Architecture Program Report

Ball State University
College of Architecture and Planning
Department of Architecture
(AB 402)
Muncie, IN 47306

Bachelor of Architecture

September 7, 2022

National Architectural Accrediting Board, Inc.

Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Ball State University**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2020
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Administrator	Olon Dotson, Professor of Architecture and Department of Architecture Chair odotson@bsu.edu
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Olon Dotson, Professor of Architecture and Department of Architecture Chair odotson@bsu.edu
Chief Academic Officer of the Institution	Susan Rivera-Mills, Provost
President of the Institution	Geoffrey Mearns, President
Individual submitting the APR	Julie Kratzner, Accreditation and Assessment Manager jakratzner@bsu.edu
Name and email address of individual to whom questions should be directed	Olon Dotson, Professor of Architecture and Department of Architecture Chair odotson@bsu.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials (i.e., Matrix; CVs; Regional Accreditor Letter)
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

NAAB

Table of Contents

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, 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.

Program Response: b. Conditions Not Achieved = None

Program Changes

Further, if the Accreditation 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.

This section is limited to 5 pages, total.

Program Response: The 2020 Conditions and Procedures have changed significantly from the 2014 Conditions and Procedures. The 2020 Conditions and Procedures have a greater emphasis on a more holistic review approach of program and student criteria with an added priority on assessing the effectiveness of content delivery. For both students and faculty, the primary evidence is demonstrated through faculty teaching materials and a broader focus on comprehensive design student deliverables. The 2014 Conditions and Procedures seemed to have a more specific review approach on student performance criteria reviewing student deliverables from each individual curricular component of the program (not limited to comprehensive design) to assess the effectiveness of content delivery on the student's ability and/or understanding of content. The primary evidence was student deliverables, although teaching materials were also provided. The other change (partly due to COVID-19, but not entirely) was shift from a physical in-person exhibit format to a digital and virtual format.

As a response to this significant shift, the program has realigned the new PCs and SCs to present a more holistic approach to the undergraduate program, while streamlining the course through which to present evidence. Adapting/modifying the undergraduate curriculum to meet the new 2020 Conditions and Procedures is in its second year. The program was initiated with the development of a new PC/SC curricular matrix, engagement with faculty to explain the new accreditation process and making course changes accordingly, and development of a holistic assessment plan. The curriculum begins by introducing students to important themes and content, which is then emphasized in later courses, and finally synthesized through the capstone/diploma project in the fifth year. This stepped process ensures that students understand key architectural influences and their relationship to one another.

Actual changes that have occurred in anticipation of the 2020 Conditions and Procedures: The latitude under the 2020 Conditions and Procedures is an opportunity to affirm our program's unique characteristics and identity, making our B.Arch program a popular and successful offering since its initial accreditation in 2020. The themes that the faculty shaped the program around are core values of our department that have existed since its inception in 1966. These include **local engagement** (applied learning experiences connecting students and the study of architecture with actual community needs); **global awareness** (immersion in contemporary responsibilities for environmental stewardship as well as social justice; travel learning; broadening of students' cultural awareness in diverse communities); fostering **student's self-actualization and intellectual independence** (options for specialization – minors both inside and outside of the department and college, student organizations, independent studies; and the capstone independently identified design + research exploration); and **professional preparation** (connectivity with professionals for internship and other experiences, such as the CAP Internship Fair, Solar Decathlon project, and specialty firm-aligned courses).

The curriculum has had a few minor changes since the last review, mainly to enhance our student success such as reviewing course timing in the curriculum to align complimentary topics and support courses with studio subjects, and integrating ongoing assessment practices more deliberately.

Program assessment, in general, is seeking feedback regarding:

1. effectiveness of the teaching methods in achieving the desired student learning outcomes;
2. perceived quality of learning opportunities for students;
3. the clarity of articulated values, pedagogical focus, and identity of the program;
4. perceived relevance and effectiveness of students' preparation for their professional and educational aspirations.

In support of these assessment goals, the department initiated a graduation exit survey for all students in Spring 2021.The results of this survey are directly linked to the program criteria identified in the 2020 Conditions and Procedures, as these program criteria reflect the student experience of the program. This survey will be conducted every spring so we can collect data and identify trends, concerns and improvements.

Three years ago, the department-initiated end-of-semester faculty meetings for each year level of all professional programs. Faculty are asked to discuss the learning objectives of the course and present student work deliverables that address objectives. This work and alignment with learning objectives are then discussed by faculty for effectiveness and/or possible methods for improvement.

Current 2020 Program and Student Criteria were mapped to specific courses in all professional programs through multiple rounds of discussion (Program Directors, Department Chairperson, Assessment and Accreditation Manager). After generating a draft, faculty were invited to suggest edits to alignment – again discussed. Faculty loaded for those courses were then asked to describe how their course would be defined to address the desired outcomes. (See * in "proposed changes" below).

In further support of the 2020 Conditions and Procedures thematic of ongoing self-assessment, the planning, acting and assessing processes have become much more integrated into the department's culture. Two summers ago (2019) we framed our department's Strategic Plan through the goals of Ball State's new Strategic Plan – Destination 2040: Our Flight Path: 2019-2024. This Plan's five overarching goals will guide all planning processes in the university units through 2040. In addition, 35 specific "strategic imperatives" defining goals through 2024 are embedded within these five goals; strategic imperatives will be adjusted every five years.

Guided by the aforementioned values and mission, in 2019, the department developed an Action Plan through faculty, student and stakeholder input and collaboration aligning with the University Strategic Plan. The department's resulting Action Plan was submitted in Summer 2019 to the college and then to the university. Our Action Plan conveys our goals as "priorities for action" while also identifying action "champions" essential collaborators, success indicators, and desired student learning outcomes. It targets a timeline to accomplish these goals, embodying actionable steps for program improvement. We are now starting the third year of this Plan, taking steps of progress in realizing our prioritized aspirations. Ongoing self-assessment is a critical aspect of this process. The overarching goal of the department's planning and assessment processes is continuous improvement of our program offerings. The department's planning process is approached as a continuum of setting goals and assessing progress towards their accomplishment. The assessment includes definition of incremental planning targets to accomplish goals; data collection; stakeholder engagement (faculty, students, alumni, professionals and the university administration); goal adjustment, revision and/or continuation, based upon assessment data.

Proposed changes that will occur in light of the 2020 Conditions and Procedures:

To prepare for this accreditation assessment, the department requested that each faculty describe how their course is designed (pedagogy, specific activities, student learning assessment methods, etc.) to address of the Student Criteria more specifically and be assessed at the individual course level. This is an approach **(*course planning through narrative)** that will continue each semester.

The department is also exploring organizational methods to more tightly assess the student performance results in each of Student Criteria 1-6. The undergraduate curriculum committee is tasked each semester with reviewing how effectively EACH SC is addressed in the aligned courses. Student work results in each SC aligned course (spring and summer courses will be reviewed in fall semester and fall courses will be reviewed in spring) will be assessed one at a time and a baseline of course effectiveness will continue to be identified, and potential SC matrix re- alignment will be explored. Faculty course narratives (per SC) that are provided by all faculty will be a part of this assessment of the course's address of student learning criteria.

At this phase of the process, our initial benchmark would be "average" acquisition of the understanding or ability as defined by the SC. That means benchmarks of minimum 75% student accomplishment in each assessment method. The undergraduate curriculum committee will also suggest benchmarks that more effectively address our programs' unique strengths, and any perceived shortcomings.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how those shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response: Ball State University is the fourth largest residential state-supported school in Indiana. The main University campus is located in Muncie, Indiana approximately an hour's drive (50 miles) northeast of the state's capital city of Indianapolis. Considered a 'typical American small city,' Muncie and its residents were the focus of sociologists Robert and Helen Lynd's *Middletown: A Study in Modern American Culture* (1929) and *Middletown in Transition; A Study in Cultural Conflicts* (1937). It retains that average, small city character today. Muncie's population is approximately 66,000. Many residents are connected to the University, which is the largest employer in the city.

Ball State has a combined undergraduate and graduate student population of approximately 21,597 students of which 16,362 are undergraduate (including transfer-ins) and 5,817 of which are graduate students. As a state institution, close to 90% of freshmen are in-state. Source: IPEDS Fall 2020

Prior to the COVID-19 Pandemic, courses offered by Ball State were primarily taught in-person face-to-face on the university's main Muncie campus. During COVID, many courses converted to either 100% on-line or a "hyflex" method of instruction that incorporated both online and place- based learning (following CDC social distance guidelines). By Fall 2021, most of the courses reverted back to in-person face-to-face while some faculty continued to use the hyflex method having found greater flexibility in utilizing both in-person and online modality.

Ball State University's core values since its origins have remained steady and unchanged. Beneficence is the icon that embodies the legacy of the Ball brother's generosity that founded the University, and the Beneficence Pledge is the ethos of the University community. Ball State's new Strategic Plan, approved December 2018, reinforces the University's long commitment to these core values with the Mission Statement reading: "We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world." This focus on the student educational experience and resulting meaningful lives of our graduates, directly aligns with the goals of our Department and College.

The Department of Architecture faculty, staff and administration, have defined their mission to “provide a distinctive education for architecture and historic preservation students, providing 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 equity and environmental stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged leaders advancing their discipline.”

The Department of Architecture is propelled by our core values for:

- Student focused culture of teaching excellence
- Design studio centered
- Multidisciplinary learning experiences
- Community engaged and applied learning
- Professional connections
- Environmental stewardship
- Social and environmental justice in design
- New and innovative technologies
- Design communication media
- Travel learning experiences

The program’s role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response: The Department of Architecture at Ball State is one of four departments in the R. Wayne Estopinal College of Architecture and Planning (CAP or ECAP); the other Departments are: Landscape Architecture, Urban Planning, and Construction Management + Interior Design. Degree programs are offered in architecture, landscape architecture, planning, construction management, interior design, historic preservation, and urban design. CAP is “a learning community committed to growing careers and educated citizens through education, research and professional service for a sustainable built environment,” with CAP’s mission to “graduate practice-ready students who are professionally prepared, locally engaged, creatively curious, and globally aware.” This in turn aligns with the Department of Architecture mission statement and core values.

The Department of Architecture values its place in a College of Architecture and Planning with programs in the allied design and construction disciplines. We constantly seek to establish more multidisciplinary student educational experiences, bringing together students from the different programs in the College of Architecture and Planning. The Department offers accredited professional degree programs in architecture (professional Master of Architecture and Bachelor of Architecture degrees) as well as the Master of Science degree in Historic Preservation and the Bachelor of Science in Environmental Design. From 1966 to 2017 we offered the only state-supported public, accredited, professional architecture degree program in the State of Indiana; Notre Dame also offers an accredited B.Arch and M.Arch degree program. In March 2017 Indiana University received state approval to start a state-supported Master of Architecture program. The Indiana Commission of Higher Ed (ICHE’s) approval stipulated six conditions in a signed partnership agreement between IU and Ball State University including "IU will not offer a master's degree program in architecture in any other community in Indiana nor online...IU additionally affirms that IU will not seek to establish an undergraduate architecture program on any of its campuses. The bachelor's degree would remain an exclusive offering of BSU, subject to ICHE approval.” (ICHE March 2017 Meeting Agenda - note that link only works through a search from within ICHE’s website).

The Department of Architecture and R. Wayne Estopinal College of Architecture and Planning (CAP) as a whole, are valued by the University for our success in providing excellent, student-focused, and innovative educational experiences that effectively prepare our graduates for success in their professional pursuits.

The caliber of our student body as measured by GPA is consistently the best (or top two) of among all Colleges in the University. Our department faculty are also leaders in providing "high-impact" learning opportunities for students as desired by the University Strategic Plan, often while positively impacting our local community. Three Department faculty recently received a Provost Immersive Learning Grant in support of the U.S. Department of Energy (DOE) Solar Decathlon (Local) Build Challenge (SDBC) entry for students in architecture and all other departments in the College. Our Department and College are consistently at the forefront (University-wide) of these outward focused, applied and learning-by-doing, educational experiences with community partners. Faculty/staff are integrally involved in the institution's academic planning and decision-making providing several representatives making valuable contributions on university-wide and community committees (see Section 5.1.2 Governance).

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus- wide and community-wide activities).

Program Response: Perhaps because of Ball State's location in a small middle American city, with limited cultural diversity, "getting out" is a commonly shared pursuit for all our faculty and students. Generally, our faculty are very socially minded, with a pursuit of bettering our local, state, and national communities, so many course experiences are designed to support this effort to not only have students analyze and assess community conditions for future design, but also to meet the public in these communities and understand their needs. Learning from, and understanding, the experiences of others provide a more immersive experience beyond the traditional classroom and drives students to be empathetic in their design intentions. Meeting community members that are not (typically) architects, but rather committed individuals who are interested in improving the neighborhoods in which they live also provides a good framework for the design process in which architects work as part of the broader community seeking improvement.

While framed by "classroom" assignments, the extroverted, community-oriented activities of the students are impactful and long lasting in their broader live education. Students are brought into communities as part of the design process, members of those communities are then invited to the university to provide feedback to students during the design process, and/or give feedback on students' final design solutions. This invaluable circular contribution of learning from one another is why educational travel is another constant in the culture of the College.

Travel for studios and support courses ranges from short class-time site visits (i.e., newly-built multicultural center and geothermal heat-pump plant); local half-day trips (i.e., Ball Glass Factory, downtown, and Maring-Hunt Library); area sites (i.e., Indianapolis, Columbus, Fort Wayne, Gary, Wabash, a limestone quarry, sustainable hardwood forest and sawmill, etc.); or full-day trips for regional exploration (i.e., Cincinnati, OH, Louisville, KY, Chicago, IL, etc.).

Additionally, all students in CAP participate in CAP Field Trip Week. Typically, scheduled for the end of September/early October, CAP classes are canceled and students from the college travel across the country, or even outside the country, to experience exemplar architecture and urban design as well as meet civic leaders and activists from diverse communities. These trips are organized by studio professors addressing themes identified in the particular studio. Since the inception of CAP Field Trip Week in the 1970's (50+ years ago), the only pause of this terrific opportunity for students and faculty was the Fall of 2020 – due to the COVID-19 pandemic.

The College also (typically) has several study abroad programs for either a semester or summer session that exemplify faculty-initiated international educational opportunities promoting student learning outside the classroom. Tenure-line faculty also are supported by the university to take a semester of assigned leave for travel, study, or creating, to re-ignite their intellectual curiosities and passions for more excellent teaching.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words

Program Response: For fifty-plus years, Ball State was the only public state university offering a NAAB accredited architecture program – the Bachelor of Architecture and the Master of Architecture degree programs. Currently, Indiana University has introduced another – a 3-year Master of Architecture program – for which they are seeking NAAB accreditation. Our department continues to affirm its mission to effectively prepare our graduates for professional success.

Since our inception as an accredited program, we embrace our mission to prepare our students for professional success while instilling in them our commitment of using architecture to elevate the quality of life for all people. The program reaffirms our core identity by providing an excellent education in a supportive and innovative teaching and learning environment that focuses on each student's educational growth, connecting student learning with community. This connection with the community is highly valued by students, faculty, the university, and local and regional communities.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response: How is this value addressed through curricular and extra-curricular activities? How will the program continue to address these values as part of its long-range planning?

The Bachelor of Architecture curriculum was framed by these four program/departmental values:

1. **Locally engaged** –
   - applied learning experiences connecting student and the study of architecture with actual community needs
2. **Globally aware** –
   - immersion in contemporary responsibilities for environmental stewardship and social justice
   - travel learning
   - broadening of students' cultural awareness in diverse communities.
3. **Students' intellectual independence and "self-direction"** – through specialized focus
   - minors – Historic Preservation; Social and Environmental Justice
   - final project, independently identified design + research exploration
4. **Professional Preparedness** –
   - strengthen the program's connectivity with the profession
   - partner students with professionals through internship and other experiences

The program seeks to instill in our students the knowledge that **design is an iterative process**, led by values, informed by research, tested and shared through clear communication and constructive discussions. Through the sequence of design studios in all programs, we want students to become confident in an effective design process of ideation, iteration and integration. The ultimate outcome is that students use this design confidence to grow their unique voice as an architect, to pursue a professional path informed by both shared (environmental stewardship; social justice; community engagement) and individual values while having the collaborative skills essential for the successful teamwork necessary to address the complex problems our world faces.

Exposure to design ideas through travel (local and global) is also seen as an opportunity to affirm the value of design as an essential quality of healthy communities locally and world- wide and core support courses provide students the knowledge and curiosity to be able to integrate content into their own design values and studio process. The CAP Guest Lecture Series (extra-curricular) provides further exposure to diverse themes and approaches in architectural design. Although attendance is voluntary, all students are encouraged to attend.

1st Year – Foundation

- Introduction of conceptual disciplines of design, spatial studies, and a broad range of design theories and issues focusing on the ways architecture, landscape architecture and urban planning all support human activity through the design and planning of environments.

2nd Year – Application

- Introduction in conceptual architectural design and design methodologies in small and intermediate-scale
- Introduction of architectural technology, research, analysis, and programming
- Courses in technology, communication, history/theory, and social and environmental justice are positioned early in the curriculum to establish foundational knowledge and dialogue

3rd Year – Integration

- Integration of all facets of design including design, research, programming, technology, function, human behavior, scheduling, time management, communication, use of materials and systems
- Exploration of development of visualization and communication skills at all states of the design process
- Students demonstrate advancing levels of competency and complexity in their design process

4th Year – Synthesis

- Integrated evaluations and decision-making in the design process
- Consideration and integration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, and building envelope systems and assemblies
- Demonstrate ability to design a comprehensive project
- Design synthesis and building integration are seen as integral to architectural design

5th Year – Individualized

- Reflect upon individual disciplinary values
- Explore, define, and demonstrate effective methods for engaging and representing those values in design process
- Articulate and assert unique design voice through independently driven final studio project
- The progression of design experiences is sequenced to encourage student to synthesize foundational knowledge of technology, culture and practice culminating into a thesis proposal. This individually defined design work is fully documented from research to programming to site/contextual analysis to design process to final results, and provides students the opportunity to explore, reflect, assess and articulate their own values and design approach into a final design project.

As part of long-range planning, faculty are encouraged to stay current in ever-changing architectural advances within the field, as well as, continual changing community needs. Through research, investigation, community interaction, and active involvement in professional organizations and conferences, faculty integrate real-life and real-time concepts into the classroom influencing individual design growth. This individually defined design work is fully documented from research to programming to site/contextual analysis to design process to final results, and provides students the opportunity to explore, reflect, assess and articulate their own values and design approach into a final design project.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response: Environmental stewardship is a pillar of our college and department identity and program pursuits, and has been so historically. We embrace the responsibility for preparing students to become architects who meaningfully contribute to the world's health, and see the educational experience we deliver as being the foundation of that ability to contribute. The last sentence of our departmental mission statement is: "Committed to social equity and environmental stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged leaders advancing their discipline."

All students in a year-level cohort take lecture/seminar courses at the same time as they move through the studio sequence facilitating the integration of content from these courses with the explorations, research and discussions, undertaken in the design studio. Environmental Stewardship and Professional Responsibility is seen as integral to architectural design and are engaged in all studios. 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 and provide students the knowledge and curiosity to integrate these ideas into their own design values and studio process. The progression of design experiences is sequenced to encourage students to synthesize foundational knowledge of technology, culture, environmental stewardship and professional responsibility into their design.

The department supports the student group Emerging Green Builders (EGB/USGBC) and an American Society of Heating, Refrigerating and Air-Conditional Engineers (ASHRAE) student chapter; both are active in the school and provide opportunities for students to engage environmental concerns beyond the classroom. Faculty from the college are leaders in the BSU Council on the Environment (COTE) Chapter.

The Center for Energy Research/Education/Service (CERES) is located in our college and embodies our ethos of environmental stewardship. The Director is a tenured Professor of Architecture member in the Department of Architecture. 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 access to Sefaira (energy modeling software to develop high-performance building envelopes and strategies) free to all architecture students in the department.

Ball State University provides an exemplary context for this educational focus. The university is consistently recognized for its sustainability efforts and institutional commitment to environmental stewardship. 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 United States and an excellent educational resource that is discussed and toured by our architecture students in (ARCH 373) Environmental Systems 2. Through CERES, College of Architecture and Planning, the university also offers a minor in Sustainability.

How will the program continue to address this value as part of its long-range planning?
Continued emphasis is on integrating lecture/seminar content into the design studio. The ability to reinforce content such as (but not exclusively) environmental stewardship and professional responsibility, is a strength within our curriculum. This is where understanding meets ability can be seen. Therefore, we continue to seek faculty who are able to teach lecture/seminar course content, as well as, in design studio.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response: Our department, college, and university value equity, diversity, and inclusivity as essential values of all sustainable, healthy communities, including the general population in cities, towns, and rural communities – but also essential for the health of our professional communities, our university, departmental, and program communities as well. Ball State's Department of Architecture's learning community, and our programs, are shaped by our pursuit of, and shared belief in, the essentialness of inclusivity, equity, and diversity. At a detail level, our programs' curricula, and specific coursework in social and environmental justice, manifest this value. We continually seek to establish a positive, inclusive culture of teaching and learning that is built upon the mutual respect between faculty, students, and staff, in service to a supportive, productive, professional environment. Essential to providing a diverse architectural profession, we work to increase enrollment and support the educational success of a diverse student body. In doing so, we broaden our ability to meaningfully address the needs of all people and communities for well designed, healthy built environments.

This value is also at the core of our Studio Culture Policy – a document that is annually discussed, assessed, and edited by faculty with input from student leaders. This describes our values of equity, diversity, and inclusivity holistically – even beyond the studio. Part of this document affirms:

Together, we create an intellectually diverse community of professionals committed to inclusive excellence. Every member of our learning community benefits from the diverse backgrounds, values, and approaches each member brings to the studio environment. The administration and staff provide the supportive structure for faculty and student accomplishment. The faculty acknowledge their vital role as leaders who provide students with an inclusive framework for learning and success. Students cultivate the quality of the studio culture through their work effort and mutually respectful support of colleagues in accordance with Ball State University's Inclusive Excellence Plan. The studio atmosphere should enable students to participate in co- curricular and extra-curricular activities that enhance the learning experience. To fully benefit from this unique learning environment, students must commit to establishing a rigorous work effort in the studio before, during, and after class hours. The ultimate objective for all students is self-discovery; developing a commitment to life-long learning, acquiring architectural knowledge, skills, values, and character traits that can propel their professional and life pursuits.

The department provides students with three professional degree programs in which students may pursue their education in architecture and in their professional aspirations: 1) Bachelor of Architecture (undergraduate level); 2) Master of Architecture (2-year for those with a 4-year undergraduate degree in architecture); 3) Master of Architecture (3-year for those with a 4- year undergraduate degree outside architecture). We believe these multiple options provide the best opportunity for students of all demographic and economic backgrounds to individually identify for themselves their best, most accessible path, into the profession.

Each path (undergraduate and graduate) offers their own financial support opportunities. Often, Indiana undergraduate students with qualifying family incomes can join the 21st Century Scholars program which provides full tuition support for eight undergraduate semesters.

Required coursework in **Social and Environmental Justice (SEJ)** occurs in both the undergraduate and graduate architecture programs – coursework that has been in place for almost a decade. To our knowledge, it is the first formal program in SEJ as an undergraduate minor, or graduate certificate in a design school in the United States. All undergraduates in their 2nd Year of study are required to register in **ARCH 251: Introduction to Social and Environmental Justice in Design**.

The Department of Architecture has a reputation for providing strong design and practice-centered programs while fostering a diversity of thoughts, values, and approaches in the studio and classroom. Through this support for instructional points of view, students are exposed to a wide range of ideas, design values, process methods, and ultimately career trajectories. Faculty hired to teach in the department embody a variety of architectural educations, practical experiences, 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 their own disciplinary beliefs and path.

In 2018, the College of Architecture and Planning in response to incidences involving implicit bias, underwent an independent assessment of the social climate of the college. As a result, CAP established an Inclusive Excellence Committee to address societal challenges to equity, diversity and inclusion within the CAP environment. Guided by the university's Inclusive Excellence Plan, actions of this IE Committee included, but were not limited to, Implicit Bias Training for all CAP faculty and staff.

The university has developed a University's Inclusive Excellence Plan and the expectation that all units would follow with plans of action specific to their college, or department. This past year the department faculty initiated a process to identify our unit's Inclusive Excellence Action Plan. Guided by the Inclusive Excellence Toolkit, all faculty, staff, administrators, as well as the department's student council, participated in a series of faculty meetings and working- group discussions: 1) assessing and inventorying our existing conditions; 2) analyzing our strengths and weaknesses and opportunities; 3) identifying actions that can be taken to further the culture of inclusive excellence within our department.

How will the program continue to address this value as part of its long-range planning?
In-process, but with a strong foundation of observations and aspiration, the end-goal is to have a departmental IE committee continue the work that has been done by developing a summary draft, articulating an action plan along with identified champions and targeted benchmarks.

This fall, the department is fully implementing its **Inclusive Excellence Plan** organized around objectives in Recruitment; Retention; Rewards and Recognition; Inclusive Excellence Training Development and Curriculum; Culture and Climate of Inclusion; and Inclusive University Policies, Systems and Infrastructure. This unit-specific plan that will impact all programs within the department. Through awareness and emerging efforts, we have witnessed a significant increase in a diverse pool of qualified candidates and hires for faculty positions. In addition, while we have made noteworthy progress in the past several years to grow a more diverse student body, ongoing success (through specific actions identified in our Plan) will continue to be measured over time.

It is understood that a more creative, progressive, and frankly aggressive means of truly achieving diversity among faculty and staff must be implemented in order to begin to approach the level of diversity that is present in the urban and rural demographics of this region. We can provide charts and graphs, discuss our Inclusive Excellence initiatives at the college and university level (and in theory, our Inclusive Excellence programs are "excellent" as indicated herein. We can employ all of the buzzwords that generate approval among auditors, reviewers, and visiting teams. Or, as with our undergraduate and graduate programs in Social & Environmental Justice, we can engage in a degree of activism through administration, with faculty and staff support, that exceed goals not only at Ball State University, but as a model for design schools nationwide.

As with other sectors of the profession, said goals never seem to be met. There may be architecture programs that demonstrate commitment to diversity and inclusion among current and prospective faculty, staff, and students though goals and nomenclature; but not withstanding historically Black colleges and universities (HBCUs) there is a general lack of evidence that *ANY* program in the sphere of NAAB accreditation can truly demonstrate actual achievement in meeting such goals. We are committed to building a foundation for a truly diverse academic environment that at a minimum, is reflective of the diverse population of students served. For the Fall 2022 semester, twelve (12) new faculty members have been hired in various capacities. This opportunity is the direct result of retirements and other forms of transition, combined with growth of undergraduate and graduate student enrollment. Of the twelve new faculty, eight (8) are faculty of color and from under-represented populations. Of the eight, five (5) are African American. Of the twelve-faculty mentioned herein, most are teaching in our undergraduate program.

The following summarizes techniques employed thus far. As we continue to address decades of disparity, we are devoted to being progressive and creative while simultaneously assuring that our practices are in strict accordance with all policies, legal parameters, and hiring metrics.

- Not only shall we advertise for positions in a wide range of publications, journals, and other platforms (as indicated herein), it is imperative that we actively recruit and encourage prospective and highly qualified applicants from diverse backgrounds (with particular emphasis on individuals from under-represented populations) to consider our program and apply. This requires research, networking, and attendance in regional and national conferences including, but not limited to the annual National Organization of Minority Architects Conference.
- Establish formal relationships with minority owned, operated, and staffed design firms. Approach principals about the critical importance of inspiring aspiring architects of color through representation in the academy. Our first attempt at developing such a relationship has been with Indianapolis-based Meticulous Design + Architecture. This is by far, the most diverse Indiana-based Architecture firm and is led by two alumni of our program. Both possess a particular understanding of the detrimental aspects of lack of representation for students from under-represented populations in a predominantly white institution. In addition to expressing willingness to offer principal staff to serve as faculty in our undergraduate and graduate degree programs, Meticulous has relocated its offices to the former Angie's List campus adjacent to our graduate program's physical location in downtown Indianapolis. This provides convenient access for Meticulous personnel to offer instruction, inspiration, and a pipeline to professional experience including our Integrated Path to Licensure (IPAL) Program. During Fall 2022 Semester, five (5) Meticulous personnel, (two principals and three project managers) serve as faculty in our Department of Architecture. https://www.meticulousda.com/about
- Foster an academic environment that enables, encourages, and supports faculty from under-represented populations to develop and evolve from adjunct faculty, to full-time contract faculty, to tenure-track faculty, and to tenured faculty. We understand that there is a limited pool of candidates, for the profession and the academy has a dismal record in developing a critical mass of students, graduates, practitioners, and educators of color. We can no longer rely on the excuse that "we can't find . . ." we must endeavor to "create." As a profession and academy ground in principles of creation and innovation, it is our collective responsibility to be creative and innovative toward social equity, diversity, and inclusion.

