying and what should it say about us? Seaton should reflect our values while providing an example for the campus and the world. **With your help, Seaton Hall will be a 21st century learning and research facility reflecting our belief in the enriching potency of design, our dedication to preserving our historic heritage, our traditional home and our commitment to the stewardship of the environment.**

2. Interdisciplinary Research

Not surprisingly, in visiting our alumni firms I have found practices rooted in a spirit of interdisciplinary exchange. In practice, we partner with engineers, specialists and businesses to bring about the best results for our clients. The ability to negotiate the periphery of our expertise is paramount to the

success and recognition of our work in an age of holism brought on by the metrics of environmental stewardship. In parallel, our faculty and students need and desire these same opportunities, at once expanding the base of knowledge and, respectively, learning to synthesize issues directly and indirectly affecting design. In line with this imperative, **we must expand opportunities for our students and faculty to engage in interdisciplinary research and design-research activities within the College and across the University.**

3. Service Learning

Central to Kansas State University is its land-grant mission of teaching, research and outreach. As we appraise our efforts in the College, we must find ways to increase our outreach component through sustained service-learning initiatives aimed at helping our communities while providing our faculty and students with tangible design and research opportunities. In doing so, our educational mission becomes inextricably linked to the well-being of our state through direct service to its constituents.

4. Leadership

Design professionals are proactive, inventive leaders. In parallel to the civic engagement of so many of our alumni, I am encouraging our



student organizations and clubs to become deeply involved in the broader student governance of the campus. In particular, I am supporting their focus on leading in the area of environmental stewardship. Our students understand the impact of human behavior and practices on the environment, as well as the potential of enhancing their educational opportunities by ameliorating the direct and indirect costs associated with maintaining our educational facilities. In encouraging our students' leadership, I have assured them our professional base will greatly

appreciate their experience of community involvement, as it is valuable preparation for a lifetime of civic engagement and design leadership.

Supporting Our Mission

As we know, these are difficult economic times directly affecting the programs housed in our College and the initiatives aimed at expanding the educational opportunities of our students. Diminished support of higher education by the state and lack of funds to deal with the building and maintenance needs of our campus are certainties. In light of this, how can each of you help us to maintain and hone the quality of our teaching and research endeavors, as well as help us to ensure Seaton Hall becomes and remains an effective learning environment? Thankfully, many of you are already deeply engaged in the College through financial support and direct involvement in advisory capacities and through advocacy. I ask you to rededicate yourself, and by extension your firms, to three tracks of engagement with the College and its constituent programs, as they prepared you for your professional endeavors.

1. Direct Support

Please reflect on the value of your educational experience, on those opportunities that meant the most to you and have proven to be most

effective in preparing you for your successful career. Put yourself in the seats of today's students and imagine how your support could make a life-changing difference for them. Consider your overall support of programs at K-State, including contributions to the Ahearn Fund by virtue of obtaining your seats at sporting events. Are you supporting the College from which you gained your initial credentials to succeed professionally at or above the same level as the sports programs that provide you with periodic entertainment and pride? I certainly hope you will commit yourself to support our College and its programs at a level acknowledging its primary place in your life.

2. Engagement

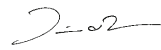
How can you be involved with our College, no matter your proximity to Manhattan or our programs? Through internship opportunities, by alerting us to the projects in your office and opportunities for our classes to visit projects under construction, by letting us know when you will be in Manhattan and willing to engage in critiques or lectures, or through advising us of the trends affecting your practices and engagements. Please contact us on a regular basis with your ideas.

3. Advocacy

As one of our constituents, you are

an ambassador for the College and its programs. Our graduates work for and lead some of the most powerful corporations and foundations in the world. In many cases, the work you have completed on their behalf has changed their life, work or home environment profoundly. You can help us improve our learning environment in Seaton Hall by advocating on behalf of our mission. Help us convince these well-placed decision makers that our future, and the environment in which we teach and learn, is significant to them. Help us convince them that our story is their story.

