Ball State University
Department of Architecture

Architecture Program Report for Fall 2018 NAAB Visit for Initial Candidacy

Bachelor of Architecture: 154 credits

Year of the Previous Visit: [2012 for existing “4+2” pre-professional + professional Masters of Architecture program]

Current Term of Accreditation:
Motions approved by the NAAB Board of Directors on October 21, 2017:

Motion A. Ball State University Bachelor of Architecture (154 semester credits) is accepted as eligible for candidacy for accreditation.

Motion B. A visit for initial candidacy is to be added to the schedule for visits to be completed in Fall 2018.

[additionally, for existing professional 4+2 M.Arch degree program]

“At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Ball State University, College of Architecture and Planning.

As a result, the professional architecture program Master of Architecture was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2013. The program is scheduled for its next accreditation visit in 2021.” (NAAB Letter to Ball State University, August 5, 2013)

Submitted to: The National Architectural Accrediting Board
Date: May 2018
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1.1.1 HISTORY AND MISSION

Ball State University Overview
Ball State University is located in Muncie, Indiana and was founded in 1918 as the Indiana State Normal School, Eastern Division. The Ball brothers, a prominent Muncie industrial family who owned the Ball Glass Manufacturing Company, had acquired the land and buildings of a private normal school and donated the property to the State of Indiana. In 1929, the Indiana General Assembly separated the Muncie campus from Indiana State Normal School, naming the Muncie campus Ball State Teachers College in recognition of the beneficence of the Ball family. In 1965, the General Assembly renamed the institution Ball State University, recognizing the school’s significant growth in enrollment and physical facilities, the variety and quality of its educational programs and services, and in anticipation of the much broader role the University would be expected to assume in the state’s future. Muncie, which is approximately an hour’s drive northeast of Indianapolis, houses a population of approximately 67,000, many with connections to the University, which is one of the largest area employers. The University is preparing for its centennial anniversary, 2018-2019.

Ball State University is the fourth largest residential state supported school in Indiana. Enrollment for fall 2017 totaled 19,014 full-time equivalent students from a total headcount of 22,513 spread throughout its seven academic Colleges through six associate-level programs, 170 undergraduate degree programs, 88 masters-level programs and 16 doctoral programs. On-campus full-time equivalent enrollment totaled 14,941 from a numeric total of 16,825 students, 15,379 of whom were undergraduate students. As of fall 2017, approximately 84% of the University’s students are Indiana residents; however, all 50 states and the District of Columbia and 69 foreign nations are represented in the student body. In-state undergraduate tuition and fees is approximately $10,000 per academic year and out-of-state approximately $26,000/AY. Roughly 68% of undergraduate students receive financial aid with an average aid award of $5,500. The University provides on-campus housing in residence halls and apartments for approximately 7,500 students.

At the beginning of the 2016-2017 academic year, the University's staff and faculty (not including student employees and graduate assistants) totaled approximately 3,131 full-time and 387 part-time personnel. The University has 950 full time faculty members and a student-to- faculty ratio of 15:1, average class size across campus of 26 students, and with 42% of classes having enrollments of fewer than 20 students. See detailed enrollment and statistical data.

Ball State University Mission
The University has gone through many changes during its first 100 years, yet the core values have remained unchanged. “Beneficence,” the legacy of the Ball brother’s generosity, remains a defining ethos of the University as well as the primary institutional icon. Ball State’s existing strategic planning outcomes reinforced the University’s long commitment to these core values with the 2015 mission statement reading: “Ball State aspires to be the model of the most student-centered and community-engaged of the 21st century public research universities, transforming entrepreneurial learners into impactful leaders—committed to improving the quality of life for all.” Currently, Ball State is undertaking another strategic planning process with an evolved mission expected fall 2018.

College of Architecture and Planning History
In 1965, when the state legislature established the institutional name of Ball State University, they also approved the development of the first and only state-supported architecture program, to be housed in the University’s fifth (at that time) academic College, the College of Architecture and Planning (CAP). The College received its first class of architecture students in the autumn of 1966. The founding Dean, Charlie Sappenfield, articulated the vision for the College as “the College of Architecture and Planning will rank among the best schools in the country, its graduates highly desired in the professions, its influence felt among all our constituencies.” From its original location in three inter-connected Naval Reserve Quonset huts, the College moved to a new CAP building in 1972. A building expansion ten years later tripled the available space for studios and classrooms while adding a library, archives, computer labs, research spaces, fabrication labs; this building has been home to the college since then. The early history of the College remains a legacy of accomplishment, innovation, immersive learning opportunities, and success that our College continues to build upon.
The College of Architecture and Planning’s initial degree offering was a five-year professional Bachelor of Architecture, initially accredited to align with the first graduating B.Arch class of 1971. Between 1966 and 1980, two additional five-year professional undergraduate degree programs were added: the Bachelor of Landscape Architecture and the Bachelor of Urban Planning and Development. Three academic Departments were also established: Architecture (ARCH), Landscape Architecture (LA), and Urban Planning (PLAN). In 2017, the Department of Construction Management/Interior Design (CMID) joined the college. While the college is the smallest of the seven BSU academic Colleges, its unique and strong reputation, and the overall quality of our students are highly valued by the University. The College of Architecture and Planning consistently admits students with the highest GPA and SAT scores of all incoming freshmen.

With the growth of the original three departments and the addition of CMID students, CAP’s enrollment has steadily grown. Currently there are approximately 130 students in the common first year program, an additional 600 undergraduate degree students in all bachelor programs, 150 graduate students in all programs, for a total of 880+/- students. There are currently 64 full time faculty, and 16 full-time staff and professional personnel in CAP. Even with this growth, CAP is small enough for informal interactions and collegiality, yet large enough to offer a substantial variety of expertise, viewpoints, and depth of physical and intellectual resources to the student body, the wider institution, and to the public at large while fulfilling the University’s mission to be student-centered and community-engaged.

College of Architecture and Planning Overview
First year undergraduate students pursuing a degree in architecture, landscape architecture, and urban planning enter into the College of Architecture and Planning and spend their first year in a common, foundational year design program before applying for admission to one of the three Departments. The CAP First Year Program is one of the few such programs of its kind in the country and is a long-standing tradition in the College. At the end of the common first year (consisting of design studios; design communications; survey courses exploring the disciplines of architecture, landscape architecture and urban planning), all freshmen identify their discipline of choice and submit a portfolio and writing sample to the corresponding Department for admission review. Typical distribution of undergraduate students among the three Departments participating in the common first year is approximately 66% Department of Architecture (80 students +/-), 22% Department of Landscape Architecture, and 12% Department of Urban Planning.

College of Architecture and Planning Mission
In 2015, a Presidential Blue Ribbon Panel was formed to reaffirm the ‘compass bearing’ of the College’s mission. Its report affirmed the core values that have propelled CAP over the years, including a belief in a critical/responsive design education, collaboration and multidisciplinary experience, an ecological design/carbon-neutral ethos, applied experiences, and practitioner engagement. The College strives to provide programs that help students become “professionally prepared, creatively curious, globally aware, and locally engaged,” seeing CAP’s mission “to educate a community of lifelong learners committed to providing a teaching and learning environment that addresses the challenges and opportunities of the 21st century” in the professional design and construction disciplines.

Department of Architecture History and Overview
The Department values its place in a College of Architecture and Planning with programs in the allied design and construction disciplines. The Department offers professional degree programs for students in architecture and historic preservation. As the only undergraduate state-supported professional architecture program in Indiana, the Department has maintained a strong reputation around the region. The B.Arch program (1971-2006) was nationally recognized in Design Intelligence and was the most frequently referenced architecture program in Building Community: A New Future for Architecture Education and Practice by Ernest Boyer and Lee Mitgang. Alumni of the department have excelled in diverse professional contexts, hold positions of leadership in professional firms around the world, are leaders in professional organizations such as AIA and NCARB, and are well-respected as a result of their professional preparedness, diverse interests, confident entrepreneurship, and community commitment.

Following 40 years with the successful Bachelor of Architecture professional degree program, the Department transitioned to offering an accredited “4+2” M.Arch for students with a “pre-professional” undergraduate degree in architecture, and a 3+ M.Arch for students with no or limited architecture
background. The undergraduate portion of the 4+2 maintained the rigor of the former B.Arch degree. The first M.Arch class from Ball State graduated in 2008. The initiation of the M.Arch followed eight years of study of peer institutions. M.Arch graduates of our program have also gone on to success. Of significant note, the department’s NAAB accredited degree programs (B.Arch and subsequent M.Arch) have always received the maximum NAAB accreditation term since the original accreditation in 1971.

As a state-supported school, we are fully committed to addressing our student demographic--primarily Indiana students; students committed to the pursuit of architecture, who often have limited financial resources. Thus, the Department is again offering an undergraduate professional degree option to effectively address the needs of all our students. This B.Arch will appeal to many of our students while also being a degree format that allows more educational diversification to students who choose to pursue a graduate degree in a non-architectural area. The Department, while recognizing that this B.Arch degree will impact the enrollment numbers in the M.Arch degree program, also believes that both degrees have the potential for excellence and we are committed to that result. The pre-professional undergraduate degree path will remain for BA/BS for students considering graduate education at Ball State or elsewhere.

**Department of Architecture Values and Mission**

Pedagogically, Ball State University’s Department of Architecture seeks to provide an architectural education that affirms the following attributes in our students:

1. Creatively Confident
2. Intellectually Independent
3. Professionally Prepared
4. Locally Engaged
5. Globally Aware

The Department sees its mission to: “provide our students the grounding of a rigorous professional education with the critical thinking skills, creative and intellectual confidence, ethics, and self-awareness to allow them to succeed in their professional aspirations in a rapidly changing world. Committed to social and environmental justice, equity, and stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged professional leaders.”

**I.1.2 LEARNING CULTURE**

The history of CAP demonstrates a long-standing commitment to providing an excellent education in the design disciplines, resulting in exemplary academic and professional preparation of our graduates. The College’s pursuit of excellence centers on the critical and responsive design education all CAP students receive with curricula supporting tenets of multi-disciplinary experiences; the vital importance of ecological stewardship; diverse applied learning opportunities (often community based); and meaningful professional engagement. CAP’s tradition and expectation of educational excellence is also the foundation of the learning culture in the Department of Architecture; the Department’s pedagogy additionally seeks to offer an education that develops character attributes in our students, that allow them to sustain a pursuit of life-long learning. The connection between students and faculty is close and supportive. Faculty believe in the importance of mentorship in the students’ journey subsequent to their professional education. The phrase “CAP family” is often used to acknowledge our tight knit group of students, faculty, administration, and staff.

**Learning Environment**

The learning environment of our Department embodies the values and behaviors of a diverse set of students, faculty, and staff who nurture the programs, curricula, events, and experiences that are the Department. With shared values of academic excellence, rigorous expectations for design thinking and process, belief in the essentialness of an excellent work ethic and productivity, and the support of individual growth and accomplishment as a collective goal for a rich community, we believe our professional programs empower our students. The Department faculty encourage our student’s responsibility to “own” their education and individual aspirations, while at the same time providing them opportunities and encouragement to contribute to the collective educational community (for instance, upperclassmen mentor and assist lowerclassmen with software and digital fabrication). This approach fosters independent accountability as well as leadership skills in our students, fostering the professional attributes that that will serve them well in a rapidly changing world.
Our Department (and College) affirms the value of small lecture and studio sizes to enhance the learning experiences of our students. Studio in the undergraduate program in architecture is 15:1 (student: faculty) maximum in the second year, gradually lessening to about 13:1 in the upper year levels; this is viewed as essential to the desire for meaningful student to faculty interaction and the likelihood of excellence in design studio results. Lecture classes range from 23 to 42 students per section, and undergraduate seminars and electives from 10 to 15 students, again in the belief that smaller student cohorts will enhance student learning experiences. All studios are faculty-led (no GA’s) as are all lecture courses; graduate assistants are used only as supplemental resources for undergraduate students. Studio instructors, particularly in the early years, are selected for their passion for design teaching.

The evolution of each individual student into a well-rounded architecture graduate and, ultimately, to a professional leader is achieved through a variety of educational methods, the core of which is the studio. The studio is the learning environment at the heart of all design programs in CAP. Studio is viewed as a context where students are able to learn from each other and from the faculty by actively pursuing design investigations that have no ‘right’ answers but that demand focused, dedicated work effort, collaboration, rigorous inquiry, critical thinking, work ethic, and productivity. Studio is viewed as a laboratory for learning, where work effort is paramount, failure is a part of success, creative confidence is developed through practice, intellectual independence is formed, and where respect and professional integrity for all involved is paramount. Collective success and teamwork are valued just as much as individual accomplishment. See the Department’s Studio Culture Policy (link + Section 4 - Supplemental Material); this document is reviewed by the faculty and student leadership annually, is distributed to all students and faculty each year, discussed, and posted throughout the building as well as online.

Diversity of Thoughts, Values, and Approaches
The Department of Architecture enjoys a reputation for providing a strong design and practice-centered professional program. The Department supports the value of diverse instructional points of view to effectively expose students to a wide range of ideas, design values, process methods, and ultimately career trajectories. Faculty hired to teach in the Department embody a diversity of architectural education, practical experience, theoretical pursuits, and professional credentials. We believe this diversity makes the Department well qualified to mentor all types of architecture students with the ultimate objective being the student’s educational development and identification of his/her own disciplinary beliefs.

While diverse design methods, approaches, and beliefs are engaged by different studio sections, all sections affirm commonly shared learning objectives, benchmarks, performance criteria, and learning outcomes. Studio-wide design competitions are used to establish a common threshold of expectations as students move from second year to third year, and third year to fourth. The Department strives to provide impactful learning opportunities, with a curriculum that is consistently rigorous, meaningful, full of real-world experiences, experiential learning, as well as theoretically rich considerations, preparing students for meaningful accomplishment in their aspirations and communities.

Multi-disciplinary Collaboration
The Department’s place in a College of Architecture and Planning alongside the Departments of Landscape Architecture, Urban Planning, and Construction Management/Interior Design, offers comprehensive interdisciplinary opportunities that are engaged at appropriate and multiple points throughout the B.Arch program. Multi-disciplinary collaboration is a reality of the professionals who succeed in positively influencing the built environment. We affirm that reality as a pillar in our learning community; collaborative teamwork is a reality of professional workflow. Thus, the CAP Lecture Series and Exhibits (Section 4 – Supplemental) brings in a wide range of experts in the different disciplines. Additional pedagogical aspirations for interdisciplinary experiences include undergraduate architecture students engaging construction management students and faculty in regional design build competitions including the Associated Schools of Construction (ASC) Competition, the Design Build Institute of America’s (DBIA) National Student Design Build Competition, and (aspirational) National Association of Home Builders (NAHB) competition; fifth year fall studio (B.Arch) has course objectives of multidisciplinary student connections; and students are encouraged through curricular structure to consider a minor course of study either within or beyond CAP. Currently approximately 40% of our undergraduate architecture students pursue a minor, a statistic we expect to maintain or increase with the B.Arch program offering (Section 4 – Supplemental for more detail on students’ minors).
Professional Engagement
The Department actively seeks to support interaction between our students and professional architects as a facet of the learning culture at Ball State. Professionals consistently serve on design reviews; professional practice related courses bring a diverse array of practitioners into the classroom (face-to-face or electronically); an active and engaged Professional Advisory Board interacts with students in the Department twice a year; and the Department supports student interest in local and state AIA events. The Young Architects Forum in Indianapolis often comes to Ball State to meet with our students and discuss aspects of the profession. Faculty bring emerging professionals to their classes, open to all.

Travel Learning
The Department and College encourage our students to participate in co-curricular and extra-curricular activities that provide enhancement of studio learning; we value travel to learn. The College annually identifies a week in the fall when students and faculty of the College go on field trips to different parts of the country, Canada, and sometimes other parts of the world such as Italy, Spain, and U.K. (Section 4 – Supplemental for field trips). Field trip week is linked to research for studio projects as well as engaging architectural firms, alumni, and other schools of architecture. The College also has several travel study opportunities for either a semester or summer session that exemplify faculty-initiated international educational opportunities that serve to get students learning outside the classroom.

Applied Learning
Students participate in immersive, community engaged projects that support local initiatives while also addressing curricular objectives. These community based projects provide students the opportunity to apply their educational lessons to real issues, foster their abilities in communication and listening, provide new perspectives on building realities, and allow them to experience the tangible impact of their work on communities.

I.1.3 SOCIAL EQUITY
Ball State University is committed to equity and diversity throughout all facets of our institution. The University’s Official Statement on the Importance of Diversity and Inclusion, that frames the institution’s values in this area, reads (in part): “Ball State University aspires to be a University that attracts and retains a diverse faculty, staff, and student body. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. “ The effort to establish and promote an inclusive culture in the University is led by the Office of Institutional Diversity, and is promoted by daily events; topical faculty lunchtime conversations focusing on diversity strategies for the classroom; guest lectures; seminars and workshops; faculty mentorship of other faculty as regards to diversity issues; student scholarships; as well as a Diversity Associates Program that supports faculty research initiatives in the areas of race, ethnicity, socioeconomic status, national origin, disability, gender, sexual identity, age, and/or religious viewpoints. The University has many multicultural organizations.

Faculty Initiatives for Equity and Diversity (University, College, Department)
Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community. These principles are called out in the Faculty and Professional Personnel Handbook 2017-2018, p. 89. Ball State’s commitment to nondiscrimination and equal opportunity in education and employment is found in the University’s Equal Opportunity and Affirmative Action Policy. The Office of Institutional Diversity’s strategic plan provides additional information on the values and plans for addressing faculty diversity. The University’s commitment to academic freedom and other rights is included in the “Bill of Rights and Responsibilities” for faculty, professional personnel, and staff. The University’s procedures for achieving equity and diversity in faculty and staff hiring, appointments, compensation, and promotion, is affirmed by CAP and the department. Ball State received the 2017 HEED Award, the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

Student Expectations for Equity and Diversity
Ball State University’s Code of Student Rights and Responsibilities outlines students’ obligations regarding respect for all citizens who make up the diverse community of our University. The Division of Student Affairs, which is dedicated to support the educational experience and provide opportunities to
develop personal skills, offers resources and support for all students. This office coordinates services of different offices such as the Multicultural Center, the Student Center, Student Life (connecting all student organizations), the Counseling Center, and the Office of Disability Services.

**Department of Architecture Social Equity Tenets**
The Department of Architecture’s general cultural ethos, mission statement, and detailed coursework emphasize respect for diversity and the value of service as essential components of architectural education. The culture of learning, recruitment of minority students, faculty, and staff, and engagement between academy and community, strives to import lessons of social equity. Many Department faculty are engaged in outreach initiatives in minority neighborhoods in our collective effort to connect the potential of a design education with local youth of all races and genders.

**Undergraduate Student Enrollment Profile and Minority Recruitment Efforts**
Current undergraduate data on gender and ethnic diversity for College and Department shows an undergraduate student departmental gender distribution of approximately 55% male, 45% female; with an ethnic minority representation of approximately 15% (Section 4 – Supplemental has enrollment diversity detail). Applicants to the Department apply first to the University, then to the College of Architecture and Planning. The Department of Architecture does not directly recruit freshmen applicants into our undergraduate program (students enter through the common first year program), but the University and the College of Architecture and Planning are steadfastly active in efforts to connect our College programs with minority youth populations. The University’s Office of Admissions has an aggressive plan to recruit students from diverse backgrounds. Admissions staff are emphasizing more visits to schools with 50% or more minority student enrollment and participation in more college fairs or other venues promoting the attendance of underrepresented students. The Office of Admissions’ aim is continued strengthening of diversity recruitment and yield programs.

The College has sent current CAP students and faculty teams to inner-city schools in Indianapolis to discuss the higher education programs in our College and encourage application to CAP. Also, CAP regularly invites secondary and primary school programs into the College to participate in mini-design “workshop” experiences with faculty and students, and discuss the programs in detail with current students. Additional recruitment programs, specifically designed to target diverse student populations, are employed by the College (Section 4 – Supplemental describes some of these programs).

### I.1.4 DEFINING PERSPECTIVES

#### A. Collaboration and Leadership

The Department of Architecture at Ball State recognizes the importance of establishing an effective balance between developing a student’s individual disciplinary knowledge while providing opportunity for inter-disciplinary collaboration and multi-disciplinary experiences. As discussed, multi-disciplinary awareness in support of collaboration is a defining value of our Department and College, a tenet introduced in the CAP *First-year Program*. In addition to curricular exposure to disciplinary breadth, students maintain contact with their colleagues from the other disciplines throughout their undergraduate education.

Architecture students and faculty in years two and three of the B.Arch program collaborate in the studio environment, where collective research, site analyses, and design discussions occur. Design assignments in the integrated design studio (fourth year) require student collaborative teams. The Department seeks to foster meaningful collaboration skills and interests in our students, emphasizing the need for both community and individual growth. The professional practice courses (ARCH 410 in the third year and ARCH 420 in the fourth year) expose students to the multitude of stakeholders and skill sets needed in the delivery of architectural services, reinforcing the importance of collaborative contributions for project delivery.

Balancing the need for effective collaboration is the need for individual expertise and leadership. Each student is encouraged to find their own voice in their education to more effectively identify their preferred future role in the profession. Students are encouraged to consider the pursuit of a minor course of study as a way of affirming their individual leadership potential. The B.Arch requires coursework in Social + Environmental Justice in Design and Historic Preservation–courses positioned to invite the consideration of **minors** in those areas. Because the program includes 12 credit hours of enhancement elective
courses within the College and 15 credit hours of general studies electives, there is curricular ‘space’ for pursuit of a student’s unique interests for leadership.

A broader program goal regarding the development of student collaboration and leadership abilities is connected to our emphasis on applied design experiences. Students consistently engage in community outreach design work that supports curricular objectives. These applied educational experiences serve to develop architects who are leaders in their communities. Further, the College and Department affirm the critical leadership role architects will have in addressing the environmental challenges facing the world. A tenet of the department/college is exposing students to the importance of best practices regarding environmental stewardship in design. The need for energy aware design is critical for influencing the trajectory of the emerging environmental concerns facing the globe. This program value is further discussed in Defining Perspective D – Stewardship of the Environment.