Our benchmark will be to ultimately arrive at a level of diversity and inclusion that is equal to that of society in general. Only then can we express any degree of satisfaction or honestly suggest to our accrediting body that our goals have been reached. In the meantime, we will continue the use of creativity as indicated herein by example to first, have parity with the diversity of students enrolled, then with society in general.

In conclusion, the university recently built and opened a new Multicultural Center in the heart of the campus in an effort to enhance diversity and inclusion of under-represented student populations. It should be noted that the delivery of the Multicultural Center was led by a young African American designer who now serves on our faculty as a full-time contract member. This highly regarded faculty member is only the second African American to serve as a full-time faculty member in the Department of Architecture in its nearly sixty (60) years of existence (the current Department Chair being the first). This is no longer an acceptable statistic and the Ball State, College of Architecture and Planning, Department of Architecture is committed to addressing social equity, diversity, and inclusion by means and goals described herein.

Department faculty are currently and consistently engaged in outreach initiatives (often supported by students) in local neighborhoods and community schools, connecting the potential of a design education with local youth from all backgrounds.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response: The Department of Architecture supports faculty and student efforts towards disciplinary innovation and the generation of new knowledge. **Faculty scholarship and creative work** is encouraged through policies (Promotion and Tenure; Salary/Merit), culture (lunch-time faculty discussions; support for a diversity of interests) and practice (financial support for travel, technology and materials).

Students (with faculty support) **define and engage in a final project** of their own interest. This opportunity encourages exploration, innovation and the advancement of disciplinary knowledge. Research Methods and Final Project Preparation provide the skills for success in these efforts and establishes a culture of support for the unique pursuits in an effort to establish a community where nurtured risk taking, necessary in the generation of new knowledge, can occur.

Fabrication Labs in the CAP building are fully operational and constantly updated to provide access to innovative tools and technologies such as the CNC mill, robot, laser and 3D printers. The CAP Simulation (SIM) Lab, contains fast computer towers, running software (rendering, performance, BIM and design modeling) and is accessible for any student via faculty request.

How will the program continue to address this value as part of its long-range planning?

- **Implementation of Proposed Minor in Digital Fabrication** - prompted by student interest, this minor is pending university approval as an option for students interested in furthering their exploration, innovation and research, into cutting-edge aspects of architectural design and fabrication methods. As of now, this opportunity only exists as a certificate in the graduate program.
- **Research Methods and Final Project Preparation** – curricular discussion regarding the placement within the curriculum for students to take Research Methods and Final Project Preparation in relation to the Final Project for optimum effectiveness.

Continued support for:

- **Design Innovation Fellowship** – a two-year maximum, full-time contract faculty term for a recent graduate or other faculty invested in cutting-edge research. The fellow pursues a research agenda, often working with students and faculty, teaching in our undergraduate and graduate architecture programs, and shares their ideas and work in presentations and an exhibit that are open to the university community.
- **CAP Guest Lecture Series** (extra-curricular) supports presentations by designers and professionals often at the forefront of current architectural thinking and who integrate research with their practice. Utilize ZOOM to facilitate student and faculty access.
- **AIA Indianapolis monthly meetings** - all students are invited/encouraged to attend the AIA Indianapolis monthly meetings (held at the Ball State CAP: Indy Center in Indianapolis) who host a variety of guest speakers introducing new technologies, products, ideas. These are aligned with continuing education for professionals.
- **Participation in competitions** – participation in competitions such as the department of Education's Race to Zero and Solar Decathlon Design + Build, elevates student awareness of the necessity for innovation and research to advance towards solutions to some of the world's most challenging problems such as climate change and social equity.
- **Faculty Professional Development** – registration fees and travel expenses continue to challenge departmental budgets to support faculty research and travel to advance scholarship and continuing education. However, faculty continue to present their work to national and international forums either via ZOOM (due to COVID) or in-person, publish books, discuss their scholarship and writing through a CAP Library-sponsored open ZOOM presentation, be active in design competitions and the practice of architecture with intent to integrate contemporary innovations in their design.
- **Software/Hardware** – upgrades for software/hardware is provided through the college's IT budget and departmental foundation accounts as needed.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response: Community engaged applied learning is a program pillar for our department, college, and Ball State University. Twenty years ago, the Boyer Report advocated for more connectivity between the education of architects and the needs of communities; the authors noted that Ball State is invested in "preparing future architects for lives of civic engagement, of service to the nation… to help increase the storehouse of new knowledge to build spaces that enrich communities, prepare architects to communicate more effectively the value of their knowledge and their craft to society." (Building Community, Ernest Boyer + Lee Mitgang) We continue this pursuit. The College of Architecture and Planning's long history in community-based projects demonstrates 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, design-build projects) expose students to diverse communities and how the practice of architecture can contribute to community health and human needs.

The department also strives to develop our students' leadership skills by supporting multiple opportunities for students to **get involved in organizations** outside of studio. These include active chapters of AIAS, ASHRAE, USGBC, NOMAS, and the Associated Students of Historic Preservation (ASHP). Our active AIAS Freedom by Design student-led organization seeks opportunities to engage community by assisting with the design and build needs of local Muncie residents. The department's Student Council is comprised of student organization leaders as well as elected class representatives from each year-level of all programs. These students meet periodically with the Department Chair to discuss departmental and student organization initiatives, often leading in discussions providing student perspective on department initiatives such as Strategic Planning and inclusive excellence initiatives.

Curricular opportunities establishing an effective balance between developing a student's individual abilities while also providing opportunities for **teamwork and collaboration** are provided both in lecture/seminars and in studio. Once students have the foundational individual skillset established to meaningfully contribute to collaborative assignments, teamwork is integrated into the pedagogy, thereby developing the abilities of students to coalesce different perspectives into common pursuits learning from each other.

Engagement in real community needs necessitates collaboration, and (within that) **leadership** by students who invest fully in their different roles. By consistently using community-connected educational explorations that integrate/necessitate collaboration abilities and student practice in their leadership, the program hopes to foster future professional leaders and community activists who are invested in their communities' health and well-being wherever that may be.

How will the program continue to address this value as part of its long-range planning?
Leadership, Collaboration, and Community Engagement - framed by the goals of the university Strategic Plan and specifically related to our unit's action plan:

Continuing Community Engagement, Leadership and Collaboration through:

- Studio design + build programs
  - Solar Decathlon - local build challenge.
  - **Muncie Mission** - dwelling for transitional housing.
- Outward focused applied learning experiences with actual community partner(s):
  - 8twelve Neighborhood Coalition (Muncie) - designing, building, and installing community enhancement features that were programmed with stakeholders in the neighborhood.
  - Muncie Makes Lab - a downtown Muncie BSU/CAP owned building showcasing CAP student and faculty work; BSU School of Art work; community K-12 schools' student art work, to the local community typically during the city's monthly First Thursdays (Art Walk).
  - MADJAX – location where students and faculty share their work with the community during the city's monthly First Thursdays.
- Internships with community service organizations:
  - Freedom by Design - student group emphasizes community service to improve the lives of local residents.

- ecoREHAB - is a department faculty initiated non-profit involved in turning abandoned properties into affordable housing.
- Habitat for Humanity - contributing to the designed renewal of the 8twelve Neighborhood Coalition.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response: As new and increased challenges to the design of the built environment become evident, and best practices in architecture continually evolve as new technologies, building science knowledge, materials, and fabrication methods are introduced, the successful practice of architecture inherently requires a commitment to life-long learning.

Professionals that are knowledgeable about the breadth of issues that architecture connects with, as well as, the recognition of the importance in having of a depth of knowledge often in a specific area of expertise, is a value instilled in our program curricula, nurtured through our teaching and learning culture, and activated by participation in national and international competitions and organizational involvement.

How will the program continue to address this value as part of its long-range planning?
In establishing a teaching and learning culture that holds the above values, encourages questions, engages in discussion, develops knowledge, proposes ideas, and explores solutions within a supportive environment by example provides our students with an appreciation and importance of a commitment for lifelong learning.

Opportunities such as the CAP Guest Lecture series and AIA Indianapolis monthly meetings in the Ball State CAP: Indy Center exposure students to new ideas and the importance of educating themselves continually to remain aligned with current discourse in the profession.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

NOTE - Program Criteria Assessment: Since Program Criteria reflects the holistic experience of students, assessment is conceived of at a holistic, program view. Every aligned, required curricular experience, has discreet assessment methods (reviews, exams, grading rubrics, etc.) which contribute to this overall program experience. The holistic assessment methods for program criteria used include surveys (employer surveys, graduating students exit survey, and eventually alumni surveys); feedback from advisory board review; feedback from community stakeholders; final thesis reviews + reports; registration exam pass rates; in-process student feedback during the course of the program; review of end-of-semester faculty discussions; and overall retention and graduation rates.

These assessment metrics relative to each Program Criteria are to be reviewed and discussed annually by the Department Chair, Program Director, and Assessment and Accreditation coordinator, to identify any insufficiencies. Matrix realignment and/or curricular/course modifications and/or support for extracurricular opportunities are then proposed and processed through the necessary means (curriculum committee for any course/curricular adjustment). Note that as we are at the start of this process in the application of 2020 Conditions, this cycle of holistic review has only started with the exit survey of graduating students this past spring. EACH course or extracurricular FOLDER within each PC contains the assessment detail that faculty described as well as the results of their individual assessments; when possible, assessment methods for

extra-curricular opportunities are also defined in these folders. These folders are accessed in the annual review of PCs.

Curriculum in the B.Arch program follows a schedule of Introduce, Reinforce, Demonstrate where concepts are introduced in the earlier years of the program, reinforced in later associated courses, and then demonstrated in students final years in the program. In order to achieve holistic education, subjects are often introduced at a basic level, and then supplemented with additional information, reinforcing the earlier education. Finally, the curriculum layers assessment strategies for subjects in students' fourth and fifth year to ensure that students contemplate the theory behind these subjects and their use in the architecture profession beyond traditional education.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Fall 2021
ARCH 320 Overbey
ARCH 420 Shimizu
ARCH 455 Overbey

Spring 2022
ARCH 420 Overbey
ARCH 455 Overbey

Optional Curricular:

- Minors – Historic Preservation, Social and Environmental Justice (SEJ), Sustainability.
- Electives (topical seminars)

Extra-Curricular:

- Students are encouraged to attend meetings in CAP Indy such as AIA free of charge and be involved in organizations such as Young Architects Forum (YAF) and Women in Architecture (WIA)
- Community engaged studios (ARCH 202, ARCH 302, ARCH 400) introduce students to career options in varying types of design and include participatory design practice that engages design professionals in community-centered initiatives
- Field Trip Week with frequent visits to Professional Offices and Industry Production and Fabrication Facilities
- Lunch and Learn Events
- Materials Lab in CAP Library sponsored Lunch and Learn Events with material representatives, industry sponsors, and design professionals on their expertise
- Optional department sponsored lunch discussions with professionals at Muncie
- Professionals, community partners, and industry sponsors as reviewers in design studios and support courses with an emphasis on iterative feedback in ARCH 404 Capstone/Diploma Project with interim and final reviews

NARRATIVE

Overview: The Department of Architecture and all professional programs within the College of Architecture and Planning (CAP), recognize and value the importance of connecting students with the profession of architecture, and their consideration of student's agency in defining their own possible

career trajectories. During prospective student visits and at open houses, we differentiate the various programs and curricula offered in the department, and discuss how students might job shadow prior to attending college. Once admitted to the architecture programs, students take two courses in Professional Practice, featuring guest speakers from varying architectural and affiliated industries, and participate in a semester-long internship experience that integrates them into the professional world of architecture. Students are also able to seek summer internships beginning after their first year if they so choose. As part of the courses, students are encouraged to be register for NCARB AXP so that they may begin to earn credit for work time with a licensed professional during their semester or summer internships.

Curricular: Introduce

Students begin learning about the path to licensure through required ARCH 100 (Introduction to Architecture) in their first year at CAP. The course outlines all requirements that students must achieve in order to become licensed, and the variety of career paths available to them with their accredited degree. Students then take required ARCH 320 (Introduction to Professional Practice) in their third year, where they are asked to critically assess their chosen career path. One intended objective of this courses is to reinforce the necessary steps to become a licensed architect in the United States with more detail. Also in those introductory classes, faculty and guests share their personal paths into, and connection with the discipline of architecture and allied disciplines in practice. The course includes exposure to a range of practice models in architecture and related fields (professional mentorship, case study research, analysis of diverse roles and relationships of key stakeholders in the architectural profession and allied disciplines) and application of these experiences to practice scenarios (role playing, collaborative teamwork and practice plan development/marketing proposals) providing experience with the breadth of architectural practices to inform student's professional path. The course also assesses competencies outlined by the National Association of Colleges and Employers (NACE), intended to prepare students for professional life after university study.

ARCH 320 (Introduction to Professional Practice) generally follows the latest edition of *The Architect's Handbook of Professional Practice*, published by the American Institute of Architects to assure that our students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. *The Architect's Handbook*, and its companion publication, *The Architecture Student's Handbook of Professional Practice*, are excellent resources for students undertaking architectural practice courses. This course utilizes the full version of the text for its robust content. Students take a series of quizzes on this and other resources as part of the course, and openly discuss their reflections in class.

While the Handbook is periodically updated to reflect current path to licensure, practices, and trends in the profession of architecture, the course content of **ARCH 320 (Introduction to Professional Practice)** is supplemented by a range of material through the use of documentaries, recorded webinars, articles, websites, contemporary examples, and multimedia lectures designed to articulate all herein. The NCARB Website includes extensive and tremendously helpful information designed to fulfill the specific knowledge needs of interns and emerging professionals. This includes the Architectural Experience Program® (AXP®) and the **Architect Registration Examination (ARE)** - two critical **NCARB** platforms that directly relate to student preparation for the architectural profession. Moreover, third-year students enrolled in **ARCH 320** are required to develop resumes, portfolios, and cover letters - all of which will help the students start to identify their career trajectories and they prepare to secure a required semester-long internship in the fourth year of the program.

Curricular: Reinforce

B.Arch students then take **ARCH 420 (Professional Practice)** in their fourth year (Fall or Spring Semester), a year which is designed to connect students with a range of professionals that inspire them to step towards and shape their own professional aspirations. With multiple paths to licensure beginning with their academic degree, students in **ARCH 420 (Professional Practice)** begin to explore their future role in the profession by first orienting themselves to varying professional practice models, roles of regulation, and then fundamentals of business practice and project management. Through a series of immersive exercises, students are tasked with taking on a variety of roles as part of the professional

design and construction process, working with classmates to formulate business plans, cost analyses, and professional written documents. The goal of **ARCH 420 (Professional Practice)** related to career paths is to critically examine stakeholder roles in traditional, non-traditional, and alternative career paths and ultimately align the student's goals and path.

Curricular: Demonstrate

ARCH 455 (Architectural Internship) is a 4- to 8-month professional internship built into the fourth year, and summer before or after, to provide students with a professional work opportunity. The course prepares students for critical engagement in architectural practice through field studies in architecture under the supervision of a licensed architect or allied design professional. Under certain conditions this internship may apply toward the Architectural Experience Program (AXP). The course is designed to complement, build off and reinforce course content from **ARCH 320 (Introduction to Professional Practice)** and is complementary to **ARCH 420 (Professional Practice)**.

Optional Curricular:

All **student-selected undergraduate minors** engage students with professionals in their respective area through coursework and invited presentations. Social and Environmental Justice (SEJ) and Historic Preservation (HP) expose students to alternative careers in design by having students interview and share work of architects that step outside the mainstream design to provide design services that serve a larger segment of the population than had been served by traditional design professions. The Sustainability Minor exposes students to the theoretical and technical strategies employed in creating a sustainable environment, both building and natural. It is a collaborative minor with course offerings in multiple departments and helps to prepare students for a variety of career paths.

Extra-Curricular:

All students in the department are invited to occasional **"lunch-time discussions"** where alumni share their stories of their own paths and current professional position. We try to have several of these opportunities a year, bringing professionals and students together. Additionally, the architecture materials library hosts **"Lunch and Learn"** sessions that allow materials manufacturers to present new and innovative materials and their uses to students in the college. These are open to all students and the local community and are hosted in the CAP building.

Many of the tenure-line and contract faculty in the department are also practicing architects and offer elective courses with a **design-build** or **immersive-learning** component, offering the students a chance to professionally engage with communities through real-world projects. These have included building designing and constructing the CAP:INDY signage, working with Skidmore, Owings, and Merrill architects to visualize an extension for the CAP building, and designing tiny homes for people experiencing homelessness.

Field trips are integrated into our programs ("CAP Field Trip Week" occurs in fall semester) and are further opportunities for students to meet with diverse practitioners and leaders in the design professions to further expand horizons for potential career paths.

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. This three-course sequence (**ARCH 320**; **ARCH 420**; **ARCH 455**), alongside professional learning opportunities practiced in immersive studios and support courses and extra-curricular activities, prepares students to select and achieve their preferred path to professional licensure and/or other professions that utilize architectural skillsets.

Assessment of overall student experience relative to Program Criteria PC.1 Career Paths (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.1. Attention is given to any deficiencies with a re-alignment OR suggested strategies of different approach shared with faculty.

- **Re-Occurring Assessment:** Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.

- **Grading assessment of student work**, with focus upon the professional practice coursework. Along with the end of semester faculty presentation, discussion of student work, assessment methods include exams, papers, and projects.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.1: *Awareness of the paths to becoming licensed as an architect in the United States and the range of available career opportunities that use our discipline's skills and knowledge.*

RESPONSE: Graduate B.Arch (satisfactorily, well, very well) = 97.5% (well or very well = 87.8%)

PROPOSED MODIFICATION: Targeting the well/very well response - we are aiming to be over a 75% a benchmark, which was achieved in 2022. Students seem to feel that we accurately illustrate the available career opportunities and path to license. We (Program Director and Chair) are continuously discussing how to improve with our Professional Practice faculty. Additionally, we have discussed the additional opportunities for B.Arch students to connect meaningfully with professionals (for example the Young Architects Forum) to continue to be exposed to what career opportunities are out there, particularly as the profession shifts.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Fall 2021
CAP 101 de Brea; Keramida-Strahl; Tursky
ARCH 201 Barry; Burns; Graybeal; Keramida-Strahl; Kerestes; Underwood
ARCH 301 Coggeshall; Danahy; Dixon; Gray; Loewenthal; Phillippe; San Miguel
ARCH 400 Collins; Shimizu
ARCH 403 de Brea; Keogh; Koester; Mounayar

Spring 2022
CAP 101 Eggink
CAP 102 de Brea; Dixon; Keramida-Stahl
ARCH 202 Burns; Cruz; Graybeal; Keramida-Strahl; Kerestes; Underwood
ARCH 302 Coggeshall; Danahy; Dixon; Gray; Loewenthal; Phillippe; San Miguel
ARCH 400 Collins; Shimizu
ARCH 404 de Brea; Keogh; Koester; Mounayar

Extra-Curricular:
- CAP Guest lecture series
- Alumni lectures
- Field Trip Week with visits to significant design environments

NARRATIVE

Curricular: Introduce

Introducing the design process to students begins in first-year foundational design studios **(CAP 101 & CAP 102)**, which are taught by faculty from the Architecture, Landscape Architecture, and Planning departments. Students are tasked with basic principle design projects meant to introduce universal concepts such as modules, symmetry, light, space, color, order, etc. After the first year, students submit a design portfolio to be assessed for acceptance into the architecture department. Students who are accepted into the architecture department then take a series of Architectural Design studios intended to introduce students to architectural design at a variety of scales (small, medium, large) and in a variety of locations (urban, suburban, rural, etc.). These students begin in the second year with **ARCH 201 (Architectural Design)**, which transitions students from the first year beginning design projects into full architectural design projects and also integrates support course content (Building Technology, Passive Environmental Systems, Architecture History, Social & Environmental Justice) and digital technologies for a holistic, design-oriented introductory semester. This is followed by **ARCH 202 (Architectural Design)**, which integrates additional beginning support courses (statics & structures, architectural theory, passive environmental systems) so that students have received introductory information on most elements of building design and construction in their second year. **ARCH 202 (Architectural Design)** also employs a benchmark "competition," where all students are given a comprehensive program for a small/medium (10,000-15,000 s.f.) building on a rural or suburban site. The competition is judged by industry professionals and regional academics, and provides feedback to students and faculty on the success of students' integration of design principles in accomplishing the program.

Curricular: Reinforce

In the third year, students take **ARCH 301 & ARCH 302**, which are project-based Architectural Design Studios intended to reinforce the beginning architectural design from the first and second years, and introduce more complex design principles, layered with support course materials (Active Environmental Systems, Steel/Concrete/Wood Structures, Building Technologies, Historic Preservation, etc.). Projects for **ARCH 301** have included museums, an environmental center, mixed-use development, and artist studios. The semester typically begins with a small-scale exercise (furniture analysis, precedent studio, pavilion design, etc.), which then transitions to a larger-scale project later in the semester. As with **ARCH 202, ARCH 302** features a benchmark competition, where all students are given the same project and site. This competition has traditionally been a large-scale multi-building development (mixed-use), so that students can integrate structure, building envelope, vertical circulation, and life safety principles with accuracy.

Curricular: Demonstrate

In the fourth year, students take **ARCH 400 (Comprehensive Architecture Studio)**, which reinforces the principles learned in the first three years of students' education, and then asks that they integrate additional considerations, such as codes and regulations, site design factors, and technical documentation. **ARCH 400 (Comprehensive Architecture Studio)** also begins the studio learning assessments, by reviewing building synthesis, integration, technical knowledge, regulatory context, health, safety, and welfare, and ecological responsibilities. Students work individually and in teams to produce housing solutions for real- world clients at a variety of scales, learning about how all elements of buildings come together from iterative inception through final construction. **ARCH 400 (Comprehensive Architecture Studio)** is designated as a:

- Team project to develop collaborative and professional soft skills,
- Semester-long project divided into phases that build upon the other while changing scale, focus, and design prompt. Assignments are sometimes individual, groups of 3-4, but the overall is a partner project.
- Regional urban site
- Commercial multistory building to give greater exposure to building code egress / ADA

The studio has worked with students and faculty from other departments on a series of comprehensive designs for the **Solar Decathlon Design Challenge & Build Challenge**, which allows for team collaboration, investigation multiple scales, the regional urban site, and exposure to building codes, accessibility, and egress.

The Architectural Design Studio sequence ends with **ARCH 403 (Architectural Design Studio)** and **ARCH 404 (Architecture Final Project Studio)**, which are the final assessment courses for design skills. The primary objective for these semesters is for students to go through the entirety of the architectural design process by self-specifying the project goals, issues, and procedures and developing a final solution. **ARCH 403 (Architectural Design Studio)** is devoted to two parallel activities: architectural project design and capstone/diploma project preparation. In the first half of the semester, students complete a studio-section project or series of projects addressing a complex range of architectural issues and design criteria and using a variety of design processes, with the objective of deciding what type of capstone project they would like to design. Students are asked to produce:

- research and documentation of a project brief;
- investigations leading to a conceptual building and site design;
- development/refinement responding to selected design criteria;
- integration of technical and construction systems;
- refinement of detail design;
- documentation and communication; and/or
- project evaluation and debriefing.

This year of design education is largely issue-driven. Students are expected to pose questions about the making of architecture and urbanism, seek out the resources needed to vigorously investigate those questions, take positions regarding the issues raised, and take appropriate action toward their resolution.

ARCH 404 (Architecture Final Project Studio) culminates a five-year journey in architecture. It marks a significant moment because this is the first time a student has an opportunity to fully delineate and explore a design question of personal choosing. It provides students both the freedom and the responsibility to raise to consciousness and critically examine their own design process. And it is inspiring because each student is charged to demonstrate the capacity to guide the making of meaningful architecture that is personally identifiable. Ultimately, the thesis challenge is a design challenge – of a theoretical and practical nature – to materialize an idea in form. This thesis semester is also a transition from the sanctuary of school into the world of practice and thereby takes on lasting importance.

During this design journey, each student is charged to repeatedly clarify a question such as: Can architecture impact, change, modify, improve, enhance, enrich…? What does architecture need to become in the face of…? How should architects…? Which then is used to identify a thesis, a statement or theory that is put forward as a premise to be maintained or proved; an argument, assertion, contention (Merriam Webster Dictionary) such as: The use of … (thesis proposition) … can/will impact, change, modify, improve, enhance, enrich, Architecture … as a philosophy, a discipline, and/or a practice. Which then is investigated and evaluated (tested) through a project design; i.e.: To evaluate (test) this thesis, this project will explore the design of ... (project)… identifying the essential and circumstantial factors of consideration in the design process to conceptualize a parti for organizing a design response to the thesis inquiry.

ARCH 404 (Architecture Final Project Studio) self-selected design project gives each student the freedom to apply personal academic knowledge and experience to design project that reflects a specific interest. While students may work in groups with common interest, the final project is individual. Discourse with faculty and peers is consistent with shared beliefs and practices regarding their thesis inquiry in design. It is fundamental in this collaborative environment to draw connections between peer-related thesis inquiries. The primary objective of the final design project is to collectively refine and expand the fields of architectural discourse and practice with a diversity of design propositions and to

test a possible trajectory both for architecture and for a generation of architects who, with intellectually independent thesis projects cross over into professional careers as architects.

Assessment of <u>overall student experience</u> relative to Program Criteria PC.2 Design
(also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.2. Attention is given to any deficiencies with a re-alignment OR suggested strategies of different approach shared with faculty.
    - **<u>Re-Occurring Assessment:</u>** Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Semester competitions**, judged by outside academics and industry professionals, who provide feedback to students and faculty
- **Grading assessment of student work**, with particular focus upon the final two years of the program – ARCH 400, ARCH 403, and ARCH 404 where students are developing and demonstrating their awareness of design processes across a variety of scales, and the final independent project production.
- **Stakeholder feedback:** Community Partner Feedback – at the conclusion of the project and in final reviews, students hear from the community partners in terms of their assessment of the work of the students; Advisory Board feedback twice a year.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

<u>Please assess how well your education has prepared you in the following area PC.2:</u> *Developing an effective design process that is integrative, iterative, and driven by ideas, in different settings and for different scales (building to city).*

<u>RESPONSE:</u> Graduate B.Arch (satisfactorily, well, very well) = 97.5% (well or very well = 95.1%)

<u>PROPOSED MODIFICATION</u>: Targeting the well/very well response - we are aiming to be over a 75% benchmark. The annual review of PC's by curriculum committee will consider how the programs' addresses PC.2 Design and look for areas of curricular adjustment/improvement to continue to exceed a 75% minimum.

<u>PC.3 Ecological Knowledge and Responsibility</u>—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

<u>Fall 2021</u>
ARCH 373 Reinhart / Collins

<u>Spring 2022</u>
ARCH 273 Reinhart

Optional Curricular:

- Minors – Historic Preservation, Social and Environmental Justice (SEJ), Sustainability.
- Electives (topical seminars)

Extra-Curricular:

- Students are encouraged to attend meetings in CAP Indy such as AIA free of charge and be involved in organizations such as Young Architects Forum (YAF) and Women in Architecture (WIA)
- Community engaged studios (ARCH 202, ARCH 302, ARCH 400) introduce students to career options in varying types of design and include participatory design practice that engages design professionals in community-centered initiatives
- Field Trip Week with frequent visits to Professional Offices and Industry Production and Fabrication Facilities
- Lunch and Learn Events
- Materials Lab in CAP Library sponsored Lunch and Learn Events with material representatives, industry sponsors, and design professionals on their expertise
- Optional department sponsored lunch discussions with professionals at Muncie
- Professionals, community partners, and industry sponsors as reviewers in design studios and support courses with an emphasis on iterative feedback in ARCH 404 Capstone/Diploma Project with interim and final reviews
- Student Chapters for: American Institute of Architectural Students; American Society of Heating, Refrigerating and Air-Conditioning Engineers; Construction Specifications Institute; US Emerging Green Building Council; Associated Students for Historic Preservation

Curricular: Introduce

To introduce Ecological Responsibilities, **ARCH 100 (Introduction to Architecture)** has a series of lectures that cover “Climate and Context” and “Sustainability.” The course broadly discusses how buildings can be designed to maximize efficiency by utilizing the site itself and how sustainable strategies enhance building performance. Most of this is shown in multiple historical and more modern examples including those designed by Paulo Soleri, Frank Lloyd Wright, Renzo Piano, Cutler Anderson Architects and Lake Flato Architects. Students will have a several opportunities, including two quizzes and a final exam to test their knowledge of these areas covered on these topics. In addition, online class discussions are posed with required students’ responses.

Curricular: Reinforce

ARCH 251 (Social and Environmental Justice) reinforces for students the essential role that architecture plays in promoting socially and environmentally just communities by acknowledging the values of human rights, social equity, and the dignity of every human being. This survey course is organized in 3 five-week modules (1) Disability, ADA, Universal Design and Human Rights; (2) Environmental Justice; (3) Societal and Cultural Impact, providing a description and assessment of social equity in design and the impact of the built environment on human health, safety and welfare at multiple scales, from building to cities.