I pledge to all of you that my staff and faculty colleagues will effectively and regularly communicate the successes of our college, our students, our faculty, our staff and our alumni in order to advance the reputation of the College's constituent programs and, by extension, the quality of the degrees held by our alumni! Stay tuned as we announce a number of initiatives at the College and University levels aimed at more effectively communicating with our constituency as well as those involved in policies affecting our future.



Tim de Noble, AIA
Professor and Dean
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 785.532.5950

Fall 2009 Calendar

8/24	Fall Semester Begins
8/24-9/11	Student KCDC Exhibit
8/31-9/4	LARCP Design Week
9/11	All College Photo
9/14	KCADDR Golf Classic
9/14-10/9	Student Study Abroad Exhibit
9/17	Pecha Kucha Lecture by Shawn Basler, Mike Niemann, Doug Stockman, Blake Belanger, Larry Bowne and Peter Magyar
9/17-19	Dean's Advisory Council Meeting
9/19	Architecture Professional Advisory Board Meeting
9/26	K-State Family Day
10/1	Lee Bryant Memorial Lecture by Dan Snow.
10/3	Tailgate at KSU vs ISU Football Game in Kansas City
10/12-30	Student Academic Internship Exhibit
10/18-21	MLA Accreditation Visit
10/21	Lecture by Mark Shapiro
10/30	Mock Interviews
11/2	Lecture by Scott Smith
11/2-13	Alumni Honoree Exhibit
11/9	Lecture by Kevin Kennon
11/11	Lecture by Alan Dunlop, 2009 Regnier Visiting Chair in Architecture
11/12-13	Alumni Honoree Visit
12/11	Bowman Forum
12/14	Fall Semester Ends

2009 RANKINGS

Academic programs in the K-State College of Architecture, Planning and Design were ranked as follows in the 2009 nation-wide survey of leading firms across the United States:

- bachelor of interior architecture/design programs—first;
- master of interior architecture/design programs—second;
- bachelor of landscape architecture program—second;
- master of landscape architecture program—eighth; and
- master of architecture program—eleventh.

The College of Architecture, Planning and Design is currently transitioning its professional five-year bachelor's degree programs into five-year master's degrees in architecture, interior architecture and product design, and landscape architecture. In two of the three disciplines, both the former undergraduate and the new graduate programs were ranked.

K-State's programs in landscape architecture and interior architecture/design have continually ranked in the top eight of the survey. This is the eighth time the K-State architecture program has been in the top twelve.

The study has been conducted during the past 10 years for architecture and interior architecture/design, and during the past five years for landscape architecture.

Each year, *DesignIntelligence* and the Design Futures Council conduct this study, in conjunction with the *Almanac of Architecture and Design*, to rank accredited undergraduate and graduate programs throughout the U.S. from the perspective of leading practitioners who have had direct experience in the hiring and performance evaluation of recent architecture and design graduates.

These leading firms were queried about which college and university programs have best prepared students for today's and tomorrow's professional practice. A cross section of U.S. firms with disbursed geographic profiles were invited to participate, including firms that are leaders in market sectors such as health care, commercial and institutional, as well as those that have won major national, state, local and market-sector awards.

More than 200 leading professional practices were included in the research, which had a response rate of more than 85 percent of the largest architecture and design firms in the U.S. Also responding were small- and medium-sized firms that rank

among the most respected design organizations. In addition, deans and chairs from more than 100 academic programs participated in this study.

The 2009 study also queried participants regarding other issues, including the preparedness of recent graduates in a range of vital skills. K-State architecture graduates ranked fifth in communication skills and in design, while K-State's landscape architecture graduates were ranked first in construction methods and materials, second in security design principles and third in design.

In a ranking that used several criteria to assemble a list of architecture programs that have distinguished themselves over the years, the K-State architecture program scored "With High Distinction."

Academic deans were also asked to indicate the programs they most admired from among those accredited by the Council for Interior Design Accreditation. The K-State interior architecture/design programs were ranked second, cited for excellent technological solutions, reputation and design quality.

