

**Kennesaw State University**

**Interim Progress Report for 2016**

**Instructions and Template**

November 29, 2016

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## 2. EXECUTIVE SUMMARY OF 2014 NAAB VISIT

### CONDITIONS NOT MET

<b>2014 VTR</b>
None

### STUDENT PERFORMANCE CRITERIA NOT MET

<b>2014 VTR</b>
A.4 Technical Documentation
B.6 Comprehensive Design

### CAUSES OF CONCERN

<b>2014 VTR</b>
Upper Division Student Advising
Alumni Connection and Records
Faculty/Staff Communication and Coordination in the use of Facilities
Growth and Resulting Faculty Workload
Sustainability

### 3. TEMPLATE

**Interim Progress Report**  
**Kennesaw State University**  
**School of Architecture and Construction Management**  
**B. Arch. [153 credits]**  
*Last APR submission: September 7, 2013*  
*Year of the previous visit: 2014*

*Please update contact information as necessary since the last APR was submitted.*

**Chief administrator for the academic unit in which the program is located:** Tony Rizzuto, PhD

**Provost:** Ken Harmon, PhD

**President of the institution:** Mr. Sam Olens

**Individual submitting the Interim Progress Report:** Tony Rizzuto, PhD

**Name of individual(s) to whom questions should be directed:** Tony Rizzuto, PhD

**Current term of accreditation:** 8 year

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

## a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

### A.4 Technical Documentation

*2014 Visiting Team Assessment:* While evidence of “ability” was found for technical drawings and physical models in Arch. 4224, 4014, 3012; there was a lack of evidence in meeting the “ability” to write outline specifications. The SPC is, therefore, not met.

#### **Kennesaw State, 2016 Response:**

The majority of requirements to fulfill SPC A.4 Technical Documentation were placed on ARCH 4224 Technical Documentation and Codes. A recent copy of the syllabus for this course is available in the appendix. The 2014 NAAB Visiting Team’s assessment was that while students were asked to review specs, evidence of a more comprehensive application of spec writing was not provided consistently. To address this in the short term ARCH 4224 Technical Documentation and Codes has revised to include a spec writing exercise (a copy of the exercise and sample work is included in the Appendix). The goals of the exercise are listed as follows:

#### *Exercise Goals:*

- *Students will look up and discuss materials within fire-rated assemblies.*
- *Students will look up products that contribute to these assemblies.*
- *The selection of the material or product will then be cross-checked with the Construction Specifiers Institute / Masterformat.*
- *The class will discuss a specifications booklet that will be on view.*
- *Students will integrate the partition type on their CD cover sheet.*

This is integrated into the Revit file documents that have been introduced into the curriculum (see *Changes to Curriculum* under **Changes or Planned Changes in the Program** below).

We are currently working on the course deliverables for the next course in the sequence ARCH 4225 Design Cost Control. Our assessment is that more detailed analysis of spec writing should be done in coordination with design cost control as it is in the spec writing that building costs are controlled or at least the first point of examination of building costs. This should provide students with a greater understanding of writing outline specifications, specifically why we do them and their role in both performance and cost analysis of the project.

To enhance the ability to make meaningful material selections ARCH 3011 Studio V now introduces integrated systems, building performance and material selection as a precursor to understanding the role that they play in architectural thinking. A copy of the complete syllabus is in the appendix, which contains the following in reference to material and systems selection.

#### **OVERALL GOALS OF FALL SEMSTER STUDIO:**

1. *Introduce Materiality and Performative Design as a mode of 'architectural thinking'.*

#### **MATERIALITY**

*Evidence of a basic understanding of materials and structure should occur in the studio projects (More in depth study will occur in the Spring 2017 Semester). The recently completed DFN 2311: Environment Technology I: System Selection & Materials class investigated individual building structural components and provided the first foundational understanding for material selection related to the inherent capabilities of each material or composites thereof.*

This builds upon the introduction of materials and systems in ARCH 2311 Environmental Tech I- Systems Selection and Materials.

## B.6 Comprehensive Design

*2014 Visiting Team Assessment:* The evidence of comprehensive design demonstrating the integration of the SPCs listed did not consistently rise to the level of “ability.” Further, projects presented in the team room reflected varied comprehension from section to section. Therefore, this SPC is not met.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

To address the deficiency in B.6 and the subsequent changes from the 2014 NAAB Conditions the program has reassessed a significant portion of the upper division core courses including the third year studios ARCH 3011 and ARCH 3012 and the fourth year studio ARCH 4013 Comprehensive Studio plus three other courses ARCH 4224, ARCH 4225 and ARCH 4226. These changes are further outlined in **Summary of Activities in Response to the 2014 NAAB Conditions** below and will not be covered here although they are related to our response to this assessment.

The primary concern with the projects in ARCH 4013 Comprehensive studio was with vertical integration of the systems, specifically section understanding of chases and their integration with horizontal distribution of systems. This was a key issue with meeting the level of ‘ability’. Students had diagrams of the various systems, but a more comprehensive demonstration of how they interfaced spatially with chases, each other and structure was spotty.

We are addressing this and other concerns by reexamining ARCH 4013. This, as stated above, was part of the larger curriculum reassessment.