B. Design
The Department affirms the design studio as the heart of the curriculum where a diversity of viewpoints and approaches is fostered, yet stitched together by shared program values of sustainable practices, social justice, community-engagement, professional experiences, applied learning opportunities, and the tectonic/technology informed craft of architectural design. Design is an integrative process, led by values, informed by knowledge, shared through clear communication. As seen in the curricular map, lecture courses are positioned within the curriculum to establish foundational knowledge and dialogue. All students per year-level take lecture courses at the same time they move through the studio sequence, thereby facilitating the integration of content from these courses with the explorations, research, and discussions undertaken in the design studio. Teams of faculty (studio and all aligned courses) at each year level are formed to facilitate the curricular overlay between studio and lecture/seminar courses. Core courses (communication, building systems/technologies, history and theory, and professional practice) in the second and third undergraduate years provide students the knowledge and curiosity to assimilate into their own design methods throughout their design studio experiences.

The third-year studios are the pedagogical pivot for transitioning from foundational design process methods and awareness of history/theory, representation, and technology to application and integration of these lessons into more complex design questions and solutions. The fourth-year studio of the B.Arch program emphasizes architectural design explorations requiring integrated evaluations and decision-making. Projects will be framed to require demonstrated consideration and integration of varied research and design issues. Simultaneous support classes in professional practice and structural systems will be directly coordinated topically with this studio.

The final, fifth year of the Bachelor of Architecture program is more self-directed, allowing students to synthesize their foundational knowledge of technology, culture, and practice, and discover their own architectural design and research voice. “Design” embodies the tapestry of analysis, questioning, investigation, research, knowledge acquisition, experimentation, curiosity, visualization, representation, communication, craft, and discovery in architectural education.

C. Professional Opportunity
The Department recognizes the importance of connecting students with experiences in the profession, allowing them to connect their coursework with their professional goals. Because of this pedagogical value, the architecture program is “professionally aware” in both coursework and culture. ARCH 410, taken in the fall of the third undergraduate year, is the first of two required ‘professional practice’ courses in the Bachelor of Architecture curriculum. Taught by the Department’s ALA (next fall), this course is structured to provide immersive interaction with diverse practice and business models in the architectural profession and related fields. This course includes analysis of diverse roles and relationships with key stakeholders in the architectural profession and allied disciplines via panel discussions with professionals, case study analysis, mock practice scenarios, and student consideration of business plan/marketing proposals. Students develop a portfolio that embodies and communicates their work product and the values that drove that work. The curricular location of this course is intended to facilitate each student’s consideration of their unique professional ambitions and the best academic path toward that goal – 12 a professional undergraduate degree, a pre-professional “major” in architecture, and/or the potential pursuit
of a graduate degree in architecture or other discipline. This course introduces students to NCARB’s AXP and the paths toward licensure.

The proposed Bachelor of Architecture program requires a professional internship in the fourth undergraduate year – a zero credit, required, paid, semester-long (fall or spring plus summer potential) work experience with a licensed architect or allied design professional. Students may approach any faculty member for advice regarding internship aspirations, and/or network with alumni, professionals, reviewers, or lecturers, but ultimately it is up to the student to secure a position. This internship experience is overseen by a faculty Internship Director who frames structured/required mentorship interactions between students and professional mentors in the office. The internship provides the student lessons regarding stakeholders, professional teamwork, project management, business practice, legal responsibilities and professional conduct, and ensures that students connect with professional practices as a formal aspect of their education, providing work experience prior to graduation (see Section 4 – Supplemental for recent internship examples).

To enhance professional connections, the Department sponsors approximately 8-10 (per year) optional lunchtime presentations/discussions a year for students and professional guests; the guests are typically professional architects or in an allied discipline (city planning, historic preservation). They discuss their professional trajectories since their education as a way of showing students the professional opportunities available to students interested in architecture. Students have kept in touch with these visitors as part of their professional network (Section 4 – Supplemental Material identifies Lunch Connection Guests).

The Department values and supports student participation in professional organizations, typically stemming from the student organizations (AIAS, NOMAS, EGB). The Department’s AIAS chapter is traditionally an active voice in the Department’s and College’s culture. The leadership of this group (along with the faculty mentor) organizes student opportunities for professional engagement for all students including ‘firm crawls’ (both fall and spring semesters) in adjacent metropolitan areas of Indianapolis and Fort Wayne; supports student participation in AIAS Quads and Grassroots and activities with the Indianapolis chapter of the Young Architects Forum, YAF. Similarly, we support student engagement in AIA Indiana activities.

An annual job and internship fair organized by the College provides students opportunities to secure interviews with interested professional firms for summer, internship or employment opportunities post-graduation. Organized by the College staff member for Professional Initiatives (Tracy Hencricks), the most recent fair in February 2018 had 58 firms visit that were looking for interns or graduate architecture students (Section 4 – Supplemental Material has list of Job Fair participants). Currently the job fair is expanding in its role to also help prepare students with the soft skills necessary for successful interviews and employment. In addition to portfolio and resume development that is a part of required coursework for ARCH 410, the University’s career center helps students prepare for job searches, interviews, and their professional futures generally.

The Department of Architecture’s Professional Advisory Board provides another professional interaction opportunity for students. Twice-yearly board meetings occur at CAP (most recently on February 9, 2018), and incorporate multiple student + professional interactions. Members of the board (accomplished professionals at varying stages in their careers, with diverse individual practice modes), include alumni as well as non-alumni. These practitioners engage Department students in design reviews, desk critiques, and conversations. Ball State’s architecture programs are committed to support our students’ successful transition into professionals with leadership roles.

D. Stewardship of the Environment

Environmental stewardship is a pillar of our College and Department ethos. The Department recognizes the significant impact of architecture and the allied environmental design disciplines in the future health of communities from local to global. Issues of climate change (rising sea levels, more intense and frequent catastrophic weather related events, health and welfare), questions of social equity in our communities, and intensified public discourse all speak to the challenges we currently face and define the direction of issues that will impact our students’ careers. The goal of preparing architects who meaningfully contribute to the world’s environmental health, frames our responsibility in shaping an effective educational experience as regards environmental stewardship. The curriculum, faculty, and culture of the program
provide the knowledge and values that will affirm individual abilities to effectively collaborate with others to make positive advances to complex, interconnected problems of environmental wellness. Our program curricula, in multiple course streams, introduce students to how building and site design significantly impacts energy consumption and environmental enhancement (or degradation), social issues of equity in designed environments, and the need for thoughtful, constant evaluation of how the discipline of architecture requires a constant awareness of the responsibility to affirm the health of all communities.

Design decisions integrating the influence of energy consumption and production is a component of the third-year studios and environmental systems courses. First introduced in second year, and reinforced in third, fourth, and fifth years, design studios require the integration of environmental strategies to minimize carbon footprints. The Department supports the University’s Minor in Sustainability and the student group Emerging Green Builders (EGB/USGBC) and an ASHRAE student chapter; both are active in the school and provide opportunities for students to engage environmental concerns beyond the classroom.

The Center for Energy Research/Education/Service (CERES) is located in our College; the Director, Professor Robert Koester, is a faculty member in the Department teaching third year studio. Along with invigorating the discourse surrounding environmentally sensitive design, CERES offers design tools to all students to facilitate students’ consideration of energy usage based upon material assembly, orientation, daylighting, heat flow, air flow, etc. CERES provides opportunities for student scholarships and research funds as a way to further incentivize student and faculty leadership in this critical area. CERES provides the energy modeling software Sefaira to all architecture students.

Finally, Ball State University provides an exemplary context for our student learning. The University is consistently recognized for its sustainability efforts and institutional commitment to stewardship of the environment. The University is a signatory to the Climate Leadership Commitment, the Talloires Declaration, and the American College and University Presidents Climate Commitment. Ball State is a charter member of the Sustainability Tracking and Rating System (STARS), and the University’s Sustainability Statement frames our campus-wide investment and leadership in environmentally supportive strategies. Ball State’s Geothermal Energy System is the largest such facility in the country and an excellent educational resource that all our architecture students are shown.

E. Community and Social Responsibility

The Department is committed to an education of community engagement and social justice in design. The interdisciplinary CAP first year curriculum introduces students to community and social concerns as critical aspects of all the design disciplines. From the start, students and faculty share in several community volunteer days, participating in activities such as cleaning the White River, and other community assets. In architecture, social responsibility and its impact upon design and planning strategies is embedded in a required 2nd year course: ARCH 251 – Social and Environmental Justice in Design. This course further develops student awareness of the social context in design, the necessity for the ethical practice of architecture, and the influence society and cultural issues have on the whole of architecture past, present, and future.

Community engaged, real world learning is a program pillar in our Department, College and University. The College of Architecture and Planning’s long history in community based projects establishes our unique approach to architectural education, using real-world situations consistently in studio offerings as a way to connect students with the community context of architecture; students frequently apply their education to benefit local non-profit organizations and communities. Integrated off-campus experiences (study abroad, field trip week) expose students to diverse communities and how the practice of architecture can contribute to community health and human needs.

Within our walls, our Studio Culture Policy affirms the importance of ethical behavior for architecture students and the importance of their individual contribution to our collective educational community and, ultimately, the ethical responsibilities architects have in their professional service to communities around the globe. The Freedom by Design student group emphasizes community service to improve the lives of local residents. Students are also active in local Habitat for Humanity projects, Muncie Makes Lab, a downtown Muncie, BSU/CAP-owned building is a place where students and faculty share their work with the community during the city’s monthly First Thursday events.
I.1.5  LONG RANGE PLANNING
Planning is intertwined with program assessment (I.1.6 Assessment). The Department’s Values and Mission Statement are reviewed annually through faculty discussion and are adjusted to reflect current ideas and reaffirm a collective mission-umbrella for annual pursuits. In recent years, we have been working toward goals identified in 2016 (below). Planning goals and objectives are framed by our program mission and identity as well our approach to the five defining perspectives. Recent departmental work effort has primarily been in the development, and introduction of the Bachelor of Architecture degree program option. Long range planning methods, described at the end of this section, are similarly framed by Departmental Identity and program pursuits in the five NAAB perspectives. Planning always starts with the discussion, consideration of departmental identity, values, mission, and vision while defining specific objectives/methods; at the same time the Department’s (and College’s) planning is in support of University strategic planning objectives.

Department of Architecture Core Values
• established culture of excellent, innovative, effective teaching;
• student exposure to diverse thoughts and approaches in service to shared objectives;
• multidisciplinary awareness and educational experiences;
• community engaged, applied learning;
• professional connectivity; and
• educational travel

Desired Student Outcomes
The Department of Architecture seeks to provide an education that affirms the following attributes in our students: Creatively Confident; Intellectually Independent; Excellent Communicators; Professionally Prepared; Locally Engaged; Globally Aware.

Department Mission
Provide our students the grounding of a rigorous professional education with the critical thinking skills, creative and intellectual confidence, ethics, and self-awareness to allow them to succeed in their professional aspirations in a rapidly changing world. Committed to social and environmental justice, equity, and stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged professional leaders.”

GOAL 1- DEPARTMENTAL COMMUNITY + IDENTITY
The learning environment of our Department embodies the values and behaviors of a diverse set of students, faculty, and staff who nurture the programs, curricula, events, and experiences that are the Department. With shared values of academic excellence; rigorous expectations for design thinking and process; support for individual growth and accomplishment as collective goals for a rich community, we believe our professional programs empower our students. The Department seeks to engage in more reflective discussion about our program offerings, affirm the core values that define us as a unique program, and promote our identity to a broader audience.

OBJECTIVES (followed by METHODS in parentheses)
1. Provide program options for our Indiana and mid-west regional student demographic (methods: B.Arch program option for undergraduates; develop minors in Department; increase high school and middle school student design awareness through summer workshops and faculty outreach)
2. Increase assessment and stakeholder discussion of program course offerings in light of pursuit for excellent, effective teaching (methods: hire assessment manager, more consistent curricular assessment with faculty and students, more feedback from alumni and professionals)
3. Affirm identity of all programs (stakeholder feedback; committee work; faculty meeting discussions; program director/curriculum committee discussions) and market this (methods: invest in marketing of clear program identity; website improvement; connect with university admissions)
4. Increase quality + diversity of student applicants (methods: marketing; outreach)
5. Activate the currently dormant M.S in Architecture – former M.Arch 2 as graduate specialty option degree (methods: graduate curriculum committee, task force)
6. Re-connect all stakeholders to departmental assessment, and improvement (methods: more assessment surveys and survey analysis, discussion in faculty meetings, clearer goal setting)
GOAL 2 – COLLABORATION AND LEADERSHIP
The Department recognizes multidisciplinary collaboration as an essential necessity for the successful practice of architecture. Providing our students multidisciplinary educational experiences supports development of collaborative values and design approach. The Department values its setting in a college of other design and building disciplines (Departments of Landscape Architecture, Urban Planning, and Construction Management/Interior Design) as a profound opportunity in this regard. The Department seeks to offer comprehensive interdisciplinary opportunities that are engaged at appropriate and multiple points throughout the Department’s professional programs.

OBJECTIVES (followed by METHODS in parentheses)
1. More/consistent multi-disciplinary experience beyond first year (Undergraduate Curriculum Committee - curricular plan for fifth year fall, Graduate Curriculum Committee review of program)
2. Support participation in minor courses of study - currently 42% of second and third year undergrads have a minor - maintain or increase with added option of B.Arch program that requires more diverse credit distribution (consistent communication with freshmen going into architecture; communication with advisor; provide/communicate curricular “space” for minors).
3. Reassess first year program for affirming student awareness and appreciation of allied disciplines (surveys, discussions at College Curriculum Committee)
4. Require one collaborative design team experience in upper level studio (fourth year integrated design studio; graduate program studio definition)
5. Affirm importance of community engagement in program to prepare students for effective professional leadership in their communities (provide more consistent educational opportunities for community dialogue, particularly design studios; target curricular time where this will occur)
6. Affirm leadership potential in our students in area of environmental stewardship (increase connection of design decision making processes with environmental impact in studio)

GOAL 3 – DESIGN
The verb "design" is a discipline specific activity that is also a vital skill for graduate success in a rapidly changing world; changing both physically through environmental change and culturally through new technologies’ influence on communities, work and productivity. Departmental programs develop and affirm students’ design abilities, developing in them the necessary creative confidence to succeed. The Department sees design as an integrative process, led by value definition, informed by knowledge, shared through clear communication. Design is at the heart of the professional program offering where a diversity of viewpoints and approaches is fostered, yet stitched together by shared program values of sustainable practices, social justice, community engagement, professional experiences, applied learning opportunities, and the tectonic/technology informed craft of architectural design. The Department seeks to affirm the unique strengths of the design education offered to our students; demonstrate the success of our methods through external metrics (such as student competitions).

OBJECTIVES (followed by METHODS in parentheses)
1. The Department supports the value of diverse instructional points of view in design to effectively expose students to a wide range of ideas, design values, process methods, and ultimately career trajectories (diversify teams of faculty, increase discussions amongst them in service to breadth of exposure but shared awareness of common objectives; explore shared assessment of student work)
2. Increase student use of research to inform design processes (explore possible synergetic links between design explorations in studio and knowledge acquisition/research in seminar courses)
3. Increase successful participation in national design competitions as these require research awareness for provocations (ACSA-AISC Steel; COTE; Lyceum; Dept. of Energy’s Race to Zero)
4. Increase reflective awareness of diverse design pedagogy methods in service to shared objectives amongst year-level faculty (semester-end curricular reviews and discussion)

GOAL 4 – PROFESSIONAL OPPORTUNITY
The Department values and supports interaction between our students and professional architects as a foundational facet of the learning culture at Ball State. The Department affirms the importance of connecting students with experiences in the profession, allowing them to connect their coursework with their professional aspirations. We believe that exposure to the breadth of professional practices will encourage individual student self-awareness and personal goal setting within the breadth of the
profession. The Department seeks to enhance exposure between our students and professional architects and allied professionals in order to provide students perspective on their education, networking opportunities, and establish the foundation for their professional success.

OBJECTIVES (followed by METHODS in parentheses)
1. Reconnect with substantive alumni base and professional connections for enhanced program relevance, and student opportunity (lunch-time lectures, review participation, Advisory Boards)
2. Solicit feedback from professionals who employ graduating and interning students for their perceived strengths and weaknesses in their professional preparedness (surveys, discussion)
3. Provide more curricular touchstones to Professional Practice (curriculum - require additional professional practice course at an earlier year level; hiring of full-time faculty in that area)
4. Structure the internship experience as a learning opportunity (mentor requirement, internship director, discussion of experiences in professional practice)
5. Support student groups and activities affiliated with the profession (financial support for student participation in AIAS Grass Roots, Quads, Forum as well as other professional organizations)

GOAL 5 – STEWARDSHIP OF THE ENVIRONMENT
The Department recognizes the significant impact of architecture and the allied environmental design disciplines in the future health of communities from local to global. Issues of climate change (rising sea levels, more intense and frequent catastrophic weather related events, health and welfare), questions of social equity in our communities, and intensified public discourse all speak to the challenges we currently face and define the direction of issues that will impact our students’ careers. The Department programs seek to effectively educate students to become leaders of environmental stewardship; who, as professional architects and community activists, act on shared values of environmental responsibility; who learn to interrogate architectural solutions for their environmental impact.

OBJECTIVES (followed by METHODS in parentheses)
1. Assess student understanding and ability of environmental design influences (surveys)
2. Require design decisions integrating the influence of energy consumption and production (design studio requirements)
3. Connect students more consistently with national/international educational opportunities that require consideration of environmental leadership (RTZ, COTE, 2030 Curriculum)
4. Support the University initiatives in institutional commitment to stewardship of the environment (faculty/student/staff participation in university level committees; departmental support for developing sustainability programs)

GOAL 6 – COMMUNITY AND SOCIAL RESPONSIBILITY
The department affirms the leadership potential of citizen architects contributing to communities. We are committed to providing an architectural education informed by community engagement and social justice for all. The Department also affirms the importance of ethical standards for architecture students and the importance of their individual contribution to our collective educational community. Community engaged, real world learning is a program pillar in our Department and College. The Department seeks to further our community’s awareness of social justice issues; to pursue more real-world, applied learning opportunities for our students; to make community engaged experiences more systemic in their occurrence; to enhance travel opportunities.

OBJECTIVES (followed by METHODS in parentheses)
1. Increase student and faculty awareness of the Department’s Studio Culture Policy (discussion in faculty meetings; student council; intro meetings in fall)
2. Enhance extra-curricular contact with community (support use of MadJax design build lab; find venues for encouraging student/faculty participation in community volunteer work days; support use of Muncie Makes Lab as exhibition venue for the architecture and broader community; support for educational outreach initiatives to community K-12 population; support efforts of student groups including Freedom by Design, NOMAS involved in local community initiatives)
3. Timely identification and communication of potential immersive, community engaged projects that support local initiatives while also addressing curricular objectives in effort to increase and systematize student opportunities for learning through working with people in the community while enhancing student abilities in communication and listening (dedicated service load)
4. Educational travel opportunities (enhance/organize travel offerings in college)

DEPARTMENT STRATEGIC PLANNING PROCESSES (BIENNIAL)

The Department’s planning process is approached as a continuum involving assessment of existing goals and efficacy of specific objectives through stakeholder data collection (spring/summer even year); research of exemplars for consideration of new/aspirational goals (summer even year); goal adjustment, revision, and/or continuation based upon assessed data (summer/fall even year); definition of incremental planning targets to accomplish goals (fall even years); then recycling back to assessment of existing goals through stakeholder data collection (odd year).

Planning is a collective effort of program stakeholders: department faculty, staff, students, and alumni/professionals. Guiding principles for this process include

- broad stakeholder involvement (faculty, staff, students, alumni, professionals)
- collaborative efforts in setting planning objectives
- regular and transparent communication
- data-supported and relevant goal setting
- alignment with university strategic planning goals
- alignment with NAAB defining perspectives
- big-picture but also actionable and prioritized
- resource allocation and alignment with planning objectives
- accountability (assessment metrics)

The overarching goal of the Department’s planning and assessment processes is continuous improvement of our program offerings.

Additional planning discussions in service to this broader umbrella of goals occur in:

Year-level faculty groups: Prior to start of fall semester, these groups review Departmental program goals (above), as well as details of specific learning objectives associated with each course. Faculty groups identify potential opportunities to address these broader Department planning goals per year-level course-work. Year-level faculty groups define actionable planning strategies per planning goals per perspective (i.e., 6 actionable methods/year level to address program goals). These strategies can occur at any time over the entire academic year of program delivery (fall + spring). The groups will incorporate the actionable methods into course calendars both semesters. Each year-level faculty group will share with the whole faculty (fall faculty meeting) their defined actionable methods to address stated program goals, when these moments will occur, as well as thoughts on how the success will appropriately be measured (i.e., assessment surveys, competition success, year-level review of work product, etc.). The year-level faculty group is also invited to pose additional goals or new directions within the framework of the six framed goal categories for further study.

Undergraduate Curriculum Committee: This elected committee will be charged in fall at the beginning of the academic year to look at curricular opportunities (existing and potential) throughout the professional undergraduate program to propose where strategic steps and methods for addressing these goals may occur both short term and longer term through curricular revision. Committee review of curriculum will be shared with all faculty by mid-fall semester; curricular revisions to be identified, proposed, voted upon by the end of fall semester for constant assessment and advancement of curriculum relative to program goals.

OTHER PLANNING INFLUENCING DEPARTMENT’S BIENNIAL PLANNING CYCLE

University: Ball State University is currently embarked on a new multi-year strategic planning initiative with the new strategic plan anticipated by fall 2018; the Dean of CAP is a member of the strategic planning committee. Unit planning will then incorporate University planning metrics to identify objectives within those goals germane to the College and Department.

College Leadership and Administrative Staff meet twice a month to discuss/address any operational issues of program support. Longer term objectives for program improvement (enrollment growth strategies, effective and efficient program delivery, financial support, information technology needs) are also discussed in this group with articulation of action plans generated by smaller groups.