The modules introduce students to the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. Social and environmental justice is a way of thinking, a world view, a set of beliefs about issues of equity as it relates to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and responsive to issues of marginalization, stigma, dignity, and discrimination. It can also be considered as an umbrella term that is inclusive of the following characteristics of diverse individuals - gender, race, class, age, national origin, religion, sexual orientation, physical or mental ability, ancestry, and citizenship as they relate to design at all scales. The proposed platform of social and environmental justice links three arguments about the living conditions endured by the great majority of the planet's inhabitants: 1) that all people have the right to realize their potential in the society where they live 2) that each of us is responsible for preserving life because we believe in the right of each individual life form to thrive and 3) environmental benefits and burdens should be distributed equitably. Implicit in these explanations is the acknowledgment that

injustices occur both in the lives of the citizenry and the built environment, are endemic and structural, and often reside outside the empathetic understandings of the most privileged people in a society.

With respect to Ecological Knowledge and Responsibility, **ARCH 251** content demonstrates that society's failure to acknowledge, confront, and address social and environmental justice issues contributes to the ecological problems through systems of sprawl, physical class separation, and physical, social, and institutional abandonment. The course reinforces the premise that designers must be responsible for exploring approaches that minimize negative ecological factors caused by the built environment.

Curricular: Demonstrate

ARCH 273 (Environmental Systems 1) introduces students to principles of environmental control in buildings, which improve occupant comfort, safety, and well-being, and influence resource usage and environmental impact. The course specifically addresses environmental control approaches, systems, and strategies considered to be "passive systems," which do not use purchased energy to operate and which often influence the architectural form, orientation, and overall design of a building such as daylighting, solar shading, solar heating, natural ventilation/cooling, and acoustics. Optimizing for these "passive systems" offers great potential to eliminate or reduce dependance on "active systems" that rely on purchased energy, which is typically generated with non-renewable fuels/resources that contribute to global climate change and other negative environmental impacts. As a prerequisite to the **ARCH 373** course focused on "active systems," **ARCH 273** presents students with ideas, concepts, approaches, and strategies that should be considered first when designing low/zero energy and low-impact buildings.

ARCH 373 (Environmental Systems 2) reinforces "passive systems" concepts, strategies, and systems and introduces "active systems" as a necessary component of building systems that support occupant comfort, well-being, health, safety, and productivity. Properly sized "active systems" work in concert with strategically selected "passive systems" as hybrid systems that use energy and other resources responsibly and help mitigate the detrimental effects of global climate change. Students learn about industry efforts advocating for low-carbon buildings such as AIA COTE and the Architecture 2030 Challenge. Students learn to quickly test environmental systems design ideas to see if they meet basic energy/resource conservation criteria, which often carry with them significant aesthetic and performance opportunities and challenges. The course emphasizes that in most climates around the world, optimal indoor comfort and occupant well-being cannot be maintained via "passive systems alone," and that "active systems" such as electricity, electric lighting, heating, cooling, ventilation, water supply/waste, mechanical circulation, fire protection, and renewable energy systems play an ever-increasing role in the functioning of modern buildings designed for low/zero energy and low-impact.

Together, these two courses (**ARCH 273** and **ARCH 373**) serve to reinforce environmental and ecological stewardship as integral to the architectural profession and give students the tools to address climate change through high performance design.

Optional Curricular:

Students interested in learning more about high performance in design can elect to complete the **Sustainability Minor**. Participating students are provided with a breadth of exposure to issues including systems theory, values and ethics, atmosphere and climate, population, energy, water, land, food (land-based and freshwater/marine-based), health (disease and nutrition), materials (including resource harvesting, resource limitations, resource recycling), natural biological systems (including ecosystem services), economies and poverty. Participating students will be provided a breadth of exposure to issues including systems theory, values and ethics, atmosphere and climate, population, energy, water, land, food (land-based and freshwater/marine-based), health (disease and nutrition), materials (including resource harvesting, resource limitations, resource recycling), natural biological systems (including ecosystem services), economies and poverty. Students may also choose to pursue a **Minor in Historic Preservation**, which in part addresses the principles of carbon footprint reduction through adaptive reuse, and discusses the pursuit of cultural sustainability in architecture.

Extra-Curricular:
Ball State CAP is also home to several student chapters of national organizations that focus on climate change mitigation and sustainable futures. CAP is home to student chapters for American Institute of Architectural Students, American Society of Heating, Refrigerating and Air-Conditioning Engineers, Construction Specifications Institute, US Emerging Green Building Council, and Associated Students for Historic Preservation, each of which hosts lectures from outside speakers, and informational events for students revolving around ecological responsibility.

Assessment of overall student experience relative to Program Criteria PC.3 Ecological Knowledge and Responsibility (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.3. Attention is given to any deficiencies with a re-alignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment:** Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Review of Grading assessment of student work**, through ARCH 273 & ARCH 373. Each course employs projects, exams, and quizzes designed to test students' understanding of contact Deficiencies noted and brought to attention of faculty + curriculum committee.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.3: *Integrating environmental stewardship as an essential consideration of architecture, while developing an understanding of the dynamic between built and natural environments to allow for future address of climate change through the practice of architecture and through advocacy activities.*

RESPONSE: Graduate B.Arch (satisfactorily, well, very well) = 95.1% (well or very well = 82.9%)

PROPOSED MODIFICATION: Targeting the well/very well response - we are over our 75% benchmark. Environmental Stewardship is a pillar of our programs, department, college, and university. 100% is ideal.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Fall 2021
ARCH 229 Wilson

Spring 2022
ARCH 329 Barry / Wilson

Extra-Curricular:

- CAP Guest Lecture Series
- Field Studies
- Field Trips

Optional Curricular:

- Minors in Historic Preservation and Social and Environmental Justice
- 4th World Theory elective (SEJ)
- Elective coursework in areas of student choice

NARRATIVE

Curricular: Introduce

Basics histories and theories of architecture are first introduced in required **ARCH 100 (Introduction to Architecture)**, which includes several on ordering principles, mostly illustrated with historical examples and how these famous buildings such as Stonehenge, The Pantheon, The Acropolis, St. Peter's Basilica and other spaces were organized, in addition to the background of how these famous buildings came about. The course also includes a lecture series on "Cultural Response", which discusses vernacular and culturally responsive architecture that directly reflects the area/people (region) that were the builders, for instance, Early American examples and those in Africa, India and South America as well. Students have a several opportunities, including two quizzes and a final exam to test their knowledge of these areas covered on these topics. In addition, online class discussions are required, so questions are posed from each section over the course of the semester. In addition, students are required to complete 6 readings from famous architects and create a "reflection" and unique, original questions that ensures that they read and comprehend the literature.

Curricular: Reinforce

ARCH 251 (Social and Environmental Justice) reinforces the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. Social and environmental justice is a way of thinking, a worldview, a set of beliefs about issues of equity as it relates to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and responsive to issues of marginalization, stigma, dignity, and discrimination. It can also be considered as an umbrella term that is inclusive of the following characteristics of diverse individuals - gender, race, class, age, national origin, religion, sexual orientation, physical or mental ability, ancestry, and citizenship as they relate to design at all scales. **ARCH 251 (Social and Environmental Justice)** highlights the essential role that architecture plays in promoting socially and environmentally just communities; first, through examining architecture's complicit history involving environmental injustices in our culture's past, and then, by exploring ways in which architectural design can support the value of human rights, social equity, and individual dignity. The proposed platform of social and environmental justice links three arguments about the living conditions endured by the great majority of the planet's inhabitants:

- That all people have the right to realize their potential in the society where they live.
- That each of us is responsible for preserving life because we believe in the right of each individual life form to thrive.
- Environmental benefits and burdens should be distributed equitably.

Implicit in these explanations is the acknowledgement that injustices occur both in the lives of the citizenry and the built environment, are endemic and structural, and often reside outside the empathetic understandings of the most privileged people in a society.

Curricular: Demonstrate

In **ARCH 229 (History of Architecture 1)** students will learn about global architecture as a complex cultural practice that shapes and reflects lived experiences. Rather than relying on a learning model that suggests Western architectural principles were diffused or imposed on Eastern cultures, this course will put emphasis on how different social groupings and their belief systems produced local architectural worlds. The dialogue between such traditions spurred a bricolage of new forms of regional and global innovation. The course links the notion of an 'architectural survey' course to what was once known as a 'grand tour' and the 'expedition curio'. **ARCH 229 (History of Architecture I)** uses the 'grand tour' and the 'curio' as the basis for in-class participation, learning historical research methods, learning digital design technology, and engaging in peer reviews on assignments. The first major assignment is the 'grand tour collage-glossary'. Success in this project is based on a student's ability

to learn and use both the 'contextual method' and 'thematic lenses. The projects require students to conduct peer-reviewed research on databases and develop comparative analyses of different architectures and cultures.

The thematic lenses used in this production of short written assignments include imagine, security, play, power, work, comfort, tradition, progress, freedom, happiness, reflect, sell, family. The contextual method is also used in these texts, and it includes categories by which to compare different places, such as geography and setting type, programme, ideology, building systems, experiential factors and the public and scholarly reception of the design. The course is important to the program because it introduces students to analyzing architecture from a larger macro perspective. In this regard, the course is important as it introduces students to the academic tool-set of the historian and/or a professional means to use identify and crease history assessments and pursue historical precedents in the design process.

ARCH 329 (History of Architecture 2) accompanies **ARCH 229 (History of Architecture I)** to offer a critical evaluation of architecture's role in global modern worldmaking spanning from colonial expansion to the contemporary era. It presents buildings as social objects that are formed of racial, cultural, economic, geographical, and political relations, and demonstrates that buildings are entities invested with social meanings. Each section of the course uses a substantial bibliography to not only introduce students to historians, but so the thoughts and writings of architects at the time in which these buildings were produced, helping to reinforce the holistic understanding of the built environment and its social, racial, economic, etc. tie-ins.

Optional Curricular:
Previously-mentioned **Minors in Historic Preservation** and **Social and Environmental Justice** each employ courses that discuss the history/theory of architecture, particularly the 4th World Theory elective (SEJ). Additional history/theory electives are also offered on a regular basis.

Extra-Curricular:
The CAP Guest Lecture Series often includes practitioners or academics who discuss the national and international cultural/social/economic/political development of architecture. Academic Year 2021-2022 lecturers included Julia Watson ("Lo–TEK Radical Indigenism: Using Traditional Ecological Knowledge to Work in Symbiosis with Nature"), Marion Weiss and Michael Manfredi ("Urban Natures"), and Jonathan Moody ("Bridging the Gap").

Of particular importance to the understanding of architecture history/theory are the **Field Studies and Field Trip Week**. All students participate in Field Trip Week in come capacity and many students choose to participate in summer or semester Field Studies. Field Trips are planned to be as low-cost as possible to accommodate most students, but if a student is unable to travel because of financial or other reasons, faculty typically employ virtual technologies to give students a tour experience from the computer. The COVID-19 pandemic prevented Field Trip Week and summer Field Studies from taking place in the 2021-2022 academic year, but local and regional field trips still took place. Both Field Studies and Field Trip Week are scheduled to resume in the 2022-2023 academic year.

Assessment of overall student experience relative to Program Criteria PC.4 History + Theory (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC 4. Attention is given to any deficiencies with a re-alignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment:** Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.

- **Grading assessment of student work**, with particular focus upon ARCH 229 and ARCH 329 where students are demonstrating their awareness of history/theory in architecture. Deficiencies noted and brought to attention of faculty + curriculum committee.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.4: *Establishing an understanding of the histories and theories of architecture and urbanism (framed by diverse social, cultural, economic, and political forces) both nationally and globally.*

RESPONSE: Graduate B.Arch (satisfactorily, well, very well) = 100% (well or very well = 90.2%)

PROPOSED MODIFICATION: Targeting the well/very well response – our benchmark is 75%, which we met. 100% is ideal, and this was met with a minimum of "Satisfactory" as a response. We will work with the associated faculty to continue to improve our program focus in history/theory.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Fall 2021
ARCH 424 Keogh / Phillippe

Spring 2022
ARCH 404 de Brea; Keogh; Koester; Mounayar

NARRATIVE

Curricular: Introduce
Research is a core part of the students' topic explorations in **ARCH 424 (Research and Programming Methods in Architecture)** (see **ARCH 424** Syllabus). Students start the semester by defining a series of research topics based on a review of each student's thesis interests.

Curricular: Reinforce
The students are then responsible for building a reading list and researching and defining potential design applications that further address the ecological, social, cultural, political, and/or economic discourses surrounding their chosen thesis topic. Through these topic explorations, the students will establish thesis project design criteria and frameworks for design interventions. (see **ARCH 424** Assignments 03, 04, 05, 07, 10, 13)

Curricular: Demonstrate
As a part of their thesis topic research, the students are also responsible for finding and assessing a series of precedent projects that help to frame how various contemporary designs have successfully (or unsuccessfully) addressed the issues surrounding each student's topic (see **ARCH 424** Assignments 07, 10, 13).

Each student's final assignment is the creation of a Thesis Proposal which includes the student's three research papers, as well as a bibliography and a collection of precedent assessments (see **ARCH 424** Assignments 16, 17, 18). The Final Thesis Proposal assignment requires the students to demonstrate that they have thoroughly explored their thesis topic through a series of different lenses that specifically assess current architectural theories and practices as they relate to their thesis project. Research will lead to their thesis and refined in **ARCH 404 (Architecture Final Project Studio)**.

ASSESSMENT

ARCH 424 Assessment Activities:

- Research assignments (three per student) where the student is responsible for gathering a bibliography and assessing additional precedents for an assigned topic (see ARCH 424 Assignments 07, 10, 13)
- Weekly in-class discussions
- Group discussions
- Draft Thesis Proposal (see ARCH 424 Assignment 16)
- Thesis Proposal Presentation (see ARCH 424 Assignment 17)
- Final Thesis Proposal (see ARCH 424 Assignment 18)

Thesis Statement: 8%
Research Assignments: 30%

- Research Plan and Precedents: 3%
- Research Module 01: 9%
- Research Module 02: 9%
- Research Module 03: 9%

Programming Assignments: 30%

- Programming Graphic Design and Diagramming Assignment: 5%
- Programming Room Data and Space Lists Assignment: 4%
- Programming Site Selection and Analysis Assignment: 4%
- Programming Site Field Work Assignment: 5%
- Programming Space Adjacencies Assignment: 4%
- Programming Codes Assignment: 4%
- Programming Cost Estimates Assignment: 4%

Thesis Proposal: 10%
Thesis Proposal Presentation: 7%
Final Thesis Proposal: 10%
Participation: 5%

ARCH 424 Assessment Methods:

Grading Rubric:

- **Completion:** Students must fully complete all of the work that is asked of them in order to succeed in this course.
- **Process:** The best projects achieve their quality and thoroughness through consistent and rigorous work and iteration. Students that have new work every week and demonstrate improvements based on critiques and discussions will receive credit for an effective process.
- **Clarity:** Although not the sole determining factor, the best projects are executed with clear intentions and high precision. Students that are clear and precise in thought, argument, discussion, and production will receive credit for adequate precision and execution. Well-written documents that demonstrate a thorough exploration of the given assignments will receive high marks for clarity.
- **Design:** Good graphics are not subjective. Good graphic design lends to an increased legibility of the material presented: aids in linking related images and text; helps clarify and highlight important moments in a discussion; and eases wayfinding through the material.
- **References:** Students demonstrate the ability to find and productively explore project- relevant reference material. Students should cite all sources of information, theories, and/or ideas that lent to their research and precedent studies. Correct citations and bibliography are expected. Any images and data sources should also be cited.

ARCH 424 Supporting Instructional Materials:

- ARCH 424 Syllabus/Schedule Spring 2022
- Thesis Research Library Guide
- Citation and Bibliography Guide
- Image Labeling and Sources Guide
- Research Advise
- Writing Advise
- Research Guides (Constructability Issues; Environmental Design Issues; Experiential Issues; Material Issues; Physical Site-Type Issues; Place-Typology Issues; Metrics and Efficiencies; Preservation Issues; Social-Cultural Issues)

ARCH 404 Assessment Activities:

• Final Thesis Design	65%
• Active Weekly Design Evolution	10%
• Brochure Abstract and Image	05%
• Final Thesis Report	20%
	100% TOTAL

ARCH 404 Assessment Methods:

- **Documentation** – inquiries, investigations, explorations, design studies, writings, etc. (thesis notebook; journal; digital record)
- **Participation** – collaboration, discussion, mutual support, sharing of ideas and knowledge, that comes from active dialogue with others (crediting sources of information)
- **Presentations** – explore design project at different scales and communicate the same via physical process models and graphics. Show the design at the contextual (district or neighborhood), intermediate (site/architectural scale), and intimate scales (detail elements that might be touched or be readily experienced).
- **Reviews** – written and graphic materials created during design exploration/production demonstrating process; assess what has been done, organize it, annotate it, and come to conclusions about it.

ARCH 404 Supporting Instructional Materials:

- ARCH 404 Syllabus/Schedule Spring 2022
- Readings

Assessment of overall student experience relative to Program Criteria PC.5 Research + Innovation (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.5. Attention is given to any deficiencies with a re-alignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment:** Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Grading assessment of student work**, with particular focus on the compliment of ARCH 424 + ARCH 404 where students are demonstrating their awareness of Research and Innovation processes as integral aspects of architecture. Deficiencies noted and brought to attention of faculty + curriculum committee
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.5: *Preparation to engage and participate in design research as part of the architectural discipline, to test and evaluate innovations in the field of architecture.*

RESPONSE: Graduate B.Arch (satisfactorily, very well, well) = 100% (very well or well = 83%). Targeting the very well/well response - we are over our 75% benchmark per this assessment metric.

PROPOSED MODIFICATION: Targeting the very well/well response – our benchmark minimum is 75%, which we met. 100% is ideal, and this was met with a minimum of "Satisfactory" as a response. However, we will work with the associated faculty to continue to improve our program focus in Research and Innovation and raise the very well/well benchmark to 85% for next year.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Fall 2021
ARCH 400 Collins / Shimizu

Spring 2022
ARCH 400 Collins / Shimizu

NARRATIVE

ARCH 400 Comprehensive Architecture Studio (Collins) is designated as a team project to develop collaborative and professional soft skills. Students are asked to assume leadership and support roles throughout the design process. Teams work collaboratively with community and industry partners outside the university to better understand and address specific needs in local communities. Team collaboration is facilitated though the use of weekly briefs/assignment submissions—many of which are presented by the teams in class and include a component completed individually. Team composition is informed by student skill sets, interests, experiences, personality types, and work habits, which helps to foster a productive team dynamic where partners are well-matched and compatible.

Curricular: Introduce
- Semester begins with individual group work to define themes as well as larger group work for research and inventory
- Partners create a shared framework from individual inventory and analysis

Curricular: Reinforce
- Developing series of massing studies and program organizations which are then refined and developed into a single proposal
- Collaborative methods of representation- studies and tests to communicate process and final proposal

Curricular: Demonstrate
- Comprehensive project proposal

ASSESSMENT

ARCH 400 Assessment Activities: (Shimizu):
Students' projects are built on a series of assignments that allow for individual and collaborative efforts as well as opportunities to share research, brainstorm, and build upon iterations.
This is achieved through:

- **Group Research project 1:** done in groups of 3-4. Students define content and how best to summarize and communicate or group presentation.
- **Site analysis - SWOT:** moves between class research to individual and then team narrative
- **Team Initial Proposal:** synthesis of shared researched, concepts, and architectural vocabulary studies for a project framework. Teams develop series of massing studies and program organizations which are then refined and developed into a single proposal
- **P3-5 Final presentation** - Students are asked to consider the nature of their collaboration based on their strengths and interests to develop project synthesis (content exploration, technical drawings, and representation of performance and experience)

ARCH 400 Assessment Activities: (Collins/Shimizu):

- P2 - Individual work is reflected upon and discussed with new partner as a way to develop team framework
- P3 - mid-term peer review and P5 final peer review- define focus areas, strengths and challenges of collaboration and suggestions for the class overall
- Desk crit check ins - team project management, work flow, and tasks.
- Student critique sessions where feedback is given between teams to develop evaluation and communication skills
- P5 - final peer review
- Exit Interviews

ARCH 400 Supplemental Instructional Materials: (Collins/Shimizu):

- Selected readings will be introduced through the course of the semester as a supplement to the class. The library and course reserves should also be accessed for research and expanding one's knowledge base.
- Lectures, shared critique, field trips, and workshops will be used to describe project objectives, design methodologies, and proposed deliverables for the class.

Assessment of overall student experience relative to Program Criteria PC.6 Leadership + Collaboration (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.6. Attention is given to any deficiencies with a realignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment: ARCH 400** is offered every fall and spring. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Grading assessment of student work**, with particular focus upon the **ARCH 400** where students are demonstrating their awareness of design processes across a variety of scales. Deficiencies noted and brought to attention of faculty + curriculum committee.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.6:
Understanding how to work in teams and apply effective collaboration skills to solve complex problems.

RESPONSE: Graduate B.Arch (satisfactorily, very well, well) = 93% (very well or well = 71%). Targeting the very well/ well response - we are under our 75% benchmark per this assessment metric.

PROPOSED MODIFICATION: Targeting the very well/well response – our benchmark is 75% which we fell slightly under. We will work with the associated faculty to continue to improve our program focus in Research and Innovation to obtain a minimum 75% benchmark for very well/well and increase the benchmark for satisfactory from 22% to minimum 25%.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Fall 2021
ARCH 400 Collins / Shimizu
ARCH 403 de Brea; Keogh; Koester; Mounayar

Spring 2022
ARCH 400 Collins / Shimizu
ARCH 404 de Brea; Keogh; Koester; Mounayar

NARRATIVE

ARCH 400 Comprehensive Architecture Studio: (Collins/Shimizu):
Architecture studio involves architectural design explorations requiring integrated evaluations and decision-making in the design process. Projects will demonstrate consideration and integration of environmental and structural systems, environmental stewardship, technical documentation, accessibility, site conditions, life safety, and building envelope systems and assemblies.

Students are asked to listen and provide feedback to other groups as a way to both support fellow students as well as learn critical thinking and evaluation; research documents are developed jointly and shared between students to build a foundation for the class; review the department's studio culture policy at the beginning of the semester, and have desk critique check ins with team and faculty. Faculty teaching multiple sections of the course collaborate on shared topical workshops throughout the semester, which offers opportunities for student camaraderie across the sections and provides consistent information to students related to the course objectives and goals. Workshops include environmental systems and health, safety, and welfare.

ARCH 403 Architecture Design Studio: (all sections):
The primary objective for the semester is learning to be productive when they (or a team they may be in) must specify the project goals, issues, and procedures rather than having an instructor to do this for them. Thus, the role of each instructor in this course is that of mentor or consultant to content; the student must shape the process.

The semester is devoted to two parallel activities: thesis preparation and an architectural project design. Both will play an important role in addressing the course objectives. Students will complete their thesis preparation this semester and a studio-section project or series of projects addressing a complex range of architectural issues and design criteria using a variety of design processes.

ASSESSMENT

ARCH 400 Assessment Activities: (Shimizu):

- studio-based design reviews with guest jurors- develop communication/presentation skills and access to diverse perspectives
- 'Science fair' style project conversations and workshops with classmates, fifth year mentors, and faculty for engaging, two-way conversations
- presentations to classmates who critique the work: share a foundation of research, build critical skills, and community of support

ARCH 400 Student Assessment Activities: (Shimizu):

- Student feedback is requested at the beginning, middle, and end of the semester as a way to develop a sense of accountability and agency for the direction of the class
- P3 mid-term peer review and P5 final peer review- assess cooperative / supportive attitude and meaningful contribution. Also, suggestions for the instructor/class
- Exit interviews- consider strengths, interests, and thoughts for thesis year

ARCH 400 Assessment Activities: (Collins):

- Periodic student reflections on the learning experience
- Team desk critique check-ins to review team dynamics, motivations, morale, etc.
- Student critique sessions where feedback is given between teams
- End of the semester peer and self-assessment
- Exit Interviews

ARCH 400 Supporting Instructional Materials:

- ARCH 400 Syllabus/Schedule Fall 2021 (Collins/Shimizu)
- Selected readings will be introduced through the course of the semester as a supplement to the class. The library and course reserves should also be accessed for research and expanding one's knowledge base.
- Lectures, shared critique, field trips, and workshops will be used to describe project objectives, design methodologies, and proposed deliverables for the class.

ARCH 403 Assessment Activities: (all sections)
(Depending on the nature of the studio-section project(s), the processes may include:)

- research and documentation of a project brief;
- investigations leading to a conceptual building and site design;
- development/refinement responding to selected design criteria;
- integration of technical and construction systems;
- refinement of detail design;
- documentation and communication; and/or
- project evaluation and debriefing.

ARCH 403 Supporting Instructional Materials:

- ARCH 403 Syllabus/Schedule Fall 2021 (all sections)

ARCH 404 Assessment Activities: (all sections):

• Final Thesis Design	65%
• Active Weekly Design Evolution	10%
• Brochure Abstract and Image	5%
• Final Thesis Report	20%
	100% TOTAL

ARCH 404 Assessment Methods:

- **Documentation** – inquiries, investigations, explorations, design studies, writings, etc. (thesis notebook; journal; digital record)
- **Participation** – collaboration, discussion, mutual support, sharing of ideas and knowledge, that comes from active dialogue with others (crediting sources of information)
- **Presentations –** explore design project at different scales and communicate the same via physical process models and graphics. Show the design at the contextual (district or neighborhood), intermediate (site/architectural scale), and intimate scales (detail elements that might be touched or be readily experienced).
- **Reviews** – written and graphic materials created during design exploration/production demonstrating process; assess what has been done, organize it, annotate it, and come to conclusions about it.

ARCH 404 Supporting Instructional Materials:

- ARCH 404 Syllabus/Schedule Spring 2022 (all sections)

Assessment of overall student experience relative to Program Criteria PC.7 Teaching + Learning Culture (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.7. Attention is given to any deficiencies with a realignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment: ARCH 400** is offered every fall and spring semester. **ARCH 403** is offered fall semester only. **ARCH 404** is offered every spring semester only. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Grading assessment of student work**, with particular focus on the complement of ARCH 400 + ARCH 403 and ARCH 404 where students are demonstrating their awareness of design processes across a variety of scales. Deficiencies noted and brought to attention of faculty + curriculum committee.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.7: *Overall, my experience in the Department of Architecture has been positive, with a learning culture that encourages optimism, respect, sharing, engagement, and innovation amongst students, faculty, staff, and administration.*

RESPONSE: Graduate B.Arch (strongly agree/agree) = 90% (strongly disagree/disagree = 10%). Targeting the strongly agree/agree response - we are over our 75% minimum benchmark per this assessment metric.

PROPOSED MODIFICATION: Targeting the strongly agree/agree response - we will work with the associated faculty to continue to improve our program focus in over satisfaction with the program's teaching and learning culture raising the benchmark to a minimum 95% and decreasing the strongly disagree/disagree to less than 10%.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response: The Department of Architecture has a history of commitment to exploring topics that deepen students' understanding of diverse cultural contexts. Years ago, our previous B.Arch program offered two cultural and social issues (CSI) courses: ARCH 252: Cultural and Social Issues in Architecture, and ARCH 429: Culture and Environment: Researching Social, Cultural, and Psychological Factors in Environmental Design. These required courses evolved into what we understand is a series of courses and first Undergraduate Minor in Social and Environmental Justice (SEJ) in any architectural design program in the United States and perhaps the world. As outlined in our program literature, undergraduate students of all disciplines are invited to enroll in this 15-credit minor that fosters an understanding of and empathy for residents of all places— especially those outside the scope of more conventional architectural practice. We embrace a way of thinking—a world view, a set of beliefs—about issues of equity as they relate to the design of the built environment. It is an approach to socio-spatial analysis and design that includes and responds to issues of marginalization, stigma, dignity, and discrimination. The introductory survey course, ARCH 251: Introduction to Social and Environmental Justice in Design is at the foundation of this commitment as is a required course for all undergraduate architecture students.

Fall 2021
ARCH 251 Dotson; Keddy; Wilson

NARRATIVE

This survey course is organized in 3 five-week modules (1) Disability, ADA, Universal Design and Human Rights; (2) Environmental Justice; (3) Societal and Cultural Impact, providing a description and assessment of social equity in design and the impact of the built environment on human health, safety and welfare at multiple scales, from building to cities. The modules introduce students to the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. Social and environmental justice is a way of thinking, a world view, a set of beliefs about issues of equity as it relates to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and responsive to issues of marginalization, stigma, dignity, and discrimination. It can also be considered as an umbrella term that is inclusive of the following characteristics of diverse individuals - gender, race, class, age, national origin, religion, sexual orientation, physical or mental ability, ancestry, and citizenship as they relate to design at all scales. The proposed platform of social and environmental justice links three arguments about the living conditions endured by the great majority of the planet's inhabitants: 1) that all people have the right to realize their potential in the society where they live 2) that each of us is responsible for preserving life because we believe in the right of each individual life form to thrive and 3) environmental benefits and burdens should be distributed equitably. Implicit in these explanations is the acknowledgment that injustices occur both in the lives of the citizenry and the built environment, are endemic and structural, and often reside outside the empathetic understandings of the most privileged people in a society.