The course title and description for ARCH 4013 has been revised to emphasize the required level of ‘ability’ more consistently and to reflect the 2014 NAAB Conditions as follows (a copy of a current syllabus is included in the appendix).

*ARCH 4013: Architecture Studio VII: Integrative Design*

**0 Class Hours 12 Laboratory Hours 4 Credit Hours**

**Prerequisite:** ARCH 3012, ARCH 3314 and ARCH 3212

*This course focuses on building structural systems and systems integration in relation to an architectural concept. Students will work on a program allowing them to study the impact of site and programmatic forces in relation to integrative principles as described by NAAB. The course builds upon and emphasizes synthesizing knowledge and skills acquired in concurrent and prior coursework.*

ARCH 4013: Integrative Design syllabus now reflects the revised 2014 NAAB SPC. A copy of the new syllabus is included in the appendix. Highlights of that syllabus are presented here below:

2. Part of the course goals and objectives statement:

*“The Integrative Architectural Investigations seek to clarify a critical research-based series of arguments and professional intentions through the typology of sustainable building systems and material skins. The studio is an environment in which each student works to build upon the educational experiences of the past while formulating and refining studio design skills in preparation for the for the fifth-year Focus Studio and Thesis Collaborative.”*

3. Topical NAAB SPC Outline applicable to Course:

- *Realm A: Critical Thinking and Representation: 20%*
- *Realm B: Building Practices, Technical Skills and Knowledge: 40%*
- *Realm C: Integrated Architectural Solutions: 40%*

4. Fourth Year Studio Integrated Design Objectives:

*In general, the fourth-year design studio sequence consists of awareness, ability, understanding and unified articulation of the following:*

- *Principles of Environmental Stewardship and Sustainability*
- *Technical Documentation | Investigation of Critical Tectonic Details*
- *Issues of Social Justice and Accessibility*
- *Site Conditions | Typology of Site Analysis and Design*
- *Life Safety | Occupant: Health Safety and Welfare and Issues of Fire Safety and Egress*
- *Environmental Building Systems | Performance within a Particular Climate Profile*
- *Structural Building Systems | Issues of Syntax and Force Expression*
- *Building Envelope Systems | Skin and Shading Devices*
- *Formal and Principle Systems of Planning and Ordering | Typology of Mapping*
- *Fundamental Design Skills | Typology of Form Making*
- *Building Context | Typology and Order of Space*
- *Site Conditions | Typology of Site Analysis*
- *Life Safety | Occupant: Health Safety and Welfare and Issues of Fire Safety and Egress*
- *Issues of Social Justice and Accessibility*
- *Building Envelope Systems | Skin and Shading Devices*
- *Building Structural | Mechanical | Electrical | Plumbing Systems*
- *Principles of Building Service Systems | Issues of Vertical Circulation*
- *Principles of Sustainable Design and Design Strategies*
- *Principles of Building Systems Integration | Materials and Assemblies*
- *Technical Documentation | Design of a Critical and Tectonic Detail Investigation*

Additionally, new requirement for the course is a Revit file. We understand that software will not solve the problem, but it will allow for a clearer interrogation of how the systems are applied and specifically how they are interfacing with each other spatially in both the vertical and horizontal dimensions.

Delivering the Integrative Design project in a Revit file also allows file to be into ARCH 4224 Technical Documentation and Codes to do code analysis and advance the design to technical documentation. Our intention is then to use these in ARCH 4225 Design Cost Control to do cost analysis and spec writing. The idea is that a student over the course of three semesters would move through a more comprehensive design process on one of their own designs, one that better approximates the process found in practice.

## b. Plans for/Progress in Addressing Causes of Concern

- **Upper Division Student Advising**

*2014 Visiting Team Comments:* Advising services, particularly in the first two years of the program, have improved with the addition of professional advising staff focused on those years. The team is concerned, however, that the assignment of advising duties to faculty members during the final three years of the program will reduce the service and momentum that is critical for success.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

At the time of the 2014 NAAB Team Visit the B.ARCH program was part of Southern Polytechnic State University (SPSU). SPSU policy required all faculty, as part of their job description, to provide advisory services to students. Under this policy advising was broken down within the department into three categories ACM Professional Advisor, Faculty Registration Advisor and Faculty Academic Advisor.

The ACM Professional Advisor- The ACM Professional Advisor was a certified advisor hired by the university and embedded in the School of Architecture and Construction Management at SPSU. That advisor at the time was Ms. Mary Neely. Her primary responsibility was to provide guidance, expertise and regular policy updates to the faculty on matters concerning student advising including Georgia Core requirements and changes to SPSU policy relative to registration and curriculum.

The ACM Professional Advisor was also to provide recommendations to the department chair and Academic Committee on academic and registration issues that have a negative impact on students, student retention and graduation rates.

All incoming freshmen and transfers students would have the ACM Professional Advisor assigned to them as both Academic and Registration Advisor for the fall semester (1<sup>st</sup> yr). At the start of the spring semester students would be assigned a faculty member as their Academic Advisor.

The ACM Professional Advisor was to serve as:

1. Both Academic and Registration Advisor for all students during their first semester of registration in the Department of Architecture.
2. Registration Advisor for all students during their enrollment in the lower division (1<sup>st</sup> & 2<sup>nd</sup> year).