NAAB: The Visiting Team Report is used to inform the Departmental “Action Plan” specific to NAAB accreditation. This Action Plan is always reviewed by the Provost and results in confirming or adjusting the action plan response from the Provost to the College/Department for discussion and implementation.
**Departmental Leadership:** Chair, Associate Chair, Program Directors, and Administrative Staff periodically meet for discussion of short-term objectives (loading, recruiting, admissions, budget, student concerns, operational implementation strategies).

**Departmental Committees:** faculty committees meet regularly to conduct the shared-governance operations of the department (Section 4 – Supplemental Material has Department committee listings).

**Faculty:** Program trajectories and improvements are discussed in bi-monthly faculty meetings. The Department encourages faculty participation and leadership in ACSA, AIA and NCARB organizations as a means to keep current in issues faced by architectural education and practice, consistently striving to offer support for faculty development to keep our planning objectives relevant and current to the ongoing and evolving discourse in the discipline.

**Students:** Monthly meetings between the Department Chair and student council are used as an opportunity to share current events, program/building concerns, and longer term discussion topics. Issues raised by students can be discussed further with faculty.

**Professional:** The Department’s **Professional Advisory Board** includes accomplished architects and related professionals, alumni and non-alumni, that have a vested interest in the success of the program meet bi-annually to identify strategic areas of interest. Sub-committees are formed to facilitate focus sessions addressing issues of potential and/or concern in the programs.

**I.1.6 ASSESSMENT**

**A. Program Self-Assessment**

Program self-assessment relative to Mission Statement and Planning goals described in Section I.1.5 occurs in tandem with the planning processes. Program self-assessment methods focus on the gathering of data, reflections, and feedback regarding:

- success in addressing stated planning goals in the 6 categories identified in section I.1.5;
- effectiveness of the teaching, and learning opportunities;
- benefits of other opportunities provided by the professional degree programs;
- feedback on the articulated values, pedagogical focus, and identity of the program;
- perceived relevance of students' preparation for their professional and educational aspirations.

**Assessment to be done in spring of odd years via SWOT surveys of the following stakeholder groups:** current students, recent graduates, alumni 5 years out, and professionals. Results are shared with faculty for discussion and used by curriculum committees and program directors to pose program adjustments.

Department’s **Professional Advisory Board** meets twice a year, hears a Departmental presentation on an overview of program developments, participates in reviews, and has discussions with faculty and students. The Board’s reflections on program effectiveness, strengths, weaknesses, opportunities, threats are solicited and subsequently compiled in an executive summary of meeting (see Section 4 – Supplemental). The Board’s feedback (also shared with faculty) helps assess how we are succeeding in our ambitions, what we are overlooking, and what we might need to incorporate into our planning.

**Chair's Student Council** has representation from each year level as well as student organization leadership. Students meet with the Department Chair on a monthly basis to discuss concerns and recommendations for improvement, provide an update on student organization events, and discuss other activities happening within the College and University.

Additional Program Assessment Outside of Department

- CAP conducts surveys of learning experiences in the CAP first year program; results are shared with the First-Year Program Director, Department Chairs, faculty in the first-year program
- **Alumni,** graduating seniors, and freshmen surveys are conducted annually by Ball State's Office of Institutional Effectiveness to solicit feedback on program effectiveness. Program specific responses are reviewed and discussed annually by the College and Department leadership
- Mission Statement along with program values and goals is reviewed and discussed annually by faculty for its appropriate representation of Department program direction, goals, aspirations. Mission statement is assessed and recast relative to that review
- University administered, student course evaluations are required for every class offered by our department. These are reviewed by Department Chair and faculty member
- Department’s Merit + Salary Policy (Section 4 – Supplemental has Department policies) incorporates peer review assessment from an elected committee of three faculty of each faculty’s
accomplishment in support of the program offering within the classroom, in their scholarship (research/creative endeavor), and in service to the department, university, and professional organizations

- Department prepares and submits a reflective “Unit Review” document to the Ball State University Office of Institutional Effectiveness every 8 years (aligns with NAAB cycle, APR, VTR)
- The department fully supports all efforts and requests by the University used to achieve institutional accreditation with the Higher Learning Commission
- Annual Reports summarizing Departmental productivity per University Strategic Plan initiatives are generated each spring and coalesced into the College’s annual report and University’s Strategic Planning Metrics for measure of collective address of University planning objectives
- Review of NCARB’s ARE pass rates for alumni
- Review of job and internship placement data
- The College’s Accreditation and Assessment professional staff position was established for oversight of professional programs in the Department and College. This position demonstrates the College of Architecture and Planning’s commitment towards enhancing a culture of continual improvement.

B. Curricular Assessment and Development
Regular self-assessment is the most significant influence on our short-through long-term planning and accomplishments. All stakeholders identified in I.1.5 Planning are engaged in program assessment processes that critically evaluate the strength of our programs. As shown in the diagram (next page), the cycle of assessment involves input of University goals; Department leadership oversight and goal setting; incorporation of Professional Program (NAAB) expectations; Curriculum Committee review and goal setting; faculty delivery of curriculum; faculty assessment of student work product; student assessment of curriculum and faculty effectiveness.

Curriculum Committee
For successful program delivery, the Department’s elected Undergraduate Curriculum Committee is responsible for discussing/reviewing program offerings, defining curricular flow, and reviewing course descriptions. The Undergraduate Program Director is the Chair of the Undergraduate Curriculum Committee (UCC). In broad terms, committee affirms alignment of curriculum with Departmental Mission and Values; at a finer grain, the committee also assesses the curriculum to identify and address any perceived gaps in the current curriculum as evidenced by observation of student work at yearly reviews. The Curriculum Committee conducts systematic, annual review of course descriptions, learning objectives, learning outcomes, year level ‘themes,’ and NAAB student performance expectations. Curriculum ultimately is the purview of all department faculty who review and approve any proposed changes to the program curriculum. The University flowchart shows the process for approving curricular changes from Department to University.

Department of Architecture Curricular Assessment Process

Faculty Discussion/Assessment of Student Work
The Department Chair and Department faculty review student work throughout the semester by attending studio reviews. Additionally, at the conclusion of each semester, faculty meet during exam week to present and discuss student work in a day long ‘curricular review’ in light of NAAB SPCs, Department
Mission Statement, and Goals. At these, faculty show the work product associated with the curriculum, discuss the shared course objectives in light of assigned SPC, and allow collective opportunity to discuss and assess the curriculum by increasing awareness of the skills students are taught per year level through reflection of what went well or could be improved upon. Faculty present a PowerPoint overview of courses and student work results (Section 4 – Supplemental Material). This is done in Pecha Kucha-style presentation (20 slides x 20 seconds then discussion). Faculty collect studio work as well as assignments and exams in seminar/lecture courses for assessment and for archival preservation in preparation for NAAB accreditation visits.

Year Level Discussion
Prior to each semester, faculty teaching at each year level meet for half a day to discuss all courses, affirm objectives and student performance criteria addressed in that class as identified on master syllabi, explore opportunities for connections between courses. Clarity and collective agreement on overall objectives as shared by all faculty is the goal. Faculty teaching in studio sections at a year level are asked to develop a scoring rubric which will be be used by all sections as a way to make assessment of diverse project explorations more consistent in light of the assigned SPCs. Rubrics will constantly be revised, refined, and updated to reflect changes in the curriculum, course assignments, and NAAB SPC. Results from this type of rubric will provide students with a clearer understanding for meeting objectives and more easily allow for comparison between individual course sections and the varying pedagogical strategies employed by faculty.

The Department’s curricular assessment is ongoing and essential in the effective advancement, evolution, and delivery of a discipline-relevant professional program at both the undergraduate and graduate levels.
SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT (LIMIT 5 PAGES) – Not Applicable

In this section the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities. A sample of the required format follows:

Visiting Team Report [2010]:

Program Activities in Response [Year of previous visit [2010] – Year of APR [2015]]:

Further, if the Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.
SECTION 3: COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources and Human Resource Development
I.2.2 Physical Resources
I.2.3 Financial Resources
I.2.4 Information Resources
I.2.5 Administrative Structure & Governance

II.1.1 Student Performance Criteria
II.2.1 Institutional Accreditation
II.2.2 Professional Degrees & Curriculum

II.3 Evaluation of Preparatory Education

II.4 Public Information
   II.4.1 Statement on NAAB-Accredited Degrees
   II.4.2 Access to NAAB Conditions and Procedures
   II.4.3 Access to Career Development Information
   II.4.4 Public Access to APRs and VTRs
   II.4.5 ARE Pass Rates
   II.4.6 Admissions and Advising
   II.4.7 Student Financial Information

III.1.1 Annual Statistical Reports
III.1.2 Interim Progress Reports (not applicable to B.Arch)
I.2.1  HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

Faculty
The Department of Architecture consists of 23 full-time tenured or tenure-track faculty and 6 full-time contract faculty (AY 2017-2018); total faculty FTE including part-time contract faculty is approximately 31.00 (see chart that follows this page). Faculty with a terminal degree are eligible to teach in both the graduate and undergraduate programs and most do so. Minimum class size in the undergraduate program is 10. Typical undergraduate studio size in architecture is 14:1. Undergraduate lecture courses are 37-42 students/section; undergraduate seminars/electives are 10-15 students. Typical teaching load for a full-time faculty member is a studio and one seminar/lecture course per semester. Ball State is a teaching-focused University. Teaching workload typically comprises 75% of a tenure line/tenured faculty load; other loading is Research and/or Administrative/Service. Faculty members teaching in the Master of Architecture program are members of the University’s Graduate Faculty and must reapply for graduate faculty status every six years per Departmental policy.

Faculty Scholarship
From its origins as a teacher’s College, Ball State has a long tradition of teaching excellence as an undergraduate focused institution. As a teaching-intensive University, the University and Department promotion and tenure documents have embraced the Teacher-Scholar model of Ernest Boyer, defining scholarship as “the process of attaining new knowledge, creating a new work, or re-creating/interpreting existing works, and disseminating the results. Generally, this takes the form of appropriate peer reviewed publications, presentations or exhibits, performances, other creative endeavors, and grant proposals. Scholarship can occur in four areas: discovery, integration, application, and teaching.”

As affirmed by the founding Dean of the College, Charlie Sappenfield, and embedded into the Department’s policies and procedures, professional practice and creative endeavors are incorporated as meaningful scholarship in the promotion and tenure process in addition to traditional research. The Departmental promotion and tenure policy, in seeking a “necessarily diverse faculty” defines achievement in one or more areas of scholarly activity and creative endeavors including both theoretical and applied research as well as various design activities. This scholarship and creative endeavor “may occur in contexts not typically classified as ‘research,’ and that if results are presented in a form or forum that is different from that typically found in the social sciences or the humanities does not detract from its excellence.” With the expectation of rigorous peer review, examples of scholarship in the Department of Architecture “include, but are not limited to: (1) initiating and directing research grants or applied community projects which are recognized as excellent through outside peer review; (2) publication of books, articles, software, or other sources, as appropriate to the intended audience, which are recognized as excellent through outside peer review; (3) professional practice, consulting, or artwork (painting, sculpture, photography, graphics, etc.) which are recognized as excellent through outside peer review; and (4) awards and honors.” Section 4 – Supplemental Material includes Departmental and College P+T Policies.

This inclusivity and advocacy for exemplary practice, creative work, community projects, and traditional research has influenced the ethos of the Department and its programs. Faculty are recognized for their contributions in the areas of their interests and successes. The success of this inclusivity is noted in the diverse yet significant accomplishments of faculty (see Faculty one-page CV’s, link follows). The impact of this on the vibrancy of the Department and its “necessarily diverse faculty” is also noted. We are educators who seek to impart diverse ideas and interests to our students in the successful formation of their own disciplinary values and interests as they navigate their own path into the profession of architecture. We also recognize that we would not be successful without the dedicated and excellent contributions of the Department and College staff.
<table>
<thead>
<tr>
<th>Faculty name</th>
<th>Title</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry Kristin</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
</tr>
<tr>
<td>Bilello Joseph</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Burns Sean</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
</tr>
<tr>
<td>Coggeshall Joshua</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Collins Thomas</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
</tr>
<tr>
<td>De Brea Ana</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Dotson Olon</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Eggink Harry</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Elvin George</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Gray Timothy</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Grondzik Walter</td>
<td>Associate Chair, Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Hall JP (James)</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
</tr>
<tr>
<td>Harwood Pamela</td>
<td>Professor</td>
<td>Tenured</td>
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</tr>
<tr>
<td>Keddy Karen</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Kerestes James</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
</tr>
<tr>
<td>Klinger Kevin</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Koester Robert</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Mounayar Michel</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Spodek Jonathan</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Swartz Andrea</td>
<td>Chair, Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Underwood Rod (James)</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
</tr>
<tr>
<td>Wilson Matthew</td>
<td>Assistant Professor</td>
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</tr>
<tr>
<td>Woodfin Dan (Charles)</td>
<td>Professor</td>
<td>Tenured</td>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Church Robert</td>
<td>Assistant Professor of Practice Full-Time Contract</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Cruz Cesar</td>
<td>Assistant Teaching Professor Full-Time Contract</td>
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<td></td>
</tr>
<tr>
<td>Eisinger Daniel</td>
<td>Assistant Research Professor Full-Time Contract</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>San Miguel Miguel</td>
<td>Assistant Professor of Practice Full-Time Contract</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Shimizu-Coggeshall Janice</td>
<td>Assistant Professor of Practice Full-Time Contract</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Tursky Richard</td>
<td>Design Innovation Fellow Full-Time Contract</td>
<td>1.00</td>
<td></td>
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<td></td>
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|                        |                                             |                           |      |
| Heidemann Philipp      | Visiting Assistant Professor Part-Time Contract | 0.50                      |      |
| Overbey Daniel         | Instructor                                  | Part-Time Contract        | 0.50 |
| Ramirez Enrique        | Instructor                                  | Part-Time Contract        | 0.125|
| Risting Steven         | Instructor                                  | Part-Time Contract        | 0.375|
| Stafford Dick (Charles)| Instructor                                  | Part-Time Contract        | 0.500|

|                        |                                             |                           |      |
|                        |                                             |                           | 6.000| TOTAL Full Time |
|                        |                                             |                           |      |
|                        |                                             |                           | 2.000| TOTAL Part Time |

|                        |                                             |                           | 31.00| OVERALL FTE    |

FACULTY RESUMES all full-time faculty (NAAB template form) see Section 4 – Supplemental Material

FACULTY MATRIX last prior 2 years (NAAB template form) see Section 4 – Supplemental Material

FACULTY PRODUCTIVITY – Research + Creative Endeavors see Section 4 – Supplemental Material

DEPARTMENT FACULTY + STAFF OVERVIEW follows this page
<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Summary of expertise, recent research, or experience</th>
<th>Courses taught Fall 2016 - Spring 2018:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry, Kristin</td>
<td>Assistant Professor. Ph.D., Penn State in art history. Dr. Barry specialized in interdisciplinary research with focus on archaeological site interpretation through technology and cultural architectural heritage.</td>
<td>ARCH 329 - History of Architecture 2; ARCH 410 Critical Practice; ARCH 201 and ARCH 202 Architecture Studio; ARCH 229 - History of Architecture 1; ARCH 498/598 Architecture and War (elective); CAP Scandinavia travel study (summer 2017); ARCH 602 Final Arch. Project Studio</td>
</tr>
<tr>
<td>Burns, Sean</td>
<td>Assistant Professor. M.Arch, University of Pennsylvania with specialization in Design and Theory. Registered Architect (New York); background in practice and teaching.</td>
<td>CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design and Planning 2; ARCH 100 - Introduction to Architecture; ARCH 201 - Architecture Studio; ARCH 202 Architecture Studio; ARCH 218 Structural Systems 1; ARCH 318 Structural Systems 2</td>
</tr>
<tr>
<td>Church, Robert</td>
<td>Assistant Professor of Practice. Post-Professional M.Arch, University of Texas at Austin. B.Arch, University of Idaho. Registered Architect in Indiana. Previously practiced in Portland, OR; Salt Lake City, UT; and Vancouver, BC.</td>
<td>ARCH 301 Architecture Studio; ARCH 302 Architecture Studio; ARCH 214 Building Technology 1; ARCH 314 Building Technology 2; ARCH 410 Critical Practice</td>
</tr>
<tr>
<td>Coggeshall, Joshua</td>
<td>Associate Professor; M.Arch SCI-Arc, B E.D. Texas A+M University, Principal; Shimizu + Coggeshall Architects. Exhibit Columbus, curatorial steering committee member.</td>
<td>CAP 162 Design Communications Media 2; ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 402 Architectural Design; ARCH 263 Digital Design; ARCH 498/598 Special Project in Architecture</td>
</tr>
<tr>
<td>Collins, Tom</td>
<td>Assistant Professor, AIA, LEED AP, Ph.D. M.Arch from University of Oregon, B.Arch RPI; Teaching specialty in design and environmental systems. Research focuses on building performance, indoor environments, and occupant behavior. Registered Architect Massachusetts</td>
<td>ARCH 301 Architecture Studio; ARCH 501 Comprehensive Architecture Studio; ARCH 273 Environmental Systems 1; ARCH 373 Environmental Systems 2</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Costello, Tony</td>
<td>Anthony J. &quot;Tony&quot; Costello, FAIA, is the Irving Distinguished Professor Emeritus of Architecture at Ball State University; M.Urban Design Columbia University, B.Arch Pratt; principal of Costello + Associates.</td>
<td>ARCH 498/598 Special Project in Architecture; CAP 400 Community Based Projects</td>
</tr>
<tr>
<td>Cruz, Cesar</td>
<td>Assistant Teaching Professor. M.Arch UNM, Ph.D. Illinois. Teaches design graphics and foundation design in the CAP First Year Program and Architectural Building Structures</td>
<td>CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design &amp; Planning 2; CAP 161 Design Communications Media 1; CAP 162 Design Communications Media 1; ARCH 318 Structural Systems 2</td>
</tr>
<tr>
<td>Culp, Jeff</td>
<td>Instructor, M.Arch U of Michigan; expertise in energy conscious design and supports the environmental systems sequence and assists with design studios.</td>
<td>ARCH 201 Architectural Design</td>
</tr>
<tr>
<td>de Brea, Ana</td>
<td>Professor, Diploma in Architecture, FADU UBA, architect and an artist as well as a critical observer of the contemporary and modern design world. Research focuses on her book, Total Latin American Architecture.</td>
<td>ARCH 402 Architectural Design; CAP 162 Design Communications Media 2; ARCH 302 Architectural Design; ARCH261 Design Communication Media; ARCH 642 Architecture Theory</td>
</tr>
<tr>
<td>Dotson, Olon</td>
<td>Associate Professor, Ph.D. Candidate American Studies, Purdue University, MSRED Columbia, MA Tuskegee. Research: Fourth World Theory, Social and Environmental Justice.</td>
<td>ARCH 401 Architectural Design ARCH 429 Application of Cultural Issues to Design and Planning Strategies;ARCH 407/507 Fourth World Theory; ARCH 251 Social and Environmental Justice in Design; ARCH 302 Architectural Design</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
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</tr>
<tr>
<td>Eggink, Harry</td>
<td>Professor of Architecture/Urban Design, MUD Harvard. Registered/practicing architect with research focus in Aero-Architecture, the reuse of decommissioned airliners, and Urban Design, pedestrian/bicycle urban transportation systems, and case studies in The Netherlands.</td>
<td>ARCH 501 Comprehensive Arch Studio; ARCH 202 Architecture Studio; CAP 161 Design Communications Media 1; CAP 162 Design Communications Media 2; ARCH 603 Final Project Prep; ARCH 214 Building Technology 1; UD 503 UD Studio 3-Community Based Sustainable Design</td>
</tr>
<tr>
<td>Eisinger, Daniel</td>
<td>Associate Professor of Research. M.Arch, Ball State University. Research focuses on advances in robotics and additive manufacturing and their application to the design process; Fabrication Lab Manager</td>
<td>ARCH 581 Design Computation and Fabrication</td>
</tr>
<tr>
<td>Elvin, George</td>
<td>Associate Professor of Architecture, Ph.D. UC Berkeley; Directs Architecture for Extreme Environments. He has delivered lectures in 20 countries and has been a visiting fellow at the University of Edinburgh.</td>
<td>ARCH 601 Architectural Design; ARCH 251 Social and Environmental Justice in Design; CAP 101 Environmental Design &amp; Planning 1; ARCH 644 Theories of Sustainability</td>
</tr>
<tr>
<td>Gray, Timothy</td>
<td>Professor, architect, educator and environmental advocate. M.Arch UC Berkeley; Since arriving in Muncie from CCA in 2004, he has led multiple Design Build studios which have resulted in a variety of award winning and widely published projects.</td>
<td>ARCH 214 Building Technology 1; ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 314 Building Technology 2</td>
</tr>
<tr>
<td>Grondzik, Walter</td>
<td>Professor; Associate Chair; PE; MS Washington University; architectural engineer; high-performance buildings and environmental systems; 40 years teaching experience; active author and ASHRAE volunteer.</td>
<td>ARCH 273 Environmental Systems 1; ARCH 373 Environmental Systems 2; ARCH 632 High Performance Buildings; ARCH 633 Advanced Technology for Green Building</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hall, James P</td>
<td>Assistant Professor - Historic Preservation, MSHP, Ball State, BA IUPUI. Former Regional Director for Indiana Landmarks, largest statewide historic preservation organization in the country.</td>
<td>ARCH 440/540 Introduction to Preservation; ARCH 441/541 Preservation Policy; ARCH 473/573 Preservation Current Issues</td>
</tr>
<tr>
<td>Harwood, Pam</td>
<td>Professor. M.Arch, Minnesota. Research in community engagement, phenomenology, and the assessment, planning and design of high-performing education facilities considering teaching pedagogy and interior/exterior spatial environments.</td>
<td>ARCH 401 Architectural Design; ARCH 402 Architectural Design; ARCH 429 Application of Cultural Issues to Design and Planning Strategies</td>
</tr>
<tr>
<td>Keddy, Karen</td>
<td>Associate Professor. Ph.D. UW-Milwaukee. Teaching and scholarship focuses on social justice: feminism, racism, classism, and disability issues in design. Recent scholarship focus on amputee survivors.</td>
<td>ARCH 503 Research Methods in Architecture; ARCH 498/598 Special Project in Architecture; ARCH 251 Social and Environmental Justice in Design</td>
</tr>
<tr>
<td>Kerestes, James</td>
<td>Assistant Professor and Director of HIVE: Design Collaborative. MS Arch Pratt, B.Arch Syracuse; Teaching specializes in design and fabrication courses investigating digital mediums and speculative environments.</td>
<td>ARCH 601 Architectural Design; ARCH 402 Architectural Design; ARCH 498 Special Project in Architecture; ARCH 263 Digital Design</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
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</tr>
<tr>
<td>Klinger, Kevin</td>
<td>Associate Professor M.Arch Univ. Illinois, Former President of ACADIA, international organization devoted to advances in architecture resulting from influences of digital technology. Founder of the Institute for Digital Fabrication. Committed to engaging local industry and community partners.</td>
<td>ARCH 401 Architectural Design; ARCH 602 Final Architectural Project Studio; CAP 162 Design Communications Media 2</td>
</tr>
<tr>
<td>Koester, Robert</td>
<td>Professor, AIA LEED AP, M.Arch Kentucky; Director of CERES; teaching expertise in Design-for-Sustainability, Vital Signs Courses and Daylighting Design; focused on integrating daylighting and electrical lighting strategies in architectural design. His sustainability advocacy and leadership in architecture and higher education is recognized internationally.</td>
<td>ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 304 Architectural Design</td>
</tr>
<tr>
<td>Mounayar, Michel</td>
<td>Professor; M. Arch, Ball State, registered architect, author, and award-winning designer. Research focuses on urban design, community development, and design communication theory. Former President, and Vice president of the Architectural Research Centers Consortium (ARCC).</td>
<td>ARCH 601 Architectural Design; ARCH 603 Final Project Prep; ARCH 202 Architectural Design; ARCH 201 Architectural Design; ARCH 501 Architectural Design; CAP 161 Design Communication Media 1</td>
</tr>
<tr>
<td>Overbey, Daniel</td>
<td>Instructor, AIA LEED AP, M.Arch UNLV; building science educator. NCARB Architectural License Advisor designee. Director of Sustainability at Indianapolis-based firm. &gt;1 million SF of LEED experience; recently published work on performance modeling, national AIA Young Architect award (recently accepted tenure-line position in area of professional practice)</td>
<td>ARCH 273 Environmental Systems 1; ARCH 373 Environmental Systems 2; ARCH 455/555 Internship</td>
</tr>
<tr>
<td>Ramirez, Enrique</td>
<td>Instructor, Ph.D., Princeton University, M.E.D., Yale University, and BA in History, Northwestern University. Expertise in contemporary architectural theory discourse at state, national and international level.</td>
<td>ARCH 503 Research Methods in Architecture</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
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<tr>
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<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Risting, Steve</td>
<td>Instructor, M.Arch from Harvard. Teaching Professional Practice with over 30-years of experience from Boston to Indianapolis. Recognized for design excellence. Founding Design Principal of atelierRisting.</td>
<td>ARCH 520 Professional Practice</td>
</tr>
<tr>
<td>San Miguel, Miguel</td>
<td>Assistant Professor of Practice, AIA is a practicing architect who has been integrally involved with 1,500,000 square feet of total space with construction costs over $200,000,000.</td>
<td>CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design and Planning 2; ARCH 100 Introduction to Architecture; ARCH 314 Building Technology 2</td>
</tr>
<tr>
<td>Shimizu, Janice</td>
<td>Assistant Professor, M.Arch SCI-Arc. Research focus: process of design, construction of architecture, and its agency in the world. CAP Makes Muncie Makes programming initiative, Exhibit Columbus Curatorial Steering Committee.</td>
<td>ARCH 201 Architectural Design; ARCH 202 Architectural Design</td>
</tr>
<tr>
<td>Spodek, Jonathan</td>
<td>Professor; M.Arch + BS UIUC; Teaching, research, and practice focused on bridging the values of historic preservation, sustainability, and architecture.</td>
<td>ARCH 314 Building Technology 2; ARCH 447/547 Preservation Technology</td>
</tr>
<tr>
<td>Name</td>
<td>Summary of expertise, recent research, or experience</td>
<td>Courses taught Fall 2016 - Spring 2018:</td>
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<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Swartz, Andrea</td>
<td>Professor, Chair, M.Arch + BA - Yale University. Design/creative work on tectonic influence in design and making processes; awarded competition entries regional through international. Registered Architect Rhode Island and Indiana</td>
<td>ARCH 201 Architectural Design; ARCH 218 Structural Systems 1</td>
</tr>
<tr>
<td>Tursky, Richard</td>
<td>Assistant Teaching Professor, Design Innovation Fellow. M.Arch and MS, University of Michigan. Teaching and research focuses on Design Computation/Fabrication and material culture.</td>
<td>ARCH 602 Final Architecture Project Studio; ARCH 634 Advanced Fabrication; ARCH 103 Architectural Design; CAP 162 Design Communication Media 2</td>
</tr>
<tr>
<td>Underwood, James R</td>
<td>Professor of Architecture. BSCE from Purdue University and B.Arch with honors, Ball State University. Co-author of Structural Design, A Practical Guide for Architects</td>
<td>ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 418 Structural Systems 3</td>
</tr>
<tr>
<td>Wilson, Matthew</td>
<td>Assistant Professor. Ph.D. in History, University of London. MA Landscape Urbanism with distinction, Architectural Association. Research focuses on the modern intellectual history of architecture and urbanism.</td>
<td>ARCH 229 Architecture History 1; ARCH 202 Architectural Design; ARCH 428/528 History of the Built Environment; ARCH 498/598 Special Project in Architecture</td>
</tr>
<tr>
<td>Woodfin, Charles D</td>
<td>Professor of Architecture. B.Arch, Auburn University. Receiver of Sappenfield Award for Teaching Excellence. Director of the internship program. Teaching expertise in green design and pattern language. Undergraduate Internship Director (retiring, June 30, 2018)</td>
<td>ARCH 201 Architectural Design; ARCH 402 Architectural Design; CAP 161 Design Communication Media 1; CAP 162 Design Communication 2</td>
</tr>
</tbody>
</table>
### HUMAN RESOURCES - Department Faculty + Staff overview (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Clark, Sherry</td>
<td>Programs Assistant in Architecture</td>
</tr>
<tr>
<td>McCord, Tammy</td>
<td>Administrative Coordinator</td>
</tr>
</tbody>
</table>