ARCH 251: Introduction to Social and Environmental Justice in Design (Dotson Module)
Linking social and environmental issues involve people and behavioral processes (what people do and how they act in relation to the environment). The module explores interdisciplinary knowledge as a means of examining complex relationships between people, culture and the built and natural environment. The topic of urban space is at the core of this portion of the class. It is understood that urban space is a critical social, physical and structural component of our society. The health and vitality urbanity has a direct symbiotic relationship with the health and vitality of this nation.

This module will briefly introduce Fourth World Theory suggests that argues that the absence of critical reflection by, architects, planners, designers, policymakers and the general populous, places the United States in serious jeopardy of self-induced, ultimate, and eminent collapse under the weight of its own history.

ASSESSMENT

ARCH 251 Assessment Activities: (Dotson Module)
This portion of the course will be divided into four primary topic areas as summarized below. Lectures, relevant readings, case studies, group discussions, films and documentaries, guest speakers and reviewers, research, and viewing(s) of (documentaries, TED Talks, etc.) are presented for each topic area.

- Topic Area 1 - Gentrification and Gentrified Space:
- Topic Area 2 - Sprawl and the Basis for Sprawl
- Topic Area 3 - Introduction to the Fourth World and Fourth World Theory
- Topic Area 4 - Architecture, The Prison Industrial Complex, Complicity, and Responsibility

ARCH 251 Assessment Methods: (Dotson Module)
A series of reflection papers and one (1) major (final) writings are assigned for this module of the course. assignment. Each reflection paper receives extensive comments. However, the papers are not “graded” for content for this course material explores topics where the view of each student are respected. The primary assessment method lies with timely submission, grammar and mechanics, citations to support positions, and meeting the minimum requirement with respect to word count and paper length.

ARCH 251 Supporting Instructional Materials: (Dotson Module)

- ARCH 251 Syllabus Fall 2021 (PDF)
- Lectures (PDF)
- List of Reading Assignments and Links to Documentaries, TED Talks, and other media.

ARCH 251: Introduction to Social and Environmental Justice in Design (Wilson Module)
One objective of this class is to develop an ability to appreciate how multiple world-views as well as different social, economic, political, and cultural positions enable people to interpret the built environment differently. Along these lines, students will develop an understanding of the conceptual vocabulary underpinning the environmental justice movement, particularly notions of framing, claim-making, and the different concepts of 'justice'. The class begins with a series of questions, including: Why is it that some people have had limited access to energy, water, fresh air, sanitation, education, healthy food, gainful employment, and green-space.

ARCH 251 Assessment Activities: (Wilson Module)

- People's History poster
- A New Collective poster
- Film notes & reflections
- In-class participation (student led discussion sessions)
- Learning Groups (see Syllabus 'participation' and Schedule)

ARCH 251 Assessment Methods: (Wilson Module)

- Reflective Essays: brief (five to ten minute) essays on topics related to identified learning outcomes. Students are asked to reflect on a selected issue. Content analysis is used to analyze results.
- Scoring Rubrics: used to holistically score poster submissions, participation, and learning groups. A detailed scoring rubric has been developed and used for scoring.

ARCH 251 Supporting Instructional Materials: (Wilson Module)

- ARCH 251 - Syllabus - Autumn 2021 (PDF)
- Weekly lectures (PDF)
- Facilitators - Designing Effective Discussion Questions (PDF)
- Group roles for Discussion sheet (PDF)
- Team development stages milestones (JPG)
- People's History poster
- A New Collective poster
- Weekly readings folder
- Film reviews folder

ARCH 251: Introduction to Social and Environmental Justice in Design: (Keddy Module)

This five-week module Disability, Universal Design and Human Rights, students gain an understanding of how the concepts of social equity, inclusion and diversity apply to people with disabilities, through a disability justice lens. Through lecture material, documentaries, videos and TED talks, students gain insights into how the issues of stigma, status, dignity, and marginalization contribute to discrimination historically as well as today. Students learn about the physical barriers in the built environment as well as attitudinal barriers. Students learn that an approach based in a social model of disability rather than a medical model of disability, designers have much to contribute towards an equitable built environment. In this module, students learn how designing from a Universal Design approach goes beyond basic ADA regulations and compliance. Students are exposed to different types of mobility, visual, auditory, and neurodiverse challenges. Through a series of assignments, students learn how to assess a space for physical barriers, review design precedents and case studies and then propose alterations and design solutions.

ARCH 251 Supporting Instructional Materials: (Keddy Module)

- ARCH 251 Syllabus Fall 2021 (PDF)
- Assignment – Part 1 – ADA and “Crip Camp”
- Assignment – Part 2 – mobility impairments
- Assignment – Part 3 – vision impairments
- Assignment – Part 4 – hearing impairments
- Assignment – Part 5 – neurodiverse impairments
- Lectures (PDF)
- List of Reading Assignments and Links to other pertinent information

Assessment of overall student experience relative to Program Criteria PC.8 Social Equity + Inclusion (also see PC Assessment note at start of this section):

- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria PC.8. Attention is given to any deficiencies with a realignment OR suggested strategies of different approach shared with faculty.
    - **Re-Occurring Assessment: ARCH 251** is offered fall semester only. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Grading assessment of student work**, with particular focus upon ARCH 251 that addresses methods for increasing students’ critical engagements with the built environment: How students can “read” social inequities in the built environment and see architecture and professional leadership as a method for positive change. Deficiencies noted and brought to attention of faculty + curriculum committee.

- **Reflection Exercises:** Reflection activities help students gain further understanding of curricular content, broader appreciation of the public interest design discipline, and enhanced sense of personal value and civic responsibility. Reflection occurs before, during and after completion of the project.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area PC.8: *Integrating social equity values as an essential consideration of architecture while informing your understanding of diverse cultural and social contexts and how to translate this understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.*

RESPONSE: Graduate B.Arch (satisfactory, very well, well) = 95% (unsatisfactory = 5%). Targeting the satisfactory, very well, well - we are over our 75% benchmark per this assessment metric.

PROPOSED MODIFICATION: Targeting the satisfactory, very well, well response - we will work with the associated faculty to continue to improve our program focus raising the benchmark to 100% as this criterion is highly valued by our program and broader learning community.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Fall 2021
ARCH 251 Dotson; Keddy; Wilson
ARCH 400 Collins / Shimizu
ARCH 424 Keogh / Phillippe

Spring 2022
ARCH 400 Collins / Shimizu

NARRATIVE

ARCH 251 (Social and Environmental Justice) This survey course is organized in 3 five-week modules (1) Disability, ADA, Universal Design and Human Rights; (2) Environmental Justice; (3) Societal and Cultural Impact, providing a description and assessment of social equity in design and the impact of the built environment on human health, safety and welfare at multiple scales, from buildings to cities.

The modules introduce students to the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. Social and environmental justice is a way of thinking, a world view, a set of beliefs about issues of equity as it relates to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and responsive to issues of marginalization, stigma, dignity, and discrimination. It can also be considered as an umbrella term that is inclusive of the following characteristics of diverse individuals - gender, race, class, age, national origin, religion, sexual orientation, physical or mental ability, ancestry, and citizenship as they relate to design at all scales. The proposed platform of social and environmental justice links three arguments about the living

conditions endured by the great majority of the planet's inhabitants: 1) that all people have the right to realize their potential in the society where they live 2) that each of us is responsible for preserving life because we believe in the right of each individual life form to thrive and 3) environmental benefits and burdens should be distributed equitably. Implicit in these explanations is the acknowledgment that injustices occur both in the lives of the citizenry and the built environment, are endemic and structural, and often reside outside the empathetic understandings of the most privileged people in a society.

With respect to Health, Safety and Welfare in the Built Environment, **ARCH 251** content demonstrates that society's failure to acknowledge, confront, and address social and environmental justice issues contributes to challenges facing health, safety, and through systems of sprawl, physical class separation, and physical, social, and institutional abandonment. The course reinforces the premise that designers must be responsible for exploring approaches that enhance health, safety, and welfare for all.

ARCH 251 (Social and Environmental Justice) (Dotson) Linking social and environmental issues involve people and behavioral processes (what people do and how they act in relation to the environment). The module explores interdisciplinary knowledge as a means of examining complex relationships between people, culture and the built and natural environment. The topic of urban space will be at the core of this portion of the class. It is understood that urban space is a critical social, physical and structural component of our society. The health and vitality urbanity has a direct symbiotic relationship with the health and vitality of this nation. This module will briefly introduce Fourth World Theory suggests that argues that the absence of critical reflection by, architects, planners, designers, policymakers and the general populous, places the United States in serious jeopardy of self-induced, ultimate, and eminent collapse under the weight of its own history.

ARCH 251 (Social and Environmental Justice) (Keddy) This five-week module Disability, Universal Design and Human Rights, students gain an understanding of how the concepts of social equity, inclusion and diversity apply to people with disabilities, through a disability justice lens. Through lecture material, documentaries, videos and TED talks, students gain insights into how the issues of stigma, status, dignity, and marginalization contribute to discrimination historically as well as today. Students learn about the physical barriers in the built environment as well as attitudinal barriers. Students learn that an approach based in a social model of disability rather than a medical model of disability, designers have much to contribute towards an equitable built environment. In this module, students learn how designing from a Universal Design approach goes beyond basic ADA regulations and compliance. Students are exposed to different types of mobility, visual, auditory, and neurodiverse challenges. Through a series of assignments, students learn how to assess a space for physical barriers, review design precedents and case studies and then propose alterations and design solutions.

ARCH 251 (Social and Environmental Justice) (Wilson) begins with a series of questions, including: Why do some people deem their daily encounters with the built environment a risk or even threat to their well-being? Why is it that some humans feel they should determine the fate of all other species on earth? As per the syllabus schedule, each session is chronological and thematic. It covers, for instance, the dangers of housing and learning via the example of Altgeld Gardens and the East St. Louis School system since the 1960s and 1970s. The following week it covers the issue of toxic and municipal waste and the lives of the people most affected by the matter. Week four moves into the 1990s and 2000s issues with Hurricane Katrina and the emergence of the Indigenous Environmental Network.

ARCH 400 (Comprehensive Architecture Studio) (Shimizu) asks students to identify design criteria (programmatic, contextual, systemic, tectonic, and spatial) and apply architectural strategies at the scale of site, building, and room. The project considers the practice of architecture through methods of construction and project documentation, environmental and social responsibility.

A semester long project starts at the scale of the city with preliminary site design, massing, and environmental site strategies. An initial building proposal uses a narrative to describe design intentions in response to urban context- e.g., districts, city and organization initiatives, and infrastructure. Final

presentation is developed in response to program and code requirements, spatial and tectonic investigations, and experiential qualities.

ARCH 400 (Comprehensive Architecture Studio) (Collins) asks students to identify and respond to design criteria (program, context, technical systems, tectonics, well-being, and performance) and apply architectural strategies at the scale of the site, the building, and the room. The project considers the practice of architecture through methods of construction; design documentation; and environmental and social responsibility.

A semester long project begins with broadscale and conceptual considerations (understanding urban neighborhoods, zoning, site design, orientation, solar access, and building massing) and concludes with a building proposal developed in teams to a high level of detail (environmental systems, envelope design, code/regulatory compliance, indoor environmental quality, renewable energy, and technical details). The team proposals include graphic design media, written narratives in report form, and oral presentations.

ARCH 424 (Research and Programming Methods) (Team Taught: Keogh/Phillippe) Pertaining to Human Health, Safety and Welfare, students complete an assignment where they conduct their own code analysis on their thesis projects (Assignment #14). This is typically turned in as a document or chart with diagrams or graphics. In addition, they look at zoning and ADA (American with Disabilities Act) requirements as well. Using both the IBC (International Building Code 2012) and the ANSI standards, they determine a combination of the following; door accessibility and clearances, hallway widths and limits of protruding objects, restroom/drinking Fountain widths and clearances, parking size requirements, stairs, ramps, areas of refuge and sizes of Elevators/Lifts needed. These are all based upon their designated building type and classification (which they also determine with the code books). Students are also encouraged if they have special needs in their projects, like a pool, amusement park areas, kitchens, assembly areas, auditoriums, then they will look at the IBC requirements for these spaces as well.

Similar to how a professional firm must conduct code analysis for each project, students are also instructed to conduct a full code analysis on their project, where they determine the building occupancy type. They conclude if the building needs sprinklers and what types of construction are allowable based on the building type. They also use sections of the IBC to determine allowable floor area and height and number of stories permitted. Means of Egress and Dead-End corridor information is also expected to be documented. They also must look up zoning ordinances based on local government websites per their chosen site location. If the students have any other specialty components, such as atriums, parking garages, or assembly spaces or similar, they are responsible for looking up code research on these areas as well. Students obtain an understanding through introduction, reinforcement and application of SC.1 within multiple courses, in multiple year levels, utilizing assessment activities and supporting materials.

ASSESSMENT

ARCH 251 Assessment Activities: (Dotson)

- Reflection Papers — 45% (15 pts. ea.)
- Final Paper/Presentation — 30%
- Attendance/Participation — 25%

ARCH 251 Assessment Methods: (Dotson)

- **Reflective Essays:** brief (five to ten minute) essays on topics related to identified learning outcomes. Students are asked to reflect on a selected issue. Content analysis is used to analyze results.

ARCH 251 Supporting Instructional Materials: (Dotson)
- ARCH 251 Syllabus/Schedule Fall 2021
- Lectures/Powerpoints
- Readings
- Films/Videos
- Case Studies
- Assignments

ARCH 251 Assessment Activities: (Keddy)
- Attendance + Participation 10%
- Assignment – Part 1 – ADA and "Crip Camp 10%
- Assignment – Part 2 – mobility impairments 20%
- Assignment – Part 3 – vision impairments 20%
- Assignment – Part 4 – hearing impairments 20%
- Assignment – Part 5 – neurodiverse impairments 20%

ARCH 251 Assessment Methods: (Keddy)
- Assignments
- Tests
- Presentations
- Verbal and written feedback throughout the semester indicating areas of each assignment that has been completed effectively as well as areas that need improvement.

ARCH 251 Supporting Instructional Materials: (Keddy)
- ARCH 251 Syllabus/Schedule Fall 2021
- Readings
- PowerPoints
- Guest Speakers

ARCH 251 Assessment Activities: (Wilson)
- People's History poster
- A New Collective poster
- Film notes & reflections
- In-class participation (student led discussion sessions)
- Learning Groups (see Syllabus 'participation' and Schedule)

ARCH 251 Assessment Methods: (Wilson)
- **Reflective Essays:** brief (five to ten minute) essays on topics related to identified learning outcomes. Students are asked to reflect on a selected issue. Content analysis is used to analyze results.
- **Scoring Rubrics:** used to holistically score poster submissions, participation, and learning groups. A detailed scoring rubric has been developed and used for scoring.
- **Formative Feedback:** on poster presentation day students will receive formative feedback from peers and instructor on clarity, depth, craft, and rigor.

ARCH 251 Supporting Instructional Materials: (Wilson)
- ARCH 251 – Syllabus/Schedule – Fall 2021 (PDF)
- Weekly lectures (PDF)
- Facilitators - Designing Effective Discussion Questions (PDF)
- Group roles for Discussion sheet (PDF)
- Team development stages milestones (JPG)
- People's History poster

- A New Collective poster
- Weekly readings folder
- Film reviews folder

ARCH 400 Assessment Activities: (Shimizu)

• Project 1 Context + Concepts	10%
• Project 2 Proposal	10%
• Project 3 Mid Review	20%
• Project 4 Tectonics + systems	25%
• Project 5 Final Presentation	35%

ARCH 400 Student Self-Assessment Methods: (Shimizu)

- P2-individual reflections-Developing series of massing studies and program organizations which are then refined and developed into a single proposal
- P3-mid-term peer review and course evaluation
- P5-final peer review and course evaluation

ARCH 400 Supporting Instructional Materials: (Shimizu)

- ARCH 400 Syllabus/Schedule Spring 2022
- Lectures
- Shared critique
- Field trips
- Workshops
- Design methodologies
- Proposed deliverables
- Readings
- Library and Course Reserves

ARCH 400 Assessment Activities: (Collins)

- Three (3) studio-based juried design reviews (see ARCH 400 schedule).
- Framework Pinup
- Building design mid-review
- Final Comprehensive Presentation

ARCH 400 Assessment Methods: (Collins)

• Review 1 / Semifinals Submission & Presentation	15%	75 points
• Review 2	10%	50 points
• Review 3 / SDDC Documentation Submission	25%	125 points
• SDDC Event Presentation	10%	50 points
• 10 Briefs	20%	100 points
• Final Review	5%	25 points
• Final Documentation	5%	25 points
• Building Science Training	5%	25 points
• Peer/Self Evaluations	5%	25 points

ARCH 400 Supporting Instructional Materials: (Collins)

- ARCH 400 Syllabus/Schedule Spring 2022
- ARCH 400 Lecture Series
- Instructional materials provided by the U.S. Department of Energy: Building science training modules with videos & quizzes
  - Proprietary software
  - Webinars
  - Previous competition winner materials (e.g., reports, presentations, etc.)
- Workshops

- Presentations on:
  - Building envelope design
  - Building environmental systems design
  - Environmental impact of building materials/construction (SC.1)
  - Building performance modeling
  - New-Zero Energy building
  - Health, Safety, Welfare and building codes (SC.1)
  - Site design/analysis

ARCH 424 Assessment Activities: (Team Taught: Keogh/Phillippe)

- Thesis Statement
- Research Assignments
- Programming Assignments
- Thesis Proposal
- Thesis Proposal Presentation
- Final Thesis Proposal

ARCH 424 Assessment Methods: (Team Taught: Keogh/Phillippe)

- Programming assignments (seven per student) where the student is responsible for presenting their program criteria in graphic layouts and diagrams for their proposed project.
- A grading rubric will be used to assess each assignment based on completion, process, clarity, design, and references.

ARCH 424 Supporting Instructional Materials: (Team Taught: Keogh/Phillippe)

- ARCH 424 Syllabus/Schedule Fall 2021 (PDF)
- Readings

ARCH 251; 400 & 424 Assessment Methods: (all sections)

- **Benchmarks** used to assess Student Criteria SC.1 Health, Safety and Welfare is aligned with the minimum grade requirements for the university. GPA is assessed every semester. A student will be placed on academic probation at the close of a term when the cumulative grade-point average is less than 2.0 (a “C” grade). Additionally, the catalog also informs students of their retention standards: Students in the professional B.Arch and pre-professional undergraduate degree programs receiving grades BELOW C- in two consecutive, required architecture courses (i.e., ARCH 201; 202; ARCH 214; 314; ARCH 218; 318, etc.), must repeat the sequence of BOTH courses.
- **Undergraduate Curriculum Committee** will take a more invested role in assessment and accreditation tasked with reviewing how effectively the criteria has been address in the aligned courses and potential matrix re-alignment. Spring and summer courses will be assessed in the fall, and fall courses will be assessed in the spring, enhancing a culture of continual improvement and teaching culture.
- **Review of end-of-semester** faculty presentations and discussions relative to the student experience as shaped by Program Criteria SC.1. Attention is given to any deficiencies with a realignment OR suggested strategies of different approach shared with faculty and identifying which activities and support instructional materials produced the highest student outcomes and which produced the lowest.
  - **Re-Occurring Assessment: ARCH 251** and **ARCH 424** are only offered every fall semester. **ARCH 400** is offered every fall and spring semester alternating with **ARCH 455** – internship. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.

- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area SC.1: *Understanding the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.*

RESPONSE: Graduate B.Arch (satisfactory, very well, well) = 100% (very well/well = 85%. Targeting the satisfactory, very well, well - we reached our benchmark per this assessment metric.

MODIFICATION SUMMARY: Based on assessment these findings - targeting the very well, well response - we will work with the associated faculty to maintain our program focus; however, we will assess the outcomes of all assessment activities to see which assessment activities and supporting instructional materials produced the lowest results making appropriate adjustments in an effort to increase the satisfactory response to 10%.

Modifications will be made to those activities/materials producing the lowest outcomes from students in understanding SC.1 as well as other course objectives.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Fall 2021
ARCH 420 Shimizu

Spring 2022
ARCH 420 Overbey

NARRATIVE

ARCH 420 (Professional Practice) (Overbey) seeks to build an understanding of the fundamental principles and essential business practices of professional practice in architecture. Address' stakeholder roles in architecture, project management, business practices, financial considerations, legal responsibility, ethics and professional conduct. By the end of this course, students are expected to demonstrate an understanding of the course's assigned NAAB Student Criteria **SC.2** through the following course objectives.

The course introduces students to the essential aspects of the architectural profession in today's market. The course is structured such that topics are generally introduced in a sequence consistent with the development of a building project. After an overview of the business of architecture, students will be introduced to project documentation protocols before code and regulations are expanded upon. The course will then execute a detailed overview of critical AIA model documents. Next, the course will cover considerations related to project scheduling, cost estimates, project budget analyses, project delivery methods, and project team assembly. After expanding on the bidding process and appropriate construction administration, firm finances, marketing, business development, and emerging trends in professional practice will round out the scope of the course.

ARCH 420 (Professional Practice) (Shimizu) Professional practice is tasked with covering practice and project management, legal and financial considerations, project delivery methods, and an introduction to cost estimating. The class is structured from an overview of the profession, to the perspective of practice, to the scale of a project. Lectures, in-class activities, quizzes, and assignments provide ways of engaging with and applying these concepts in order to build professional skills and an

introductory understanding for entry to licensure. In addition, alternative paths and critical practices are investigated so that students might define their position on how and why they will practice architecture.

ASSESSMENT

ARCH 420 Assessment Activities: (Overbey)

- **Exercise 01: Project Stakeholder and Regulatory Assessment** (PC.6, SC.1, **SC.2**, SC.3)
  This exercise will prompt students to develop a project team organizational diagram as a design professional would present to a prospective or contracted client. Then, students will be challenged to expand upon the scope of this diagram and consider a broader scope of stakeholder roles on the project. Additionally, this exercise will prompt students to assess and summarize the regulatory context of this project. Students will clarify which codes, ordinances, regulations, and other legal considerations are relevant to the project.

In terms of a self-assessment, what we look for with each cycle of carrying out this exercise is that the students – who have just returned from a semester-long internship – reflect on the contracted stakeholders of a real project they worked on. However, we also want to ensure that they recognize the **professional ethic** of ensuring public health, safety, and welfare; that the indirect stakeholders are important to recognize and consider as well. We will continue to assess the work produced through this exercise to ensure that achievement of both is evident.

- **Exercise 02: Practice Scenario Response** (PC.6, SC.1, **SC.2**, SC.3)

For this exercise, students will be assigned one of a series of practice-related dilemmas. Students will demonstrate their understanding of the critical model legal documents expanded upon in class as each ascertains an appropriate response to their respective dilemma and defends their position with specific document references.

In terms of a self-assessment, what we look for with each cycle of carrying out this exercise is that the students understand the **fundamental business processes** outlined by the AIA B101 and A201 **model contracts in application**. The students are given unique practice- related scenarios that force each of them to critically assess the details and dynamics of these contracts. One interesting facet of this project is how the current edition of the contracts respond to **forces influencing change** in the profession. These changes are discussed in class lectures and this exercise gives students an opportunity to demonstrate their understanding of the contracts in application. Moreover, each student is prompted to articulate and share a rationale for their response to their unique circumstance. We assess the students' responses to ensure that their submissions reflect a sound understanding of fundamental business processes outlined by these critical model contracts.

- **Exercise 03: Project Cost Analysis** (SC.1, **SC.2**)

This exercise will prompt students to develop a preliminary project cost analysis based on a range of design options. Students will investigate construction costs, overall project costs, operating costs, and life-cycle operational costs to the Owner. Students will provide a range of project cost options and summarize critical differences between the options.

In terms of a self-assessment, what we look for with each cycle of carrying out this exercise is that the students understand the **fundamental business processes** involved with **project management**. Students are given a construction cost for a commercial structure located in Kansas. The client wishes to explore multiple design options for the number of stories, the building envelope, and the HVAC system. Each option comes with design implications, cost impacts, and changes to the operational costs (i.e., we use annual energy costs as the primary metric to gauge the operational costs). Students are required to examine combinations of design options and carry out a lifecycle cost assessment using a modeling tool (i.e., either Sefaira or Cove.Tool) that will assist them in assessing the energy performance of the project and the cost implications of the energy performance. This results in an exercise in which students must consider various combinations of design options, calculate the construction costs of each option, and also assess the lifecycle costs of each option. Then, each student

is asked to summarize their process and findings; and ultimately, each student is asked to make a recommendation. Varying inputs and assumptions may shift outcomes – and this is reflected of professional practice – so, there is no correct answer. Rather, we assess the work to ensure that student make reasonable assumptions, have a sound rationale for their process of analyzing the project, and that they have control of the tools and calculations involved in this project cost analysis. We will continue to assess this work and adjust the assignment to ensure that it continues to achieve its intent.

- **Exercise 04: Firm Finance Analysis / Schedule** (PC.1, **SC.2**)

This exercise will prompt students to develop a report analyzing the financial and schedule considerations of a small firm based on provided data. Students will demonstrate their understanding of certain management and financial considerations as they pursue a business strategy toward improved firm financial health.

In terms of a self-assessment, what we look for with each cycle of carrying out this exercise is that the students understand the **fundamental business processes** involved with **practice management** – specifically, managing a firm's financial standing. Students are prompted to examine their small firm's Q1 revenue projection, staffing plan, overhead expense budget, and profit plan. The firm's Q1 finances have the company losing money. Each student is asked to articulate a strategy to make the firm profitable. We assess the student submissions with regard to the rationale and the dynamic interplay of securing work, staffing projects, supporting overhead expenses, and still making money. We reflect on the work provided by the students to ensure that the work reflects an understanding of the fundamentals of financing a small architecture firm. We look for evidence that the students understand that bringing in more work requires a deeper commitment to marketing; delivering an increased work load requires more staff hours; and that profit is not ensured – and may need to be sacrificed if finances are too tight. Understanding the interplay of factors in firm activities and firm finances is at the core of this exercise. We will continue to assess this work and adjust the assignment to ensure that it continues to achieve its intent.

- **Exercise 05: Letter of Agreement** (PC.1, PC.6, **SC.2**, SC.3)

For this exercise, students will develop Letter of Agreement to their studio project's client. Students will demonstrate their understanding of stakeholder roles, business management, and legal responsibilities as they respond to the requested scope of the Letter of Agreement, which includes the project scope, the scope of services, project schedule, and compensation.

In terms of a self-assessment, what we look for with each cycle of carrying out this exercise is that the students understand the **fundamental business processes** involved with articulating the scope of a basis services for project, including regulatory context, project schedule, project cost, and contracts involved. This is a "capstone" project of sorts as it prompts students to build upon everything they've learned in their three professional practice courses (i.e., **ARCH 320 Introduction to Professional Practice**, **ARCH 455 Architectural Internship**, and this course, **ARCH 420 Professional Practice**) to develop a Letter of Agreement that reflects an understanding of the professional ethic of architecture, applicable regulations, scope of work, project budget, design fees, and other practice-related considerations. We assess and reflect on this exercise for synthesis. We will continue to assess this work and adjust the assignment to ensure that it continues to achieve its intent.

- **Quizzes** (14 x 2 points each; open book; open notes)

There will be fourteen (14) in-class quizzes. The quizzes will consist of five multiple choice questions. Each quiz is worth 2 points. The quizzes are open-book with notes. There will be a bonus quiz, covering Week 15, worth up to 2 bonus points.

The weekly quizzes are meant to gauge students understanding of the previous week's lecture topic as well as comprehension of the assigned readings and media related to the lecture topic. **SC.2** -related content is embedded into virtually every week's topic. Please see the lecture slides and related quiz for any of the weekly modules:

We have and will continue to self-assess on the student performance in quizzes to gauge their understanding of the course's critical content.

- **Comprehensive Final Exam** (open book; open notes)

During Finals Week, students will have a comprehensive final examination covering the core concepts of the course. The exam is open-book with notes. The final exam is comprehensive. We self-assess by examining the students' performance on the final exam as this is an important metric that indicates a comprehension of the course's critical content.

ARCH 420 Assessment Methods: (Overbey)
Regarding the assessment of the student work, all the exercise descriptions outline a grading rubric with ten (10) criteria, which are assessed as follows:

- \+ Satisfactory (1 point)
- +/- Partially satisfactory (0.5 points)
    - Unsatisfactory (0 points)
- Each criterion is worth 10% (1 point) of the exercise's grade.