Following the merger of SPSU and KSU in 2015 this position has remained. The College of Architecture and Construction Management at KSU maintains a professional certified advisor Mr. Richard Redding whose role is identical to that of the position at SPSU prior to the merger. Thus the findings of the NAAB Visiting Team for this aspect of the advising, which was positive, has not changed.

The Faculty Registration Advisor – At SPSU the Faculty Registration Advisor was a member of the faculty, trained in Degree works and graduation requirements. This position came with a stipend of \$10,000 for assisting in registration advising within the department, serving primarily upper division students (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> year).

This position also remains post merger as part of the department's organizational structure at KSU, but the title has changed to Registration Coordinator. The stipend is still part of this organizational structure. The Registration Coordinator's primary responsibility is to work with the



department chair and the faculty on matters related to registration and academic advising within the department,

The role of the Faculty Registration Advisor is to address major concerns relative to transfer credits, graduation petitions, course substitutions, and provide advice and information relative to enrollment status, GPA calculation, fee payment, etc. to students in the upper division. In this role he/she also:

1. Provides guidance, expertise and regular policy updates to the faculty on matters concerning student advising, including Georgia Core requirements and changes in policy relative to registration and curriculum.
2. Provides recommendations to the department chair and Academic Committee on academic and registration issues that have a negative effect on students, student retention and graduation rates.
3. Addresses major concerns relative to transfer credits, degree petitions, course substitutions and provides advice and information relative to enrollment status, GPA calculation and fee payment, etc.
4. Delivers presentations on registration policy and procedures, expectations for success and best practices for college success to incoming students in the Summer Workshop and as needed to the general student body of the department.
5. Attends the campus open house events as a representative of the Department of Architecture.
6. Coordinates and oversees the Portfolio Review process and assessment for students moving from the lower into the upper division of the B.ARCH program.
7. Serves as the registration and academic advisor for all incoming M.S.ARCH students during their first semester of the program.

The role of the Faculty Academic Advisor- The NAAB Visiting Team's comments were specifically addressed to this position. At SPSU advising was considered part of the workload along with teaching, academic achievement, professional development and service. At KSU faculty hold no advising responsibilities. This role has been significantly altered.

The KSU faculty handbook does speak to a faculty member's obligation to mentorship. Per the Faculty Handbook "*the purpose of mentoring is to facilitate and enhance the academic and professional success of an individual. Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues.*" While we still assign faculty to students they are no longer responsible for reviewing their registration and providing approvals.

The role of the Academic Advisors in the Department of Architecture at KSU is first and foremost as a mentor, someone to provide insight into the program, professional and career choices, graduate school options and other related opportunities. They are not Counselors and are expected to direct students who need more professional help to seek it either from the ACM Professional Advisor or at the ATTIC if the issue is more personal.

KSU has a formal advising structure that is centrally coordinated, but decentralized in delivery. The office of the Provost establishes the university wide benchmarks and best practices, related

to academic advising, coordinates and conducts advising assessment efforts, advisor training and professional development.

Students at KSU have access to an advisor pool that can assist them in academic and registration matters. The Department of Architecture has held work sessions with many of these advisors to brief them on curriculum specific issues and potential problems that students may face so that they are better prepared to address the concerns of architecture students.

The university has as one of its advising goals the expansion of College Professional Advisor roles. The initial goal was to add 32 more Professional Advisors to the system, to date 16 have been added. The College of ACM expects to receive an additional Professional Advisor in the future.

- **Alumni Connection and Records**

*2014 Visiting Team Comments:* As a relatively young program, the first graduates of the program are just now beginning to reach positions of leadership and influence in the profession. The lack of updated alumni records kept by the department and the university may hamper fundraising, marketing opportunities, internships, scholarship support and stronger ties between the program and the profession going forward.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

At SPSU alumni records were handled through a centralized department. A thorough assessment of alumni lists and records indicated a total of just over 700 B.ARCH and AET alumni from SPSU. Since the 2014 NAAB Visit, the department working with the Alumni Services began distributing a newsletter entitled *Notes from the Chair* and held several Alumni Receptions to reach out to those alumni.

KSU also has a centralized Alumni Relations Department and the alumni lists from SPSU have been incorporated into their records. As expected the merger made it a challenge for some of our alumni who do not consider themselves alumni of KSU. Staff has been advised to acknowledge the SPSU legacy when contacting the alumni who graduated prior to the merger. Additionally, we emphasize that they are alumni of the program and department first and foremost.

We continue to reach out to our SPSU alumni to engage them in juries, lectures and exhibitions. We have also engaged them through our Alumni Facebook page and department website. One of our pilot programs in the department is to promote early career alumni in the news section of our website. We also work with the KSU PR department to promote news stories about our alumni in social and print media as part of the broader KSU promotions.

In the past year we have done stories on Patrick Chopson and his new firm PatternArch, Chris Stailey and Jacob Mashburn's new firm Agon Coordination, Mandy Palasik and Nghi Duong's Art on the Beltline project *'Living Synergies'* and Whitney Ashley's work on *'Origami Tessellation'* also as part of the Art on the Beltline project. We are currently working on an article with Matt Finn on his recent recognition as the HCD 10 researcher for his work on how the built environment can address childhood obesity.