Although K-State offers separate programs in interior architecture, through the College of Architecture, Planning and Design, and in interior

design, through the College of Human Ecology, both programs are combined for survey purposes.

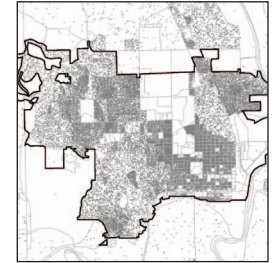
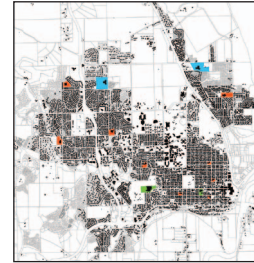
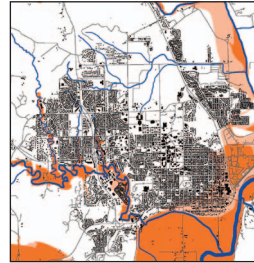
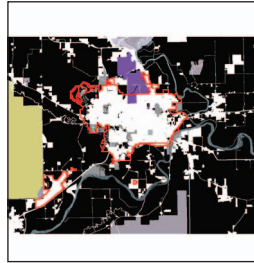
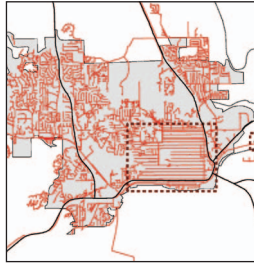
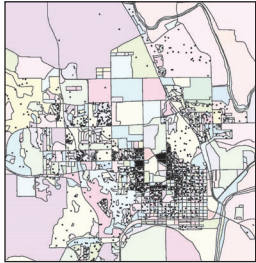
Lastly, each year *DesignIntelligence* selects a team of educators and education administrators who exemplify excellence in design education leadership. The 2009 class of education role models was selected by *DesignIntelligence* staff with extensive input from hundreds of design professionals, academic department heads and students. Dennis Law, former dean of the K-State College of Architecture, Planning and Design, was included in that list of 26 educators. This is the third time he has been selected.

According to its sponsors, this survey can be used, along with other considerations, to help current and future students plan their educational paths.

There are approximately 149 accredited interior architecture/interior design programs, 122 accredited architecture programs and 81 accredited landscape architecture programs in the U.S.

MKS*futures*

Maps and images from MKS*futures*. Full report available for free download at lulu.com.



After the Department of Homeland Security selected Manhattan, Kansas, to become the home of the National Bio Agro-Defense Facility (NBAF) earlier this year, it became clear that the city was going to change. While the facility itself will bring many new jobs and families to the region, population growth will be amplified by the associated private-sector bioresearch industry. Simultaneously, a surge of new families will continue arriving in Manhattan and the surrounding communities as a result of the Fort Riley base expansion. How these changes will affect the people of Manhattan is the question on everyone's mind, and Kansas State University landscape architecture graduate students spent this past summer developing visions for Manhattan's future.

The Landscape Architecture Community Planning and Design summer studio, aptly called "MKS*futures*," focused on identifying the key issues and dilemmas facing Manhattan and developed visionary

strategies for moving the city toward positive new futures. Through the studio, the students had the opportunity to integrate coursework and service to their community in very tangible ways. The graduate design studio was comprised of students in the third year of the non-baccalaureate Master of Landscape Architecture degree (NBMLA) and students in the first year of the post-baccalaureate Master of Landscape Architecture degree (PBMLA).

The studio was taught through an interdisciplinary collaboration of Assistant Professor Blake Belanger, landscape architecture, and Assistant Professor Jason Brody, regional and community planning.

This summer was a particularly opportune time to engage in such work. While plans for the NBAF facilities themselves are well developed, planning for the anticipated private-sector research facilities and general growth within the community is only just beginning.