ARCH 420 Supporting Instructional Materials: (Overbey)

- ARCH 420 Syllabus/Schedule Spring 2022
- Readings
- Lectures
- Sample Project Progress Report and Invoices

ARCH 420 Assessment Activities: (Shimizu)

- **Assessment:** Quizzes

Multiple choice, application of formulas, and short answer (applied use of content or connecting the dots). Consider with what key content should all students leave the class. (e.g. standard of care). Overview of big themes and how they relate to professional practice. Quizzes are reviewed with students, feedback is requested, continue to develop questions / content

- **In-Class Activities**

Serve as ways to engage with the lecture content, to consider interpretations, apply to different situations, to role play and collaborate. It is also a way to get feedback from students.

- **Assignments**
    - **Exercise 01: Practice Management- Financial Planning**
        - Understand aspects of architectural practice including financial planning and evaluating financial health of the firm
        - Understand basics of utilization rates, direct vs indirect expenses, and multiplier
        - Consider and utilize professional communication skills

Overview: In teams of two, develop your office's annual financial plan for next year using an estimated revenue total. Develop two versions and then summarize in memo form.

- **Exercise 02: Project Management**
    - Understand the methods for identifying work plans, project schedules, and time requirements
    - Understand the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts

Overview: Project management can define the success of an architectural project through a focus on the following:

- Organizing the project
- Facilitating the work
- Effect of client expectations on the project

- Consider the following and develop proposal for client: Fee rate, Basic Service fee and schedule, Workplan- staffing, hours, cost vs invoice
- Create a letter of agreement

- **Exercise 03: Cost of Construction**
  - To understand the fundamentals of building costs and construction cost estimating.
  - To use reference books and understand how data is organized
  - To consider facets of an architect's professional role
  - To develop communication with professional contacts and clients

Overview: While cost estimating is often done by a consultant or construction manager, it is important for the Architect to understand the fundamentals. This assignment applies cost of construction estimate methods at two different phases of a project. In addition, students are asked to consider how the architect's role in assisting the Client through the decision-making process.

ARCH 420 Student Self-Assessment Activities: (Shimizu)

- **Surveys / polls / online notes**
  Series of surveys via Canvas over the semester. Introductory survey asks students to consider course objectives and gauge knowledge. Polls were often used to get sense of comprehension as well as keep students engaged. Often students listen to guest lectures and respond to questions regarding what they heard

- **Group Discussions**

To layer ways to engage with content, students were asked to read short readings or and then discuss. Often role playing allowed them to think through issues such as ethics to consider different perspectives. Working together for develop a position is a way to further collaboration.

- **Peer Evaluation**

Students are asked to provide feedback on how well the team worked on the project as well as share suggestions for future coursework / projects

ARCH 420 Assessment Methods of Student Work: (Shimizu)

- (3) Quizzes x 12 points each 36 points
- Discussions, class participation, in-class mini-assignments 22 points
- (3) Assignments x 14 points each- projects will be done outside of class as opportunities to apply content provided from the readings and lectures. 42 points

Evaluation is based on:

- Content of deliverables
- Accuracy and application of criteria (and math is correct)
- Professional Quality and clarity of memo: choice of language, use of course content
- Assignments are reviewed with students in draft form. Final has quantitative assessment (proper use of formulas, etc.) as well as qualitative (memo has professional language, make assumptions based on proposal, etc.)

ARCH 420 Supporting Instructional Materials: (Shimizu)

- ARCH 420 Syllabus/Schedule Fall 2021
- Readings
- Lectures
- Guest Speakers

ARCH 420 Assessment Methods (all sections)

- **Benchmarks** used to assess Student Criteria SC.2 Professional Practice is aligned with the minimum grade requirements for the university. GPA is assessed every semester. A student will be placed on academic probation at the close of a term when the cumulative grade-point average is less than 2.0 (a "C" grade). Additionally, the catalog also informs students of their retention

standards: Students in the professional B.Arch and pre- professional undergraduate degree programs receiving grades BELOW C- in two consecutive, required architecture courses (i.e., ARCH 201; 202; ARCH 214; 314; ARCH 218; 318, etc.), must repeat the sequence of BOTH courses.

- **Undergraduate Curriculum Committee** will take a more invested role in assessment and accreditation tasked with reviewing how effectively the criteria has been address in the aligned courses and potential matrix re-alignment. Spring and summer courses will be assessed in the fall, and fall courses will be assessed in the spring, enhancing a culture of continual improvement and teaching culture.
- **Semester-end review** for this course occurs at the end of every fall and spring semester and will focus more on assessment and modifications. Identifying which activities and support instructional materials produced the highest student outcomes and which produced the lowest. Modifications will be made to those activities/materials producing the lowest outcomes from students in understanding SC.2 as well as other course objectives.
    - **Re-Occurring Assessment: ARCH 420** is offered every fall and spring semester. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area SC.2: *Understanding professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States.*

RESPONSE: Graduate B.Arch (satisfactory, very well, well) = 100% (very well/well = 85%. Targeting the satisfactory, very well, well - we reached our benchmark per this assessment metric.

MODIFICATION SUMMARY: Based on an assessment of these findings - targeting the very well, well response - we will work with the associated faculty to maintain our program focus; however, we will assess the outcomes of all assessment activities to see which assessment activities and supporting instructional materials produced the lowest results making appropriate modifications in an effort to increase the satisfactory response to 10%.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Fall 2021
ARCH 420 Shimizu
ARCH 424 Keogh / Phillippe

Spring 2022
ARCH 420 Overbey

NARRATIVE

ARCH 420 (Professional Practice) (Overbey) will provide students with an understanding of the essential aspects of the architectural profession in today's market. The course will address issues related to stakeholder roles in architecture, project management, business practices, financial considerations, legal responsibility, ethics and professional conduct. The course is structured such that topics are generally introduced in a sequence consistent with the development of a building project. After an overview of the business of architecture, students will be introduced to project documentation protocols before code and regulations are expanded upon. The course will then execute a detailed overview of critical AIA model documents. Next, the course will cover considerations related to project scheduling, cost estimates, project budget analyses, project delivery methods, and project team assembly. After expanding on the bidding process and appropriate construction administration, firm finances, marketing, business development, and emerging trends in professional practice will round out the scope of the course.

ARCH 420 (Professional Practice) (Shimizu)
The Professional practice class consider issues that impact the profession, the practice, and the project through the lens of financial considerations, project management, and legal responsibilities.

Professional practice is tasked with covering contracts, legal and financial considerations, project management and an introduction to cost estimating. Course content is defined by the department catalog description and by the department NAAB matrix. In addition, the ARE exam is used as a guide because it represents a baseline understanding for entry to licensure. Finally, it is important to introduce elements of critical practice by which students can take a position on how and why they might practice architecture. The content is dense, but becomes accessible by having students connect with it in different ways and building up in small steps. Discussions and activities provide ways of engaging with and applying these concepts that build professional skills. Students appreciate hearing perspectives of practicing architects from a range of offices.

ARCH 424 (Research and Programming Methods) (Team Taught: Keogh/Phillippe)
Students are expected in Assignment #9, to complete a thorough site analysis on their project. Also, in Assignment #11, Site Field Work, students are asked to further document their proposed project site and its conditions, including boundaries, edges, and sensory exploration.
Site Analysis is expected to include the following:

- Neighborhoods surrounding
- Context of the site, both historical and cultural
- Size of the site and adaptability to project type
- Specific zoning, regulations and codes that pertain to the project site (from government websites)
- Transportation, traffic and circulation patterns
- Visibility from the site (and into as well)
- Safety factors of the site (security, accessibility, edges, transparency)
- Physical and geographical features of the site (Topography, bodies of water, trees)
- Accessibility (cars, pedestrians, ADA)
- Climatic Concerns (flooding, natural disasters)
- Natural boundaries (trees, fences, edges)

Through this careful analysis and their code research from Assignment #14 (see SC.1), the students exhibit understanding of principles of life safety, land use, and current laws and regulations of their particular site.

ASSESSMENT

ARCH 420 Assessment Activities: (Overbey)

- Professional Practice Models 20%
- Roles of Regulation 20%
- Project Management 20%
- Business Practice 20%

- **Exercise 01: Project Stakeholder and Regulatory Assessment** 10 points (SC.3)

- **Exercise 02: Practice Scenario Response** 10 points (SC.3)
  - Understand the methods for identifying work plans, project schedules, and time requirements
  - Understand the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

- **Exercise 03: Project Cost Analysis** 10 points
  - To understand the fundamentals of building costs and construction cost estimating.
  - To use reference books and understand how data is organized
  - To consider facets of an architect's professional role
  - To develop communication with professional contacts and clients

- **Exercise 04: Firm Finance Analysis** 10 points

- **Exercise 05: Letter of Agreement** 10 points (SC.5)

- **Quizzes** (3) x 12 pts. 28 points (SC.3)
  - SC.3 Content covered: Ethics and Professional Conduct, Regulation of Professional Practice Licensure, Firm Legal Structure, Legal Issues, Insurance Coverage, Practice management, Architectural Services & Compensation, Project Definition, Development, & Management, AIA B101 Owner Architect Agreement, AIA A201 General Conditions, Cost of construction, Project delivery methods, Integrated Project Delivery

- **Comprehensive Final Exam** (open-book; open notes) 10 points

- **Group discussions** (SC.3)
  - Serve as ways to engage with the lecture content, guest lectures, to consider interpretations, apply to different situations, to role play and collaborate.

- **Exercise 01: Project Stakeholder and Regulatory Assessment** – 10 Points

This exercise will prompt students to develop a project team organizational diagram as a design professional would present to a prospective or contracted client. Then, students will be challenged to expand upon the scope of this diagram and consider a broader scope of stakeholder roles on the project. Additionally, this exercise will prompt students to assess and summarize the regulatory context of this project. Students will clarify which codes, ordinances, regulations, and other legal considerations are relevant to the project.

- **Exercise 02: Practice Scenario Response** – 10 Points

For this exercise, students will be assigned one of a series of practice-related dilemmas. Students will demonstrate their understanding of the critical model legal documents expanded upon in class as each ascertains an appropriate response to their respective dilemma and defends their position with specific document references.

- **Exercise 05: Letter of Agreement** – 10 Points

For this exercise, students will develop Letter of Agreement to their studio project's client. Students will demonstrate their understanding of stakeholder roles, business management, and legal responsibilities as they respond to the requested scope of the Letter of Agreement, which includes the project scope, the scope of services, project schedule, and compensation.

- **Quizzes** (14 x 2 points each; open book; open notes) – 28 points

There will be fourteen (14) in-class quizzes. The quizzes will consist of five multiple choice questions. Each quiz is worth 2 points. The quizzes are open-book with notes. There will be a bonus quiz, covering Week 15, worth up to 2 bonus points.

- **Comprehensive Final Exam** (open book; open notes) – 10 points

During Finals Week, students will have a comprehensive final examination covering the core concepts of the course. The exam is open-book with notes.

ARCH 420 Supporting Instructional Materials: (Overbey)
- ARCH 420 Syllabus/Schedule Spring 2022
- Readings
- Lectures
- Sample Project Progress Report and Invoices

ARCH 420 Assessment Activities: (Shimizu)
- Exercise 01
- Exercise 02 (SC.3)
- Exercise 03 (SC.3)
- Quizzes (SC.3)
- Online surveys
- Group discussions (SC.3)

ARCH 420 Supporting Instructional Materials: (Shimizu)
- ARCH 420 Syllabus/Schedule Fall 2021
- Readings
- Lectures

ARCH 424 Assessment Activities: (Team Taught: Keogh/Phillippe)

Programming assignments (seven per student) where the student is responsible for presenting their program criteria in graphic layouts and diagrams for their proposed project.
- Thesis Statement 8%
- Research Assignments 30%
- Programming Assignments 30%
- Thesis Proposal 10%
- Thesis Proposal Presentation 7%
- Final Thesis Proposal 10%

ARCH 424 Supporting Instructional Materials (Team Taught: Keogh/Phillippe)
- ARCH 424_Syllabus/Schedule Fall 2021 (PDF)
- ARCH 424 – Assignment 9 – Fall 2021 (PDF)
- ARCH 424 – Assignment 11 – Fall 2021 (PDF)
- ARCH 424 – Assignment 14 – Fall 2021 (PDF)

Assessment Methods: (all courses/sections)
- **Benchmarks** used to assess Student Criteria SC.3 Regulatory Context is aligned with the minimum grade requirements for the university. GPA is assessed every semester. A student will be placed on academic probation at the close of a term when the cumulative grade-point average is less than

2.0 (a “C” grade). Additionally, the catalog also informs students of their retention standards: Students in the professional B.Arch and pre- professional undergraduate degree programs receiving grades BELOW C- in two consecutive, required architecture courses (i.e., ARCH 201; 202; ARCH 214; 314; ARCH 218; 318, etc.), must repeat the sequence of BOTH courses.

- **Undergraduate Curriculum Committee** will take a more invested role in assessment and accreditation tasked with reviewing how effectively the criteria has been address in the aligned courses and potential matrix re-alignment. Spring and summer courses will be assessed in the fall, and fall courses will be assessed in the spring, enhancing a culture of continual improvement and teaching culture.
- **Semester-end review** for this course occurs at the end of every fall and spring semester and will focus more on assessment and modifications. Identifying which activities and support instructional materials produced the highest student outcomes and which produced the lowest. Modifications will be made to those activities/materials producing the lowest outcomes from students in understanding SC.3 as well as other course objectives.
    - **Re-Occurring Assessment: ARCH 420** is offered every fall and spring semester and **ARCH 424** is offered fall semester only. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area SC.3: *Understanding the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States.*

RESPONSE: Graduate B.Arch (satisfactory, very well, well) = 95% (very well/well = 61%. Targeting the satisfactory, very well, well - we reached our benchmark per this assessment metric.

MODIFICATION SUMMARY: Based on assessment these findings - targeting the very well, well response - we will work with the associated faculty to maintain our program focus; however, we will assess the outcomes of all assessment activities to see which assessment activities and supporting instructional materials produced the lowest results making appropriate adjustments in an effort to increase the satisfactory response to 40%.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Fall 2021
ARCH 214 San Miguel; Stafford
ARCH 318 Burns; Cruz
ARCH 373 Reinhart; Collins
ARCH 418 Underwood

Spring 2022
ARCH 218 Burns; Cruz
ARCH 273 Reinhart
ARCH 314 Gray; San Miguel; Stafford
ARCH 418 Underwood

NARRATIVE

ARCH 218 (Structural Systems 1) (Burns/Cruz):
Is a basic introduction to the mathematical foundations of statics--equilibrium, balance, centroids, neutral axis—with primary focus on developing a basic understanding of concepts of conditions of equilibrium and force systems.

In understanding how loads impact building structure, students are introduced to different structural systems in response to forces. Investigations, practice and assignments are provided on load paths, mathematics of force vectors and basic for systems (i.e., collinear, concurrent, and co-planar force systems, condition of static equilibrium and free-body diagrams towards the inspection, analysis, and representation of both existing and proposed structural systems.

ARCH 318 (Structural Systems 2) (Burns/Cruz):
Introduces students to the technological knowledge of structural systems, with an emphasis placed on structural steel systems. Over the course of the semester, students are exposed to how the lessons that they learned in the introductory statis and system behaviors course **(ARCH 218, Structural Systems 1)** might be applied effectively to structural steel systems. Topics covered throughout the semester include:

- stress/strain concepts and how they relate to structural steel
- framing plan and load distributions
- columns and properties of steel member's cross section
- trusses
- open web steel joists
- beams
- connections (welds and bolted connections)
- lateral loads

Each of these topics are explained and analyzed in class lectures and exercises to ensure that the students obtain the necessary knowledge for how the lessons relate to architectural design. Further, exams, a structural design project, and a submission of course notes is submitted to ensure that the students gain the necessary knowledge about how the performance of structural behaviors might serve as influential agent of architectural design.

ARCH 418 (Structural Systems 3) (Underwood):

- Continuation of Structural Systems 2. Introduction to wood, concrete, and masonry systems and their application to design of horizontal and vertical building systems. Discussion of alternative structural building materials and systems.

ARCH 214 Architectural Building Technology 1 (San Miguel):

- Students will be introduced to an overview of basic materials and methods of construction (wood, steel, concrete and masonry) and then apply this knowledge through class exercises. The course will also introduce a basic understanding of sustainable design and construction and will provide an introduction to structural and building systems integration, life safety and accessibility. Students are expected to apply the information they will be learning in design studio.

ARCH 214 Architectural Building Technology1 (Stafford):

- Methods and materials of architectural construction. Emphasizes interface of material selections and construction technology in the design, production, and construction process.
- Students will be introduced to an overview of basic materials and methods of construction (wood, steel, concrete and masonry) and then apply this knowledge through class exercises. The course will also introduce a basic understanding of sustainable design and construction and will provide an introduction to structural and building systems integration, life safety and accessibility. Students are expected to apply the information they will be learning in design studio.

- To increase an understanding of building materials and related construction methods, including traditional, contemporary, and innovative methods
- To introduce information, resources, and examples pertaining to the technological aspects of architecture and construction
- To examine issues concerning the role of materials and methods in construction and various
- design philosophies
- To increase an understanding of how to engage and participate in architectural research to test and evaluate innovations in the field.
- To increase an understanding of established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

ARCH 314 Architectural Building Technology 2 (Gray):

- Methods and materials of architectural construction. Emphasizes interface of material selections and construction technology in the design, production, and construction process. Production of construction documentation
- Build upon ARCH 214 course objectives to expand understanding and the nature of building materials and related construction methods
- Create an awareness for the potential for design in material and building assembles
- Reinforce and apply principles of sustainability in design and construction and the collateral effects on the environment and people
- Introduce information resources and examples pertaining to the technical aspects of architecture and construction supplemental to textbook materials
- Introduce a basic understanding of software required to complete course project
- requirements
- Investigate the organizational skills necessary to plan, execute and administer a set of construction drawings (CD's) including office procedures, general conditions, working drawings, and specifications
- Develop and demonstrate basic graphic representational skills required to craft and execute a competent set of Working Drawings as a continuation of the design process and as the primary means of communicating design intent of architecture

ARCH 314 Architectural Building Technology 2 (San Miguel):

- **Building Technology 2** introduces students to the materials and methods of construction. Our goal is to understand the nature of materials, their production and effect on the environment and people, as well as the processes of building assembly. We also focus on the crafting of construction documents as the primary method of communicating design intent in architecture. The course introduces methods of professional project research and delivery including codes, approval process and specifications. Throughout the course, emphasis is placed on the relationship between the craft of construction and the art of design. All learning objectives are for SC.4.

ARCH 273 (Environmental Systems 1) (Reinhart):

- Building environmental control systems improve occupant comfort and safety and provide for building utility. This course will focus on those building environmental control approaches that are generally termed passive systems. Passive systems are commonly designed by architects, sometimes in collaboration with consultants (if and as necessitated by the complexity and criticality of the system). Passive systems are conceptualized, designed, and installed to support design intent and criteria (owner's project requirements) that must be rationally addressed to ensure a successful building project.

Daylighting, climate control (including thermal comfort, thermal envelope performance, passive heating, and passive cooling), and acoustical systems will be addressed during the semester. Broad environmental concerns will be considered throughout. The course schedule provides a detailed outline of course content and sequence—which is reflected in the arrangement of course modules.

The passive systems addressed in this course will often be augmented by active building systems (to be dealt with in the subsequent course, **ARCH 373**).

The systems discussed in this course should play an important role in all types of buildings. They are the first and best design moves toward environmentally-responsible architecture. Environmental control systems account for a large proportion of building energy and resource consumption and passive systems can be exceptionally valuable tools in a quest for high- performance building design solutions (including green, net-zero energy, and carbon-neutral projects).

Today's architects must understand passive systems well enough to knowledgeably address these valuable solutions in a manner that permits their intelligent utilization and integration in cohesive building designs. This course will support the development of a functional understanding of passive environmental control systems and their use in typical building types. More specifically, the course will provide an introduction to system potentials, system functions, key design concepts, major components, prevalent analysis techniques, and system integration concerns.

ARCH 373 Environmental Systems 2 (Collins & Reinhart):

- Introduces students to established and emergent active environmental systems in buildings including envelope, heating, cooling, ventilation, electricity, electric lighting, water systems, renewable energy, mechanical circulation, and fire protection—systems that architects are responsible for designing and/or coordinating with other professionals in contemporary building design. The forms and functions of these systems are related to basic principles of building science introduced in **ARCH 273**, including heat flow, moisture movement, light, and sound. Innovative strategies, products, and systems are presented in relation to historical and established status quo design solutions in the building industry. Students use third-party green building rating frameworks, codes, standards, and regulations as design criteria to inform design decision-making. Students use physical models, digital simulations, physical testing with instruments, online analysis tools, etc. to assess the environmental, economic, and social impacts of environmental systems decisions in building design.

ASSESSMENT

ARCH 214 Assessment Activities: (San Miguel)

• Exam 1	20%
• Exam 2	20%
• Exam 3	20%
• Exam 4	20%
• Tectonic Wall Section	10%
• Supplemental Reading Summaries	5%
• Catalog of Drawings	5%
	TOTAL 100%

An exam is given after 2-3 topics are introduced to the students to allow the student the ability to focus on learning the material. There are 4 exams in total for the semester. Additionally, to allow students the ability to start synthesizing materials, systems, and assemblies the students are required to maintain a sketchbook of details (i.e. Catalog of Drawings) of all lecture materials introduced. Supplemental to the textbook readings required to start understanding the basic technical data short readings on the theoretical side focusing on the ontology of construction are given and assessed. Finally, a house wall section is given as a drawing assignment to allow students the ability to display knowledge learned. All items are reviewed by both the graduate assistant and instructor for the final grading evaluation.

- Experience has shown that exam #1 will have a lower grade output than exams #2-4. The basic goal is to monitor growth via the grading numbers. A student may struggle with the volume of materials that are introduced in the course however they can pass the course with an acceptable grade through various combinations of exams and supplemental material.

- Study habits and preparation habits are discussed as a group and with individuals who may be struggling in the course.
- Data provided for the sections under review are relatively comparable for each yearly group encountered.

ARCH 214 Assessment Methods: (San Miguel)

- Students who display difficultly learning and processing a material are initially asked to meet with the graduate assistant then the instructor to determine adjustments that may yield better results.
- At least 2 exams and 3 readings are evaluated prior to a student's mid-term assessment.
- Course materials include 22 lectures introducing core materials, systems, and assemblies.
    - Experience has shown that it is also wise to reserve 3 lecture days for various items which (make-up lecture days, films, independent topics, or building walks to discuss materials and methods.
- Graduate student's duties include leading exam preparation meetings and post-exam discussions. Additional their time is reserved for on-going help for students regarding semester projects.

ARCH 214 Assessment Activities: (Stafford)

• Exam 1	20%	30 points
• Exam 2	20%	30 points
• Exam 3 (final)	26.67%	40 points
• Wall Section Project	26.67%	40 points
• (2) In-Class Drawing Vignettes	6.66%	10 points

ARCH 214 Supporting Instructional Materials:

- ARCH 214 Syllabus/Schedule Fall 2021 (San Miguel)
    - Lectures
    - Readings
- ARCH 214 Syllabus/Schedule Fall 2021 (Stafford)

ARCH 314 Assessment Activities: (Gray)

• Working Drawing Project	60 points
• REVIT Workshop Attendance / Participation	5 points
• Detail from studio competition project	5 points
• Quiz 1	10 points
• Quiz 2	10 points

ARCH 314 Assessment Activities: (San Miguel)

• Working Drawings Project	53.33%	80 points
• Exam 1	13.33%	20 points
• Exam 2	13.33%	20 points
• Final Exam	20%	30 points

- Quizzes are over previously introduced materials from ARCH 214 which are condensed and re-reviewed as well as new materials that introduced in the course
- Study habits and preparation habits are discussed as a group and with individuals who may be struggling in the course.
- Vignettes are take home assignments which are discussed and given guidance on as part of related lecture topics.
- The course primarily replies on the production of working drawings for a small residential project. Students work in teams of 2-4 and produced 2d-3d work, a final analog model, and specifications on various aspects of their project.

- Instructor and GA review and meet with the teams on 3 separate occasions for a minimum of 1 hour per team (meaning multiple weekends are required for meetings)
- GA helps introduce the basic of Revit software to the students along with 3 structured workshops lead by an industry professional proficient in the software. This allows the students an opportunity to start building basic Revit knowledge towards the creation of their working drawings and also prepares them for their future internship experience.
- Data provided for the sections under review are relatively comparable for each yearly group encountered.

ARCH 314 Assessment Methods: (San Miguel)

- At least 2 exams/quizzes and 2 homework assignments "vignettes" are evaluated
- Course materials include 22 lectures.
  - Half of the lectures go over previous materials introduced in ARCH 214 including augmented and discussed assemblies, materials, and systems in more depth. New lectures specific to ARCH 314 are given (ex. Working drawings, specifications, lighting, acoustics, etc.).
  - Multiple lectures are reserved for "Open Topics" which are at the discretion of the instructor or students (students are polled on interest on various topics which the instructor takes into account). Students recently have been very interested in more advanced topics pertaining to steel/metal construction, alternative materials (bamboo construction, rammed-earth etc.)
  - 1-2 course meetings are reserved to walk through 2 buildings on campuses to observe and discuss the course materials "in the field"
- Graduate student's duties include
  - Leading exam preparation meetings and post-exam discussions.
  - Additional their time is reserved for on-going help for students regarding semester projects.
  - Revit software guidance (off-course hours)

ARCH 314 Supporting Instructional Materials:

- ARCH 314 Syllabus/Schedule Spring 2022 (Gray)
- ARCH 314 Syllabus/Schedule Spring 2022 (San Miguel)
  - Lectures
  - Readings
  - Working Drawing Sets
  - Working Drawing Models
- ARCH 314 Syllabus/Schedule Spring 2022 (Stafford)

ARCH 218 Assessment Activities: (Burns)

- **Exam 1** - addresses the behavior forces of broad structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 10%
- **Exam 2** - addresses the behavior forces of broad structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 10%
- **Low Stakes Quizzes** (7) – Used to review their knowledge of the topics and homework assignments. 5%
- **Final Exam** - addresses the behavior forces of broad structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 25%
- **Homework** (7) - addresses the behavior forces of broad structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 25%
- **Structural Project** – focuses on students exploring as the relationship between design and structural systems. The project asks students to test a system that they designed and evaluate it for its performance objectives. 20%
- **Course Notebook** 5%

ARCH 218 Assessment Activities: (Cruz)

- Homework and Quizzes 70%
- Semester Project 15%
- Take-home Cumulative Final Exam 15%

ARCH 218 Supporting Instructional Materials:

- ARCH 218 Syllabus/Schedule (Burns)
- ARCH 318 Syllabus/Schedule (Cruz)

ARCH 318 Assessment Activities: (Burns)

- **Structural Design Project** (with deliverables listed in bullet point below) – Specifically relates to "assemblies of building construction, systems and technologies (as well as how architects assess those technologies against design). 7.5%
- **Physical 'chunk' sectional model and printed drawing board** – The board is a companion to their structural design project model. Similarly, this specifically relates to "assemblies of building construction, systems and technologies (as well as how architects assess those technologies against design). 7.5%
- **5 Homework Assignments** – The homework assignments address structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 30%
- **2 Exams + 1 Final Exam** – Similar to the homework assignments, the exams each address structural systems, technologies, and the methods and criteria architect use to assess these technologies against the performance objectives of projects. 50%

ARCH 318 Assessment Activities: (Cruz)

- Homework 50%
- Quizzes 20%
- Semester Project 30%

ARCH 318 Supporting Instructional Materials: (Burns)

- ARCH 318 Syllabus/Schedule
- ARCH 318 Structural Project Statement and Evaluation Criteria

ARCH 418 Assessment Activities: (Underwood)

- Homework 45%
- Test 1 12.5%
- Test 2 12.5%
- Notebook 5%
- Final Exam 25%

ARCH 418 Supporting Instructional Materials: (Underwood)

- ARCH 418 Syllabus/Schedule

ARCH 273 Assessment Activities: (Reinhart)

- Ungraded Surveys 150 points
- Quizzes over Readings 130 points
- Assignments 200 points
- Labs 240 points
- Exam 1 50 points
- Exam 2 50 points
- Final Exam 100 points

ARCH 273 Assessment Methods: (Reinhart)

- Rubric
- Rubric Sunpeg Lab 1 & 2 (source: Canvas)
- Rubric Heliodon Lab 3 & 4 (source: Canvas)
- Rubric Assignments 1-7 (source: Canvas)

ARCH 273 Supporting Instructional Materials: (Reinhart)

- ARCH 273 Syllabus/Schedule Spring 2022
- Reading Packet
- Slideshows
- Assignments
- Sunpeg Lab
- Heliodon Lab

ARCH 373 Assessment Activities: (Collins)

- Team Response 5 points
- Team Project Milestones 180 points
- Final Team Project Submittal 15 points
- Midterm Exam 100 points
- Comprehensive Final Exam 100 points
- Attendance 100 points

ARCH 373 Assessment Methods: (Collins)

- Assignments 50%
- Quizzes 20%
- Reading Response 15%
- Weekly Questions 5%

ARCH 373 Supporting Instructional Materials: (Collins)

- Lighting Sources
- Lighting Design
- Lighting Control
- Water Supply
- Water Treatment
- Mechanized Circulation
- Operations & Commissioning
- Integrated Design_Sustainable Design
- 2030 Challenge Targets
- HVAC Plans
- Sefaira Guide
- Thermal Gradient
- Assignments

ARCH 373 Assessment Activities: (Reinhart)

- Team Response (Assignment First Week)
- Team Project Milestones
- Final Team Project Submittal
- Midterm Exam
- Comprehensive Final Exam

ARCH 373 Assessment Methods: (Reinhart)

- High Pass / Low Pass / No Pass
- Rubric
- Marked Assignments
- Exams are based heavily on the ARE 5.0 in the content and formatting of questions.