Since the 2014 NAAB Team Visit the Jeremy Smith Scholarship has become fully endowed, following the efforts of the alumni and student groups, and we have begun distributing funds. Additionally, we have added two new alumni funded endowed scholarships available only to our architecture students. They are the Kimball Family Scholarship and the Davidson Family Scholarship.

At the time of the 2014 NAAB visit two members of the School of Architecture and Construction Management at SPSU were on the Board of Directors of AIA Georgia, Dean Richard Cole and Associate Professor Chris Welty who served as Treasurer on the Executive Board.

Currently, the Department of Architecture at KSU has three faculty serving in key positions in the profession. These include Professor Bill Carpenter who is President of AIA Atlanta, Associate Professor Kathryn Bedette who is President Elect of AIA Atlanta and Associate Professor Chris Welty who serves on the Board of Architecture Foundation of Georgia (AFGA). These high profile positions have and maintain strong ties between the program and the profession.

- **Faculty/ Staff Communication and Coordination in the use of Facilities**

*2014 Visiting Team Comments:* Facility improvements have been made since the last team visit, particularly in the area of the shops. There is concern, however, about the coordination of operating hours of the shops and other shared facilities used by large numbers of students at peak project times at the end of each semester. This is exacerbated by limited staff.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

The Department of Architecture at KSU currently operates four shops | facilities: Wood Shop, Media Resource Center, Digital Fabrication Lab, and the Material Lab/Library. The last two have been added since the 2014 NAAB Team Visit, the department has also increased the staff from two full-time and two part-time personnel to five full-time and one part-time personnel.

At the time of the 2104 NAAB Team Visit the Wood Shop had one full-time and two part-time staff personnel plus two part-time student assistants. Currently, three full-time personnel and two part-time student assistants operate the shop. Woodshop hours are 9:00 am – 10:00 pm M-F. Full-time personnel are on site during all operational hours with one working from 8:00am to 4:00pm, one from 9:00am to 5:00pm and one working from 2:00pm to 10:00pm. This schedule places three full-time personnel in the Woodshop in the afternoons during studio.

Additionally, the laser-cutters, 3D printers, the vacu-form machine and etching machines, which were located in the Wood Shop at the time of the 2014 NAAB Team Visit, have been relocated to the new Digital Fabrication Lab. This new facility is staffed with one full-time and one part-time personnel during its operating hours 9:00 am – 10:00 pm M-F.

All equipment is first-come first-served except at the end of the semester when on-line reservation of equipment is in place for the 3D printers, laser cutters and plotters. These are the pieces of equipment that are most in demand at this time in the semester. Students may use any equipment that is not reserved. Reservations are for a maximum of two hours. When a student fails to show up for a reservation the reservation is canceled and the time reverts to first come first served.

These policies and instructions are available on the department's website and regular updates and shop notes are sent via email to all students registered in the program.

A more in-depth and comprehensive overview of changes to the facilities is covered in **c. Changes or Planned Changes in the Program** under *Facilities*.

- **Growth and Resulting Faculty Workload**

*2014 Visiting Team Comments:* A concern is observed that the merger and anticipated enrollment growth will increase the faculty's already heavy workload, making their jobs more difficult and outside work impossible.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

At the time of the 2014 NAAB Accreditation review the Department of Architecture at SPSU like many other programs across the country was suffering from low enrollment. Studio enrollments, typically at 14-18 students per section, were down to a 10-13 range. Our lecture courses have an enrollment cap of 35 per section and our labs were capped at 25 per section, Design Communication courses, which utilize the computer labs were capped at 18 owing to the number of computer terminals per classroom. These ranges were and are within standard ranges for other architecture programs.

Since the merger and the recovery of the economy architecture programs and the program at KSU have seen upticks in enrollment. Our present enrollment is approximately 361 students. Our current courses are still within our previously established maximums with studios ranging from 12 to 18 per section, lectures averaging 20-25 per section and labs holding around 20-22 per section.

Of primary concern at the time of the 2014 Team Visit was faculty who were teaching in the Environmental Tech and Structures core sequences. These courses were a combination of lecture and lab with total contact hours of five. This situation posed two problems. The first had to do with the number of hours students were in class. We identified that the total time spent in the classroom negatively impacted student performance as they had reduced hours to actual do homework and studio work. This was particularly evident in situations where students were working longer hours out side of school. The second was similar. Faculty teaching in those core sequences had a disproportionate workload vis. a vis. contact hours. This inhibited their available time to complete work outside the classroom. An assessment of the contact hour time and course content determined that indeed the amount of contact time dedicated to the six course in these two sequences exceed the actual time needed to deliver the course content.

The Department of Architecture at KSU values hands on exercises and the labs were originally intended to allow for time for these types of projects. Following our assessment changes in the curriculum have since relocated some of the hands on projects to the studio sequence, where they help to integrate the information into the design process. Some projects were selected to remain with the core course sequences. As a result we eliminated two labs from the Environmental Tech sequence and are currently examining removing one from the structures course sequence. This has resulted in student's performance increase and greater faculty equity in teaching load.