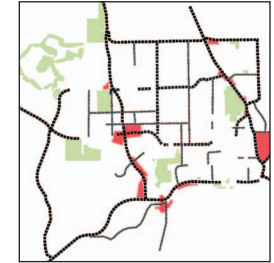
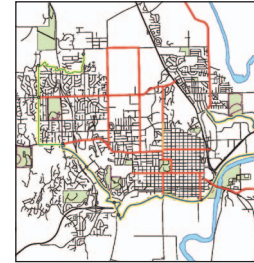
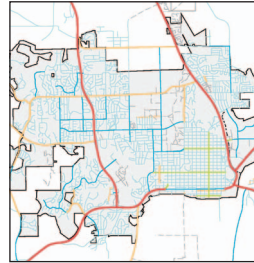
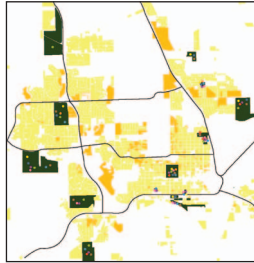
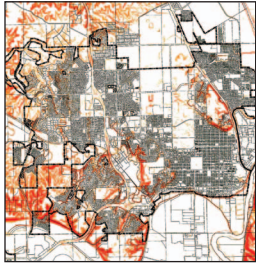
NBAF will catalyze growth in knowledge industries to an extent that has not yet been seen in Manhattan. The research and planning strategies proposed by students will be available to Manhattan's planning department as it evaluates the coming changes.

"This is an opportune time for our students to bring the planning and design skills they have shared with so many communities in our region home to Manhattan," said Stephanie Rolley, professor and head of the Department of Landscape Architecture/Regional and Community Planning. "We know that Manhattan is going to change, the question yet to be answered is what that change will look like and how our community will function in the future. The students have provided rich material for discussion."

Students were not given a formal program for the studio. Instead, they were called on to develop their own proposals, grounded in their investigation of all aspects of

Manhattan and their assessment of the critical dilemmas facing the region. Individual projects therefore stemmed from a unique framing of complex issues, generating a rich and substantiated set of ideas.

An important part of the process was a critical mapping sequence instituted by the studio professors. Critical mapping is a mode of inquiry that systematically relates conditions, dilemmas and design interventions toward strategic resolutions. It calls for processing and reassembly of new information in a rapid, iterative fashion. Students conducted a new cycle of critical mapping each week for several consecutive weeks. Each Monday, they began by exploring a range of focused research topics. By Tuesday, they were identifying critical considerations and opportunities for action, and by Friday they presented strategic design resolutions. They ended each week by editing their work to separate what was important from the rest. The following Monday would begin with new research



topics, thus building a layered body of work that integrated research and design.

“Linear design processes sometimes frame inquiry as a set of discrete tasks,” Brody explained. “We developed the critical mapping process because we didn’t want students to think of analysis and design as separate things. Analytical investigation involves critical design thinking, and design demands analytical inquiry. For us, design is less about sequences of analysis/design as much as it is oscillating between immersion and detached reflection. The students really embraced this challenge, and it shows in the way they were able to bring a designer’s way of thinking to planning and analytical parts of the project.”

The ten student projects included a variety of proposals that ranged in scope from regional plans to site or block-scale interventions. The projects were loosely grouped

into three categories: Connecting Networks, Intensifying Cores and Regulating Frameworks. The projects in Connecting Networks focused on stitching isolated parts of Manhattan into the urban fabric or proposing new forms of transit. Re-envisioning program, density, infrastructure and design of city or neighborhood centers were common threads defining the projects in Intensifying Cores. These projects proposed redeveloping underutilized sites and reimagining existing urban nodes. The projects in Regulating Frameworks included new policy planning defined by watershed, rethinking the way people value streets and establishing high-density communities coupled with conservation districts. Each project addressed specific dilemmas that the student teams identified as important.

The studio work was exhibited in Seaton Hall at the conclusion of the course. During the exhibit opening, the students helped to stimulate discussion and outside-the-box

thinking among members of the public and the university community, a goal set by the studio professors early in the course. “We realized immediately that in order to make a difference, the work needed to capture the imagination of Manhattan residents and decision-makers,” states Belanger. “Manhattan can go in many different directions from this point, so we encouraged the students to imagine a vast range of possibilities. We really pushed them, and they did a phenomenal job developing visionary strategies. This studio work has potential to influence the future of Manhattan.”