### HUMAN RESOURCES - College Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kratzner, Julie</td>
<td>College Assessment and Accreditation Manager</td>
</tr>
</tbody>
</table>
Architect Licensing Advisor
Assistant Professor Daniel Overbey, AIA, NCARB, LEED AP BD+C, ID+C, O+M, WELL AP is the NCARB Architect Licensing Advisor. As a part-time faculty the past few years in the Department of Architecture, Mr. Overbey was recently hired into a tenure-line position. To maintain his currency in the profession, he will maintain connections with practice to support his scholarship and teaching efforts. Dan participated in the NCARB Licensing Advisors Summit (July 27 - 29, 2017 in Chicago, IL) - the first such attendance by our newly-designated ALA. He learned new information about the Architectural Experience Program (AXP), the Architect Registration Examination (ARE), and pathways toward obtaining an NCARB Certificate, and other available resources.

In spring 2018, Dan Overbey worked with AIA Indiana and their Young Architects Forum (YAF) group to host Gregory Erny, NCARB President/Chair of the Board and Ryan Misner, NCARB Assistant Director, Examination Development & Research for an open forum at Ball State University’s downtown Indianapolis center for Ball State CAP students and local AIA-affiliated professionals about NCARB, AXP, and ARE.

Dan served as the 2017 President of AIA Indianapolis and through his position formalized a Ball State liaison position on the AIA Indianapolis Board of Directors in order to cultivate better communication channels between CAP and AIA. As the coordinator of graduate Master of Architecture students’ “away experiences” (work experiences with architecture firms), Assistant Professor Overbey requires and works directly with students to start an NCARB account and initiate the AXP. He will continue with this oversight for the Bachelor of Architecture program students.

In the interest of professional development and in order to upkeep professional licensure and better serve CAP students, in 2017 Mr. Overbey recorded 82.0 AIA Learning Units, including 59.0 HSW Learning Units. He continues to serve in a leadership role with the AIA Indiana Committee on the Environment (COTE) and Legislative Committee, where he has been influential in substantive advocacy efforts and legislative changes for the state of Indiana. Additionally, Dan has provided education for hundreds of architectural professionals through local and regional AIA presentations on current priorities within the profession. He is an exemplary liaison between our students and the profession.

Staff
The Department has two full-time non-professional staff: Programs Assistant (Sherry Clark) and an Administrative Coordinator (Tammy McCord). Additionally, the Department is supported by a new professional staff position, an Assessment and Accreditation Manager (Julie Kratzner) who is also located in the Department office. In addition, College professional staff also support the efforts of the Department in undergraduate advising, web page updates, as well as first year admissions, recruitment, and outreach/engagement. See complete College staff listing.

Student Enrollment
In AY 2016-2017 there were 198 undergraduate students (architecture and environmental design) and 86 graduate students (architecture and historic preservation) for a total of 284 students. Currently there are 36 students in the 3rd year class that are pursuing the Bachelor of Architecture degree, and 30 that are pursuing a 4-year Bachelor of Arts or Science with a major in architecture. Approximate undergraduate architecture class size is 70; approximate graduate architecture class size is 25.

Graduate Students
Graduate students in the Master of Architecture and Master of Science in Historic Preservation often receive graduate assistantships for College service (Fab Lab, Digital Fabrication, Wood Shop, Sim Lab, etc.) or faculty teaching assistance. They do not teach undergraduates but are available to assist faculty and staff in the program delivery.

FACULTY DEVELOPMENT AND SUPPORT
The University’s Office of the Provost and Vice President for Academic Affairs offers structured access to resources for faculty to support their continued growth while maintaining currency in the discipline and practice of architecture. Perhaps the most substantive support for faculty development is Special Assigned Leave with Pay program, for which all tenured and tenure-track faculty who are in their fifth or subsequent year of full-time employment are eligible. Within the last three years, four tenure-line faculty
have taken this opportunity, allowing them to devote time to their research and practice interests. The Department, per University policy, must absorb the leave with existing resources.

**Department of Architecture Loading – Teaching, Research, Service**
The Department assigns teaching responsibilities and committee work in a way that will support the faculty member’s pursuit of professional practice, research, or creative work. Ball State is a teaching-focused University that affirms Boyer’s teacher-scholar model. The Departmental P+T policy (Section 4) includes professional + creative endeavor as a component of scholarship. All tenure line faculty, tenured and tenure-track, receive 25% release time for Research/Creative Endeavors each semester resulting in a typical load of one studio (6 hours of load), one lecture course or seminar (3 hours of load), and “research” (3 hours of load). Prior to receiving the research load, faculty submit a plan for their research/creative endeavor that semester including objectives they plan to accomplish; subsequent to the semester, faculty submit a report of what was accomplished.

Committee work is generally identified through Departmental elections although some committees (i.e., search, ad-hoc task force, etc., are appointed). Faculty service on professional boards and organizations is encouraged and supported by the Department’s P+T and Salary and Merit policy (Section 4 – Supplemental Material).

**Travel in Support of Scholarship**
This is provided primarily at the College level. For 2016-2017, the average per full time regular faculty travel support in the Department of architecture was $2,077. Research/presentation travel for tenure-track faculty is prioritized.

**Faculty and Staff Professional Development Opportunities**
Continuing Education credits necessary for professional licensure in architecture are available through the CAP Lecture Series. Many licensed architects on the faculty also take advantage of the monthly AIA chapter meetings in Indianapolis (located in the CAP – INDY Connector facility) where learning unit presentations are offered. Additionally, see Section III, page 231 of the Faculty and Professional Personnel Handbook for University-wide development opportunities including publication support, special leave with pay detail, support for course/workshop attendance, supplemental support of faculty travel, faculty research grants, faculty creative arts grants, and faculty creative teaching grants.

**Immersive Learning Grants**
All full-time faculty are eligible to receive support for student immersive learning projects that are approved by Ball State’s office of Immersive Learning. Immersive learning brings together interdisciplinary, student-driven teams guided by faculty mentors to create high-impact learning experiences. Through immersive learning, students earn credit for working collaboratively with businesses, nonprofits, and government agencies to address community challenges.

**New Faculty Development Opportunities**
The University supports a new faculty orientation process for all new full time contract and tenure-line faculty. Ball State University initiated the New Faculty Academy as a mandatory load for all new tenure-line faculty in the University. The New Faculty Academy, now in its third year, is a program established to help ensure a productive and enjoyable start to an academic career at Ball State University. All new tenure-track faculty participate, throughout the fall semester, in weekly sessions facilitated by a team of faculty peers. The program is inspired by a community of practice model; it has as its goal to deepen knowledge and expertise through reciprocal mentoring, mutual exchange of ideas, and joint engagement in practice.

Specifically, the participants and the facilitators work to build and enhance their student-centered pedagogies, develop and exchange research/creative project agendas that will lead to high productivity in alignment with tenure and promotion goals, imagine and articulate ways University resources can assist in all aspects of faculty work, and collectively identify and address barriers to faculty success.

Throughout the process, this community of practice model shapes collegial relationships across campus, sparking engagement and reducing isolation.
Internal Grants
Ball State University's Aspire Internal Grant Program provides funding to faculty, professional personnel, and students to support projects in the areas of research, scholarly studies, and creative endeavors. Aspire awards advance the goal of ultimately seeking sponsorship from external funding agencies. Funds awarded through the Aspire competitions are open to Faculty, Professional Staff, and Students.

Faculty Undergraduate Research Grants
The Office of Immersive Learning and Sponsored Projects Administration supports faculty engaging undergraduate students in student-driven research projects through the Undergraduate Research Grant opportunity. Additional internally supported faculty support grants are identified here.

Academic Excellence Grants
The former University president awarded $4.2 million for 16 Academic Excellence Grants to support student learning, community outreach, and research. Three Department of Architecture faculty (Harwood, Swartz, Shimizu) received one of these awards in support of a Makers Hub to link university and community.

Please see complete listing of FACULTY PRODUCTIVITY in Section 4 – Supplemental Material (Presentations, Exhibitions, Publications, Funded Research/Creative work, Awards)
STUDENT SUPPORT SERVICES
The University offers substantive student support services that include opportunities in academics, health and safety, disability services, career planning, technology, and financial support. All Freshmen take a two-day University orientation over the summer prior to their first fall on campus. All architecture undergraduates have a dedicated Academic Advisor (Julie Maugherman) available to them whose office is on the fifth floor of our building. The College of Architecture and Planning’s Professional Initiatives staff member (Tracy Hendricks) organizes an annual Career and Networking Fair for job and internship placement; a list of attendees from the past two years is in Section 4 – Supplemental Material Job + Internship Fair listings.

In-state undergraduate tuition and fees is approximately $10,000 per academic year; out of state undergraduate tuition and fees is approximately $26,000. Roughly 68% of undergraduate students receive financial aid with the average aid award of $5,000. In addition to scholarships offered by the University, the College of Architecture and Planning also has scholarships to support CAP students. Two-year-level design competitions (end of second year – Indiana Hardwood Lumberman's Association; end of third year – MKM Design Competition) award scholarship funds to selected students. A third competition (Cripe Competition) is currently being re-negotiated in support of students in the fourth-year Comprehensive Design Studio of the Bachelor of Architecture program. Starting next year, further scholarship funds (Standford Scholarship) will be targeted to certain third year students interested in pursuing the Bachelor of Architecture program; this scholarship selection will be based upon overall student work portfolio and essay.

Department Support for Student Attendance at Conferences
The Department also supports student engagement in professional and educational experiences such as AIAS events, AIA Indiana Conventions, ACSA national, EDRA, Critical Mass, Race to Zero, and ASHRAE to name a few. This support is primarily through sponsorship of registration fees and travel expenses. Optional enhancement opportunities for our students provide exposure to diverse professionals through scheduled monthly lunchtime presentations and discussions between students and professionals (alumni and other) interested in sharing their professional experiences and trajectory.

The Department provides financial support to students who are involved in conference presentations or national competitions. This has included funding for student travel, lodging, and registration for the following:

- NOMA conference (university support) – last three years
- NOMAS Design Competition (departmental and college)
- NCMA (National Concrete Masonry Association) Unit Design Competition
- AIAS Grassroots (all years)
- AIAS Forum (all years)
- ACSA national 2018, Denver (with Professor Pam Harwood) – paper presentation on design build
- 2018 Community Built Association, Clemson – presentation (w/ Prof. Pam Harwood) – design build studio
- 2017 Race to Zero, Golden Colorado (with Assistant Professor Dr. Tom Collins)
- 2018 Race to Zero, Golden Colorado (with Assistant Professor Dr. Tom Collins)
- Critical Mass 2016 – Charlotte, NC
- Critical Mass 2017 – Charlotte, NC
- Critical Mass 2018 – Charlotte, NC
- Living Future ‘unConference’ 2016, Seattle, WA – Chris Reinhart (M.Arch student, paper presentation)
- AIA Regional Conference travel support for Growing Green student design + build studio awars
- AIA Leadership Conference (Indianapolis) travel support and registration
- Matt Jennings – M.Arch student, 2016 Mars City Design workshop, Los Angeles, CA

Student Technology Support
Graduate assistants are assigned to assist undergraduate students in digital fabrication projects. They review model geometries for completeness and schedule use of the machines. Architecture students at Ball State are encouraged to understand the processes of digital fabrication and are engaged in the
process. Additionally, the Department hires upperclassmen as “software mentors” to assist beginning students in their acquisition of technology skills. The mentors are available in the fabrication lab from Sunday through Thursday evenings from 7:00 to 10:00 PM.
I.2.2 PHYSICAL RESOURCES

The Architecture Building is the College’s primary physical resource and houses all the College’s degree programs with the exception of the recently added Department of Construction Management and Interior Design (they remain in their previous location in the Applied Technology building, a short walk away). The Architecture Building is accessible 24 hours a day to students and faculty when the University is in session. As the academic home for our students and faculty, the facility includes unique features and spaces in addition to offices, conference rooms, and classrooms. A large five-level glass-walled atrium offers settings for exhibits, special events, and informal meetings among students and faculty in a pleasant lounge atmosphere of plants and comfortable furniture. The 25 studios, where students have their own areas for design and graphics courses, are the hub of activity.

The "Architecture Building" (AB), excluding the contiguous Center for Energy Research, Education, and Service, constitutes a total area of 70,000 square feet, 22,000 square feet of which are dedicated to studio space. Constructed in two phases beginning in 1972 (tower) and 1982 (studio bar + atrium) there have been a few modifications to the physical space of the building since phase two was completed. One renovation that recently occurred roughly ten years ago was the addition of the CNC + Robot lab in the basement on the north side of the building adjacent to the loading dock area. The building continues to serve the needs of programs effectively. All space is overseen by the College, and none of the Departments has exclusive claim to any part of it. In any given term approximately three-fifths of the available space in the building is dedicated to the use of architecture programs and personnel.

The College features a wide variety of shared support facilities for teaching, research, and service. In addition to College facilities, students and faculty benefit from other University units located in the Architecture Building, such as the Center for Energy Research Education and Service (CERES), the Architecture Library, the Drawing and Documents Archive, and the Institute for Digital and Intermedia Arts (IDIA). Other dedicated spaces include the CAP Wood Shop, Digital Fabrication Labs, Computer SIM Lab (for VR simulation), Historic Preservation Lab, and Design Build Lab (catty corner from CAP to the north west). The dedicated CAP Exhibition area (1522 s.f.) is located adjacent to the building’s front entry with additional exhibit and pin-up areas throughout the main atrium and public circulation paths. Additional pin-up space for design reviews exists in all classroom areas. Similarly, the display of work in public spaces occurs in all the hallways throughout the building with each Department and the Dean’s office having dedicated tack space for the public display of work. Faculty offices are made available to all full-time faculty and primarily exist in the ‘tower’ portion of CAP (the 1972 building) to the west.

All students enrolled in the College’s programs are assigned a dedicated desk and locker for their use. Capacity indicated on the floor plans in this section are determined by existing furniture dimensions. Capacity can increase with different furniture footprints. The Lecture Hall (AB 100) can be connected with two adjacent instructional areas for a capacity of 215 people. The primary classrooms (AB 210, 310, 410 and 101), typically hold up to 42 students; AB 101 holds 60 people; other rooms are available to use as instructional class rooms but are not restricted to that use (meetings and seminars also occur in these spaces). Collaboration space exists within studios as well as the main multi-story atrium. The atrium also houses an eating area on the second floor with vending machines. Student organization offices are located on the fifth floor.

The College of Architecture and Planning continues to engage its students, faculty, and staff through committee work in an on-going process of facility improvements. The College is currently undergoing a $1.3 million renovation focusing on the primary community spaces in the building to increase collaboration spaces for students and faculty as well as provide more tack space and daylighting to locations in the building. Additionally, the University has plans for a more comprehensive renovation/expansion of the CAP building. In Ball State’s 2017-19 Legislative Request for state appropriations (submitted in 2016 – the state reviews finance issues every even year with the next submission to occur fall 2018), the College’s expansion and renovation was placed second behind the request for the new College of Health facility. The state approved the College of Health appropriation request and construction of that new facility is currently underway. CAP’s needs are moving to the front of the line.
All students entering the second year of the undergraduate program (declaring architecture) are required to purchase their own computer. Computer specifications for entering second year architecture students are available on the Department's website and are updated annually.

Existing building floor plans with current programming indicated:
The Panel assembled in 2015-2016 to assess the College’s programs (see section I.1.5), identified upgrading the physical resources of the College as important. Alumni on the review panel suggested the studio environment could more effectively accommodate contemporary furniture and spaces that were akin to the work environments of professional practice.

The College of Architecture and Planning began its 2016-2017 discussion of a $1.5 million renovation with this charge in mind and also within the context of efforts across campus to engage Interactive Learning though space redesign. Ball State University developed the Interactive Learning Space Initiative with the purpose of strengthening learning though pedagogy, learning space design, and technology.

This type of community-centered education helps prepare graduates to live and work in a world that requires collaboration and problem solving. A learning community has the power to motivate its members to exceptional performance, especially when pedagogy, space, and technology are brought together and allowed to evolve.