- **Sustainability**

*2014 Visiting Team Comments:* While course work incorporates the required elements to satisfy most student performance criteria, students appear to learn those elements in isolation during one or two-week segments. The evidence of student work demonstrating the integration of this knowledge to more comprehensive project applications is inconsistent and varies significantly.

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

The 2014 Visiting Team's concern with how sustainability is addressed in the curriculum has been addressed as part of a larger reassessment of the curriculum (as outlined in **d. Summary of Activities in Response to Changes in the NAAB Conditions**), and partly through our

assessment of student and faculty workloads identified above in **Growth and Resulting Faculty Workload.**

At the time of the 2014 NAAB visit much of the fulfillment of the SPC's related to sustainability were located in the Environmental Tech sequence as part of hands on projects in the lab component of those courses. This information was intended to then inform the work in the studios that accompanied them mainly ARCH 3011, ARCH 3012 and ARCH 4013. With the removal of several labs from this sequence these exercise has been migrated to the studios as part of the design projects. This is also part of an attempt to realign these three studios with the 2014 Conditions specifically with the idea of Integrative Systems. Below is a section of the syllabus for ARCH 3011 that speaks to this realignment directly. A copy of the syllabus in its entirety is in the appendix.

### **3. INTERCONNECTED SYSTEMS**

*Environmental clues should inform initial design concepts and material selections in the FALL studio projects. Students are encouraged to apply concepts from ARCH 3313: Environmental Technology II: Human Comfort & HVAC. The SPRING semester will build upon FALL semester work and develop systems thinking as an understanding of responsive design (Sustainable systems) and the effect of site and climate on design form, volumes, and material selections as well as the combination of various materials to create structure and enclosure. Students are expected to integrate within their design projects: active solar (PV + solar hot water), wind turbines, green roofs, water/waste management, active and passive heating/cooling strategies. The integration of building technologies and material innovation will be demonstrated in the development of an enlarged section and the construction of a large-scale sectional model.*

Consistent with the 2014 NAAB Conditions, sustainability is now viewed as a more systemic component of the curriculum. Thus sustainability is still a core component of the ETech core sequence courses, but it is also a core component of the studio sequence as well.

#### **c. Changes or Planned Changes in the Program**

*Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).*

**Kennesaw State, 2016 Response:** [Click here to enter text.](#)

#### **Merger of SPSU and KSU**

In November of 2013 the Board of Regents of Georgia announced the proposed merger of SPSU and KSU just five months prior to the scheduled 2014 NAAB Accreditation visit. At the time of the 2014 NAAB Team Visit that process was in its infancy with the creation of 82 Operational Working Groups. On January 6, 2015 the BOR approved the consolidation. In February of that year the two schools databases were merged and in the fall of 2015 all students were migrated to KSU student status. By the spring of 2016 most if not all policy and procedures had been implemented on both campuses. The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) accredits KSU.

The new KSU currently has a student population of approximately 35,000 students making it the third largest university in the state and one of the 50 largest universities in the country. KSU is an R-3 comprehensive university offering over 100 undergraduate and graduate programs including an increasing number of doctoral degrees. The university also holds a Carnegie Community Engagement Classification.

## **Administrative and Operational Staff changes**

### University Administration

There have been no administrative changes within the College of Architecture and Construction Management. With the merger of SPSU and KSU there was a change in the office of the Provost, SPSU's Vice President was Dr. Zvi Safran his position was terminated with the merger, KSU's Provost was and is Dr. Ken Harmon. Likewise, SPSU's President was Dr. Lisa Rossbacker. Her position was also terminated as part of the merger. The then President of KSU Dr. Dan Papp remained as the President of the new KSU. Dr. Papp stepped down in June of 2016 and was replaced with Interim President Dr. Houston Davis who served until Nov 1, 2016. KSU's current President is Mr. Sam Olens took office on Nov. 1, 2016.

### College of Architecture and Construction Management

Following the merger of SPSU and KSU the School of Architecture and Construction Management was elevated to the College of Architecture and Construction Management. Along with this change there have been newly assigned administrative positions that have been of great benefit to the college and its departments. These include the following:

- Christy Bohannon – Business Operations Professional, CoACM. She serves as the business manager for the College and the Departments of Architecture and Construction Management. Her position resides within the College and she reports to the Dean.
- Chris Strickland – Technical Support Specialist, University Information Technology Services, he serves as the colleges in house IT specialist working predominantly on maintenance of all computers and software. His position resides in UITS but he is housed in the College and all his work is for CoACM.
- Rebecca Robinson – IT Systems Support Professional, Enterprise Systems and Services, she is in charge of the college and departments websites and social media. Her position resides within UITS but she is housed in the College and all her work is for the CoACM.
- David Easterwood CoACM IT technician, was formerly housed in the Department of Architecture. He now resides in the office of the Dean and his work is predominantly with the Dept of Architecture, but he also provides some support services for Construction Management.

They joined the existing college staff Mr. Richard Redding, CoACM Professional Advisor.