ARCH 373 Supporting Instructional Materials: (Reinhart)

- ARCH 373 Syllabus/Schedule Fall 2021
- Lectures
- Resources (i.e., NCARB; AIA COTE; AIA; U.S. DOE Solar Decathlon; Building Rating Systems; web-based tools; etc.)
- Team Project Overview
- Project Milestones Assignment Briefs
- Exam Practice
- Archives

Assessment Methods (all courses/all sections)

- **Benchmarks** used to assess Student Criteria SC.4 Technical Knowledge is aligned with the minimum grade requirements for the university. GPA is assessed every semester. A student will be placed on academic probation at the close of a term when the cumulative grade-point average is less than 2.0 (a "C" grade). Additionally, the catalog also informs students of their retention standards: Students in the professional B.Arch and pre- professional undergraduate degree programs receiving grades BELOW C- in two consecutive, required architecture courses (i.e., ARCH 201; 202; ARCH 214; 314; ARCH 218; 318, etc.), must repeat the sequence of BOTH courses.
- **Undergraduate Curriculum Committee** will take a more invested role in assessment and accreditation tasked with reviewing how effectively the criteria has been address in the aligned courses and potential matrix re-alignment. Spring and summer courses will be assessed in the fall, and fall courses will be assessed in the spring, enhancing a culture of continual improvement and teaching culture.
- **Semester-end review** for this course occurs at the end of every fall and spring semester and will focus more on assessment and modifications. Identifying which activities and support instructional materials produced the highest student outcomes and which produced the lowest. Modifications will be made to those activities/materials producing the lowest outcomes from students in understanding SC.4 as well as other course objectives.
    - **Re-Occurring Assessment: ARCH 214; ARCH 318; ARCH 373** is offered every fall semester only. **ARCH 218**; **ARCH 273**; **ARCH 314** is offered every spring semester only. **ARCH 418** is offered every fall and spring semester. Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall and spring semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results.
- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following area SC.4: *Understanding established and emerging systems, technologies, and assemblies of building construction, and the criteria architects use to assess those technologies against the design, economics, and performance objectives.*

RESPONSE: Graduate B.Arch (satisfactory, very well, well) = 93% (very well/well = 54%. Targeting the satisfactory, very well, well - we reached our benchmark per this assessment metric.

MODIFICATION SUMMARY: Based on assessment these findings - targeting the very well, well response - we will work with the associated faculty to maintain our program focus; however, we will assess the outcomes of all assessment activities to see which assessment activities and supporting instructional materials produced the lowest results making appropriate adjustments in an effort to increase the satisfactory response to 20%.

ARCH 218 PROPOSED MODIFICATION (Burns)
May modify schedule to allow for more time on subjects that seem to not be understood as easily by the students. Also, perhaps revise the schedule or order of which topics are introduced.

ARCH 318 PROPOSED MODIFICATION (Burns)
Changing/modifying the schedule and order of topics covered to show relationships of systems more effectively; changing the structural project to integrate new technologies into the project with design being more of the initiating driving factor; assess previous course work and exam questions to evaluate if students understood the topics and concepts taught in the course.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Fall 2021
ARCH 400 Collins / Shimizu
ARCH 403 de Brea; Keogh; Koester; Mounayar

Spring 2022
ARCH 400 Collins/ Shimizu
ARCH 404 de Brea; Keogh; Koester; Mounayar

NARRATIVE

Curricular: Introduce
Design Synthesis is first introduced in the **ARCH 202 (Architectural Design Studio)**, where students are asked to carefully consider and analyze a variety of site conditions and their accessibility during the semester competition. Additionally, the program requirements ask for students to consider user requirements employed in the program and identify and design for additional requirements that students may recommend. Students also work to synthesize support course material within the design studio and begin learning to assess local regulations and codes, as well as environmental impacts.

Curricular: Reinforce
As students migrate from the foundational lecture courses of different content areas to the more advanced year level studios, integrated design processes, decision-making, and design assessment becomes possible. **ARCH 301** and **ARCH 302 (Architectural Design Studios)** 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. The articulation of evaluative criteria is used to propel an iterative design process, with the design process products (incorporating the consideration of multiple architectural systems) being assessed by these criteria. **ARCH 302 (Architectural Design Studio)**, is where students are asked to integrate technology systems into their design project, reinforcing the individual attributes of material, assembly, structural, and environmental systems, and their impact on the building performance and design decisions. All core technical coursework concludes in the third year, facilitating awareness and knowledgeable explorations of alternative solutions for a design. This testing prepares students for the next semester Comprehensive Design studio.

Curricular: Demonstrate

ARCH 400 (Comprehensive Architecture Studio) (Shimizu/Collins) is a comprehensive, synthesized architectural design studio that requires students to analyze and identify the design problem they pursue, again articulate criteria that will guide the design process, analyze design solutions based upon this, and predict the effectiveness of design solutions in light of those objectives. Studio is organized as a series of smaller projects that focus on different issues that build upon each other. The structure of **ARCH 400 (Comprehensive Architecture Studio)** 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, layering on and integrating these different aspects of architectural design on the final solution. Students are asked to try methodologies and develop their design process.

ARCH 400 (Comprehensive Architecture Studio) pedagogy requires preliminary student research to establish identification of the "problem" to be addressed, articulation of applicable criteria for process work evaluation, and focused address/integration of multiple systems and consideration of system selection appropriateness to effectively respond to their architectural objectives. Topical workshops/lectures on different systems (codes, environmental systems, building technology, structures, etc.) are dispersed throughout the semester to "layer-on" that issue onto their design decision making process. **ARCH 400** faculty organize the studio through the following in-depth assessments:

- **Research and Inventory:** Students gather, curate, and define project issues. Students explored context through infrastructure, density, citizenry, and considered a potential role for architecture. Group research looked at: Ecology & Sustainability; History of; Downtown Fort Wayne: Existing Fort Wayne and future; Program. In addition, students went on a field trip of Fort Wayne as well as websites and initiatives to consider.
- **Concept generation, Site and Program Analysis:** Students define project goals. Students were given a series of exploratory assignments to create a narrative for their intentions and a foundation for collaboration. Precedents are important in distilling key strategies but also expanding students' knowledge of contemporary architecture. Students move from site inventory to site analysis, develop program requirements, organization diagrams, as well as concepts that will drive design strategies.
- **Project Narrative**: Teams develop framework of project issues, goals, and propose strategies by which to meet the goals.
- **Project Proposal:** Teams develop the project at different scales: site, building, room and with a focus on environmental site strategies, envelope performance, and quality of experience. Students are asked to define eco-effective goals and then consider architectural strategies as well as criteria to accomplish those goals relative to the environmental forces they wish to take advantage of or to mitigate. Code workshop provides foundation for each team.
- **Performance:** Students participate in workshops for issues such as code and environmental systems, which are then layered into working designs. This brings together lecture with a focused assignment that highlights objectives of the course with evidence for decision making. As part of the workshops, students are asked to:
  - Distill + explore design strategies through diagrams
  - Develop materials that demonstrate attention to technical details
  - Focus on envelope as intersection (structure, systems, light, inside / outside, form, affect)
- **Final Presentation:** Connect project intention with a compelling description of the building design. Consider how best to describe an understanding of the key issues and context, summarize ANALYSIS, goals, strategies for how architecture will be part of that response, and proposed experience for the building. Balance concept with tectonics, performance, and experience.

ASSESSMENT

ARCH 400 Assessment Activities:

- **Intro survey**
- **Four (4) studio-based juried design reviews** (see ARCH 400 schedule)
  - Framework Pinup
  - Building design review
  - Tectonics workshop pinup
  - Final Comprehensive Presentation
- **Three (3) presentations to instructor and classmates**
  - Research
  - Concept generation
  - Storyboarding
- **Project Deliverables**
  - Group Research project: Context and Site
  - Individual concept project
  - Team Initial Proposal
  - Building Design Proposal
  - Code worksheet
  - Environmental Systems and Performance workshop
  - Cove.tool energy report- baseline comparison
  - Climate consultant worksheet
  - Final Comprehensive Presentation

ARCH 400 Supporting Instructional Materials:

- Syllabus/Schedule
- Lectures
- Resources

ARCH 403 Assessment Activities:

Faculty are given much autonomy in relation to developing and delivering course content as long as they address the NAAB Criteria assigned to the course. At the end of fall semester faculty are asked to participate in a semester-end review to provide evidence demonstrating that the respective NAAB criteria was addressed and that student achievement was assessed. This semester-end review provides faculty the opportunity to discuss learning objectives and outcomes reflecting on what went well and what modifications (if any) may be made based on assessment results. **Feedback** is the teaching method of studio. Practically every studio session includes one-on- one conversations and direct feedback. Students are evaluated through faculty consultation, peer-to-peer consultation, and rubric projects using the following criteria:

- research and documentation of a project brief;
- investigations leading to a conceptual building and site design;
- development/refinement responding to selected design criteria;
- integration of technical and construction systems;
- refinement of detail design;
- documentation and communication; and/or
- project evaluation and debriefing.

ARCH 404 Assessment Activities:

- Signed Project Proposals
- Abstract Book
- Final Project Thesis Book
- Final Project Presentation Slides

ARCH 404 Assessment Methods:

- Final Thesis Design
- Active Weekly Design Evolution
- Brochure Abstract and Image
- Final Thesis Report

ARCH 404 Supporting Instructional Materials:

- ARCH 404 - Syllabus - Spring 2022
- ARCH 404 - Calendar / Schedule - Spring 2022
- Interim Review Schedule, Deliverables, and Rubrics
- Final Project Thesis Book Requirements 2022
- Draft and Final Project Thesis Book Rubric

ARCH 404 (Final Project Studio) is offered every spring semester in fifth year. Semester-end review with the department chair, program chair, curriculum committee, and accreditation manager occur at the end of every spring semester. The semester-end review includes assessing the final project presentations and submissions from students, alongside the grades received for submissions. The assignments continue to be effective and are helping students discover and understand the course learning objectives.

The Departmental Curriculum Committee meets approximately every two weeks to discuss any needed curricular changes brought forward.

Assessment Activities:

- **Intro survey**
- **Four (4) studio-based juried design reviews (see ARCH 400 schedule).**
  - Framework Pinup
  - Building design review
  - Tectonics workshop pinup
  - Final Comprehensive Presentation
- **Three (3) presentations to instructor and classmates**
  - Research
  - Concept generation
  - Storyboarding
- **Project Deliverables**
  - Group Research project: Context and Site
  - Individual concept project
  - Team Initial Proposal
  - Building Design Proposal
  - Environmental Systems and Performance workshop
    - Final Comprehensive Presentation
    - Cove.tool energy report- baseline comparison

Student Work Examples:

- **Project Deliverables**
  - Group Research project: Context and Site
  - Individual concept project
  - Team Initial Proposal
  - Building Design Proposal
  - Code worksheet
  - Environmental Systems and Performance workshop
    - Cove.tool energy report- baseline comparison
    - Climate consultant worksheet
    - Final Comprehensive Presentation

Benchmarks that the Program uses to assess Student Criteria SC.5 Design Synthesis: The program benchmarks students earn a grade of C or higher for the final grade in architecture department course. If a student earns below a C in any two consecutive courses, they must retake both courses in the sequence.

The department is initiating organizational methods to more tightly assess the OVERALL student performance results in each of Student Criteria. The undergraduate curriculum committee will be tasked in the 2022-2023 year with reviewing how effectively (SC.5): Design Synthesis has been addressed in the aligned courses. Student work results in each (SC.5) aligned course offered Fall (2021) and Spring (2022) will be reviewed in fall semester.

Each course's effectiveness in addressing (SC.5) will be assessed by the committee, and potential matrix re-alignment will be considered as necessary (adding or subtracting aligned courses). Faculty course narratives (per SC) that are provided by all faculty will be a part of this assessment of the course's address of student learning criteria, as will course materials, student work, and faculty assessment of that work relative to (SC.5).

The evaluation methods described by faculty will be assessed for their effectiveness in establishing the level of student understanding of (SC.5). Providing those assessment methods are precise enough to measure aggregated student understanding, our initial benchmark will be "above average" acquisition of the understanding or ability as defined by the SC (this aligns with a "B-" grade, or above). That means benchmarks of minimum 80% individual student accomplishment in each assessment method and then the overall aggregated percentage of student accomplishment.

The benchmark for overall aggregated percentage of student accomplishment is 85%. The Undergraduate Curriculum committee will also be asked to suggest benchmarks that more effectively address our programs' unique strengths.

Assessment of overall student experience relative to Student Criteria SC.5 Design Synthesis
(also see PC Assessment note at start of this section):

- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following areas:
An ability to make design decisions within architectural projects while demonstrating synthesis of user needs, regulations, site conditions, accessibility, and consideration of the measurable environmental impacts of your design decisions.

RESPONSE: Graduate B.Arch (satisfactorily, well, very well) = 100% (well or very well = 92.7%)
Targeting the well/very well response - we are over our 75% benchmark. 100% is ideal.

MODIFICATIONS SUMMARY: The **ARCH 403 (Architecture Design Studio)** semester sequence was reorganized to improve flow and clarity of communication and study focus. The change was developed carefully through student faculty conversations and meetings. The new structure will improve students' effort to accelerate their engagement with the course objective and goals. This new structure shall be implemented starting Fall 2022. This sequence is quite different than the one employed in Fall 2021. The change simply starts the semester with a nine-week design project before initiating the self-guided, individually developed diploma project. The diploma project starts on week nine and continues through spring semester.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Fall 2021
ARCH 373 Reinhart; Collins
ARCH 400 Collins / Shimizu

Spring 2022
ARCH 314 Gray; San Miguel; Stafford
ARCH 400 Collins / Shimizu

NARRATIVE

The integration of building elements (envelope, assembly, structure, environmental technologies, life safety, performance, etc.) in paramount to the holistic understanding of architecture and its environmental connections and consequences. Ball State University's B.Arch program approaches Building Integration through detailed assessment in topical support course and application in the Comprehensive Design Studio. This two-tiered approach gives students a framework for making personal design decisions based on quantitative and qualitative research.

Curricular: Introduce
Building Integration is first considered in **ARCH 273 (Environmental Systems 1)**, where students are introduced to building control systems firs through passive interventions. This course content is reinforced and supplemented in **ARCH 373 (Environmental Systems 2)**, which teaches active systems. Similarly, to **ARCH 273 (Environmental Systems 1)**, **ARCH 214 (Architectural Building Technology 1)** introduces students to the beginning concepts of architectural assemblies and documentation, differentiating building envelopes and associated structural systems and their material makeups. These two courses are positioned in the second year of the B.Arch program, when students are learning foundational principles of architectural design, allowing them to experiment with new understandings of structure and material in their **ARCH 201** and **ARCH 202** Architectural Design Studios.

Curricular: Reinforce
In the third year of the program, students build on presented foundational approaches to architectural wall assemblies, structures, systems, and performance in the **ARCH 301** and **ARCH 302 (Architectural Design Studios)**. In these students, they are asked to articulate more detailed building integrations as part of the iterative process. **ARCH 302 (Architecture Design Studio)**, in particular, asks students to integrate technology systems into their design project, reinforcing the individual attributes of material, assembly, structural, and environmental systems, and their impact on the building performance and design decisions. Support technical coursework concludes in the third year, facilitating awareness and knowledgeable explorations of alternative solutions for a design. This practice in design decision-making prepares students for the next semester Comprehensive Design studio.

Curricular: Demonstrate
SC.6 Building Integration in assessed using a dual system of assignments—those in support courses that allow for a more rigorous understanding of the intricacies of the subject, and in studios, that allow students to use information from the support courses to make real- world design decisions on building integrations.

Assessment in support courses begins with **ARCH 373 (Environmental Systems 2)** in the fall semester. Environmental systems combine the three major influences on architectural design: aesthetic, social, and technical. This course helps students quickly test design ideas to see if they meet basic comfort, safety, and energy/resource conservation criteria; the set of five exercises and the material covered in lecture presents you these criteria. Although these criteria are stated in a technical (easy-to-calculate) way, they carry with them significant opportunities for social and aesthetic development. The semester is organized as one project in which students are introduced to and

respond to technical considerations early and often through nine milestones. Tools and resources are shared/presented that assist students in making integrated design decisions including: building science training modules, instructor workshops, software for performance modeling, etc. These tools and resources also allow the teams to set goals, benchmarks, and to document project metrics, which are revised/updated throughout the project. The project being a net-zero energy building further emphasizes the need for integrated decision making since the technical performance is influenced by a variety of design factors and decisions (form, apertures, orientation, systems selection, etc.) which are essential to allowing them to demonstrate that the buildings can achieve net-zero energy. Upon completing **ARCH 373 (Environmental Systems 2)**, students are expected to:

- Understand basic system terminology and performance metrics;
- Understand key system functions (what various systems can and cannot do);
- Understand the place of systems in typical building applications and contexts (including green and carbon-neutral building design efforts);
- Understand the fundamentals of system selection, placement, components, sizing, and integration concerns;
- Be prepared to participate in emerging trends in practice, such as commissioning, integrated design, and building information modeling;
- Be able to make preliminary decisions regarding the appropriateness of various systems and design concepts during the conceptual and schematic design phases of the building acquisition process.

Principles learned in **ARCH 373 (Environmental Systems 2)** are then applied in the next year's **ARCH 400 (Comprehensive Architecture Studio)**, which allows students to test their environmental systems building integration skillsets in the studio setting.

ARCH 373 (Environmental Systems 2) and **ARCH 314 (Building Technology 2)** work together as support courses to give students a holistic view of building structure and assembly, life safety, and performance. The support course seminar setting allows instructors to engage students through readings, lectures, exams, and targeted assignments, designed to present course material and assess student collation of this material. Once students have demonstrated their understanding of these principles through passing the support courses, they are able to apply the information to the **ARCH 400 (Comprehensive Architecture Studio)** in their fourth year.

ASSESSMENT

In the spring semester of the third year, students take **ARCH 314 (Building Technology 1)**, which builds on the foundational principles of building assemblies and technologies from **ARCH 214** in the second year. **ARCH 314 (Building Technology 2)** reinforces the materials and methods of construction from **ARCH 214 (Building Technology 1)** and builds on these with more complex integrated systems. The course goal is to understand the nature of materials, their production and effect on the environment and people, as well as the processes of building assembly, illustrated through complex construction documents. The course introduces methods of professional project research and delivery including codes, approval process and specifications. Throughout the course, emphasis is placed on the relationship between the craft of construction and the art of design. Student learning objectives include:

- **Build** upon **ARCH 214 (Building Technology 1)** course objectives to expand understanding and the nature of building materials and related construction methods;
- **Create** an awareness for the potential for design in material and building assembles
- **Reinforce and apply** principles of sustainability in design and construction and the collateral effects on the environment and people;
- **Introduce** information resources and examples pertaining to the technical aspects of architecture and construction supplemental to textbook materials;
- **Introduce** a basic understanding of software required to complete course project requirements;

- **Investigate** the organizational skills necessary to plan, execute and administer a set of construction drawings (CD's) including office procedures, general conditions, working drawings, and specifications;
- **Develop and demonstrate** basic graphic representational skills required to craft and execute a competent set of Working Drawings as a continuation of the design process and as the primary means of communicating design intent of architecture.

Principles learned in **ARCH 314 (Building Technology 2)** are applied in the next year's **ARCH 400 (Comprehensive Architecture Studio)**, which allows students to test their understanding of building assemblies and their integration in the studio setting.

ARCH 314 Assessment Activities:
- Working Drawings Project
- Quizzes
- Exams
- Workshops
- Instructor Feedback

ARCH 373 Assessment Activities:
- Assignments/Projects
- Quizzes
- Exams
- Reading Responses
- Weekly Questions
- Participation
- Instructor Feedback

ARCH 400 (Comprehensive Architecture Studio) is organized as one project in which students are introduced to and respond to technical considerations throughout the design process. Tools and resources are shared/presented that assist students in making integrated design decisions including: building science training modules, instructor workshops, software for performance modeling, etc. These tools and resources also allow the teams to set goals, benchmarks, and to document project metrics, which are revised/updated throughout the project. The project being a net-zero energy building further emphasizes the need for integrated decision making since the technical performance is influenced by a variety of design factors and decisions (form, apertures, orientation, systems selection, etc.) which are essential to allowing them to demonstrate that the buildings can achieve net-zero energy.

Architecture studio involves architectural design explorations requiring integrated evaluations and decision-making in the design process. Projects demonstrate consideration and integration of environmental and structural systems, environmental stewardship, technical documentation, accessibility, site conditions, life safety, and building envelope systems and assemblies. **ARCH 400 (Comprehensive Architecture Studio)** is designed to prepare students for later professional practice by leading them through the full integration of buildings, much as a firm does with professional projects. As previously-stated, **ARCH 400 (Comprehensive Architecture Studio)** employs a series of assignments designs to reinforce principles of building synthesis and integrations as an integral part of the design process.

ARCH 400 (Comprehensive Architecture Studio) (Collins/Shimizu) The semester is organized in a series of phases that not only mirror project development but also frame design methodologies. Students' progress through a spiral of inventory, analysis, and synthesis as well as frame the work through different scales and lenses. Content is introduced through lecture, precedent, and research. Presentations underline the importance of storytelling and communicating one's intention through the lenses of tectonics, performance, and experience. Focus on methods of developing criteria by which the work might be judged and how decisions might be made. Iterative process that builds on the work, adding layers and requiring refinement.

Building integration was ensured through multiple mechanisms for personal and team accountability in both support courses and **ARCH 400 (Comprehensive Architecture Studio)**.

Assessment Activities:

- Group Research project: Context and Site
- Individual concept project
- Team Initial Proposal
- Building Design Proposal
- Environmental Systems and Performance workshop
- Cove.tool energy report- baseline comparison
- Code worksheet
- Climate consultant worksheet
- Final Comprehensive Presentation
- Working Drawings Project
- Exams
- Quizzes

ARCH 400 Assessment Activities:

- **Act 1** Setting the Scene 10%
- **Act 2** Proposal 10%
- **Act 3** Mid-Review 20%
- **Act 4** Tectonics and Systems 20%
- **Act 5** Final Presentation 35%
- Final Documentation* 05%

100% TOTAL

*Submitted digital files (presentations, workshop sheets, process work) is required for a final course grade. Upload to ARCH 400 online folder.

ARCH 400 Assessment Activities (Shimizu Spring 2022 Syllabus)

- **Project 1** Context + Concepts 10% PC.2, PC.3, PC.7, SC.1, SC.3, SC.5, **SC.6**
- **Project 2** Proposal 10% PC.2, PC.3, PC.7, SC.1, SC.3, SC.5, **SC.6**
- **Project 3** Mid Review 20% SC.1, SC.3, SC.5, **SC.6**
- **Project 4** Tectonics + Systems 25% PC.2, PC.3, SC.1, SC.3, SC.4, SC.5. **SC.6**
- **Project 5** Final Presentation 35% PC.2, PC.3, PC.7, SC.1, SC.3, SC.4, SC.5, **SC.6**
- Submitted digital files required for final grade Upload One-Drive folder

ARCH 400 Assessment Activities:

- **Intro survey**
- Four (4) studio-based juried **design reviews**
  - For each review students are asked to present framework that describes process and development as well as proposal. Jury provides feedback on process of design integration as well as how these decisions build up to a successful proposal
- **Self/Peer reviews:** These occur at multiple times during the semester (desk crit, mid- semester, and final evaluations).
- **Exit interviews**

ARCH 400 Student Self-Assessment Activities:

- Desk crit check ins- team project management, work flow, and briefs
- Final peer review and course evaluation
- University anonymous course evaluation
- In-person Exit Interviews

ARCH 400 Student Work Examples:

- Project Deliverables
  - Group Research project: Context and Site
  - Individual concept project
  - Team Initial Proposal
  - Building Design Proposal
  - Environmental Systems and Performance workshop
  - Cove.tool energy report- baseline comparison
  - Code worksheet
  - Climate consultant worksheet
  - Final Comprehensive Presentation

NOTE: *Architecture studio involves architectural design explorations requiring integrated evaluations and decision-making in the design process. Projects will demonstrate consideration and integration of environmental and structural systems, environmental stewardship, technical documentation, accessibility, site conditions, life safety, and building envelope systems and assemblies. Undergraduate Catalog*

ARCH 400 Assessment Methods:

- Rubrics
- Assignment Results
- Face-to-Face Dialogue
- Virtual Dialogue
- Faculty/Professionals Critiques
- Student "Peer" Critiques

- **Assessment SC.6-A: Integration of building envelope systems and assemblies**

The students are assessed by their ability to integrate their building enclosure with their design solution. Support course Working Drawings Project and studio-required Technical Design Documents was a primary deliverable referenced to assess these technical qualities of the design as the primary SDDC deliverables did not afford much space for such documents.

- **Assessment SC.6-B: Integration of structural systems**

The students are required to demonstrate that their design solution in ARCH 400 was coordinated with an appropriate structural solution. This assessment criteria evidenced by the content contained within the Technical Design Documents, which are the primary artifacts used for assessment.

- **Assessment SC.6-C: Integration of environmental control systems**

Students are assessed on their ability to integrate environmental control systems in their support course projects. Particular attention is paid to evidence that clarifies how design performance modeling platforms are utilized to assess and optimize certain design solutions.

- **Assessment SC.6-D: Integration of life safety systems**

Students are assessed on their ability to develop a project that met the state-level building code and adhered to life safety requirements including egress paths, door swings, corridor lengths, fire ratings, and other such considerations. These assessment criteria are evidenced by the content contained within the studio design documents and Working Drawing Project, which are the primary artifacts used for assessment.

- **Assessment SC.6-E: Measurable outcomes of building performance**

Students are assessed on their ability to demonstrate and communicate measurable outcomes of building performance. Specifically, the students are required to clarify their initial construction costs, energy use intensity, embodied carbon intensity, and spatial daylight autonomy. For building performance measures, students are accountable to a baseline condition and design performance modeling tools are utilized to demonstrate relative improvement with proposed design solutions.

ARCH 400 PROPOSED MODIFICATIONS:

- more help with collaboration
- continue to develop collaboration training / tools for students early in the process
- see revisions in 2022
- Consider ways to confirm individual ability as well as team
- Continue to develop connections between student analysis and synthesis
- No changes made to the learning objectives

PROPOSED MODIFICATIONS: Students were given feedback using assignment results, virtual dialogue, "peer" critiques, faculty face-to-face dialogue, and professional critiques. Students responded well to projects demonstrating an ability to make design decisions based on multiple factors in the design process. Additionally, student exit interviews in **ARCH 400 (Architecture Comprehensive Studio)** were positive regarding the understanding of **SC.6** principles. No modifications were made based on assessment at this time.

Benchmarks that the Program uses to assess Student Criteria SC.6 Building Integration:
The Program benchmarks students earn a grade of C or higher for the final grade in architecture department course. If a student earns below a C in any two consecutive courses, they must retake both courses in the sequence.

The department is initiating organizational methods to more tightly assess the OVERALL student performance results in each of Student Criteria. The undergraduate curriculum committee will be tasked in the 2022-2023 year with reviewing how effectively (**SC.6**): Design Synthesis has been addressed in the aligned courses. Student work results in each (**SC.6**) aligned course offered Fall (2022) and Spring (2023) will be reviewed in fall semester.

Each course's effectiveness in addressing (**SC.6**) will be assessed by the committee, and potential matrix re-alignment will be considered as necessary (adding or subtracting aligned courses). Faculty course narratives (per SC) that are provided by all faculty will be a part of this assessment of the course's address of student learning criteria, as will course materials, student work, and faculty assessment of that work relative to (**SC.6**).