The purpose of Ball State’s Interactive Learning Space Initiative is to support pedagogy that moves away from the traditional lecture based course to an engaged learning course. In this environment, the course focus moves from content to application while supporting the implementation of engaged learning methodologies such as Inquiry Based Learning, Team Based Learning, and Problem Based Learning.

CAP’s redesign process included a year of planning by a student/faculty/staff committee. A survey was conducted regarding priorities for the redesign and over 400 responses were received. The priority spaces chosen for the project included the main lecture spaces on 2nd, 3rd and 4th floors, and adjacent public spaces and studios. The design concept, developed with consultant Axis Architecture & Interiors, opened up walls and reconfigured one adjacent studio bay on each floor to encourage flexible space use and easy pedestrian flow. Technology will be included that allows a plug and play critique space. Meeting and learning spaces will be available that accommodate small and large groups and can be easily re-organized. In addition, a virtual critique space was designed for the 1st floor of the building that will allow remote interface with professionals around the world, and will include a variety of cameras and connections to accommodate a wide range of jury experiences with off campus partners.

Second Floor Plan – showing renovation area for new collaborative work areas.

**PHYSICAL RESOURCES DETAIL: CAP MANAGED RESOURCES**

**Wood Shop and Laser Lab - AB 029 and AB 031**

The wood shop and laser lab are available for student and faculty use and operate as sister facilities with the digital fabrication lab. All first-year undergraduate CAP students are introduced to the Wood Shop through a series of training and education modules. The shop contains an array of large woodworking tools and other heavy equipment for physical construction projects. Hours and guidelines for use are
 posted in the facility and on the CAP website; Judy Kreiger is the Fabrication Technician. The Wood Shop and Laser Lab are both staffed by graduate assistants and student employees. Most portable equipment and tools are available for check-out and use outside of the shop on a 24-hour basis. All first-year CAP students participate in shop training sessions to familiarize them with tool operation and safety procedures.

The College of Architecture and Planning's wood shop contains equipment for working with wood, plastics, glass, and many other materials. Equipment includes woodworking machines, 8" jointer, 20" planer, belt sanders, the new SawStop table saw with technology that can detect contact with human flesh and prevent injuries, a sand-blasting cage, hot-wire foam cutters, vacuum forming machines, and band saws.

The full-time Digital Fabrication Technician oversees the use of the equipment in the area and assists students with model building and special creative projects for CAP's hands-on courses. Additionally, the Digital Fabrication Technician employs a number of student attendants to help provide Wood Shop and Laser Lab patrons with the support and assistance they need.

The Laser Lab includes four Universal Laser Systems, solid-state CO2 laser cutters. These machines are extremely useful for etching patterns and cutting two-dimensional shapes from vector artwork into a wide variety of thin materials such as chipboard, cardstock wood, Delrin, stamp rubber, and acrylic. Two of these machines have a bed size of 18” x 24” and the other two have an 18” x 32” bed. They can typically process materials up to ¼" in thickness. Powering these machines are several workstations on which CAD, Rhino, Illustrator, and drawing software are installed.

**2017 - 2018 Schedule:**

**Wood Shop**
- Monday: 8 am – 9 pm
- Tuesday: 8 am – 9 pm
- Wednesday: 8 am – 9 pm
- Thursday: 8 am – 9 pm
- Friday: 8 am – 5 pm
- Saturday: 1 pm – 5 pm
- Sunday: 3 pm – 9 pm

**Laser Lab**
- Monday: 8 am – 11 pm
- Tuesday: 8 am – 11 pm
- Wednesday: 8 am – 11 pm
- Thursday: 8 am – 11 pm
- Friday: 8 am – 5 pm
- Saturday: 1 pm – 5 pm
- Sunday: 3 pm – 11 pm

**CNC and Robotics Lab (AB 032)**

The CAP CNC and Robotics Lab houses advanced manufacturing equipment, including an industrial-grade Thermwood CNC mill as well as a KUKA industrial, six-axis robotic arm.

The CNC (Computer Numeric Control) mill uses a powerful electric motor mounted on a moving robotic gantry to cut or carve both two- and three-dimensional shapes using a variety of rotary cutting tools. Sheet materials up to 4’x8’ such as plywood, MDF, acrylic, HDPE and LDPE plastics, and all manner of closed and open-cell foam can be carved easily on this machine. The CNC mill is available to students by arrangement with the Digital Fabrication Services Manager working with graduate assistants trained to run the equipment.

The KUKA robotic arm is primarily a research tool and is used by students in the context of classes or graduate research work. It is capable of fabrication tasks ranging from milling with greater degrees of freedom than the CNC mill to hot-wire foam cutting, but it is also being used for design- and materials-research, including experimental 3D printing. Due to its additional degrees of freedom, it is more complex to program, so its use is always supervised by a trained faculty member.

**Software:** GAs use Rhino and RhinoCAM to set up jobs for the CNC mill. Both RhinoCAM and Mastercam are available to interested students on select computers in the Architecture Library and the Sim Lab. The robot is programmed using tools including RoboDK, Octopuz OLP and the KUKA|prc plugin for Rhino/Grasshopper, which are available to students through the faculty member associated with their class or through the Digital Fabrication Services Manager.
Digital Fabrication Services Team: Since CAP is home to digital fabrication equipment that requires various degrees of training to operate, a Digital Fabrication Services Team, consisting of roughly eight graduate assistants (GAs) and managed by a faculty member, exists to ensure the equipment is maintained and available to students in a safe and consistent fashion. Each GA works 8 hrs/wk, ensuring that student demand for services can be met.

The GAs are trained to operate the equipment and to run daily operations that include staffing designated consultation hours and handling incoming service requests. During consultation hours, which are held in the 3D Print Lab for 2 hours each day, GAs assist students with preparing their projects for milling or 3D printing and schedule times to process each project. To prepare projects GAs use software such as RhinoCAM and various proprietary, machine-specific programs.

Digital Fabrication Services Manager: Dan Eisinger, 765-285-8843

3D Print Lab - AB 313
The 3D Print Lab houses most of CAP’s 3D printers as well as a small desktop CNC mill. Students have access to this equipment through the Digital Fabrication Services Team during Consultation Hours. Resources include:

- (1) Makerbot Z18 large build volume, PLA plastic-extrusion 3D printer
- (1) Makerbot Replicator 5th Gen PLA plastic-extrusion 3D printers
- (1) Ultimaker 2+ Extended multi-material, plastic-extrusion 3D printer
- (1) Formlabs Form 2 liquid-resin stereolithography 3D printer and associated post-processing equipment
- (1) 3D Systems ProJet 460Plus gypsum powder-based, binderjet 3D printer
- (1) 3D Systems ZPrinter 450 gypsum powder-based, binderjet 3D printer (in AB 031)
- (1) Carbide3D Nomad desktop CNC mill
- (2) PCs (plus 1 in AB 031) with the proprietary software required to control each piece of equipment housed in the lab

Consultation Hours are held in the 3D Print Lab at the following times each week.
2017-2018 AY hours:
- Sunday: 4 – 6 pm
- Monday-Thursday: 7 – 9 pm
- Friday: 10 am – 12 pm
- Saturday: 1 – 3 pm

In-Studio Resources
Graduate students have access to 3D printers in-studio 24/7. The following resources are currently available:

- (1) Makerbot Replicator+ 3D Printer (AB 415)
- (1) Makerbot Replicator+ 3D Printer (AB 417)

Historic Preservation Lab – AB 005
Undergraduate and graduate students in College of Architecture and Planning use this contemporary facility to carry out class projects and research in preservation technology, material analysis, historic building documentation, and digital reproductions. Located in the lowest leve of the Architecture Building, this laboratory includes two stereo microscopes, computer, material testing equipment, field kits for on-site building investigation

Paint Room - AB 028
This facility is outfitted with a spray booth, hood, and fume exhaust system, and is the only facility in the building where paint and spray adhesive may be used.

Digital Simulation Lab – “SIM Lab” - AB 023
The College of Architecture and Planning’s Digital Simulation Lab (SIMLab) provides a state-of-the-art environment for creating stereoscopic 3D design presentations and virtual reality projects. The SIMLab technologies are available to both graduate and undergraduate students for high-end visual analysis of their design work. Our virtual reality infrastructure is currently used in a variety of internal and external
research projects, commissions, and international competitions. The lab also offers infrastructure for funded contracts in collaboration with public and not-for-profit corporations. The lab offers opportunities for CAP faculty and students to work in collaboration with practitioners on real-life architecture, landscape architecture, interior design, construction management, urban planning or historic preservation projects. The lab provides its clients a digital proving-ground for cultural heritage and historic preservation simulations and environmental studies that consider thermal, solar, acoustical, or structural simulations of proposed construction projects. Typical funded contracts team CAP faculty and students with lead designers or planners in national and regional firms. Faculty and student teams can provide design studies on a wide variety of projects.

The space is divided into two main sections. The front is comprised of dual-Xeon and dual-G5 workstations simulating an office environment. The meeting area includes a 50” plasma monitor with web connections for webcam conferences. The workstations include high-end software such as Maya, Rhinoceros, Visual Nature Studio, and 3D Studio Max. The back room is a presentation space with a nearly 14’ diagonal rear-projection screen used for larger presentations, as well as stereoscopic 3D viewing. A Worldviz virtual reality system has recently been set up this space.

Available hardware:
Rack Mount IG 8Unit server class system. i7 six cores at 3.3 Ghz. Dual Nvidia 1080ti Graphics Cards. 5.1 Surround system.

Laser scanner equipment:
Zscanner hand-held laser scanner with Zscan software, calibration plate; FARO Focus terrestrial laser RGB scanner, tripod, batteries, targets, FARO Scene software and dedicated laptop.

VR and 3D imaging system:
Unity and Worldviewer Virtual Reality system, including: HTC VIVE HMD and optional dedicated computer with PPT tracking devices; Dual 4k laser projectors; 7m Eluminati GeoDome Cyclorama VR CAVE.

Director: John Fillwalk office: (765) 285-7437 or lab: (765) 285-4325
Hours: 9-6 M-F and after-hours by permission.

**Institute for Digital Intermedia Arts (IDIA) - AB 021A**
The Institute for Digital Intermedia Arts is an experiential, project-based learning center in the College of Architecture and Planning established as part of the Digital Exchange, a digital media initiative at Ball State University’s Center for Media Design funded by Lilly Endowment, Inc. The institute is an interdisciplinary and collaborative studio that explores the intersections between art, science and technology - investigating the forefront of discourse and application of emergent media. Students, faculty, and external partners are immersed in a wide range of regional, national and international projects employing technologies such as virtual reality, visualization, simulation, human computer interface, and interactive design projects. Facilities include the IDIA Lab for multiuser VR, animation, mobile and screen based solutions; HCI Lab for Human Computer Interface custom electronics, sensor and software solutions; DOME Lab, spherical Fulldome and Planetarium projects; and SIMLab for immersive Head Mounted Display (HMD) and CAVE VR projects.

Director: John Fillwalk (office: 285-7437 or lab: 285-4325)
Website: [http://idiarts.org/](http://idiarts.org/)
Hours: 9-6 M-F

**Communication Resource Center (CRC) - AB 011**
The CRC is managed by the College’s Design Resources Manager, and is staffed by student employees. Plotters, scanners, and printers with associated workstations are readily accessed by students and faculty.

These include in 2017-2018 AY:
Printers – large format
(2) HP Designjet 4500ps
(1) HP PageWide XL5000
(1) HP Designjet Z6200
(1) HP Designjet Z5200ps

Cost for large format printing
$0.01 per sq. inch for Bond/Vellum
$0.02 per sq. inch for Glossy/Photo Satin

Printers – small format
(3) HP Color Laserjet CP5525

Cost for small format printing
$0.50 for 8.5x11 bond
$0.55 for 8.5x11 cardstock
$1.00 for 11x17 bond
$1.10 for 11x17 cardstock

Scanner – large format
(1) WideTEK 36

Cost for large format scanning per item
$0.50 for 100 sq. inches or less
$0.75 for 101 to 500 sq. inches
$1.00 for 501 sq. inches or greater

An array of material and tools are also available in the center for checkout and sale. Sale items include items such as: acrylic, cardboard, chip board, mat board, foam core, museum board, bond sheets, vellum sheets, Mylar sheets, Bristol sheets, watercolor sheets, trace paper, cardstock, transparency sheets, Vyco board covers, dowels, sketch pads, tapes, pens, pencils, markers, paint pens, scales, glues, portfolio albums, X-acto knives/ blades, batteries, rulers, paint brushes, correction tape, erasers, pencil sharpeners, page protectors, flash drives, locks, CD-Rs.

The center also offers full-service photocopying and self-serve printing and plotting. Certain studio materials not readily available in local stores are sold in this facility.

Items available for check-out for both faculty and students include:
• (4) 65” smartboards (faculty & staff checkout only)
• 40” monitor with DVD/VCR combination (faculty & staff checkout only)
• Epson portable projectors (faculty & staff checkout only)
• laser pointers (faculty & staff checkout only)
• digital cameras (faculty, staff and student checkout)

Faculty can also check out interactive plasma carts for use in studio reviews. CAP has six 62” portable interactive plasma screens available for studio presentations and classes throughout the building. The plasma screens have interactive overlays and can be used to display design projects for review. The drawings can be uploaded to the digital screen, allowing students to forgo plotting their work at times. The plasma screens are available for checkout from the CRC during its open hours. Only faculty or graduate assistants may check them out.

The CRC hours for 2017-2018 AY are:
Monday – Thursday 9:00am – 10:00pm
Friday 9:00am – 5:00pm
Design Resources Manager, Helen Turner: (765) 285-9168

Design Build Lab
The DBL is housed in a 90´ x 60´ free standing building located catty-corner to the College on the northwest corner of McKinley and Petty Aves. This facility contains a reception area, two restrooms, and two office spaces. In addition, the building features the following:
• 19’ x 20’ classroom / tool room with seating and work tables for 16 to 24 students.
• 18’ x 24’ metals working / welding area
• 25’ x 28’ wood working area
• 15’ x 15’ flexible assembly / staging area

The lab has a variety of hand tools, powered hand tools, as well as stationary tools. The classroom / tool room has surveying equipment, cordless and corded drills, sanders, saber saws, powered hacksaws, powered hand shears, routers, circular saws, powered hand planers, Sawsalls, angle grinders, abrasive cut off saws, etc. The metals area has a pedestal grinder, wire wheel / buffer, horizontal band saw, sheet metal brake, foot powered shear, a plasma cutter, and various types of welders (MIG, TIG, GMAW, Stick). In addition, the lab has acetylene cutting and welding equipment.

The wood working area has a jointer, planer, table saw, band saw(s), miter saw, shaper, and drill press. The assembly / staging area is available for material storage during the construction and assembly phases of the fabrication process. All of the portable tools and equipment are available for faculty check out for the duration of their project for on-site use. The Design Build Laboratory is maintained by one full time University employee.

Lab hours are Monday through Friday, 7:00 AM to 12:00 PM and 1:00 PM to 4:00 PM.

Digital Fabrication Trainer and Specialist, Roger Whitted: (765) 285-5855

**College of Architecture and Planning INDY Connector**

*CAP INDY: Connector* located at “The Platform,” 202 E. Market Street, Indianapolis, IN. 46204

As an extension of Ball State’s College of Architecture and Planning, the CAP: INDY Connector:

• serves as a community resource for neighborhoods, organizations, and local government by providing technical assistance in the planning, design, development, and construction fields
• serves as a hub of engagement for the largest concentration of Ball State alumni, faculty, students, and design and planning professionals in Indiana
• offers visioning workshops, planning facilitation, and community outreach, providing students with real-world experience while fulfilling a need in the Indianapolis area
• serves as an urban laboratory for students by facilitating Indianapolis-based studio design projects
• offers graduate-level courses (Master of Urban Design) throughout the academic year
• promotes the value of design and planning in Indiana through conferences, exhibits, and public education

The College of Architecture and Planning’s CAP: INDY Connector provides Ball State students the opportunity to experience and help shape the future of Indiana’s capital and largest city by taking part in neighborhood planning, community design, and design workshops. The center draws from the rich interdisciplinary nature of Ball State’s programs in architecture, landscape architecture, urban planning, construction management, interior design, historic preservation, and urban design. The purpose of the center is to serve as a resource for the City of Indianapolis and beyond through the engagement of students in real-world, immersive learning experiences.

CAP IC Director: Justin Ferguson (317) 829-1025 and (765) 285-6218

**PHYSICAL RESOURCES DETAIL: UNIVERSITY MANAGED RESOURCES**

*Architecture Library AB 116*

The Architecture Library is a facility of University Libraries and is managed and staffed by that unit. As a University library, it is available to the entire University community (and to local residents). Circulation regulations are posted in the facility.

Students have access to computers, printers, and scanners in a number of CAP and University facilities including the University library and Architecture Library. All workstations are connected to the University’s cloud-based printing solution, PrintSmart. Students each have a printing allowance of 600 impressions that renews every semester they are enrolled. Students may also send their print jobs to PrintSmart from a laptop or mobile device. Equipment that can be checked out of the library includes flash drives, phone and laptop chargers, and scientific calculators.
Hardware: (16) Lenovo ThinkStations with dual monitors; (7) 11” X 17” flatbed scanners; (2) Alienware workstations.

Software on all computers: Microsoft Office 2016 (including Word, Excel, PowerPoint, Outlook, Access); Adobe CS (including Illustrator, Photoshop, Acrobat Pro, InDesign, Dreamweaver and Adobe Flash Builder 4.7); ArcGIS Desktop 10 (and other GIS software); AutoCAD 2017; Revit 2017; Rhino 5; Sketchup Pro 2017.

Software on the Alienware workstations only: 3Ds Max 2016; Maya 2016; Revit Architecture 2016.

HOURS: Monday – Thursday, 7:30am – 10:00pm, Friday 7:30am – 6:00pm, Saturday 9:00am-6:00pm, Sunday 12:00pm-10:00pm.

Architecture librarian: Amy Trendler (765) 285-5858

Visual Resources Collection (Library) AB 117
The Architecture Library's Visual Resources Collection is home to the Architecture Building Material Samples collection of innovative or sustainable materials. Students and faculty can browse through materials in the collection. Items in the collection may be checked out for 4 days. Materials Talks at Lunch are scheduled throughout the year, a recent list of which is shown here.

University Libraries personnel administer the VRC and develop the collections and assist faculty and students with finding and using images and building material samples. Images in the collection are available online to both faculty and students; samples in the collection may be checked out to faculty or students for four days. Circulation regulations are posted in the facility.

The David R. Hermansen Slide Collection of more than 89,000 slides of images related to architecture, landscape architecture, and urban planning formed the basis of the digital image collection. The collection is named for David R. Hermansen, one of the founding faculty members of the College, who was responsible for the initial development of the Architecture Library and slide collection.

The Visual Resources Collection has two public workstations, one with a slide scanner for faculty members to scan slides from their personal collections, and one with an 11 x 17 flatbed scanner. Both workstations are connected to the University’s cloud-based printing solution.

Hardware: (2) Lenovo ThinkStations with dual monitors; (1) slide scanner; (1) 11” x 17” flatbed scanner.
HOURS: Monday – Friday, 8:00am – 5:00pm.
Curator: Bradley Johnston (765) 285-5865

Drawings and Documents Archive – (Library) AB 118
The mission of the archive is to collect and preserve records of historic sites and structures in Indiana and the work of Indiana environmental design practitioners. The goal, in cooperation with other repositories, is the preservation and dissemination of information about the history of Indiana’s built environment. The archive is maintained to support research and structure/site documentation. A staff of graduate assistants is available to help in accessing archival materials. Prints of reproducible drawings are available at cost.

The Drawings and Documents Archive hours for 2017-2018 AY
Monday-Thursday: 8AM-5PM
Friday: by Appointment Only
Summer: by Appointment Only
Archivist for Architectural Records: Rebecca Torsell (765)-285-8441

Center for Energy Research / Education / Service (CERES) – AB 018
CERES is a University supported Center whose Director, Professor Robert Koester, is a tenured faculty in the Department of Architecture. The center is "an interdisciplinary academic support unit focused on
issues related to energy and resource use, alternatives and conservation... (with a) mission to serve the campus, local, state and regional communities.” Facilities within CERES that are accessible to students in the Department include two Heliodons, Mirror Box Artificial Sky, Fluid Mapping Table, and environmental measurement devices (air temperature and humidity, light level, noise level, air flow/velocity, and power use) for use under supervision by CERES staff. As mentioned, CERES also supports access to Sefaira energy modeling software for all students in the Department.
I.2.3 FINANCIAL RESOURCES

Ball State’s summary record of University Finances including annual Financial Reports is available on the Ball State website. Financial operations of the University are primarily supported by student tuition and fees, appropriations from the State Legislature, and scholarships and grants.

The following is a summary of the revenues and expenses resulting in the changes in net position as of the end of the previous three fiscal years. Note that, for purposes of this statement, state appropriations are considered non-operating revenues.

<table>
<thead>
<tr>
<th>Change in Net Position</th>
<th>Years Ended June 30, 2017, 2016, and 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Operating Revenues</td>
<td>$274,006,946</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$493,066,361</td>
</tr>
<tr>
<td>Net Operating Income/(Loss)</td>
<td>$(219,059,415)</td>
</tr>
<tr>
<td>Net Non-Operating Revenues</td>
<td>213,822,564</td>
</tr>
<tr>
<td>Other Revenue – Capital Appropriations and Gifts</td>
<td>7,679,369</td>
</tr>
<tr>
<td>Increase in Net Position</td>
<td>$2,442,518</td>
</tr>
<tr>
<td>Net Position - Beginning of Year</td>
<td>724,862,334</td>
</tr>
<tr>
<td>Change in Accounting Policy</td>
<td>-</td>
</tr>
<tr>
<td>Net Position - End of Year</td>
<td>$727,304,852</td>
</tr>
</tbody>
</table>

Ball State University’s most recent percentile distribution overview of revenues and expenses is diagrammed below:

**Total Revenues by Source**

**Total Expenses by Source**
In 2016-2017 the Department of Architecture received total institutional support of $3,653,816 plus enhancement support via program fees of $118,751. Program fees are distributed by the Provost’s office in consultation with the Dean of the College. The Department’s general fund operating expenditures are faculty/staff salaries, student wages and graduate assistantship stipends, benefits, supplies/expenses, travel, and enhancement.