Following the merger with KSU the College also had several assigned liaisons with university operational departments. These include:

- Donovan Charles- Senior Director of Development, University Development. The Office of University Development's mission is to manage the endowment and other assets of the KSU Foundation, as well as the Polytechnic Foundation of KSU, the former SPSU Foundation. Mr. Charles oversees fundraising, gifts and scholarships for the CoACM including the Department of Architecture's endowed scholarships and foundation.
- Mary Neely- Assistant Director, Career Services, of Career Planning and Development. At the time of 2014 NAAB Team Visit, Ms. Neely was the Colleges Professional Advisor she now serves as our liaison with Career Services, they provide education and career development for students (<http://careers.kennesaw.edu/acm/>) and alumni (<http://careers.kennesaw.edu/alumniCareers/>).
- Walt Collier- Academic Affairs Office, Office of the Provost and Vice President of Academic Affairs. He is the Budget officer in Academic Affairs and provides general information and consulting.
- Aseel Karma, Sr. Human Relations Partner, Human Resources, who assists with hiring for both full-time and part-time faculty positions.

- Liz Dolezal, HR Specialist, Human Resources, who works with faculty after they are hired.
- Danielle Harrington, Registrar's Office, who works with the department's Administrative Assistant on registration and banner listings.

#### Department of Architecture

In fall of 2016 the Department of Architecture Administrative assistant Cathy Smith was promoted to secretary of the Dean and now works in the dean's office. Her replacement Dorianne Ayala had previously worked for the department prior to 2013 and comes with a strong understanding of the department's needs and operations.

#### **Faculty Changes**

Since the 2014 NAAB Team Visit there have been several changes to the full-time faculty due to retirement and job changes. In total six faculty have left the department; Assistant Professors Joseph Choma, Pyo-Yoon Hong and Manole Voroneanu have all taken positions elsewhere. Associate Professor Durham Crout chose to return to practice and Associate Professor Robert Tango and Senior Lecturer Kemp Mooney retired.

Dr. Arief Setiawan was promoted from Lecturer to Assistant Professor and the department hired several new faculty; Assistant Professors Tim Frank AIA, Dr. Giovanni Loreto and Dr. Arash Soleimani have joined the program along with Lecturer Zamila Karimi. We currently have an active search for another full-time Assistant Professor. CVs for these new faculty are contained in the appendix.

#### **Enrollment**

Since the merger we have seen an uptick in enrollment in the B.ARCH program. This has only effected the current first and second years with the result of brining the program back up to full enrollment in the lower division. We currently have 8 sections in the first year with 124 students and four sections in second year with 63 students. We are currently running lower enrollments in the upper division studios with three sections each year with enrollments of between 34 and 46 students each year.

#### **Curriculum changes**

Since the 2014 NAAB Accreditation Visit the department of Architecture at KSU has made several changes to the curriculum, some owing to concerns and plans the department had and others in response to the 2014 NAAB Conditions.

#### Course Prefixs-

At the time of the Team Visit the lower division courses were identified by the prefix Design Foundation or DFN. This prefix meant that lower division courses were listed in a different section of the university catalogue from the upper division courses whose prefix was ARCH. This simple designator along with the fact that the lower division studios were located in a complex distinct from the upper division studios created a sense that lower division students were not a part of the program. To compensate for this sense of isolation spatially and texturally the prefix for all lower division courses were changed to ARCH. Now all courses offered in the program are ARCH courses and located in a single section of the university catalogue.

#### Software Integration-

The program has revisited how software is integrated into the curriculum. This realignment of software integration affects various course sequences from first through fourth year.

Conceptually, the program now focuses on building basic design communication skills in the lower division, introduces analytical and technical software like AutoCAD, Revit and Rhino plug-ins in third year and uses Revit in forth year to develop a more comprehensive understanding of the design process.

Since the 2014 Team Visit the DeComm sequence has focused solely on basic digital skills with ARCH 1241 Design Communication I covering the Adobe Suite including Photoshop, Illustrator and In-Design as basic foundational skills sets for design communication. ARCH 2242 Design Communication II introduces Rhino as a basic design software, and introduces rendering software and some analytical software.

The program selected Rhino for several reasons, first it is a design software as opposed to technical documentation software and therefore provides more flexibility as a design tool, second its widespread adoption makes it a vital professional tools, third it has the broadest array of analytical plug-ins available. The latter means that analytical software can be introduced in later courses to test the performative aspects of designs.

In 2015 the program established a working collaboration with software training provider Solid Professor. For the cost of a textbook our students have a one-year subscription to their library of on-line MOOCs. The third year studio curriculum was adjusted to include the on-line training in AutoCAD and Revit. Members of the third year faculty, working with specialists at Solid Professor, develop course modules as part of the studio deliverables. This ensures that all students have formal training in both AutoCAD and Revit and progress to a specific level of proficiency by fourth year.

In fourth year a Revit file would be the deliverable for ARCH 4013 Integrative Studio and would then be ported into ARCH 4224 Technical Documentation and Codes and then into ARCH 4225 Design Cost Control. Ideally, this would allow students to design a project that demonstrates integrative design, develop documents and code analysis for it and then do a cost analysis and write a set of specs for a project of their own design over the course of a year and a half.