The evaluation methods described by faculty will be assessed for their effectiveness in establishing the level of student understanding of (**SC.6**). Providing those assessment methods are precise enough to measure aggregated student understanding, our initial benchmark will be "above average" acquisition of the understanding or ability as defined by the SC (this aligns with a "B-" grade, or above). That means benchmarks of minimum 80% individual student accomplishment in each assessment method and then the *overall* aggregated percentage of student accomplishment. The benchmark for overall aggregated percentage of student accomplishment is 85%. The Undergraduate Curriculum committee will also be asked to suggest benchmarks that more effectively address our programs' unique strengths.

Assessment of overall student experience relative to Student Criteria SC.6 Building Integration
(also see PC Assessment note at start of this section):

- **Graduating Student Exit Survey** (annual) May 2022 – our survey of graduating B.Arch students included (and will annually include) this question:

Please assess how well your education has prepared you in the following areas:
An ability to make design decisions within architectural projects that demonstrate integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

RESPONSE: Graduate B.Arch (satisfactorily, well, very well) = 97.5% (well or very well = 90.2%)
Targeting the well/very well response - we are well over our 75% benchmark. 100% is ideal.

Supporting Instructional Materials:

- ARCH 314 syllabus and schedule
- ARCH 314 lecture series
- ARCH 314 projects, exams, and quizzes
- ARCH 373 syllabus and schedule
- ARCH 373 lecture series
- ARCH 373 projects, exams and quizzes
- ARCH 400 syllabus/schedule
- ARCH 400 lecture series
- ARCH 400 resources

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

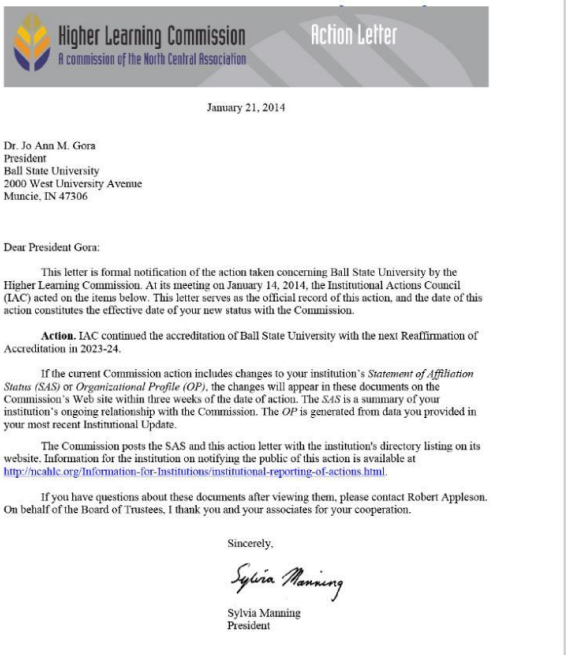
The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response: Ball State University is on the 10-year open pathway. In between the site visits every 10 years, an annual report is submitted, a mid-cycle self-study without a site visit, a QI report, a federal compliance report, etc. is submitted.

The Regional Accreditor Letter for the last site visit in 2013-2014 may be found in the supplemental appendix. All criteria were fully met for this visit as well as with the mid-term. The Universities next site visit is October 23 & 24, 2023.

As part of Ball State University, the department fully supports all efforts and requests by the university used to achieve institutional accreditation with the Higher Learning Commission.

Larger PDF version of letter below available in Supplemental Appendix



Higher Learning Commission
A commission of the North Central Association

Action Letter

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.

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

Sylvia Manning
President

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: The five-year Bachelor of Architecture program consists of 154 credit hours to provide a professionally oriented undergraduate education that will result in an accredited professional degree—a necessary degree requirement for licensure as an Architect. The B.Arch degree path balances the intensity of a professional degree program with a broader, well rounded, and diverse undergraduate university education. One semester of the B.Arch program is an internship experience (with salary) with licensed architects or professionals in allied disciplines.

FIRST YEAR

See College of Architecture and Planning First-Year Program—31 credits (including 15 credits of University Core)

SECOND YEAR

Fall Semester		Spring Semester	
Architectural Design (ARCH 201)	4	Architectural Design (ARCH 202)	4
Architectural Building Technology 1 (ARCH 214)	3	Structural Systems 1 (ARCH 218)	3
History of Architecture 1 (ARCH 229)[1]	3	Environmental Systems 1 (ARCH 273)	3
Social & Environmental Justice in Design (ARCH 251)	3	History of Architecture 2 (ARCH 329)	3
Digital Design (ARCH 263)	3	University Core Curriculum	3
University Core Curriculum	1	University Core Curriculum	2
Total Credits	**17**	**Total Credits**	**18**

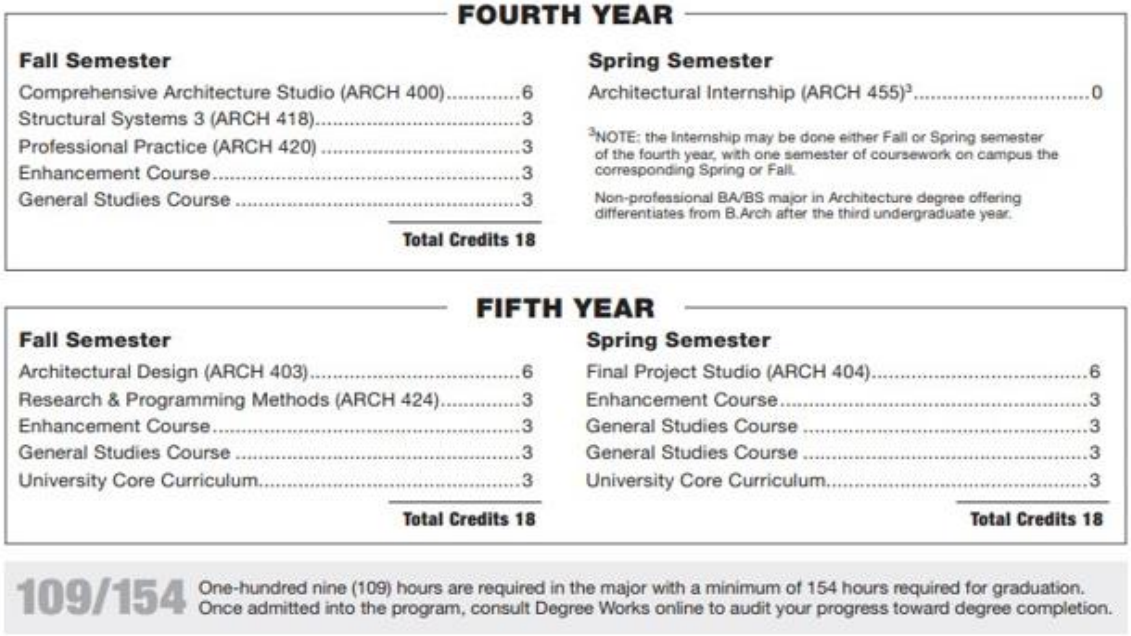
[1]The University CORE Curriculum (UCC) allows coursework in the major to count for as many as six hours in the core. ARCH 229 will count for three hours in UCC Tier2 Fine Arts/ Humanities/Dsgn. Take pre-requisites of ENG 103 and 104 in the freshman and sophomore years.

THIRD YEAR

Fall Semester		Spring Semester	
Architectural Design (ARCH 301)	5	Architectural Design (ARCH 302)	5
Structural Systems 2 (ARCH 318)	3	Architectural Building Technology 2 (ARCH 314)	3
Environmental Systems 2 (ARCH 373)	3	Intro to Historic Preservation for Architects (ARCH 340)	3
Introduction to Professional Practice (ARCH 320)	3	Enhancement Course	3
General Studies Course	3	General Studies Course	3
Writing Proficiency Exam (WPP 392)[2]	0	University Core Curriculum	3
Total Credits	**17**	**Total Credits**	**17**

[2]A Writing Proficiency Exam is required in the junior year.

! SUMMER STUDY OPTIONS FOR STUDENTS: Summer study options for students involving off campus work such as travel studies and community design + build experiences are considered "Enhancement Courses."



FOURTH YEAR

Fall Semester		Spring Semester	
Comprehensive Architecture Studio (ARCH 400)	6	Architectural Internship (ARCH 455)[3]	0
Structural Systems 3 (ARCH 418)	3		
Professional Practice (ARCH 420)	3		
Enhancement Course	3		
General Studies Course	3		
Total Credits	**18**		

[3]NOTE: the Internship may be done either Fall or Spring semester of the fourth year, with one semester of coursework on campus the corresponding Spring or Fall.

Non-professional BA/BS major in Architecture degree offering differentiates from B.Arch after the third undergraduate year.

FIFTH YEAR

Fall Semester		Spring Semester	
Architectural Design (ARCH 403)	6	Final Project Studio (ARCH 404)	6
Research & Programming Methods (ARCH 424)	3	Enhancement Course	3
Enhancement Course	3	General Studies Course	3
General Studies Course	3	General Studies Course	3
University Core Curriculum	3	University Core Curriculum	3
Total Credits	**18**	**Total Credits**	**18**

109/154 One-hundred nine (109) hours are required in the major with a minimum of 154 hours required for graduation. Once admitted into the program, consult Degree Works online to audit your progress toward degree completion.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response: Ball State requires 33 credit hours of University Core Curriculum (general studies) courses. The Bachelor of Architecture degree requires 45 credit hours of General Studies (or Core Curriculum) challenging all students to engage disciplines outside the domains of knowledge in which their majors reside; to develop skills in written and oral communication; to become literate in math, science, and history; and to understand issues in the areas of physical wellness and personal finance. It also addresses issues, problems, and opportunities in the areas of civic engagement, diversity, and international and environmental awareness.

Students must earn a combined grade point average of at least 2.000 in University Core Curriculum course work to graduate. Core Courses making up the University Core Curriculum are four components—Foundation, Tier 1, Tier 2, and Tier 3 Students usually focus on Foundation and Tier 1 courses during their freshman year before taking Tier 2 courses, but you may take UCC courses from different sections (Foundation, Tier 1, Tier 2) at the same time. Students typically meet the Tier 3 requirements with a course in their major during their senior year.

The university seeks to prepare students for a career but also prepare students for life and helping them become a more effective and better-informed person who will be better able to solve problems in any profession by being able to problem solve in different ways.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response: The Bachelor of Architecture degree requires 12 credit hours of optional studies, essentially 4 courses, enough to fulfill a minor in a field of study in an outside discipline. This is reflected in the B.Arch Curriculum chart on the next page or larger version is in the Supplemental Appendix.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

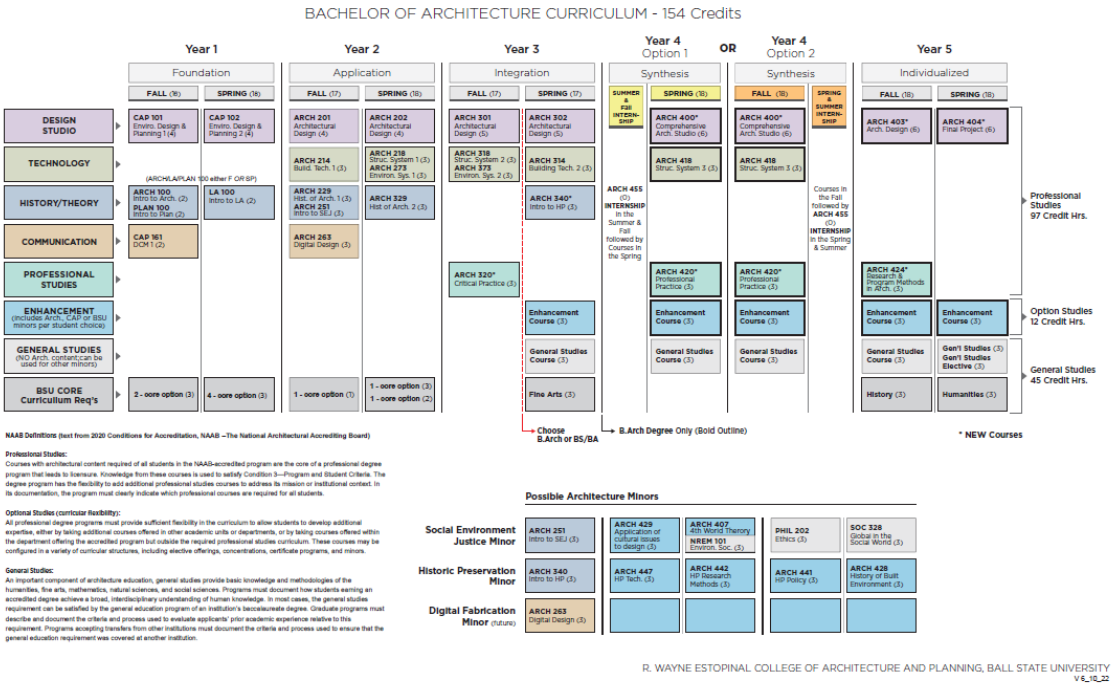
Program Response:

- B.Arch (154 credit hours)
- BA/BS (major in architecture pre-professional degree in architecture (120 credit hours)
- BS in Environmental Design (120 credit hours)
- M.Arch (Track 1 = 57 credit hours; Track 2 = 99 credit hours)

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: All courses of the Common First Year Program must be completed prior to continuation into the second year of Architecture, Landscape Architecture and Urban Planning. Individual Course Descriptions



Larger PDF version of chart above available in Supplemental Appendix

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response: Not applicable in this APR.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: Not applicable in this APR.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non- accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic course-work related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response: The APPLY button on the Homepage for the Bachelor of Architecture guides perspective students to the College Undergraduate Applications page where the admissions process is explained for incoming freshman as well as transfer and current students. Additionally, the 2022-2023 Undergraduate Catalog also addresses procedures for transfer students applying and requirements.

On the college application, the applicant is asked to indicate whether they are applying for freshman entry or advance placement. If a student is transferring from a non-accredited program in architecture, has less than 30 college-level credit hours, or is changing majors – the student is asked to follow the same admissions process as incoming freshman. Admission with advanced placement is a possibility if transferring from an accredited program in architecture. Applicants wishing to pursue transfer or advanced placement are to contact the department or architecture directly for transfer admission information and application instructions. Admission to the university does not automatically indicate admission to the college or to the major in architecture.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response: Although transfer or advanced placement is very rare at the undergraduate level, it is occasionally granted. Students who have taken architecture courses elsewhere from an accredited architecture program are asked to provide documentation from the respective program (i.e., transcripts, syllabus, catalog, previous examples of work, portfolio) to the department for evaluation. Documentation is placed into One Drive and a Transfer Evaluation Check Sheet is completed typically by the Undergraduate Curriculum Committee Chair to determine if the applicant should receive credit for courses equivalent to that which is taught in the Ball State accredited program in architecture. If the UCC Chair is unfamiliar with the area of expertise in the course, consultation with a faculty who does have expertise in the area is sought. Regardless, the UCC Chair is the one compiling the check sheet with notations.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response: The UCC Chair notifies the Director of Student Services of the decision who then notifies the transfer applicant of the decision (see example letter) and discusses the length of a professional degree program before the applicant accepts an offer of admission.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response: Ball State University President, Geoffrey S. Mearns, oversees the administration of the University. President Mearns leads Ball State under the guidance of the Board of Trustees. President 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 – play key roles in consultation with the President regarding the strategic direction of the University.

The University Provost, Susana Rivera-Mills, also serves as the Executive Vice President for Academic Affairs, overseeing all academic aspects of the seven Colleges of the University, including the R. Wayne Estopinal College of Architecture and Planning. The most recently published 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 Promotion and Tenure (P+T) Committee Chair is on the College Promotion and Tenure (P+T) Committee and representation is staggered).

The Department of Architecture leadership is comprised of the elected Chair, appointed Associate Chair (as needed), and appointed program directors: Graduate Program Director (M.Arch), and Graduate Program Director (MSHP). Graduate students are advised by their program director with assistance from the Department's Program's Assistant. Undergraduate students are advised by a university supported Professional Advisor assigned to all architecture and planning undergraduate students. Departmental committee membership is through annual elections by the Department faculty. Year level Coordinators are appointed. The Chair also communicates directly with the Student Council, comprised of leadership from student organizations as well as representative members voted in by students in each year level of all programs.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response: Ball State University operates with oversight of the Indiana Commission for Higher Education (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.

The governance and control of Ball State 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.

In addition to the President, Cabinet, and Provost, these two governing bodies—University Senate, and the Staff Council play key roles in consultation with the President regarding the strategic direction of the University. As described in the Ball State Faculty and Professional Personnel Handbook 2022-2023, the Senate and Council work in an advisory capacity to the President. The Senate is responsible for the formation of educational policy at the University. Each unit (in our case, the Department of Architecture) elects a representative to the Senate – they serve a two-year term (may be renewed). These representatives also serve on standing University sub-committees (examples: Creative Teaching Committee, Faculty Salary and Benefits Committee, Undergraduate Education Committee (UEC), Graduate Education Committee (GEC), along with other elected members.

University 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 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. The chair of Department P+T is one of the Department's representatives. The other is the "chair-elect" from the Department P+T; this assures rolling two-year terms by Departmental representatives on the College P+T Committee.
- **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. Through practice, we have defined these as the chairs of the GCC and UCC.
- **CAP Inclusive Excellence Committee:** Service is based upon volunteers from within the College of Architecture and Planning. No term limit.
- **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
- **CAP 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 Committee 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 every two years

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

- **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.
- **Contract Faculty Promotion Committee:** Five elected members (two tenured faculty and three full-time contract faculty), staggered terms. The Department Chair is an ex- officio member.
- **Undergraduate Curriculum Committee**: Consists of four elected members who serve staggered two-year terms, one of whom is elected committee chair. The Faculty Mentor (a service load position to provide professional perspective to students and University Academic Advisor) is an ex-officio member. All regular members of the faculty are eligible to serve on this committee; disciplinary diversity is inherent in the election process. 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:** 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.
- Salary + Merit Committee - full-time contract faculty: the prior committee also serves in this capacity.
- **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. Four ad-hoc committees that have become semi-established via repeated formation are the Departmental Admissions Ad-Hoc

Review group (described later in section II.3 Evaluation of Preparatory Education); the Design Innovation Fellow Ad-Hoc search group; the In-Situ Fund Selection Ad-hoc group (foundation funds for design + build projects), and the Student Scholarship Ad-Hoc Review Group, formed to review student awardees for Departmental scholarships with specific criteria.

- **Department 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.

Department Service positions:

- **University Senate (Faculty Council) Representative:** each Department elects a regular (tenure-line) faculty to serve on the University Senate and Faculty Council. Elections are 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 Tim Gray)
- **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:** elected service position
- **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 (Assistant Professor Dan Overbey, AIA, LEED Fellow)
- **NOMAS Advisor:** appointed service position (Professor Olon Dotson)
- **Architectural Licensing Advisor (ALA):** appointed service position (Assistant Professor Dan Overbey, AIA)
- **Internship Director:** Loaded service position with stipend support for year-round oversight (Assistant Professor Dan Overbey, AIA, LEED Fellow)

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response: In Spring 2018, the Ball State initiated the planning process for our new Strategic Plan. To encourage participation and ownership of the process by all constituents, the following principles guided the process: stakeholder involvement, collaborative effort, communication and transparency, data supported, alignment with state goals, ambitious but realistic, actionable, resource allocation and alignment, accountability, respect for prior work, beneficence, and focused. Initially, University-wide working groups coalesced information on Ball State's external environment (demographics, labor market predictions, fiscal/political environment, technology trends, higher education trends), as well as characteristics and unique attributes of Ball State and the local community. Surveys of values as well as mission and vision potentials were shared with university faculty, staff, administrators, and students gathering feedback on shared perspectives and aspirational pursuits. The University working groups also held open forums for "ideas and inspiration" in this preliminary phase of the planning process. By Fall 2018 the University released a preliminary draft that invited feedback. The final revised version was approved by the BSU Board of Trustees in December 2018.

Ball State's Strategic Plan – Destination 2040: Our Flight Path: 2019-2024 identifies current University mission, enduring values, and goals. The University's mission statement reads: "We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world."

These “enduring values represented by Beneficence” underpin the Strategic Plan: excellence, innovation, courage, integrity, inclusiveness, social responsibility, and gratitude. The Mission Statement and Enduring Values ultimately framed the 5 overarching goals that will guide all planning processes through 2040 (35 specific “strategic imperatives” defining goals through 2024 are distributed within these five goals):

1. **UNDERGRADUATE EXCELLENCE AND INNOVATION** – Our University provides a premier on-campus undergraduate experience.
2. **GRADUATE EDUCATION AND LIFETIME LEARNING** – Our University expands its reach and impact along the continuum of human development and is nationally recognized for serving graduate students and other adults throughout their lifetime educational journey and for our agility in anticipating and responding to workforce needs.
3. **COMMUNITY ENGAGEMENT AND IMPACT** – As a community-engaged institution, our university is internationally recognized for mobilizing and leading partnerships that revitalize and sustain our city and our region.
4. **SCHOLARSHIPAND SOCIETAL IMPACT** – As a public research institution, our university recruits and retains outstanding faculty and staff who engage in scholarship—of discovery, integration, application, and teaching—that garners national and international recognition, attracts external resources, and improves lives.
5. **INSTITUTIONAL AND INCLUSIVE EXCELLENCE** – Our University is distinguished for institutional effectiveness and inclusive excellence across all dimensions of our work and for having a positive and vibrant culture of wellbeing that helps our faculty and staff lead engaged and meaningful lives.

With this plan’s endorsement by the board at the end of Fall semester 2018, all units prepared (Spring 2019) their own action plans within the frame of the University’s five goals and specific strategic imperatives that will guide the University until 2024. To accomplish this the Department formed a Strategic Planning Task Force of architecture faculty representing varied aspects of our community (undergraduate-focused + graduate- focused faculty, assorted disciplinary expertise, diverse perspectives) that was charged with overseeing the identification of Department specific planning goals while guiding the participation of the Department in this process. This started with a review of our department’s values and mission statement that shaped our collective pursuit to provide an exemplary professional education to our students:

Core Values: established culture of excellent, innovative, and effective teaching; student exposure to diverse thoughts and approaches; multidisciplinary awareness and educational experiences; community engagement, and applied learning; professional connectivity; and educational travel

Mission: *“The Department of Architecture seeks to provide a distinctive education for architecture and historic preservation students, providing 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 equity and environmental stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged leaders advancing their discipline.”*

Guided by these values and mission, the Department developed an action plan to fulfill the Strategic Plan. This was done in collaboration with faculty, student, and stakeholder (alumni, professional advisory board) input. The Department’s action plan was submitted in Summer 2019 to the College, and then to the University. Our Strategic Plan conveys our goals as “priorities for action” while also identifying action “champions” and essential collaborators. It targets timeline targets to accomplish these goals, embodying actionable steps for program improvement. We are currently in the first year of this plan, making steps of progress in realizing our prioritized aspirations. Ongoing self-assessment is a critical aspect of this process. The overarching goal of the Department’s planning and assessment processes is continuous improvement of our program offerings.

CAP's Assessment and Accreditation Manager reviews progress on these action goals for reporting to the University. We believe the framework of our plan is tangible and will result in increased productivity, identity, and impact of our multiple program offerings. Goal 1 of the University's plan focuses on undergraduate excellence, while Goals 3, 4, and 5 focus on aspects of community engagement, enriched design opportunities, cultural wellness, and diversity and inclusivity – all of which directly influence the success of our Master of Architecture degree program and align with strengthening our identity detailed as values: design; environmental stewardship and professional responsibility; equity, diversity, and inclusion; knowledge and innovation; leadership, collaboration + community engagement; lifelong learning. Specifically:

Design

- Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, discipline, and the profession. Design-specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:
  - Enhance student written communication skills (as part of design process, research);
  - Consistently integrate environmental stewardship in design studio experiences at all year levels;
  - Integrate multi-disciplinary student experiences in studios; establish opportunities (AND funding) to consistently integrate other disciplinary expertise into studios
  - Increase student participation in outward focused applied learning experiences with actual community partner(s)
  - Undergraduate and graduate studio design + build (solar decathlon local build) program – connect with Muncie (Under Grad) and Indianapolis near eastside neighborhood (Grad) – funding support from neighborhood development groups

Environmental Stewardship and Professional Responsibility:

- Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. Environmental Stewardship and Professional Responsibility specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:
  - Consistently integrating environmental stewardship in design studio experiences at all year levels
  - Research market demand for on-line high performance building certificate (part of approval process for new certificate program offered by the Department of Architecture in High Performance Building Design)
  - Initiate graduate studio design + build (solar decathlon local build) program – connect with Indianapolis near eastside neighborhood with funding support from community groups.

Equity, Diversity, and Inclusion:

Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in their profession and in society and support a range of pathways for students seeking access to an architecture education.

Equity, Diversity, and Inclusion specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:

- Access to architecture education – explore the redefinition of our existing BSED degree as a lateral entry point to feed graduate programs (architecture and across the College). Explore articulation agreements with institutions such as Ivy Tech, Vincennes, and Indiana State. Vincennes currently has an articulation agreement (with Southern Illinois University Carbondale) for their two-year Architectural Studies Technology degree program.
- Support synchronic academic + (internship) work for graduate students - Indianapolis Internships provide financial support for students

- Update Departmental diversity and inclusivity plan –In-process but with a strong foundation of observations and aspiration, our goal is to have a task force to conclude this work with a summary draft, articulating an action plan along with identified champions and targeted benchmarks.
- Faculty lunch-time conversations – sharing an aspect of their creative efforts or scholarship with other interested faculty and students.
- Assess the existing certificate programs (SEJ) for successes, ways to improve.
- Formalize existing New-Faculty mentorship program – support of new faculty

Knowledge and Innovation:
Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Knowledge and Innovation specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:
- Further the Design Innovation Fellowship program to attract innovative, cutting-edge researchers in the discipline of architecture (publicize position, share results)
- Support passions and continued growth of faculty through continued support of release time for research/scholarship/creative and distribute opportunity to teach electives (in areas of faculty interest)
- Support faculty lunchtime conversations – sharing/discussion of individual interests, research, experiences with colleagues and students
- Develop public/private partnerships between the knowledge group/unit, units in CAP, the University, and the community at large to advocate for the importance of quality design and planning – and help facilitate – meaningful place-based initiatives amongst stakeholders, as they relate to the redevelopment of the Village and surrounding neighborhoods.
- On-line and micro-credentialing: Define methods to provide courses for credit to professionals as well as the opportunity for certification. This will appeal to current students as well as the working professional (micro-credentialing); identify (eventually provide??) micro-credentialing opportunities in programs

Leadership, Collaboration, and Community Engagement:
- Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Leadership, Collaboration, and Community Engagement specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:
- Undergraduate and graduate studio design + build (solar decathlon local build) program – connect with Muncie (Undergrad) and Indianapolis near eastside neighborhood (Grad) – funding support from neighborhood development groups
- Muncie Makes Lab and MADJAX first Thursday
- Solar Decathlon Design Challenge participation showcasing CAP student and faculty work;
- School of art work; community school student art work
- Increase student participation in outward focused applied learning experiences with actual community partner(s)
- Increase opportunities for students to experience different cultures and communities
- Initiate internships with community service organizations

Lifelong Learning:
- Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Lifelong Learning specific related aspects of our unit's action plan (framed by the goals of the University Strategic Plan) include:

- On-line and micro-credentialing: Define methods to provide courses for credit to professionals as well as the opportunity for certification. This will appeal to current students as well as the working professional (micro-credentialing); identify and provide micro-credentialing opportunities in programs

Additional notes on Department Planning Processes and Influences

Additional planning discussions in service to our pursuit of program excellence occur in:

- **Year-level faculty groups:** Year-level faculty groups (studio as well as seminar courses) meet prior to the start of each semester to review and discuss the alignment of specific learning objectives associated with each course at that year level. Faculty groups identify and share effective methods to address the student learning goals. In addition to subsequent coordination meetings over the course of the semesters, at the end of the semester, each year-level faculty group meets again to present and discuss the resulting assignments/student work product with each other, Departmental leadership, and the Accreditation and Assessment Manager in the last all-day faculty meeting at the end of each semester. This is done to assure successful address of student performance expectations while supporting diversity of teaching assignments and methods across different sections of the same studio or lecture/seminar course.
- **Undergraduate Curriculum Committee:** This elected committee is charged 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 the curriculum. Curricular revisions that address student success and Departmental planning objectives are identified by the Undergraduate Curriculum Committee, discussed/approved by all faculty, and moved forward through university governance.
- **College Leadership** (Deans, Department Chairs) 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.
- **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.
- **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 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:** Periodic 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.
- **NAAB:** The Visiting Team Report is used to inform Departmental planning specific to NAAB accreditation. The VTR is then used in unit reviews conducted by the provost; this is an opportunity to discuss Departmental goals in specific as well as proposed plans to address needs identified in the VTR.