**Budget Summaries**

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Staff Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured/Tenure Track</td>
<td>$1,942,858</td>
<td>$1,848,343</td>
<td>$1,769,177</td>
<td>$1,771,445</td>
<td>$1,692,148</td>
</tr>
<tr>
<td>Contract/Overload</td>
<td>$445,944</td>
<td>$469,607</td>
<td>$502,465</td>
<td>$447,324</td>
<td>$456,527</td>
</tr>
<tr>
<td>Summer</td>
<td>$131,026</td>
<td>$127,804</td>
<td>$118,496</td>
<td>$141,526</td>
<td>$153,602</td>
</tr>
<tr>
<td>Staff</td>
<td>$75,013</td>
<td>$75,714</td>
<td>$74,199</td>
<td>$72,773</td>
<td>$75,366</td>
</tr>
<tr>
<td><strong>Subtotal Faculty &amp; Staff Support</strong></td>
<td>$2,594,840</td>
<td>$2,521,468</td>
<td>$2,464,338</td>
<td>$2,433,067</td>
<td>$2,377,644</td>
</tr>
<tr>
<td>Student Wages and Graduate Assistantship Stipends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Wages</td>
<td>$6,159</td>
<td>$6,593</td>
<td>$7,784</td>
<td>$5,634</td>
<td>$5,553</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>$83,809</td>
<td>$110,606</td>
<td>$103,469</td>
<td>$101,241</td>
<td>$107,274</td>
</tr>
<tr>
<td><strong>Subtotal Student Wages</strong></td>
<td>$89,968</td>
<td>$117,199</td>
<td>$111,253</td>
<td>$106,875</td>
<td>$112,827</td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$897,215</td>
<td>$904,891</td>
<td>$899,682</td>
<td>$826,761</td>
<td>$787,596</td>
</tr>
<tr>
<td>Supplies and Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$24,030</td>
<td>$17,988</td>
<td>$25,070</td>
<td>$20,117</td>
<td>$19,602</td>
</tr>
<tr>
<td>Travel</td>
<td>$47,763</td>
<td>$33,072</td>
<td>$22,303</td>
<td>$20,140</td>
<td>$16,808</td>
</tr>
<tr>
<td><strong>Subtotal Supplies and Travel</strong></td>
<td>$71,793</td>
<td>$51,060</td>
<td>$47,363</td>
<td>$40,257</td>
<td>$36,410</td>
</tr>
<tr>
<td><strong>Total Institutional Support</strong></td>
<td>$3,653,816</td>
<td>$3,594,617</td>
<td>$3,522,735</td>
<td>$3,406,960</td>
<td>$3,314,477</td>
</tr>
</tbody>
</table>

**Enhancement (Lectures, Revieweres, Addt. Ga’s)**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$118,751</td>
<td>$74,113</td>
<td>$96,376</td>
<td>$73,377</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

The Dean is the administrative officer for the College of Architecture and Planning. The institutional process for allocating financial resources to the Department involves annual meetings of the College deans and the University Provost. At this time, the deans request funding for critical unmet needs within their respective Colleges. They also discuss any possible budget reductions, or any possible reallocations, and request funding for strategic initiatives. The Provost summarizes these requests and meets with the President and Vice President for Business Affairs to discuss the inclusion of these requests in Ball State’s annual budget plan. Successful funding requests are in alignment with supporting and promoting the University’s strategic planning. The Department’s Bachelor of Architecture new program option is fully supported by the university. As noted in the supplemental information provided to NAAB in August, 2017, the Dean, Provost, President, Board of Trustees, and ultimately the Indiana Commission of Higher Education (ICHE) all approved the new program proposal in spring 2017; the proposal included a detailed "Needs Assessment" (required per ICHE submission) to run the program that was discussed by the Board of Trustees prior to approval. See Section 4, Supplemental Material for a summary of this support for the new B.Arch program.

The expense categories that are covered by the general fund over which the program has either direct control or influence are:
- supplies + equipment
- faculty salaries
- travel
- enhancement funds (for studio review expenses, invited lecturers, workshops, etc.)
- student wages

The Department has some control or influence on the revenue category of CAP Program Enhancement Fees.
The CAP Program Enhancement Fee is paid by all students in the College of Architecture and Planning. It has been in effect since 2006 and currently generates an average of nearly $625,000. The University withholds 30% of the funds, the Provost holds a 5% contingency and 65% (approximately $415,000) is allocated to the College. The 65% of the program fee funding is spent for student enhancement across the College. These funds are used to award graduate assistantships, fund a guest lecture series, support student workshop needs and various other student enhancement initiatives.

The Architecture Department also has several foundation accounts (listed in the graph below). These are primarily dedicated to program support and student scholarships. The account summary for 2016-2017 had available funds for program support of $53,325 and available funds for student scholarships of $117,963. Each foundation account contributing to these totals has donor defined restrictions on how funds are distributed and for what purpose. 2016-2017 donor contributions to these two categories of foundation accounts was $13,726 for architecture program support and $30,179 for architecture student scholarships.

<table>
<thead>
<tr>
<th>Fiscal Year July 1 2016 - June 30 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Support Funds</strong></td>
</tr>
<tr>
<td><strong>Beginning Balance</strong></td>
</tr>
<tr>
<td><strong>Contributions/Expended Earnings</strong></td>
</tr>
<tr>
<td><strong>Expenses (can include encumbered)</strong></td>
</tr>
<tr>
<td><strong>Fees</strong></td>
</tr>
<tr>
<td><strong>Available</strong></td>
</tr>
<tr>
<td><strong>Encumbered</strong></td>
</tr>
<tr>
<td><strong>Ending Balance</strong></td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td><strong>Principal Earnings</strong></td>
</tr>
<tr>
<td><strong>Transfer/Expenses</strong></td>
</tr>
<tr>
<td><strong>Encumbered</strong></td>
</tr>
</tbody>
</table>

**Scholarship**
- Costello Family Fund
- Rother Family Fund
- Tamra Rother
- The Estrop Group
-体制改革
- Andrew Zabel Scholarship
- Schumann Smith & Partners
- Kenneth Theobald Memorial Scholarship
- CRPE Architects & Engineers
- Carl & Marjorie Storim Scholarship
- Arlene L. Brandon Scholarship
- HLA Harderx Architecture Design Comp.
- Patricia Totterman Fund

The In-Situ fund is an alumni-supported account for the support of “hands on” learning opportunities put forth by the faculty. A summary of some of the projects supported by this fund are included in Section 4 – Supplemental Material (In-Situ).

Additionally:
- Seventy-five percent of all Ball State students receive financial aid in some form or another (e.g., grants, loans, scholarships, fee remission, student employment, veterans and dependents educational benefits, and vocational rehabilitation). University scholarships are generous and support top applicants to the University, many of whom are our students
- The Department and College also provide monetary competition awards and scholarship opportunities at both the freshmen and upperclassmen levels. Scholarship opportunities offered by the University, College, and Department are primarily for undergraduate students; graduate assistantships and stipends are for graduate students
- Our enrollment numbers have stayed relatively stable over the past several years, particularly at the undergraduate level. We continue to try and build our enrollment numbers by College outreach initiatives at the middle school and high school levels. We also believe the Bachelor of Architecture program will prove to be an attractive degree format for many students in the region
- It is anticipated that funding models for faculty compensation, instruction, overhead, or will remain the same
- The College of Architecture and Planning is working on development campaign to enhance foundation money available for student scholarships

The more comprehensive summary of programmatic revenue and expenses is presented in the Supplemental Material.
The University is in a strong financial position. The overall budget is balanced; debt load is manageable; and a strong bond rating maintained. Most importantly, a Ball State education is highly valued as evidenced by near all-time highs in applications and in enrollment. As noted in Ball State’s Annual Financial Report:

To offer top-notch educational opportunities to our students from high quality faculty using state-of-the-art facilities and equipment that will best position them for their future careers, we must strategically envision the needs of all our current programs as well as the future areas of growth. For almost a century, the stewards of Ball State University have made prudent and measured decisions to keep the University growing in a steady and stable pace. We operate in a lean and responsible manner and continue to be good stewards of the resources entrusted to us by families and taxpayers.

As regulation, technology and the needs of education change, so must our facilities and infrastructure. The University has been very fortunate to largely keep pace with the demands of repair and maintenance on our buildings in order to keep them in good shape. However, inevitably there are building renovations or replacements that are necessary. When renovations or new buildings are designed, it is done so with sustainability measures in mind. The University is committed to reducing its energy consumption, waste production and carbon footprint.

Ball State will continue its efforts to differentiate from other public institutions by enhancing the quality of the academic experiences to all students, by attracting students of even higher quality, by supporting strong faculty and academic programs, by enhancing a vibrant and diverse University community, and by providing a distinctive impact on the economic and social well-being of our community, the State of Indiana and, indeed, the world.
I.2.4. INFORMATION RESOURCES

Institutional Context and Administrative Structure of The Library and Archive

The Architecture Library, which includes the Visual Resources Collection, is a branch of the University Libraries and it is managed by the Architecture Librarian, a professional librarian who reports to the Assistant Dean for Public Services for the University Libraries. The Drawings and Documents Archive is administered by the University Libraries and is managed by the Archivist for Architectural Records, a professional position that reports to the Assistant Dean for Digital Scholarship and Special Collections. The Drawings and Documents Archive is a branch of the Libraries’ Archives and Special Collections unit.

Librarians at Ball State University are classified as professional staff. Although administered separately, the Architecture Library and the Drawings and Documents Archive frequently collaborate on instruction sessions for CAP courses and other projects.

The University Libraries’ mission is to support student pursuits for academic success and faculty endeavors for the creation of knowledge. The Architecture Library, the Visual Resources Collection, and the Drawings and Documents Archive participate in achieving this mission through their support of the teaching and research efforts related to the bachelor’s and master’s degrees offered by the College of Architecture and Planning. These include degrees in architecture, landscape architecture, urban planning, construction management, interior design, urban design, and the master’s program in historic preservation administered by the Department of Architecture.

During the academic year, the Architecture Library is open 7 days a week and 87.5 hours per week. During summer-sessions the library is open 7 days a week and 76.5 hours per week. Interims and academic breaks the library is open Monday – Friday and 52.5 hours per week. The Visual Resources Collection is open Monday – Friday, 8am – 5pm, or 45 hours per week, and the Drawings and Documents Archive is open to the public Monday – Thursday, 8am – 5pm, or 32 hours per week, with additional hours by appointment on Friday. During interims and academic breaks the archive is open Monday–Friday by appointment.

The Architecture Library, Visual Resources Collection, and Drawings and Documents Archive websites, online research guides, Architecture Images collection, article databases, electronic course reserves, and the archive’s online collections are available to users 24 hours a day and seven days a week. If a login is required, faculty members and students may access these resources on or off campus using their Ball State University usernames and passwords.

Students and faculty members have ready access to library and archives staff through drop-in visits, phone calls, email, and chat (accessed via the Architecture Library online research guides; see, for example, the guide for architecture). Staff members respond to inquiries quickly and when more in-depth interaction is required will schedule appointments with users for reference interviews (in the case of the library) or arrange for a visit to the collection (in the case of the archive). Faculty work with the librarian, archivist, or visual resources curator to schedule class visits or instruction sessions as needed. Often, as in the case of the research methods courses, these class visits are scheduled to coordinate with a particular phase of the course research assignment.

Collections

The Architecture Library offers more than 30,000 volumes of books and periodicals, just over 100 current periodical subscriptions (including 30 of the 47 titles on the Association of Architecture School Librarians List of Essential Periodicals, and 18 of the 43 titles on the List of Recommended Periodicals), 370 videos, access to the Avery Index to Architectural Periodicals, CumInCAD, and other databases, and a Visual Resources Collection with 78,000 digital images and 650 building material samples. The Drawings and Documents Archive offers over 130,000 original, historical architectural drawings, blueprints, manuscripts, photographs, and building models related to the history of Indiana’s built environment.

In addition, library users have access to the many resources of the University Libraries, which provides user-friendly access to over 1 million volumes of books, more than 1,219 periodical subscriptions, over 1 million microforms, over 119,000 maps, 96,724 unique electronic journals, as well as audio-visual materials, cartographic resources, manuscripts, music scores, archival records, government documents,
reference materials, and other information resources. The Libraries offer access to 296 electronic databases, including Art Full Text, America: History and Life, JSTOR, and Project MUSE. Digital collections and databases provide an information-rich online environment for students and faculty. Students gain access to the rich resources provided by the library via OneSearch, online databases, e-journals, and subject guides.

The Architecture Library collection supports and reflects the curriculum of programs in the College. A written collection development policy [attached] guides the Architecture Librarian in selecting materials and the policy allows for responsiveness to changes in the curriculum. Faculty and student requests also help grow the collection and identify new interest areas such as architectural activism or pop-up urbanism. The librarian meets annually with Department chairs or their Departmental library representatives to review purchases, discuss future collecting priorities, and analyze the current periodical subscriptions.

The Visual Resources Collection (VRC) supports the Architecture Images Collection of images related to architecture, landscape architecture, urban planning, and historic preservation. The image collection is available through the University Libraries Digital Media Repository (DMR). The VRC is also home to the Architecture Building Material Samples Collection. The samples collection opened in the fall of 2009 to offer students and faculty the opportunity to familiarize themselves with the wide range of materials available to designers today. The collection currently comprises more than 650 samples of traditional as well as innovative or sustainable building materials. Priority is given to faculty or student recommendations for acquisitions.

The collections budget for the University Libraries is made up of two basic components: library budgets assigned to each of the University’s academic Departments used to fund subscriptions to periodicals and one-time purchases such as monographs and DVDs and library general funds, which are used to purchase databases, monographs, and other resources. In fiscal years 2014 and 2015 the academic Department library budgets were decreased slightly across the board, including the Architecture Department library budget. In fiscal year 2016 the budget reverted to $19,115.

### Library Allocations and Expenditures for Department of Architecture

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departmental Allocation</strong></td>
<td>$18,542</td>
<td>$19,115</td>
<td>$19,115</td>
</tr>
<tr>
<td>Periodicals</td>
<td>$8,901</td>
<td>$9,528</td>
<td>$8,457</td>
</tr>
<tr>
<td>Classified serials</td>
<td>$4,683</td>
<td>$5,028</td>
<td>$4,224</td>
</tr>
<tr>
<td>Monographs</td>
<td>$2,882</td>
<td>$3,831</td>
<td>$3,801</td>
</tr>
<tr>
<td>Audiovisual materials</td>
<td>$1,195</td>
<td>$2,700</td>
<td>$750</td>
</tr>
<tr>
<td>Monographic series and sets</td>
<td>$147</td>
<td>$0</td>
<td>$90</td>
</tr>
<tr>
<td>Images</td>
<td>$2,900</td>
<td>$2,700</td>
<td>$750</td>
</tr>
<tr>
<td>Approval non-continuing</td>
<td>$4,599</td>
<td>$4,747</td>
<td>$4,890</td>
</tr>
<tr>
<td>Library general funds non-continuing</td>
<td>$4,563</td>
<td>$332</td>
<td>$1,937</td>
</tr>
<tr>
<td>Foundation funds non-continuing</td>
<td>$3,428</td>
<td>$1,903</td>
<td>$1,916</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$33,298</strong></td>
<td><strong>$28,633</strong></td>
<td><strong>$26,518</strong></td>
</tr>
</tbody>
</table>

The Architecture Library continues to benefit from purchases made with University Libraries general funds for resources such as JSTOR, Project Muse, Art Full Text, and Kanopy streaming video that offer full text, media, or indexing of architectural publications. The Architecture Library also receives items selected by the Architecture Librarian and purchased through the library approval plan. Nevertheless, a flat budget for the University Libraries collections budget overall means purchasing power decreases every year due to inflation. This is a problem that characterizes all of the University’s academic Department library budgets.
and is not unique to the Architecture Department. Greater reliance on interlibrary loan, open access scholarship and online archival resources are providing additional resources as increases to the University Libraries collections budgets are being pursued. The University Libraries Collection Development Policy is available on-line.

The Visual Resources Collection budget continues to be used to purchase images related to architecture, landscape architecture, urban planning, and historic preservation topics. Images of contemporary buildings and sites are a particular focus of collection efforts, as are requests from faculty members or students, however, there are fewer vendors selling digital images in these subject areas. This budget may also be used in the rare occasions when a material sample is only available for a fee, but most often samples are sent by the manufacturers free of charge.

At the Drawings and Documents Archive, students have ready access to over 130,000 unique, original architectural plans and documentation dating from the 19th century to the present that are unique to the Archive at Ball State University. The collection contains drawings and plans for buildings, landscapes, urban design, and documentation of historic structures in Indiana. There are 54 practitioner collections, 440 general collections, College of Architecture and Planning collection, Historic American Building Survey (HABS) collection, and Ball State University properties collection; in addition, there are significant collections of biographical materials, maps, artifacts, and historic documentation files.

The Drawings and Documents Archive has an impressive collection that continues to grow with historic and current materials. A written collection development policy guides the Archivist for Architectural Records in selecting collections that enhance its mission to preserve the history of Indiana’s built environment and support the educational goals of the College of Architecture and Planning. The Archive strives to document Indiana’s built environment in a diverse and inclusive manner. A constant effort is made to digitize the collections to provide worldwide online access to the collection; to date, the archive has digitized 26 collections (in whole or partially) which are available online in the University Libraries’ Digital Media Repository.

The Digital Media Repository is supported by a robust infrastructure for digital collection building and preservation which enables digital collections from the Drawings and Documents Archive and the Architecture Library available online for student use. Metadata and Digital Initiatives, a unit within the University Libraries, provides extensive support for the scanning of archival records and the management of digitization projects. This unit also contains expertise in describing collections of research materials to facilitate use and discovery.

University Libraries Information Technology Services also provides invaluable technical support and administration for digital databases supporting digital collections searching. This unit also manages a large digital storage unit of over 100TB of archival data providing long term storage for digital assets held by both the Architecture Library and the Drawings and Documents Archive.

The Drawings and Documents Archive is also available to alumni as a resource that extends past their graduation and into their career. Alumni utilize collection materials to aid their practice as architects, landscape architects, urban planners, and historic preservationists.

The Drawings and Documents Archive budget has remained stable and is supplemented by digital reproduction fees garnered from commercial and private entities. These funds are used primarily to purchase archival supplies necessary to preserve the collection.

**Services**

The Architecture Library, Visual Resources Collection (VRC), and Drawings and Documents Archive each offer a variety of services tailored to their collections and they collaborate in these efforts whenever possible. All three locations provide reference services, instruction, and collection development. Additionally, the Architecture Library offers electronic and print course reserves and online research guides for architecture, landscape architecture, urban planning and historic preservation as well as guides for individual classes or projects. The University Libraries provides interlibrary loan services to students, faculty, and staff, and document delivery for faculty members.
Beginning with courses in the first-year program, instruction sessions are tailored to build on the research skills students learn in required English classes and teach them subject-specific skills for pursuing research in the library, VRC, and archival collections. Students in CAP 101 are introduced to research in the architecture library and engage in book and article finding exercises in the library as well as an introductory visit to the archive. New graduate students often receive similar introductions targeted towards their more advanced research needs. In other classes throughout the curriculum the librarian, curator, or archivist partner with faculty members to design instruction sessions to support class assignments and projects. Online research guides for the collections are supplemented with guides for specific classes or projects whenever appropriate (see, for example, the guides for a CAP 101 assignment or ARCH 329).

Information about new items in the collections, services, exhibitions, workshops, and displays of items in the library and VRC are shared with CAP faculty and students through traditional and social media outlets including posters, building monitors, the Architecture Library Pinterest boards, the University Libraries Facebook and Twitter accounts, and email. Faculty and students also receive a newsletter each academic year that spotlights projects, services, and collections of the library, archive, and VRC.

Exhibitions and events are also organized by the librarian, curator, and archivist to promote the collections. For example, the VRC hosts the Materials Talks at Lunch series, which brings in 2-3 manufacturers’ representatives each semester to give presentations on their products to students and faculty. The Architecture Library has begun holding pop-up libraries in locations in the Architecture Building and as requested by classroom instructors. Students can browse a curated slice of the collection and checkout books at the pop-up library. The Drawings and Documents Archive creates topical exhibits that are displayed in the archives’ three exhibit cases outside its entrance. Larger exhibits, such as Unity + Utopia: The 1893 World’s Columbian Exposition, Indiana Diners and Drive-ins, and Civic Pride Begins in Your Backyard: The Mid-Century Work of Edward Pierre, are presented in the CAP Gallery and facilitated with the CAP Gallery Coordinator; these exhibits also travel to libraries, nonprofits, and architecture firms throughout the state.

**Staff**
The Architecture Library is staffed by the Architecture Librarian (professional staff position), the Architecture Library Coordinator (paraprofessional), and 7-8 student assistants (2.075 FTE). The present Architecture Librarian, Amy Trendler, has been in the position for 13 years. In addition to a Master’s of Science in Library Science, Ms. Trendler holds a Master’s of Art in Art History. She focused on architectural history while pursuing her M.A. and has a broad knowledge of the subject. Before coming to the Architecture Library, Ms. Trendler worked for nearly six years as Catalog/Reference Librarian and later Senior Reference Librarian in the Ryerson and Burnham Libraries at the Art Institute of Chicago. She is an active member of the following professional organizations: the Association of Architecture School Librarians (AASL), the Art Libraries Society of North America (ARLIS/NA) and the local Midstates chapter of that organization, and the Association of College and Research Libraries (ACRL). Ms. Trendler has published several articles on topics in art and architecture librarianship, she is the ARLIS/NA Reviews co-editor, she reviews periodicals for the architecture section of the reference resource Magazines for Libraries, and she reviews architecture books for Library Journal. Jackie Sciscoe, the current Architecture Library Coordinator, has been in the position for the last 5 years.