#### Environmental Tech Sequence-

At the time of the 2014 NAAB Team Visit all of the courses in the Environmental Technology core sequence at SPSU, composed of ARCH 2311, ARCH 3313 and ARCH 3314 had labs as part of their structure. The Academic Committee of the program after analysis determined that the amount of contact hours for these courses exceeded the time needed to cover the course content and furthermore the amount of contact hours for all of the lab courses hindered student success by limiting the available time for homework assignments and studio.

In 2015 the lab components of ARCH 3313 and ARCH 3314 were removed converting those courses to lecture formats. The hands-on exercises and content that was taught in the lab sections were migrated to the corresponding studio courses providing better integration across core sequences and strengthening the studio courses.

ARCH 2311 ETech I Systems Selection and Materials maintains the lab. This course is an introduction to systems and materials. It is more hands-on learning and less calculation based. Students are introduced to materials and work with them. For this reason the lab component was left in tact.

#### Structures Sequence-

At the time of this report the program is also examining the Structures core course sequence, composed of ARCH 2211, ARCH 3211 and ARCH 3212. In 2015 ARCH 2211 was moved from 2<sup>nd</sup> year fall semester to 2<sup>nd</sup> year spring semester. This move was precipitated by a concern that the year gap between ARCH 2211 in Fall 2<sup>nd</sup> year and ARCH 3211 in Fall of 3<sup>rd</sup> year presented problems for students retention of knowledge vital to success in the course sequence.

As with the ETech sequence the program is examining if some of the labs, should be removed. Currently, all structures courses have labs for a total of five contact hours each. A determination on this has not been finalized. It is generally assumed that ARCH 2211 would maintain the lab as it deals with wood and basic concepts of structure were hands-on learning techniques are most valuable.



The program is also reviewing the Structures sequence in light of changes made to the ARE exam. The previous format was based in many ways on the format of the previous version of exam. A committee is examining how changes to the ARE format could impact the way course content should be delivered.

## **Facilities Expansions and Upgrades**

### Classroom IT Upgrades

In the 2015-16 academic year all classroom technology was upgraded to a new and higher university standard. Now all academic spaces have the same set-up making it easier for faculty and students to move from class to class.

In the summer of 2016 the Department of Architecture installed six 72" monitors in the upper division studios. Students and faculty can access these for in-class presentations or formal juries, eliminating the need to relocate to a classroom.

The department also purchased six additional 55" monitors on rolling carts, three for the lower division studios and three for the upper division studios.

The department is currently working with UITS to migrate all the software the department uses in its courses to a cloud based system. This will allow students to access the software we have licenses for from any location, including home, and eliminate the need for special computer labs.

### Wood Shop

The Wood shop is open M-F from 9:00 am- 10:00 am. The shop is staffed by three full-time personnel plus two part-time student assistants who work up to 20 hours a week.

Since the 2014 NAAB Team Visit this space has undergone several changes. Significantly, the laser cutters, 3D printers, vacu-form machine and etching machines were removed and relocated to the new Digital Fabrication Lab.

The 3-axis CNC router and the 5-Axis CNC router are still located in this shop. They are scheduled on a first come first served basis after student files have been reviewed and approved by shop staff.

The relocation of the digital fabrication equipment has allowed for improved storage for materials and relocation of tools for easier access for students.

The program has also developed eight safety-training videos that are required by all students, faculty and staff to use the facilities. These videos are available on-line through D2L to all architecture students. Additional, optional training videos on specific techniques and tools have also been developed and are available on-line. A monitor with access to the training library has been installed outside the woodshop entrance so students who need refreshers may access them conveniently.

Full-time staff is still available to work one-on-one with students to determine the best practices to achieve their goals and to demonstrate how to use the machines and tools correctly and safely.

The university is currently in the process of a \$438,000 dust collection improvement project for the woodshop. This project should be completed mid spring 2017.

### Media Resource Center

The Media Resource Center is open M-F from 9:00 am to 6:00 pm. The center is staffed by one full-time lab manager who works 40 hours a week plus two student assistants who each work up to 20 hours a week.

The Media Resource Center has twelve large format plotters, one large format roll feed scanner, seven 12"x17" flat bed scanners attached to seven computers, and a small digital photography studio.

First year and second year architecture students use two plotters attached to computers. Third through fifth year architecture students plot across the network from their own laptop computers. Plotters are first-come first-serve except for the last two weeks of the semester when reservations are taken. Students may reserve up to one hour of plotter time per day. Students plot outside their reserved time on any plotter that is not reserved. Students may plot overnight and over the weekend with the stipulation that they pick up their plots and roll of paper at the opening of the next workday.

#### Digital Fabrication Lab

The Digital Fabrication lab is open M-F from 9:00 am to 10:00 pm and staffed by two personnel on full-time 40 hour a week position and one part-time 20 hour a week position.

Since the 2014 accreditation visit the digital fabrication equipment with the exception of the CNC routers have been located to a new lab located on the 3<sup>rd</sup> floor of the main architecture building. The Digital Fabrication Lab contains 5 laser cutters, a new large format 36x48 laser cutter, 5 professional 3D printers, a vacu-form machine and etching machine. This new lab has its own central exhaust air makeup system.

Laser-cutters and 3D printers are first-come first-serve except for the last two weeks of the semester when reservations are taken. Students may reserve up to one hour of laser-cutter time per day.