Members of the community attended the exhibit opening and spoke with students about their research and design proposals. “Their projects really helped clarify dilemmas the city will face or has been facing,” remarked Manhattan resident Scott Tanona. “They’ve developed some very nice examples of how planning ahead for the changes we’ll be seeing, instead of reacting to them,

might create an opportunity to reshape the space around us to serve a range of uses, and make a real positive impact on life in Manhattan.”

The “MKS*futures*” studio helped lay the foundation for a second community planning effort, Design Week, which took place in the department during the second week of the fall 2009 semester. Design Workshop, an internationally-based landscape architecture and urban design firm, will engage Kansas State University landscape architecture and planning students in a five-day design charrette to develop design proposals for “MORE MANHATTAN!”

Professors Belanger and Brody are co-authoring a paper entitled “Critical Mapping: Agency and Strategy in Landscape Architecture Studio” that documents the studio pedagogy and the students’ work. They will present the paper at The International Conference of Design Principles and Practices in Chicago in February, 2010.

Student Participants in “MKSfutures”

Lee Adams, St. Joseph, MO
Caitlin Admire, Evergreen, CO
Kirby Barrett, Winona, KS
Benjamin Carlson, Colorado Springs, CO
Felipe DeNarvaez, St. Louis, MO
Ryan Dietrich, Alliance, NE
Chadd Fuemmeler, Columbia, MO
Allison Gerth, Manhattan, KS
Jeffery Graham, St. Joseph, MO
Heather Grogan, St. Louis, MO
Rebecca Ingram, Omaha, NE
Emily King, Brentwood, MO
John Mahoney, St. Joseph, MO
Timothy McDonnell, Olathe, KS
Charles McDowell, Platte Woods, MO
Anthony Meyer, St. Charles, MO
Cory Murner, Custer, SD
Russell Ploutz, Hutchinson, KS
Scott Runde, Wildwood, MO
Jonathan Ryan, Winfield, MO
Krystal Schuette, Washington, KS
Christopher Simon, Garden Plain, KS
Daniel Smith, Twin Falls, ID
Scot Talbert, Provo, UT
Jaime Vickrey, Sweet Springs, MO
Kyle Ward, Hutchinson, KS
Laura Weatherholt, Tulsa, OK
Jordan Wilkinson, St. Charles, MO
Jane Winslow, Manhattan, KS
Shannon Yost, Olathe, KS

Faculty Participants in “MKSfutures”

Assistant Professor Blake Belanger
Assistant Professor Jason Brody



ROLLEY TO HEAD LARCP



Professor Stephanie A. Rolley, FASLA, AICP, has been selected to head the Department of Landscape Architecture/Regional and Community Planning.

Rolley, whose appointment was effective June 14, 2009, succeeds Dan Donelin. He retired at the end of June and had served as department head since 1995.

A K-State faculty member since 1988, a three-time recipient of the Landscape Architecture Teacher of the Year award, and the department's Jarvis Chair for 2005–2007 and 2008–2009, Rolley served as associate head and MLA program director for the Department of Landscape Architecture/Regional and Community Planning from 1993–1998. She is a Fellow of the American Society of Landscape Architects and is currently chair of the ASLA Council on Education.

Other honors include the KSU Student Activities and Services Advisor of the Year; Collaborative Practice Award from the Association of Collegiate Schools of Architecture; an Urban Parks National Award from the Landscape Architecture Foundation for the MetroGreen project; a National Award of Distinction from the Council of Educators in Landscape Architecture; and selection as an Alumni Honoree

by the College of Architecture, Planning and Design at K-State.

Her body of work has centered on interdisciplinary teaching through community-based collaborations that advance public recognition of the profession. Rolley leads students working with local residents and decision makers to create community and regional visions for the future and tangible results. Most recently she has developed visualization tools that assist conceptualization of scholarship and mapping design thinking.