The Visual Resources Collection is staffed by the Visual Resources Curator (paraprofessional) and 4-5 student assistants (1.625 FTE). Brad Johnston, the current curator, has a Master’s of Science in Library Science and brings his 11 years of experience in the University Libraries to the position, which he has held for the last 2 years.

The Drawings and Documents Archive is staffed by the Archivist for Architectural Records (and 2-3 College graduate assistants (.75 FTE). The present Archivist for Architectural Records, Rebecca Torsell, recently accepted this position and holds a Master’s of Science in Historic Preservation. Before coming to the Drawings and Documents Archive, Ms. Torsell worked as a Project Manager/Conservator specializing in metals for a conservation firm in Philadelphia, PA. She has worked on some of our nation’s greatest historic treasures including the Grant Memorial, The Second Bank of the United States, and the Cooper-
Hewitt Smithsonian Museum of Design. Ms. Torsell’s background in architectural preservation combined with her research experience performing over 300 intensive level architectural surveys on buildings, sites, and structures, made her a prime candidate for this position. Ms. Torsell also holds a Bachelor of Arts in Management and World Culture and an Applied Associates of Science in Building Restoration and Preservation Technology. She is an active member of the following professional organizations: American Institute for Conservation of Historic and Artistic Works (AIC)-Professional Membership Accreditation, Association for Preservation Technology (APT), and the Society of Indiana Archivists (SIA).

Facilities – (see also Section I.2.2 Physical Resources)
The Architecture Library, Visual Resources Collection (VRC), and Drawings and Documents Archive are conveniently located on the first floor of the Architecture Building in close proximity to the classrooms, studios, faculty and administrative offices, and other support facilities for the College of Architecture and Planning. Bracken Library, the main library on campus, is located directly across from the Architecture Building, and the many resources of this collection only a short walk away.

The Architecture Library supports individual study and group collaboration as well as networked computing and laptop use in a light-filled space that also comfortably houses the collection. Workstations and counter-height study tables along the library’s wall of exterior windows take advantage of the natural light, and the wall of windows onto the building’s interior hallway allow for high visibility of items on display and current issues of design magazines.

The VRC space features open shelving and bins that encourage browsing of the building material samples collection which is organized into categories such as concrete, wood, and metal. There are several areas designated for changing displays of colorful, tactile samples that are easily seen through the windows onto the interior hallway, and additional space in the Architecture Library for thematic displays of building material samples from the VRC collections. Two computer workstations in the VRC are available to students researching materials online or finding digital images, and study tables provide space to spread out items from the samples collection. The VRC space can host class visits or the audience for the Materials Talks at Lunch series.

The Drawings and Documents Archive contains a reading room and workspace to accommodate the work of student employees, student researchers, faculty, and community patrons. The reading room area contains large table workspaces to accommodate the use of oversized archival drawings. The reading room area also contains a large display screen to support instruction sessions and demonstrations regarding the search and use of digital collections and databases. This computer station is also accessible to researchers conducting independent and collaborative research.

Equipment
The Architecture Library offers library users fifteen computer workstations, each with dual monitors that provide users with an expansive desktop for working on their projects. Seven of the workstations have 11 x 17 flatbed scanners ideal for scanning large drawings or illustrations. The library also features two Alienware workstations provided by the College. These machines, like all the equipment in the library, is available to any current University ID holder on a first come, first served basis, meaning that students at any level of the CAP program have access to the Alienware machines for high-powered computing and rendering. All of the library’s computer workstations are connected to University’s cloud-based printing solution, PrintSmart. Students each have a $30 printing balance that renews every semester they are enrolled. Their print balance can be used to print 8 ½ x 11, 11 x 17, or color print jobs in either size at the rates of 5¢, 10¢, and 25/50¢ respectively. Students may also send their print jobs to PrintSmart from a laptop or mobile device. Equipment that can be checked out of the library includes flash drives, phone and laptop chargers, and scientific calculators.

The Visual Resources Collection has two public workstations, one with a slide scanner for faculty members to scan slides from their personal collections, and one with an 11 x 17 flatbed scanner. Both workstations are connected to the University’s cloud-based printing solution.

The Drawings and Documents Archive provides digital scans of large format drawings for students upon request and charges 5 dollars per scan. Non-students can request digital scans for 20 dollars per scan.
I.2.5 ADMINISTRATIVE STRUCTURE & GOVERNANCE

Ball State University operates with oversight of the Indiana Commission for Higher Education, or ICHE, a 14-member public body created in 1971 to define the missions of Indiana's Colleges and universities; plan and coordinate the state's postsecondary education system; and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.

Governance and control of the University is vested in a nine-member Board of Trustees, which includes a full-time student and two members nominated by the Ball State University Alumni Association. Appointed to four-year terms by the governor of Indiana, the Board of Trustees is the primary governing entity of Ball State; the student member is appointed to a two-year term. The board sets the strategic direction of the University, ensures fiscal responsibility, and provides oversight to University operations, among its many responsibilities.

The President, Geoffrey S. Mearns, oversees the administration of the University. President Mearns leads Ball State under the guidance of the Board of Trustees. Mearns also receives input and advice from the President's Cabinet, a senior leadership team comprised of seven Vice Presidents of the institution’s divisions, the University Athletic Director, and the President of the University Foundation. Three additional governing bodies—the University Senate, Staff Council, and Student Government Association—also play key roles in consultation with the President regarding the strategic direction of the University.

The Provost and Executive Vice President for Academic Affairs oversees the seven Colleges of the University, including the College of Architecture and Planning; the organizational chart for Academic Affairs follows this section. The College’s four Departments (Architecture, Landscape Architecture, Urban Planning, Construction Management Interior Design) are each administered by a faculty-elected Department Chair. The executive officer of the College is the Dean who oversees matters of policy, budget, promotions, and appointments. The Associate Dean assists the Dean. The College Leadership Council consists of the Associate Dean, the four Department chairs, the Assistant to the Dean, and the Director of Finance and Budgets for the College. The CAP organizational chart (follows) diagrams the administrative structure of the College. College faculty membership in University committees is through annual elections by College faculty. Membership in College Committees is determined either through annual elections by the College faculty or specific committee policies on representation (such as the requirement that Departmental P+T Committee Chair is on College P+T committee, and representation is staggered).

The Department of Architecture leadership is comprised of the elected Chair, appointed Associate Chair, and appointed program directors: Undergraduate Program Director (B.Arch, BA/BS), Graduate Program Director (M.Arch), and Graduate Program Director (MSHP). An M.Arch Advisor is also appointed to support the graduate program; undergraduates are advised by a University supported Professional Advisor assigned to CAP students – Julie Maugherman. Departmental committee membership is through annual elections by the Department faculty. Year level coordinators are appointed. The Chair also communicates directly with the Chair’s Student Council, comprised of leadership in student organizations as well as representative members voted in by students in each year level of all programs. See the Department of Architecture’s organizational chart (follows).
Ball State University Administrative Chart (see last page of Faculty and Professional Staff Handbook)
Departmental and College Committee Membership
In addition to the Senate and sub-committees (Senate has Departmental representative) all Colleges contribute to faculty representation on the following University Committees. CAP representation is not always a Department of Architecture faculty member.

- Academic Freedom and Ethics Committee
- Academic Technology Committee
- Contract Faculty Committee
- Creative Arts Committee
- Creative Teaching Committee
- Faculty Salary and Benefits Committee
- Graduate Education Committee
- Library Committee
- Special Leave Committee
- Teaching Evaluation Committee
- Undergraduate Education Committee
- University Core Curriculum Subcommittee
- University’s Council on the Environment
- University Grade Appeals Committee
- University Promotion and Tenure Committee
- Admissions and Credits Committee
- Athletics Committee
- Financial and Budgetary Affairs Committee
- Institutional Effectiveness Committee
- Judicial Committee
- Master Planning and Facilities Committee
- Online Distance Education Committee
- Professional Personnel Salary and Benefits Committee
- Publications and Intellectual Properties Committee
- Research Committee

The College of Architecture and Planning has the following standing committees and service appointments:

- **CAP Promotion and Tenure Committee**: the Department Promotion and Tenure Committee elects two of its members to serve on the College committee. Chair of Department P+T is one of these

- **CAP Curriculum Committee**: the Department has two members on the College committee; policy states that the Department Undergraduate Curriculum Committee appoints one member to the College committee and the Department Graduate Curriculum Committee appoints the second member to the College committee

- **CAP IT Committee**: the Department has two members on this committee; they are elected by the Department faculty for a one-year term

- **CAP Library Committee**: the Department has one member on this committee; elected by the Department faculty for a one-year term

- **First Year Curriculum Committee**: the Department has two members on this committee; they are elected by the Department faculty for a one-year term; tradition holds that those elected be involved in delivery of the first-year curriculum

- **CAP Facilities Planning Committee**: the Department has two members on this committee; they are elected by the Department faculty for a one-year term
• **CAP Council for Off-Campus + Travel Programs**: per College policy, members are appointed to this council by direction of Department chairs. Department Chairs, and College Dean also serve on this committee.

• **CAP First Year Coordinator**: typically serves a two-year term that then rotates to a different Department

**Listing of all Departmental Committees; elected service/leadership; appointed service position:**

- **Promotion and Tenure Committee**: Five elected members who serve staggered two-year terms; tenured faculty only; disciplinary diversity is inherent in the election process; the committee elects its own chair. The Department Chair is an ex-officio member.

- **Undergraduate Curriculum Committee**: Consists of three elected members who serve staggered two-year terms, and an appointed committee chair (the Undergraduate Program Director), and the appointed Faculty Mentor (a service load position to provide professional perspective to students and University Academic Advisor). All regular members of the faculty are eligible; disciplinary diversity is inherent in the election process; the committee is chaired by the undergraduate program director. The Department Chair and the University Academic Advisor are ex-officio members.

- **Graduate Curriculum Committee**: Consists of four elected members who serve staggered two-year terms, as well as the current M.Arch. Director, M.Arch. Advisor, and MSHP Director. The committee chair is appointed (the M.Arch. Director); all regular members who have graduate faculty status are eligible; disciplinary diversity is inherent in the election process. The Department Chair is an ex-officio member.

- **Salary + Merit Committee - Tenure-Line Faculty and Salary + Merit Committee - full-time contract faculty**: Consists of three elected members who serve staggered two-year terms; all tenured members of the faculty are eligible; disciplinary diversity is inherent in the election process; the committee elects its own chair.

- **Search committees and ad-hoc committees/task forces** are formed for short-term purposes, and members are generally appointed by the Department Chair. Membership on these types of committees typically reflects the objective of the particular committee. Three ad-hoc committees that have become semi-established via repeated formation are the Departmental Admissions Committee (described later in section II.3 Evaluation of Preparatory Education); the Design Innovation Fellow search committee; and the In-Situ Fund Selection Committee (foundation funds for design + build projects).

- **Chairs Student Council**: Students are involved in Departmental governance via a student council comprised of elected representatives from each year of the curriculum as well as student organization leadership.

- **University Senate Representative**: each Department elects a regular (tenure-line) faculty to serve on the University Senate and Faculty Council. Election is conducted annually. (Assistant Professor Dr. Matt Wilson)

- **ACSA Counselor**: elected by the faculty for a three-year term; all full-time faculty members are eligible. (Professor Pam Harwood)

- **Department ARCC Representative**: elected by faculty for a one year term. All regular members of the faculty are eligible. (Assistant Professor Dr. Tom Collins)

- **United Way Representative**: appointed service position (Professor Pam Harwood)

- **Tau Sigma Delta Honorary Society** coordinator: appointed service position (Assistant Professor Sean Burns)

- **GLUE Student Journal Advisor**: appointed service position (Associate Professor Kevin Klinger)

- **AIAS advisor**: appointed service position (Professor Jonathan Spodek, FAIA)
• NOMAS advisor: appointed service position (Associate Professor Olon Dotson)
• Architectural Licensing Advisor (ALA): appointed service position (Assistant Professor Dan Overbey, AIA)
• Internship Director: appointed service position with stipend support for year-round oversight (was Professor Dan Woodfin; will be Assistant Professor Dan Overbey, AIA)
### II.1.1 STUDENT PERFORMANCE CRITERIA MATRIX for Bachelor of Architecture program (also in Section 4 – Supplemental Material)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FOUNDATION</th>
<th>APPLICATION</th>
<th>INTEGRATION</th>
<th>SYNTHESIS</th>
<th>UNDERGRADUATE professional degree (year 6)</th>
<th>UNDERGRADUATE professional degree (year 5)</th>
<th>B.Arch (or equivalent) 2 YEAR Professional degree</th>
</tr>
</thead>
</table>

**Ball State University**

Architecture Program Report – Initial Candidacy

May 2018
II.1.1 STUDENT PERFORMANCE CRITERIA (narrative)
Realm C: Pedagogy and Methodology for Integrated Architectural Solutions
Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Students learning aspirations for this realm include:

1. Comprehending the importance of research pursuits to inform the design process;
2. Evaluating options and reconciling the implications of design decisions across systems and scales;
3. Synthesizing variables from diverse and complex systems into an integrated architectural solution;
4. Responding to environmental stewardship goals across multiple systems for an integrated solution.

The Bachelor of Architecture degree program is designed to demonstrate these principles through a stepped curricular process, where concepts are introduced and then assessed to provide a comprehensive understanding or ability.

Requirement C.1 (Understanding of the theoretical and applied research methodologies and practices used during the design process) is introduced in ARCH 329 (History/Theory of Architecture) and then reiterated as part of a dedicated “Research and Programming Methods in Architecture” course (ARCH 424). In this dedicated ‘research methods in architecture’ course, the students demonstrate their understanding of research methods in architecture as applied to the definition of their final, independently driven, design project proposal for the next semester (ARCH 404 final project design studio). ARCH 404 studio concludes the demonstration of that understanding of research methodologies in a design process.

Requirement C.2 (ABILITY to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation) Design studios in the third year lay the groundwork of program analysis, and contextual research (site, culture, history, environment) in the pursuit of clear problem identification and design criteria/conceptualization that will drive the design process. Iterative design process and decision making based upon these criteria is introduced as the methods for design decision making. This is further pursued in ARCH 400, which is a comprehensive, synthesized architectural design studio that requires students to articulate criteria for design effectiveness and analyze design solutions based upon that agenda. The structure of the course cycles through design considerations (site design, program response, codes and regulations, systems, enclosure) to force multiple analytical “touch points” of how the developing design is effective in addressing the evaluative criteria.

Students integrate applied research in these areas into their design decision making. As part of the process, students are asked to designate applicable criteria for evaluation and assess multiple systems and their outcome related to implementation of architectural ideas. Students are asked to compile a written component (diary) of their studio notebook during the design process that reflects the initial situation/problem analysis, the criteria they identify as critical that are then used to evaluate design iteration appropriateness, and reflections on the flow of decision-making methods over the course of the studio. C.2 is also evaluated in ARCH 404 design studio, where students produce a final project in architecture based on individualized research in all categories associated with the design of architecture, demonstrating the ability to make integrated decisions across multiple systems. Students collaborate with each other and with professionals in these subject areas, who provide critical expertise in evaluating technical infrastructure. A final project submission of writing and graphics summarizes this.

Requirement C.3 (ABILITY to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies) is introduced in the ARCH 302 design studio, where students are asked to relate integral technical systems requirement and documentation to their design project, assessing the individual attributes of technical structural and environmental systems, and their impact on the building performance and site decisions. All core technical coursework concludes in the third year, facilitating awareness and knowledgeable explorations of (alternative) technical solutions
in a design. These same principles are assessed and reinforced a year later during the ARCH 400 Comprehensive Architecture studio, where students will design systems as integral components to the performance of architecture within an ecological setting. These assessments are collaborative with specialized faculty in technical subject areas, as well as with architectural professionals in Indianapolis, who provide professional criticism and support for students, giving influence to the decisions being made in the design process. Students assemble a notebook demonstrating the design decision making process as regards to environmental stewardship (energy modeling iterations as based upon evolving design decisions); site considerations and design; analysis of accessibility and universal design standards; life safety considerations; structural and environmental systems considerations; and enclosure systems and assemblies. Technical documentation is incorporated into the project deliverables.

**Methods for Assessing Student Work as “High” or “Low”**

The architecture program directors and faculty review work on a constant basis, attending critiques in studio courses, and collaboration with students in seminars and lecture courses. Faculty collect student work (design projects, research papers, technical drawings, systems evaluations, precedent and other studies, exams, etc.) during each semester for assessment at an end of the semester curricular review and for archival preservation in preparation for NAAB accreditation visits.

Faculty are responsible for identifying and assessing learning objectives (derived from NAAB SPCs) for “high achievement” and “low achievement” based on the provided master syllabi. Department-wide strategies for assessment dictate that “High” achievement work demonstrates that fulfillment of necessary SPCs through high-quality, thoughtful production that results in a design solution that is richer beyond simply addressing the base-line student performance criteria. “Low” achievement work demonstrates the fulfillment of necessary SPCs, but does not demonstrate the same attention to quality or valuation that high achievement work does. High achievement (per SPC) work typically results in an overall grade of A; low achievement work (per SPC) typically is in the B or C categories of the grading scale. The letter grades, A through F, incorporate a broader assessment of student work effort and performance beyond achievement of the assigned Student Performance Criteria.

Common rubrics (see below) are also used in the design studios to communicate effectively with students. Rubrics are consistently revised to address changes in the curriculum and expectations for students and allow a comparison for projects and different pedagogical strategies between professors.

**Sample evaluation rubric from ARCH 201:**

| Exceptional (A) | Exceptional performance illustrating intentional design decisions based on excellent insight into the design process, precedent analyses, and is both logical and creative. “A” work constitutes polished design that shows a progression of ideas and thought, clear writing, integrated concepts from other associated courses, and work that goes above and beyond requirements. “A” work is rare; an exception, not the norm. |
| Accomplished (B) | Generally good work, which illustrates a good understanding of the subject matter, mostly intentional design thinking, and a solid grasp of the design process. “B” work is high quality and demonstrates an active design agenda, and pursues constant improvement, meeting more than the minimum requirements. |
| Proficient (C) | Demonstrates a satisfactory understanding of design and produces the minimum requirements. “C” work represents an average standard of production, a baseline communication of design skill, and meets all requirements proposed. |
| Below Average (D) | Work that barely meets the acceptable standard for fulfilling requirements. “D” work is below average in thinking and intention, and suggests significant needed improvement in both understanding and effort. |
| Unsatisfactory (F) | Effort and production is unacceptable and does not meet the requirements set forth by the University for passing the course. “F” work is missing required components and demonstrates a lack of effort or understanding of course application. |
II.2.1 INSTITUTIONAL ACCREDITATION

Ball State’s accreditation involves a comprehensive, critical evaluation of the institution’s mission, goals, programs, and resources. Accreditation assures the public that the University meets quality standards set by an independent body, helping the University be accountable and plan for continuous improvement. Ball State has been accredited since 1925. The [HLC’s Action Letter](#) to the Ball State president (2014) follows.

Ball State University’s continuing institutional accreditation by the [Higher Learning Commission](#) was reaffirmed on January 14, 2014, following a two-year self-study process. The University is now accredited through 2023–24. The University’s good standing makes Ball State eligible for the open pathway option for our next reaffirmation of accreditation. Instead of an intense data-gathering process in 10 years, Ball State will provide annual updates to the commission and undergo two assurance reviews during the period.

![Higher Learning Commission Action Letter](image)

January 21, 2014

Dr. Jo Ann M. Gora  
President  
Ball State University  
2000 West University Avenue  
Muncie, IN 47306

Dear President Gora:

This letter is formal notification of the action taken concerning Ball State University by the Higher Learning Commission. At its meeting on January 14, 2014, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

**Action.** IAC continued the accreditation of Ball State University with the next Reaffirmation of Accreditation in 2023-24.

If the current Commission action includes changes to your institution’s Statement of Affiliation Status (SAS) or Organizational Profile (OP), the changes will appear in these documents on the Commission’s Web site within three weeks of the date of action. The SAS is a summary of your institution’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Institutional Update.

The Commission posts the SAS and this action letter with the institution’s directory listing on its website. Information for the institution on notifying the public of this action is available at [http://ncahlc.org/Information-for-Institutions/institutional-reporting-of-actions.html](http://ncahlc.org/Information-for-Institutions/institutional-reporting-of-actions.html).

If you have questions about these documents after viewing them, please contact Robert Appleson. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning  
President
II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

NAAB Accredited professional degree programs offered at the College of Architecture and Planning:
2-Year M. Arch (pre-professional + 46 credit hours)
3-Year M. Arch (non pre-professional + 104 credit hour)
Proposed 5-Year B. Arch (154 credit hours)

Other Professionally Accredited (per disciplinary accrediting body) degree programs offered at the College of Architecture and Planning:
Bachelor of Science in Construction Management
Bachelor of Landscape Architecture
Bachelor of Science in Interior Design
Bachelor of Urban Planning and Development

Master of Science in Interior Design
Master of Urban and Regional Planning
Master of Landscape Architecture

Other degree programs offered in the College of Architecture and Planning:
Bachelor of Science in Architecture (pre-professional)
Bachelor of Arts in Architecture (pre-professional)
Bachelor of Science in Environmental Design
Bachelor of Arts in Construction Management
Master of Arts in Interior Design
Master of Urban Design
Master of Science in Historic Preservation

Available Dual Degrees in CAP:
Master of Architecture / Master of Science in Historic Preservation
Master of Urban and Regional Planning / Master of Science in Historic Preservation
Master of Landscape Architecture / Master of Science in Historic Preservation

Available Graduate Certificates in CAP:
Graduate Certificate in Real Estate Development
Graduate Certificate in Digital Fabrication
Graduate Certificate in Social and Environmental Justice
Graduate Certificate in Historic Preservation

Minor Courses of Study:
Minor in Urban Planning
Minor in Real Estate Development
Minor in Historic Preservation
Minor in Social and Environmental Justice
Minor in Landscape Architecture
Minor in Construction Management
Minor in Interior Design

Preparatory Requirements for 5-Year B. Arch. degree:
All students admitted to the College of Architecture and Planning are admitted to a common first-year program. The required first-year courses provide a foundation for theories and skills pertinent to later study in architecture, landscape architecture, and urban planning. At the end of the first year, students apply to the major (architecture, landscape architecture, planning) of their choice with a GPA and portfolio review.