#### Materials Laboratory

In fall 2016 the Department of Architecture opened a new resource center the Materials LAB. This multi-function space is designed for seminars, exhibitions, symposia and to house a collection of material samples, as well as a collection of publications focused on innovative building materials. The space consists of exhibition space, sixteen-seat conference table, digital presentation capabilities, storage for material samples and the book collection. It is open during regular building operation hours. It is not staffed. Students who wish to check out a book or material samples do so on-line. Requested sample materials are pulled by staff in the main department office and held for pick-up at the front desk during regular office hours.

### **d. Summary of Activities in Response to Changes in the NAAB Conditions**

**Kennesaw State, 2016 update:** [Click here to enter text.](#)

The B.ARCH program at KSU has made two significant changes in response to the Changes in the NAAB Conditions. These pertain specifically to Area C Integrative Design and Area D Professional Practice.

#### Area C Integrative Design-

As noted above in our response to **a. Progress in Addressing Not-Met Conditions and Student Performance Criteria I B.6. Comprehensive Design** ARCH 4013 Comprehensive Studio was changed to ARCH 4013 Integrated Studio. This change has been covered substantially in the above section and will not be repeated here.

The move to address Area C was not limited to ARCH 4013, the third year studios course descriptions were all revised to reflect this basic conceptual repositioning such that the new course descriptions read as follows:

*ARCH 3011: Architecture Studio V*

**0 Class Hours 12 Laboratory Hours 4 Credit Hours**

**Prerequisite:** ARCH 2004 and acceptance into the upper division upon portfolio review.

*This course builds on the previous studio course's emphasis on space making and introduces the integration of building technology into the design process. Assignments focus on the expressive use of wood and steel within rural and light urban site contexts.*

*ARCH 3012: Architecture Studio VI*

**0 Class Hours 12 Laboratory Hours 4 Credit Hours**

**Prerequisite:** ARCH 3011 and ARCH 3211 and ARCH 3313

*This course is a continuation of ARCH 3011 and the integration of technology. Students design a small-scale project usually in a dense urban setting. Emphasis is placed on site context and systems and materials research in support of design intent. The first half of the semester is devoted to project design and the latter half is spent examining the construct of the design through large-scale models.*

*ARCH 4013: Architecture Studio VII: Integrative Design*

**0 Class Hours 12 Laboratory Hours 4 Credit Hours**

**Prerequisite:** ARCH 3012, ARCH 3314 and ARCH 3212

*This course focuses on building structural systems and systems integration in relation to an architectural concept. Students will work on a program allowing them to study the impact of site and programmatic forces in relation to integrative principles as described by NAAB. The course builds upon and emphasizes synthesizing knowledge and skills acquired in concurrent and prior coursework.*

A specific example of this can be found in the syllabus for ARCH 3011 where it reads in part as follows:

**OVERALL GOALS OF FALL SEMSTER STUDIO:**

*3. Introduce the notion of interconnected technologies and material research in the design of a mid-size pavilion (Module 2\_Slow Food Pavilion).*

### **3. INTERCONNECTED SYSTEMS**

*Environmental clues should inform initial design concepts and material selections in the FALL studio projects. Students are encouraged to apply concepts from ARCH 3313: Environmental Technology II: Human Comfort & HVAC . The SPRING semester will build upon FALL semester work and develop systems thinking as an understanding of responsive design (Sustainable systems) and the effect of site and climate on design form, volumes, and material selections as well as the combination of various materials to create structure and enclosure. Students are expected to integrate within their design projects: active solar (PV + solar hot water), wind turbines, green roofs, water/waste management, active and passive heating/cooling strategies. The integration of building technologies and material innovation will be demonstrated in the development of an enlarged section and the construction of a large-scale sectional model.*

#### **New Professional Practice Core Sequence-**

The New 2014 NAAB Conditions places a focus on preparation for practice through the creation of the Area D Professional Practice. At KSU we followed with the creation of the Professional Practice Core Sequence. This core sequence consists of ARCH 4224 Pro Practice I -Technical Documentation and Codes, ARCH 4225 Pro Practice II- Design Cost Control and ARCH 4226 Pro Practice III- Professional Practice. The new core places emphasis on those courses that prepare the student for the move to practice and licensure.

As noted above ARCH 4224 directly addresses the new SPC B.3 & B.4, ARCH 4225 will address SPC B.10 plus cover material selection and specification writing in response to the 2014 Team

Visit recommendations. We feel this will also support SPC C.2 as costing and materials selection are part of an integrated approach to evaluation and decision-making. ARCH 4226 will cover the new SPC D.1, D.2, D.3, D.4 and D.5. The program views SPC D.1 as also part of the studio curriculum as well given that site analysis and program development, which must take into consideration the entirety of shareholders interests are part of all decision making process. Likewise D.5 is viewed as a shared SPC as it is the role of any architectural program to reinforce professional conduct at all times.

**e. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

**Kennesaw State, 2016 update:**

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4. ARCH 4224 syllabus
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  - ARCH 4224 student project
- 6 CV's

Tim Frank  
Giovanni Loreto  
Arash Soleimani  
Zamila Karimi