Rolley's professional experience includes urban designer at Carr Lynch Associates from 1986–1988; Program on Negotiation at Harvard Law School, research staff member and coauthor of Professional Publications during 1985–1986; project manager at Carter and Burgess from 1983–1985; and landscape architect at Rehler, Vaughn, Beaty and Koone from 1982–1983.

She received a Bachelor of Landscape Architecture in 1982 from K-State and a Master in City Planning from the Massachusetts Institute of Technology in 1987.



Congratulations to el dorado, and to firm principal Doug Stockman (B Arch 1993), whose work has been published to date during 2009 in the following:

Architect, June
Dwell, April & May
Greenability, March/April 2009
Kansas City Business Journal, February 6
Kansas City Homes and Gardens, February
Kansas City Star, January 11, February 17
KC Star: Star Magazine, February 22
KC Small Business, January, February
Metro Magazine, February 2009
Modern Builder, January
Review, March
SPACE Korea, January
Urban Times, March

*see inside back cover

IN MEMORY

Jack Clyde Durgan, 85, passed away April 14, 2009, in Manhattan.

He received a bachelor's degree in architecture from Oklahoma State University in 1951. Jack was hired in 1954 to teach the history of architecture, architectural design and interior design in the K-State College of Engineering. He earned his master's degree in architecture from K-State in 1957. When the K-State College of Architecture and Design was proposed, Jack founded and developed over a 20-year period the program that became the Department of Interior Architecture. He served as the department head for 25 years.

Under his guidance and leadership, the Department of Interior Architecture grew from two students and one faculty member to one of the best design programs in the country by the time he retired in 1988. His students knew him as "Uncle Jack," and he received many awards and honors including a Fulbright scholarship and Outstanding Young Architectural Instructor for a 5-state area in 1956.

He is survived by his wife, Alvareen, a daughter, four granddaughters, a brother and a sister.

Memorial contributions should specify "Contribution for Jack Durgan, account P22750," be payable to "Kansas State University Foundation," and mailed to Kansas State Foundation, 2323 Anderson Avenue, Manhattan KS 66502.

Ingolf Eugene Thorson, 95, died May 8, 2009. He was nicknamed "Stubby" as a child, a name that remained with him all his life.

Stubby attended North Dakota State University and graduated with a bachelor of science in civil engineering from the University of Washington, Seattle.

He traveled and worked for the Coast and Geodetic Survey, the Naval Shipyard in Bremerton, WA, during World War II, and the Kellex Corporation in New York City before moving to Manhattan in 1948 to begin his teaching career at Kansas State. He retired as professor emeritus of engineering in 1981. Stubby began teaching engineering courses in the College of Architecture. He was especially proud of creating and developing K-State's Construction Science Degree Program and seeing it to full accreditation. Former students often sought out his professional wisdom. He always said that he had a great job working with young people his whole life.

He received many professional honors throughout his career. While teaching, Stubby also did the structural work on many homes and buildings in the Manhattan area.

Survivors include his wife, Barbara, four children, 10 grandchildren and 16 great-grandchildren, as well as a sister-in-law, nieces, nephews and many wonderful friends.



The cities and places listed represent locations in which or about which a student project was done during the 2008-9 academic year or will be done during the 2009-10 academic year.

Cover Art - Blake Belanger and Jason Brody
page 3 courtesy KSU Photographic Services
pages 6, 7, 8 courtesy "MKS*futures*" studio participants
page 9 courtesy KSU Photographic Services
page 9 courtesy Architect magazine
page 10 courtesy Diane Potts

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Share your thoughts about this newsletter and CAPD.

Contact Tim de Noble (tdenoble@k-state.edu), Bruce Broce (bruceb@k-state.edu) and/or Diane Potts (potts@k-state.edu).

*Our alumni are invited to share with us news about their firm's awards, publications, exhibits and projects. Please email information to Diane Potts at potts@k-state.edu

Diane Potts, Assistant to the Dean, Editor BS 1976 potts@k-state.edu, 785.532.1090

Design: Brian Jones

Kansas State University is committed to nondiscrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other nonmerit 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 1984, 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 Clyde Howard, Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, 785.532.6220.

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