All students in the architecture major take comprehensive coursework during Fall and Spring semesters of Year Two, and Fall of Year Three. In the Spring of Year Three, all architecture majors declare their
degree program of choice (B.Arch, BS or BA with a major in architecture, BS in Environmental Design). Students’ portfolios are also reviewed in the introductory professional practice course (ARCH 410) in the fall semester of that third year of study as a method of connecting students to the faculty member in charge of the internship course required for all Bachelor of Architecture students, facilitating advisory discussions.

Transfer students:
If students have completed a program of study from an accredited professional degree program equivalent to the College of Architecture and Planning combined first-year program, they may apply for admission with advanced placement in the architecture curriculum, however, transfer credits are difficult to accommodate and students may be required to complete all coursework directed by the College.

Available minors in (and out of) the Department:
The College and University offer a variety of minors available to students as part of their undergraduate education. Minors in Historic Preservation and Social and Environmental Justice are offered through the architecture department and require 15 credits of coursework. The introductory course in each minor (ARCH 340: Introduction to Historic Preservation for Architecture; ARCH 251: Introduction to Social and Environmental Justice) is required for all architecture majors. The B. Arch. degree program is structured to accommodate these and other College minors as part of the 12 credits of Enhancement Courses. Last year 24 architecture undergraduates were pursuing a minor in Interior Design; 18 were pursuing a minor in Construction Management; and 20 were pursuing a minor in Historic Preservation.

Degree Requirements for completing the 5-Year B. Arch. degree (154 credits):
In order to qualify for the 5-Year Bachelor of Architecture degree, a student must complete 97 credits of professional studies distributed into subject categories (design studio, technology, history/theory, communication, and professional studies), 12 credits of optional studies titled Enhancement Courses, and 45 credits of general studies, including the Ball State Core Curriculum (30 credits) combined with 15 credits of elective coursework outside of the architecture major.

<table>
<thead>
<tr>
<th>Required Professional Studies</th>
<th>97 credits</th>
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<tbody>
<tr>
<td>Design Studios (42 credits)</td>
<td>CAP 101 Environmental Design and Planning</td>
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<td></td>
<td>CAP 102 Environmental Design and Planning 2</td>
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<td></td>
<td>ARCH 201 Architectural Design</td>
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<td>ARCH 202 Architectural Design</td>
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<td>ARCH 301 Architectural Design</td>
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<td>ARCH 302 Architectural Design</td>
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<tr>
<td></td>
<td>ARCH 400 Comprehensive Arch. Studio</td>
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<td></td>
<td>ARCH 403 Architectural Design</td>
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<td>ARCH 404 Final Project</td>
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<tr>
<td>Technology (21 credits)</td>
<td>ARCH 214 Building Technology 1</td>
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<td></td>
<td>ARCH 218 Structural Systems 1</td>
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<tr>
<td></td>
<td>ARCH 273 Environmental Systems 1</td>
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<td></td>
<td>ARCH 314 Building Technology 2</td>
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<tr>
<td></td>
<td>ARCH 318 Structural Systems 2</td>
</tr>
<tr>
<td></td>
<td>ARCH 373 Environmental Systems 2</td>
</tr>
<tr>
<td></td>
<td>ARCH 418 Structural Systems 3</td>
</tr>
<tr>
<td>History/Theory (18 credits)</td>
<td>ARCH 100 Intro to Architecture</td>
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<td>PLAN 100 Intro to Planning</td>
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<td>LA 100 Intro to Landscape Architecture</td>
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<td>ARCH 229 History/Theory of Architecture 1</td>
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<td>ARCH 251 Intro to Social and Environ Justice</td>
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<td>ARCH 329 History/Theory of Architecture 2</td>
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<td>ARCH 340 Intro to Historic Preservation</td>
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<tr>
<td>Communication (7 credits)</td>
<td>CAP 161 Design Communication Methods 1</td>
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<td></td>
<td>CAP 162 Design Communication Methods 2</td>
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<tr>
<td>Professional Studies (9 credits)</td>
<td>ARCH 263 Digital Design</td>
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<td></td>
<td>ARCH 410 Critical Practice</td>
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<td>ARCH 420 Professional Practice</td>
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<td></td>
<td>ARCH 424 Research and Program. Methods</td>
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<tr>
<td></td>
<td>ARCH 455 Internship (0 credits, required)</td>
</tr>
<tr>
<td>Enhancement Courses</td>
<td>12 credits</td>
</tr>
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<td>Student directed coursework</td>
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<tr>
<td>Flexible General Studies</td>
<td>15 credits</td>
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<tr>
<td>Student directed non-architecture coursework</td>
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<tr>
<td>Ball State Core Curriculum</td>
<td>30 credits</td>
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<tr>
<td>Ball State Core Curriculum (30 credits)</td>
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<tr>
<td></td>
<td>Written Communication I (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Written Communication II (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Oral Communication (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Natural/Social Sciences I (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences II (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Math (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Personal Finance (1 credit)</td>
</tr>
<tr>
<td></td>
<td>Physical Fitness (2 credits)</td>
</tr>
<tr>
<td></td>
<td>Fine Arts (3 credits)</td>
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<tr>
<td></td>
<td>Humanities (3 credits)</td>
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<td>History (3 credits)</td>
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<tr>
<td>Total</td>
<td>154 credits</td>
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[BSU B.Arch Curriculum Map](#) follows this page and is available on Department website.
BACHELOR OF ARCHITECTURE CURRICULUM - 154 Credits

Year 1
- Foundation
  - FALL (15)
  - SPRING (15)

- DESIGN STUDIO

- TECHNOLOGY
  - ARCH 160: Basic Tech. I (15)

- HISTORY/THEORY
  - LA 100: Intro. to LA 1 (15)

- COMMUNICATION
  - CAP 161: COM M 112 (15)
  - CAP 162: COM M 113 (15)

- PROFESSIONAL STUDIES
  - CAP 240: Digital Design 1 (15)
  - Frameworks 1 (15)

- ENHANCEMENT (Individualized Education Plan - IEP)

- GENERAL STUDIES (Not architecture but used for other reasons)
  - Written Com. (3)
  - Oral Com. (3)
  - NATUR SCI (3)
  - MATH (3)
  - Written Com. (3)

- BU CORE Curriculum Req's
  - Personal Fin. (1)
  - Natural Sci. (2)
  - Phys. Fitness (2)

Year 2
- Foundation
  - FALL (17)
  - SPRING (15)

- DESIGN STUDIO
  - ARCH 201: Architectural Design I (17)
  - CAP 202: Architectural Design II (15)

- TECHNOLOGY
  - ARCH 216: Build Tech. I (15)

- HISTORY/THEORY
  - ARCH 228: Principles in Art. 1 (15)
  - ARCH 251: Intro. to LA 2 (15)

- COMMUNICATION
  - CAP 165: COM M 212 (15)
  - CAP 166: COM M 213 (15)

Year 3
- Foundation
  - FALL (17)
  - SPRING (15)

- DESIGN STUDIO
  - ARCH 203: Architectural Design III (17)
  - CAP 204: Architectural Design IV (15)

- TECHNOLOGY
  - ARCH 216: Build Tech. II (15)

- HISTORY/THEORY
  - ARCH 314: History & Theory 1 (15)
  - ARCH 328: 2D Coll. Art. 2 (15)

- COMMUNICATION
  - CAP 167: COM M 312 (15)
  - CAP 168: COM M 313 (15)

Year 4
- Option 1
  - FALL (17)
  - SPRING (15)

- DESIGN STUDIO
  - ARCH 410: Critical Practice 1 (15)
  - Enhancement Courses (3)

- TECHNOLOGY
  - Electives (15)

- HISTORY/THEORY
  - General Studies Courses (15)

- COMMUNICATION
  - Electives (15)

- Social Environment
  - Justice Miner
    - ARCH 251: Intro. to LA 2 (15)

- Historic Preservation
  - Miner
    - ARCH 346: Intro to HP (15)

- Digital Fabrication
  - Miner
    - ARCH 265: Digital Design (15)

Year 5
- Individualized
  - FALL (15)
  - SPRING (15)

- DESIGN STUDIO
  - ARCH 415: Internship in the Spring & Fall (15)

- TECHNOLOGY
  - ARCH 419: Internship in the Spring & Summer (3)

- HISTORY/THEORY
  - General Studies Courses (15)

- COMMUNICATION
  - Electives (15)

- Electives (15)

Possible Architecture Minors
- Social Environment
  - Justice
- Historic Preservation
  - Miner
- Digital Fabrication
  - Miner

MAA Definitions:

Professional Studies
- Courses with architectural content required of all students in the MAA accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the MAA D2 (Condition 5). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide curricular or extracurricular learning opportunities to supplement the required professional studies course work. (MAA Conditions for Accreditation, MAA – The National Architectural Accrediting Board, Inc.)

Optimal Study (Curricular Flexibility)
- At professional degree programs must provide sufficient flexibility to allow students to pursue their personal interests either by taking additional courses offered in other academic units or departments, or by taking and minor courses offered in other academic units or departments, or by taking courses offered in the department offering the accredited program but not the professional studies curriculum. (MAA Conditions for Accreditation, MAA – The National Architectural Accrediting Board, Inc.)

General Studies
- Courses offered in the following academic: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an option or as a part of the curriculum. These courses must be different from the professional studies curriculum. These courses must be different from the professional studies curriculum. (MAA Conditions for Accreditation, MAA – The National Architectural Accrediting Board, Inc.)

Architecture courses can be used to meet MAA general studies requirements. In many cases, this requirement can be satisfied by the general education program of an institution's academic degree. (MAA Conditions for Accreditation, MAA – The National Architectural Accrediting Board, Inc.)
Descriptions of Department of Architecture Programs
The Department offers the following degree programs.

**BS or BA, major in architecture** *(BA is differentiated by accomplishing University’s foreign language requirement)*
The four-year undergraduate degree program in architecture provides a “pre-professional” undergraduate design education which, while focused on design education, also allows students to explore contemporary issues and discourse related to design while preparing students for a graduate professional Master of Architecture degree (necessary for professional licensure) as well as other architecturally related career paths. The 4-year pre-professional degree program provides an introduction to the discipline commencing with the common first year program. Students take eight semesters of design studio along with technology, history/theory, and design communication courses. This degree path provides opportunities in the curriculum at the junior and senior undergraduate years for students to engage broader educational interests. The BA degree requires two years (or the equivalent) of study in a foreign language. See detail of the [BS/BA in architecture program](#).

**Bachelor of Architecture**
Proposed professionally accredited program, currently eligible for candidacy, is a five-year undergraduate program providing a professionally-oriented undergraduate architectural education resulting in an accredited Bachelor of Architecture degree necessary for professional licensure or a solid foundation for other career paths in allied disciplines. The Bachelor of Architecture degree program balances the intensity of a professional degree program with a broader, well-rounded, and diverse undergraduate University education. The design studio is the center point of this professional curriculum and is where students cultivate the personal design interests and skills they bring to their design studies, the practice of architecture, allied design disciplines, possible graduate study, and beyond. Formative internship and ‘away’ experiences (study abroad or community engaged service in a design related program) enhance students’ individual growth in the context of a professional education. This program is nested within the University’s core curricular expectations that expose students to a breadth of liberal arts and sciences. See further detail of the Bachelor of Architecture Program.

**BS or BA in Environmental Design**
The four-year undergraduate major in environmental design provides students with an immersive exposure to the discipline of architecture, effectively preparing them for leadership roles in allied design disciplines. While benefitting from lessons in critical thinking, communication and design process inherent in an architectural education, this degree suits students who have broader educational and career aspirations, perhaps leading to careers (with or without additional graduate education) in the construction industry (for example product sales and construction management) interior design, communications, marketing, or business, to name a few. The BA degree requires two years (or the equivalent) of study in a foreign language.

**Master of Architecture**
The existing, accredited, three-year and two-year professional Master of Architecture programs enable students to respond to and adapt within a rapidly evolving practice environment. Through comprehensive course content, the Department fosters learning environments that promote cross-disciplinary research and collective learning in support of innovative design problem solving.

**Master of Science in Historic Preservation**
The Department’s MS in Historic Preservation meets the standards established by the National Council of Preservation Education. The program aims to give students a broad-based education in the preservation field with the ability to focus on each students’ unique interests. The Master of Science in Historic Preservation program provides a solid foundation for a career in modern preservation. The MS in historic preservation meets the academic standards of the National Council for Preservation Education. The Department has just launched a one-year MSHP program for those with advanced standing.
II.3 EVALUATION OF PREPARATORY EDUCATION

Undergraduate Admissions – to CAP and to Department of Architecture

In addition to application to the University, a supplemental application is required for students interested in entering the College of Architecture and Planning’s First Year Program. This process is explained to prospective students here. Students accepted into CAP tend to have academic standing in the top 20% of their high school; composite reading + math SAT scores of at least 1120 or an ACT score above 24. Factors influencing admission into the first-year program include:

- demonstrated excellence in scholarship
- evidence of initiative, leadership experience, and interest in the environmental design and planning disciplines as indicated on the supplemental application form and essay
- the quality of the application essay

A personal interview and portfolio are highly recommended although not required. The portfolio is encouraged as a way to demonstrate the student’s creativity and personality; submission of a portfolio is required if the student wants to be considered for CAP scholarships. Portfolios of fewer than 24 pages are defined to include:

- Creative work such as sketching, drawings, paintings, photography, sculpture, crafts, gardening, 4h craft work, poetry, newspaper articles, or other creative work
- Personal or academic work
- Writing samples
- Awards and certificates

The applications and admission to first year architecture are processed by the Dean’s Office. Application material is reviewed by the CAP Admission Committee comprised of the Department Chairs (or appointed representative), and the Associate Dean.

As described previously in Section I.1.2 Learning Culture, the College has a "common" first-year where students are introduced to the professional design disciplines (architecture, landscape architecture and urban planning) in design studio, design communications and media courses, and survey courses. At the conclusion of the first year, students declare the area in which they wish to major. The Department Chair meets with all students interested in declaring architecture and explains the Department’s program options to these students; this occurs once in the spring for the fall entry CAP first year students and once in the summer for the spring entry CAP first year students. Students submit a portfolio of their first-year work in CAP as well as a writing sample.

This portfolio and writing sample are reviewed by an ad-hoc Departmental Admissions Committee typically comprised of the Undergraduate Curriculum Committee and the Department Chair. The students' GPAs (both all University courses and all first-year CAP courses) are also included in this review. The Department requires a minimum all-CAP first year GPA of 2.75. Second year architecture has a maximum target capacity of 84 students (six sections of 14 students/faculty). The Department’s Programs Assistant works closely with the admissions committee, and notifies students of acceptance or denial, and alternative options if denied. The CAP Advisor, Julie Maugherman, also counsels students in other options as needed. These alternatives can include the option to repeat courses to improve skills and/or grades and reapply. Students who are not accepted may also select another major within the College.

Undergraduate Advising

Undergraduate students are assigned freshman advisors who help students transition between their high school and College experiences. Upon completing 30 or more credit hours and declaring a major, students are assigned to an Academic Advisor (University professional staff position). All architecture majors have the same Academic Advisor whose office on the fifth floor in the Architecture Building. The Advisor creates an academic plan for each student and tracks degree progress and completion of degree requirements. The Department of Architecture also has a retention standard that is published in the undergraduate catalog. This standard requires undergraduate B.Arch degree seeking students who receive grades below a C- in two consecutive required professional studies (per NAAB) courses, to repeat both courses. The Advisor checks end of semester grades regarding this policy and informs the Department Chair and Programs Assistant should a student’s performance fall into this category.
During the fall semester of the students’ third year as part of the required ARCH 410 Critical Practice course, students are required to submit a portfolio that is evaluated prior to that student being permitted to register for the required professional Internship, ARCH 455 (0) credit course (see curricular map).
II.4 PUBLIC INFORMATION

- **II.4.1 Statement on NAAB-Accredited Degrees:**

- **II.4.2 Access to NAAB Conditions and Procedures (link FROM our website, this page):**

- **II.4.3 Access to Career Development Information**
  The Bachelor of Architecture program has an internship requirement in the fourth year. Students are expected to pursue paid internships on their own, with the support and recommendations of faculty mentors. The student is required to register for a zero-credit course (ARCH 455) while on internship. A faculty member is loaded annually as Internship Director – Assistant Professor Dan Overbey AIA (also the ALA representative). He oversees the internship experience and provides reflective assignments the student’s address during their work experience. Additionally, Ball State’s Career Center offers resources to all students: [http://cms.bsu.edu/about/administrativeoffices/careercenter](http://cms.bsu.edu/about/administrativeoffices/careercenter)

  The College of Architecture and Planning has a full-time professional staff member who is the coordinator of professional initiatives. Their role includes the organization of the annual Job and Internship fair (also in Section 4).

- **II.4.4 Public Access to APRs and VTRs are on our website:**

- **II.4.5 ARE Pass Rates** are available via a link from that same web page:
  [http://cms.bsu.edu/academics/CollegesandDepartments/architecture/about-us/naab-accreditation](http://cms.bsu.edu/academics/CollegesandDepartments/architecture/about-us/naab-accreditation) and directly here: [https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school](https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school)

- **II.4.6 Admissions and Advising:** the admissions process to the College is explained here:  

  As part of first year curriculum, all first-year CAP students are instructed in the application process to the Departments towards the end of their first year. The admission standards to the Department of Architecture are indicated in the undergraduate catalog (page 60): [http://cms.bsu.edu/-/media/www/Departmentalcontent.academysystems/2017-2018/2017-2018%20ucat%20catalog%202011%20_17.pdf](http://cms.bsu.edu/-/media/www/Departmentalcontent.academysystems/2017-2018/2017-2018%20ucat%20catalog%202011%20_17.pdf)

  The architecture students’ Advisor monitors students degree progress on core courses and architecture degree requirements. Students are encouraged to meet with the Advisor each semester. Students can obtain an electronically created report that indicates which courses a student has taken and still needs to take to complete his or her degree. CAP’s academic advisor has an office on the fifth floor of the CAP building. Advising resources for students are available here:
  [http://cms.bsu.edu/academics/advising](http://cms.bsu.edu/academics/advising)

- **II.4.7 Student Financial Information**
  Ball State Financial information is available to all students on the main website:
  [https://cms.bsu.edu/admissions/tuition-and-fees](https://cms.bsu.edu/admissions/tuition-and-fees)
  As noted, currently an in-state undergraduate year tuition is $7,794; with program fees this is around $10,000.

  Undergraduate financial aid and scholarship opportunities are available to all students here:
  [https://cms.bsu.edu/admissions/financial-aid-and-scholarships](https://cms.bsu.edu/admissions/financial-aid-and-scholarships) and includes both need based and merit based scholarship awards. As noted in section I.2.3 Financial Resources, approximately 75% of students receive financial aid, either need based or merit based.
III.1.1 Annual Statistical Reports

Annual Statistical Reports from the Department are available on the Department’s website.

Below is a memo from Dr. William Knight, Assistant Provost for Institutional Effectiveness – the administrator in charge of the unit responsible for preparing and submitting statistical data. This memo affirms that all data submitted to the NAAB through the annual report submission system is accurate and consistent with reports sent to other national and regional agencies.

MEMORANDUM

TO: National Architecture Accrediting Board
FROM: William E. Knight, Ph.D.
Assistant Provost for Institutional Effectiveness
DATE: March 6, 2018
SUBJECT: Statistical Reports

All information provided by Ball State’s Office of Institutional Effectiveness for use in BSU NAAB accreditation-related materials is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Educational Statistics.
III.1.2 INTERIM PROGRESS REPORTS – N/A
SECTION 4: SUPPLEMENTAL MATERIAL

The following PROGRAM REPORT documents are available on BSU BOX for review by the visiting team. Team members will have to register for a BOX account to access. If any difficulties, please contact Andrea Swartz (aswartz@bsu.edu) or Julie Kratzner (jakratzner@bsu.edu).

NAAB Essentials
1. Course description templates for all courses offered within the curriculum of the NAAB-accredited degree program (NAAB template)
2. Resumes of faculty teaching in the accredited program (NAAB template)
3. Faculty credentials (NAAB matrix)
4. Faculty scholarship and productivity listing
5. Studio Culture Policy
6. SPC Matrix

Self-Assessment examples
7. Professional Advisory Board
   • Articles of Organization
   • Sample Meeting Itinerary
   • Executive Summary of SWOT analysis

8. Department’s End-of Semester Faculty Reviews and Discussion
   • December, 2017 – Course overview presentations and discussion – PPT example
   • May, 2018 – Studio Objectives discussion

Departmental Policies for Promotion, Tenure, and Merit Assessment
9. Department of Architecture Promotion and Tenure Document
10. College of Architecture and Planning Promotion and Tenure Document
11. Department of Architecture Salary + Merit Policy

Institutional policies on human resource development
12. University Special Leave policy
13. Grants and proposal support

BSU policies and procedures relative to EEO/AA for faculty, staff, and students
14. EEO/AA policy
15. Anti-Harassment Policy
16. Faculty handbook (university P+T procedures and other info on governance)
17. Student Support – Disability Services
18. Student Support – Financial Aid Resources

BSU Policies on academic integrity for students (e.g., cheating and plagiarism). Summary listing for reference on page 283 of the University Faculty and Professional Staff Handbook
18. BSU Student Code of Rights and Responsibilities
19. BSU grade appeal process
20. Beneficence Pledge

Supplemental Info GENERAL (with this APR-IC original citation page referenced)
• CAP Lectures and Exhibitions (page 10)
• Listing and Data on Student Minors (page 10)
• Field Trip listing, Department of Architecture (page 11)
• Current undergraduate data on gender and ethnic diversity – College and Department (page 12)
• CAP + BSU Admission Programs – Minority Recruitment methods (page 12)
• Recent Departmental internship experience sponsors/locations (page 14)
• Professional “Lunch Connection” guest listing (page 14)
• Job + Internship Fair listings – last three years (page 14)
• Departmental Committees – committee membership (page 20)
• University/State Approved Faculty Needs Assessment in support of program offering – excerpt from program application (page 54)
• In-Situ hands-on learning fund – examples (page 55)

Added: Higher Resolution plan drawings