- **College's Accreditation and Assessment Manager** professional staff position was established in 2017 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.
- **Annual performance reviews:** University, College, and Department Promotion + Tenure Policies. At Department level, an elected committee of five tenured faculty incorporates peer review assessment of each tenure-line and promotion candidate's teaching and scholarship in support of the Department and programs. Department's Merit + Salary Policy incorporates peer review assessment from an elected committee of three faculty of each faculty's teaching and scholarship in support of the Departmental and program.
- University: Academic Unit Review conducted by the provost's office – the Department prepares and submits a reflective document to the provost's office every 5 years, followed by a meeting with the provost to review and discuss program strengths, weaknesses, opportunities, threats, and needs. NAAB Visiting Team Reports are incorporated into this process. As part of Ball State University, the Department fully supports all efforts and requests by the University used to achieve institutional accreditation with the Higher Learning Commission.
- **Departmental productivity reports** addressing the University Strategic Plan initiatives are generated each spring and coalesced into the College's and University's Strategic Plan Dashboard, measuring accomplishment of university planning objectives.
- **Job + Internship Fair** – the steady increase in firm participation at the College's Job + Internship Fair indicates a steady demand for our graduates. The College is developing data collection and review of job and internship placement data to broaden internship opportunities for students beyond Indianapolis. Graduate students seek internships during the summer between the first and second year in Track 1 program and between second and third year in Track 2 program. Although many students desire to continue their internships in Indianapolis after living and learning there for an academic year, students are also made available opportunities for summer internships in firms outside of Indianapolis and Indiana.
- **Surveys** (by CAP, BSU, and the Department) are undertaken of the following stakeholder groups: first year students, current undergraduate and graduate architecture students, recent graduates, alumni 5 years out, and professionals who hire our students. CAP conducts surveys of learning experiences in the CAP first year program; results are shared with the Departments, first year curriculum committee, and faculty teaching in the first-year program. Ball State's Office of Institutional Research and Decision Support surveys alumni, graduating seniors, and freshmen to solicit feedback on program effectiveness and publishes results on the National Center for Education Statistics website. Additional University surveys assess employment post-graduation, retention and graduation rates; graduate school enrollment among other metrics aligned with student success and program effectiveness. University administered; student course evaluations are required for every class offered by our department. These are reviewed by Department Chair, faculty member, salary-merit committee, and promotion and tenure committee.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: Thirteen Key Performance Indicators were approved by the Board of Trustees in 2019 and are indicated on the University's executive dashboard. The 2024 targets were established in reference to historical data and projections in areas of:

- Students participating in High Impact Practices (undergraduate research; immersive learning; study abroad or study away; or a course that focuses on a societal issue or global challenge and that engages students with people across diverse disciplines, cultures, and thought
- Current Level of Student Engagement
- Post-Graduate Job Placement Rate
- Student Loan Repayment Rate
- On-time (four year) Graduation Rate
- Bachelor's Degrees Conferred
- Graduate Degrees Conferred
- Online Degrees Conferred

- External Grants and Contracts Expenditures
- Research Grants Contracts Expenditures
- Composite Financial Index
- Annual Donor Commitments
- Carbon Neutrality

Additionally, 16 KPI targets are under development through collaboration of President, Provost, and the Chief Strategy Officer of the University.

The Department of Architecture is in the process of fulfilling the action plan goals in our five- year plan. Cascade reports are compiled every semester. In year 3, the Department will review any action items which have NOT seen progress towards completion and revisit these with faculty. Additionally, in light of the need for performance metrics to measure our continual improvement for NAAB continuing accreditation, KPI's are in the process of being defined.

Based upon Planning initiatives in the Department (strategic action plan and inclusive excellence planning), target goals for the following are being identified:

Recruitment

- Goal: **more diverse student body** at both undergraduate and graduate levels
  - Assess last 4-year trends

Retention

- Goal: **improve degree completion** % in all programs (baseline – 2021 Architecture Unit Report)
  - 86.44% undergraduate class cohorts of 2018 through 2021;
  - 82.3% for graduate +2 program 2018 through 2021 and
  - 56.75 for Track 2 program 2018 through 2021

Second year undergraduate

- average 2016 through 2020 is 92.07% (avoid COVID-19 year 2020-2021)

Culture and Climate of Inclusion

- Goal: assess and define improvement metric. Assessment to be on-going

Department Mission + NAAB Conditions assessment through student feedback: The Department is in the process of collecting data and establishing Key Performance goals from baseline of student self-assessment in graduate exit survey (baseline % May 2021). Our baseline performance is established by responses of graduating students in an exit survey established May 2021. Performance Targets for Spring 2022 are 75% of students responding "well" or "very well."

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

- CASCADE report indicates progress on 2019-2024 Action Plan goals. Of our 25 Departmental goals, 18 goals are "on-track", 6 are "behind" and 1 is "not-started".
- Inclusive Excellence planning is in-process – action plan and performance goals to be identified by task group in fall.
- Baseline of performance being identified in areas of NAAB conditions, Departmental mission, and Inclusive Excellence (IE), recruitment, retention, culture and climate. This baseline is established through survey tools as well as through current preparation for accreditation visit Spring 2022.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response: Strengths

- **The Departmental Action Plan** (based upon University Strategic Plan) has initiated a new phase in the Department's planning processes, establishing shared values, goals, and the necessary actions identified to accomplish these goals. Progress is being made on those actions as demonstrated by Cascade reporting.
- The **alignment of two subsequent reports** (Departmental Unit Report, May 2021 and the APR, June-July 2021) have helped establish foundational data that our pursuit for continuous improvement can be measured against.
- The **Unit report** has resulted in a draft of an action plan to address some of the deficiencies considered in the report. These actions are organized by four overarching goals:
- **Inclusive Excellence:** Increase minority enrollment, success, and degree completion thereby broadening the access to architectural and preservation education to a more diverse student body that reflects the diverse communities that architecture and historic preservation serve.
- **Assessment + Continuing Improvement:** Systematize and clarify the assessment processes for programs, courses, faculty, student professional preparedness, and student learning outcomes. Integrate assessment observations into actions to result in continuing improvement of Department operations, programs, and graduates.
- **Marketing and Recruitment** (for Graduate Programs in particular): Annual marketing and ease/effectiveness of recruitment, particularly for the graduate programs, is currently a heavy a lift for Graduate Program Directors. We need to learn how to do this better as a collective Departmental community.
- **Strengthen Alumni / Professional Connections:** Our graduates are what we make; architectural and preservation professionals are the colleagues of our graduates. We need to do a better job at connecting with alumni and professionals, and integrating their interests, when possible, with our operations.

Challenges:

- The NAAB 2020 Conditions and Procedures are changing the culture of assessment in the Department. Having just completed a visit for Initial Accreditation for the B.Arch based upon the 2014 conditions and having geared up the M.Arch program for Continuing Accreditation based upon the 2014 conditions (originally scheduled for Spring 2021 but then rescheduled by NAAB to Spring 2022 due to COVID-19), the Department has had to pivot from prior conditions and processes to the 2020 Conditions and Procedures and expectations for ongoing self-assessment as a means of continuous improvement. This is a learning process for faculty, staff, and administration, but the potential is seen, and we are looking forward to this process.

Opportunities:

- The potential to fully connect an analysis / assessment of our current conditions, with the establishment of planning objectives, to the definition of actions and strategies to achieve the objectives, to the data collection of our results (and the realignment of planning objectives and strategies to achieve and on and on) is a tangible process that will bring us the results we desire to improve our program offerings.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: The Department established an active Professional Advisory Board in 2016-2017. The board meets "at" the College (last year via zoom) twice a year, roughly September and February. Departmental leadership presents an overview of current data (programs enrollment, job and internship placement), discuss and get feedback upon current initiatives, gather feedback on relative "needs" that the program/Department could consider addressing, and provides an opportunity for the board members to see student work and discuss overall impressions of the students' learning experiences. These meetings and discussions have proved invaluable in providing both direction and support to our pursuit of ongoing improvement.

Department's Professional Advisory Board, comprised of approximately 22 professionals (most but not all of whom are alumni) meets twice a year in the College. The Department provides an overview of program status, developments, successes, and issues which the board then discusses and provides feedback on. Additionally, the Professional Advisory Board participates in student reviews, and has discussions with faculty and students as a further way to assess the status of the professional programs. In prior meetings, the Board's reflections on program effectiveness, strengths, weaknesses, opportunities, threats are solicited and subsequently compiled in an executive summary of meeting which informs our planning process. The Board's feedback, shared with faculty, provides assessment of how we are succeeding in our ambitions, how the professional education is supporting our students' success in the workforce; what we are overlooking, and what we might need to consider further for incorporation into our unit planning.

The Department has initiated a survey of employers who hire our students for internships. Results will be compiled over time to establish a baseline and identify targets for continuing improvement. Similarly, the M.Arch Indianapolis Internship program has surveyed employers and students to identify success metrics that will be used to improve the delivery of our programs.

Program self-assessment relative to our Strategic Plan is ongoing. As the Departmental mission, goals, and desired student learning outcomes were used to frame the Departmental Action Plan, progress on achieving our mission is embedded in successfully accomplishing our Strategic Plan. Each semester, the College's Assessment and Accreditation Manager gathers evidence of progress towards the plan and discusses any areas of concern with Departmental leadership. An example of the current year's progress against our defined multiyear objectives. In support the University Strategic Plan, the Department's planning process is approached as a continuum of setting goals and assessing progress towards their accomplishment. The assessment includes definition of incremental planning targets to accomplish goals; data collection; stakeholder engagement (faculty, students, alumni, professionals, and the University administration); goal adjustment, revision, and/or continuation based upon assessment data.

Program assessment methods incorporate the gathering of post-graduation data, reflections, and feedback regarding:

- effectiveness of the teaching methods
- perceived quality of learning opportunities for students;
- the clarity of articulated values, pedagogical focus, and identity of the program;
- perceived relevance and effectiveness of students' preparation for their professional and educational aspirations.

Department, College, University Policies and Procedures for Program Self-Assessment Department Faculty – the faculty meet regularly throughout both semesters, once or twice every month. Led by the Department Chair, these meetings provide an open forum for committee reports, topical discussions and decision making. Any proposed curriculum changes are provided to faculty a week prior to any vote. Annual discussion includes the Departmental Mission Statement along with program values and educational goals which are reviewed, assessed, and revised by faculty for appropriate representation of the Department's direction, program goals, and aspirations. Minutes of all meetings are recorded and shared with faculty prior to the next meeting. The agenda is set by the Department Chair and is open to suggestions by faculty.

Additionally, at the conclusion of each semester, faculty meet during exam week to present and discuss student work in a day long 'curricular review'; the focus of these discussions are student work deliverables that demonstrate accomplishment of assigned NAAB program criteria and student criteria. The Department Chair and Department faculty review student work throughout the semester by regularly attending others' studio reviews and exhibits. Though informal, this too is an effective method to self-assess the program delivery.

Year-Level Faculty meetings occur prior to the start of each semester, as well as additional coordination meetings throughout the semester as needed. Prior to each semester's start, faculty teaching at each year level meet for half a day to discuss all courses, affirm objectives and program and student 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 each year-level are being asked to share project descriptions and grading rubrics to make assessment of diverse project explorations more consistent considering the assigned SPCs. The goal is to provide clearer understanding of methods for addressing student learning objectives and more easily allow for comparison between individual course sections and the varying pedagogical strategies employed by faculty. The Department's curricular and teaching effectiveness assessment is ongoing and essential in the productive advancement, improvement, evolution, and delivery of a discipline-relevant professional program at both the undergraduate and graduate levels.

The recent NAAB initial accreditation "visit" for the B.Arch provided multiple opportunities to assess our program offerings. While this focused upon our undergraduate program, it identified the benefit of twice-yearly all-day end-of-semester faculty meetings where we collectively review student work products that are identified as demonstrating the learning competency. We continue to bring alignment of demonstrated student performance within each year-level (grad and undergrad) while maintaining our program value of diverse learning experiences. Our department embraces our shared pursuit of student success; through these semester-end meetings we believe we are advancing faculty awareness effective teaching and learning methods, and of incorporating necessary adjustments to teaching methods and results to promote the success of our students.

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

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

- NCARB's Architecture Registration Exam pass rates (ARE 4.0 and ARE 5.0) for graduates of our professional programs are reviewed periodically to determine if there are any apparent curricular deficiencies in our program's address of professional competencies.
- The results of self-assessment, as demonstrated in the Department's Unit Report, are used to establish new goals regarding recruitment, retention, culture and climate.
- The use of an exit survey based upon Departmental values, mission statement, as well as NAAB criteria, is a shared assessment touchpoint for all programs. Exit survey results from the graduating students will be --
- Used to establish baselines and target benchmarks for continuous improvement (need assessment task force to Identify target benchmarks)
- Shared with curriculum committees (graduate and undergraduate) to establish specific goals in areas of deficient student learning outcomes and the methods for addressing those deficient learning outcomes through curricular actions.
- Discussed by Departmental leadership (program chairs, Department Chair, assessment manager) to identify areas of deficient student outcomes that can also be addressed through extra-curricular actions and other curricular thoughts that could be brought to the Curriculum Committees.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response: Department, College + University Curriculum Committees – Membership, Roles, and Responsibilities
The committee members serve two-year terms and are elected as representatives of different curricular focus areas that they have taught in during the last year: design, history/theory, technology (structural, building, and environmental systems), as well as an "at-large" member. Curriculum committee members can be tenure line or full-time contract faculty. Program Directors are automatically on the committee as well and serve as chair. The Graduate Curriculum Committee (GCC) has co-chairs of M.Arch Program Director and MSHP Program Director, the Undergraduate Curriculum Committee's (UCC) chair acts in the role of the Undergraduate Program Director. The professional Undergraduate Advisor for our Department also serves on the UCC in a non-voting capacity along with the Department Chair (Ex-Officio on both committees). The Department Programs Assistant attends all committee meetings as well.

The Department provides two representatives to the College Curriculum Committee (CCC). Though not required, the committee chairs (Program Directors) are typically asked to serve in this role. The College faculty elect two CAP representatives to the University's Undergraduate Education Committee (UEC) that reviews/approves all curricular changes at the undergraduate level. The College faculty elect two CAP representatives to the University's Graduate Education Committee (GEC) that reviews/approves all curricular changes at the graduate level.

Curriculum Adjustments
The collection of self-assessment information as described above in Program Self-Assessment, is used to set curricular agendas and initiatives. Through discussion with Department faculty, this process for curricular assessment and development is guided by the Department Chair in concert with the elected curriculum committees, undergraduate and graduate. Any proposed changes to the curriculum, initiated by any stakeholder group (faculty, students, administration, University, profession) are vetted by the appropriate (undergraduate or graduate) curriculum committee. All faculty are informed of initiatives during regular Department meetings.

Any curricular changes must first be approved by the curriculum committee. The committee- approved changes are then shared with all Department faculty one week prior to discussion and vote to approve/reject changes. Approved changes then advance to the College Curriculum Committee, are presented by the Architecture Department representatives and (depending on the scope) the Department Chair. Changes are shared in written form prior to the meeting. Upon final approval by CAP CC, the change is posted for the entire University review for a period of ten days. The University curriculum committees then take up the approval process. This is explained in minute detail under the "Curriculum Change Process" tab of the provost's office Curriculum Management web page. The University Course Approval Flow Chart is diagrammed by going to the webpage and clicking here at the end of the first paragraph.

Additionally, the Curriculum Committees conduct periodic reviews of course descriptions, learning objectives, learning outcomes, year level 'themes,' and alignment with the NAAB student performance expectations. The committees seek to align the curriculum with the Department's Mission and Values, while also looking for any possible gaps in the curriculum revealed in reviews of student work.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response: The Undergraduate Curriculum Committee (UCC) reviews all course material for all courses aligned with each PC and SC. The UCC identified areas of weakness through review of course narratives and primary and secondary assessment metrics (in-class assignments, through student exit survey). Areas of weakness are identified, and recommendations are provided for incorporation in subsequent course offerings. IF NECESSARY, potential curricular revisions are discussed to address PC +SC deficiencies.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response: Undergraduate Curriculum Committee (UCC) review of PC and SC address by aligned courses. Matrix adjusted as necessary. Suggested course tweaks also identified and recorded in the course file (sub-folder in each PC + SC) for incorporation in future course offerings. If needed, new courses are identified and/or revised courses descriptions are written and/or to-be-dropped courses are identified.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response: 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 the Special Assigned Leave with Pay program, for all tenured and tenure-track faculty who are in their fifth or subsequent year of full-time employment are eligible. Within the last four 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 includes professional + creative endeavors as a valued aspect of scholarship. All tenure line faculty with active research projects and pursuits (tenured and tenure-track), receive 25% release time for Research/Creative Endeavor each semester. This translates into a typical load each semester for all tenure-line faculty of one studio (6 hours of load), one lecture course or seminar (3 hours of load), and "research/creative endeavor" (3 hours of load). Prior to receiving the research load, faculty submit a plan to the Department for their research/creative endeavor that semester including objectives they plan to accomplish; at the end of the semester, faculty submit a report to the Department of what was accomplished with that release time. Committee work is generally identified through Departmental faculty elections during the spring semester. All faculty (tenure-line and contract) are enfranchised into the voting process each year for all decisions including committee formation except for Promotion and Tenure business. Some committees (i.e., search, ad-hoc task groups, etc.) are appointed by the Department Chair. Faculty service on professional boards and organizations is encouraged and supported by the Department's P+T and Salary and Merit policy.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to- date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response: Assistant Professor Daniel Overbey, AIA, NCARB, LEED Fellow, WELL AP, is the Architectural Licensing Advisor (ALA) for our programs. He is also the faculty advisor for our active AIAS chapter. A tenure-track faculty in the third year of his tenure was previously a part-time faculty the past few years in the Department of Architecture while being a Project Manager at Browning Day Mullins Dierdorf Architects in Indianapolis. To maintain his currency in the profession, he will maintain

connections with practice as Director of Sustainability at BDMD to support his scholarship and teaching efforts in areas of professional practice and sustainability. Dan participates in the NCARB Licensing Advisors' Summit every other summer and the Region 4 NCARB Educators symposium at Ball State University (October 2019). Dan is the point person for advising our students in their third, fourth, and fifth years of the B.Arch program as they transition into the profession. He also advises students to register for the Architectural Experience Program (AXP), take the Architect Registration Examination (ARE), discusses pathways toward obtaining an NCARB Certificate, and other provides addition guidance to students for their professional development.

Assistant Professor Overbey served as the 2017 President of AIA Indianapolis and, through his position at that time, formalized a Ball State liaison position on the AIA Indiana Board of Directors (a position that the Chair of the Department currently holds) in order to cultivate better communication channels between CAP and AIA. Currently Dan is the president-elect of AIA Indiana. He also 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.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response: Travel in Support of Scholarship
This is distributed from the College to the Departments and is in support of faculty development in their areas of research and creative endeavor. Going back to 2019-2020 (last AY of real travel), the Department's travel expense pool was $28,019 which, on average, provided tenure-track faculty approximately $1,500 of travel support, and provided tenured faculty approximately $750 of travel support. It is a limited amount that remains an area of concern with faculty as the registration fees and associated expenses for professional and academic conferences generally exceeds these amounts. The Department and College are trying to find other avenues for support of faculty travel associated with their scholarship. Full- time contract faculty can apply to the provost's office at the beginning of each semester for travel support funding.

Faculty and Staff Professional Development Opportunities
Continuing Education credits necessary for professional licensure in architecture are consistently available through the CAP Guest Lecture Series. Many licensed architects on the faculty also take advantage of the monthly AIA chapter meetings in Indianapolis (typically meetings are located in the CAP INDY facility) where learning unit presentations are offered. The provost's office oversees a comprehensive list of faculty services, many of which support faculty development. Additionally, see Section III; No. 68 of the 2022-2023 Faculty and Professional Personnel Handbook for other University-wide development opportunities including publication support, further education 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. Human Resources provides faculty and staff access to ongoing learning and development courses.

Immersive Learning Grants
Immersive learning projects that "that blend [faculty + student] interests and educational focus with societal needs" are part of Ball State's defining ethos. The University's Office of Immersive Learning coordinates access to support for these educational opportunities. All full-time faculty can apply to receive support for student immersive learning projects; faculty in the Department of Architecture often receive this. Immersive learning "brings together interdisciplinary, student-driven teams guided by faculty mentors to create high-impact learning experiences" that connects with community partners. Through these courses, students earn credit for working collaboratively with businesses, nonprofits, and government agencies to address community challenges.

New Faculty Development Opportunities
All new full-time contract and tenure-line faculty go through faculty orientation prior to the start of fall semester. Additionally, the University requires all new tenure-line faculty to receive a course release in their first year's loading to support their participation in the New Faculty Academy, supported by the provost's office. The New Faculty Academy, now in its fifth 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 mentors. 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. In addition, it has been proposed to establish a similar Academy for new full-time contract (non-tenure line).

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." No new tenure-line faculty have left the Department of Architecture in the last six years.

Internal Grants
Ball State University's Aspire Internal Grant Program provides access to newer 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. The Department's tenure line faculty have all received support from this program.

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

Presidential Initiatives
In 2015, 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 community-oriented programming initiatives located in MADJAX - a community Makers Hub - to link University and community. These efforts are still being supported.

The current administration recently initiated another competitive funding request for proposals for the President's Strategic Imperative Fund. This fund is designed to support faculty led initiatives that advance the University's Strategic Plan. Department faculty have submitted three pre-proposals to this funding call.

As a whole, the Department of Architecture faculty are highly engaged, active, and productive in a broad swath of research and creative work as conveyed in the faculty one-page CV's.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response: Through the Office of the Vice Provost for Academic Affairs, the University offers substantive academic student support services in support of each student's academic success. This includes resources connecting students to academic advising tutoring, writing assistance, and support provided by the Learning Center. An overview of university support services for students' non-academic needs is available under the umbrella of Campus Life and includes access to resources for students

including the health center services, counseling, and campus safety. The Office of Disability Services supports the success of students with disabilities. The Office of Student Life connects students to scholarships, cultural events, student organizations, and student leadership opportunities. The Career Center connects students with employment opportunities and aids in the job interviewing processes.

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) assigned to them; she is instrumental in her work with students to keep them on track for degree completion. Her office, convenient for all architecture students, is on the fifth floor of the Architecture Building AB 508. The College of Architecture and Planning's Dean's Office Staff organizes an annual Job and Internship Fair every spring semester.

The Office of Admissions publishes annual tuition and fees as well as room and board rates. In-state undergraduate tuition and fees total approximately $10,000 per academic year; out- of-state undergraduate tuition and fees are approximately $26,000. Room and board for an academic year is also approximately $10,000 for all students. Roughly 80% of undergraduate students receive financial aid with the average aid award of $5,000. In addition to university scholarships, the College of Architecture and Planning and the Department also have scholarships to support architecture students. A Scholarship Task Group in the Department oversees the award process of these scholarships.

Two industries supported 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 who are identified through a jury process. The Estopinal Design Prize is a monetary award recognizing the best work in the students' final semester in the 5-year Bachelor of Architecture program. Another corporate sponsor, Cripe Architects and Engineers, supports the comprehensive design studio in the graduate professional Master of Architecture program.

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 been modified during the pandemic; however, we hope to get back to similar levels of support now that travel is again doable. During the last five years, this has included funding for student travel, lodging, and registration for the following:

- **ACSA** National 2018, Denver (with Professor Pam Harwood) – paper presentation on design build
- **AIA** Leadership Conference (Indianapolis) travel support and registration - ongoing
- **AIA** Regional Conference student design "hackathon" competition – 2019 in Cincinnati, OH
- **AIAS** Grassroots (all years)
- **AIAS** Forum (all years)
- **ASHRAE** Lowdown Showdown, 2019 in Denver – travel support for M.Arch student + recent grad
- **ASHRAE** National Conference – attendance, Luke Kamp, 2017
- **Community Built Association**, 2018 in Clemson – presentation (w/ Prof. Pam Harwood) – design build studio
- **Critical Mass** 2016, 2017
- **NCMA** (National Concrete Masonry Association) Unit Design Competition
- **NOMA** Conference (College and University supported)
- **NOMA** Graduate School Fair (College and University supported)
- **NOMAS** Design Competition (Departmental and College supported)

- **Race to Zero** 2017, 2018, 2019, 2020, 2021 (now Solar Decathlon Design) Competition, Golden Colorado (with Assistant Professor Dr. Tom Collins, Professor Walter Grondzik, Assistant Professor Dan Overbey)

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 software mentors are available in the fabrication lab from Sunday through Thursday evenings from 7:00 to 10:00 PM.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response: As a critical component of the university’s Strategic Plan, Ball State has established and implemented an Inclusive Excellence Plan. The over-arching goal for Inclusive Excellence is to adopt a university-wide Inclusive Excellence approach to academic, administrative support, and service functions of the university. Within the College of Architecture and Planning, the Department of Architecture strives for Inclusive Excellence by embracing and exceeding the goals outlined in the University Inclusive Excellence Plan. See Supplemental Appendix: CAP Inclusive Excellence Update Presentation.

The following summarizes the goals and demonstrates how the Department of Architecture is devoted to exceeding said goals through progressive and aggressive action.

Goal 1: Recruitment
Achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff. Our goal is to have a campus that is accessible and equitable and that is representative of the rich diversity in our communities.

- For decades, the department has committed itself to affirmative approaches by strategic advertising in the interest of attracting a diverse pool of candidates. However, there is little evidence that these approaches have resulted in achieving a more diverse and culturally representative faculty and staff. Thus, recruitment must involve identifying and approaching prospective highly qualified candidates from underrepresented populations, acknowledging and celebrating their credentials, emphasizing the critical importance of representation, and demonstrating the inherit value of teaching at an institution. The Department of Architecture has taken this approach in recruitment and the impact has been immediate and significant. This requires individual initiative combined with institutional support and financial resources for travel, conference participation, networking and by other means.

Goal 2: Retention
Ball State is committed to creating an atmosphere that will lead to the retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students.

- It is understood that achieving a degree of a critical mass of diverse students, faculty, and staff is key to eliminating factors that hinder increased retention rates among the underrepresented. See Supplemental Appendix: CAP Retention Updates_3-23-22

Goal 3: Rewards and Recognitions
In the spirit of our "rewards reflecting our values," we will recognize and celebrate the contributions of those who work toward the goals of Inclusive Excellence.

- Students from underrepresented populations in the Department of Architecture are being recognized for achieving excellence in myriad ways. It is understood that simply plastering smiling faces of students of color on marketing materials and billboards can be a very limited and at times, an insulting approach. Genuine reward and recognition inspire others from the entire student body to pursue excellence by example. For example, please find the recent article, *Making a Way Out of No Way*, that has been widely distributed to students, prospective students, alumni, faculty and staff.

Department of Architecture and College faculty have been recognized by Ball State University for outstanding commitment to social equity, diversity, and inclusion through university's Outstanding Diversity Advocate Award. Thus, achievement toward Inclusive Excellence is celebrated by this recognition from the Provost and President of the University.

Goal 4: Inclusive Excellence Training, Development and Curriculum
We will lead our campus and our community in Inclusive Excellence training, development, intergroup dialogue, and pedagogies. Our goal is to equip and prepare our campus community to be visionary in an increasingly diverse and complex world.

- The Department of Architecture leads by example in this regard and has established an undergraduate minor and a graduate certificate in Social and Environmental Justice (SEJ). To our knowledge, this is the first program of its kind in a design school in the United States and perhaps the world. ALL undergraduate students are required to enroll in the aforementioned ARCH 251: Introduction to Social and Environmental Justice. The mission of this course is discussed in greater detail under 3.2 Student Criteria (SC.1-SC.4) Understanding herein. In addition, several elective courses with (SEJ) content are offered within the department as well as through other departments in the college and throughout the university.

Goal 5: Culture and Climate of Inclusion
Our goal is to create an open and inclusive campus community that values the intrinsic worth of all students, faculty, and staff. We will develop a campus climate and culture where all community members experience a sense of belonging and engagement - a place where everyone's well-being is supported through respectful, authentic, and engaged relationships with each other.

- Initiated by the Department of Architecture, the College of Architecture and Planning has established an Inclusive Excellence Committee. The committee is comprised of faculty, staff and students. The primary objective of the committee is to assure that the goal for a culture and climate of inclusion is aggressively pursued.

Goal 6: Inclusive University Policies, Systems and Infrastructure
We will create and sustain an institutional infrastructure that effectively supports progress in achieving the Inclusive Excellence goals outlined in the University Strategic Plan. Ball State's systems, policies, and procedures will facilitate diversity, inclusion, transparency, and accountability. We will evaluate, revise, and communicate changes in policies and protocols that will facilitate reports of bias and discrimination, improve clarity, provide transparency, promote fairness and enhance accountability.

- Pursuing this goal is an objective of the university, the college, and the Department of Architecture.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response: The Department of Architecture as embarked on a more creative, progressive, and frankly aggressive means of truly achieving diversity among faculty and staff in order to begin to approach the level of diversity that is present in the urban and rural demographics of this region. We can provide charts and discuss our Inclusive Excellence initiatives at the college and university level

(and in theory, our Inclusive Excellence programs are “excellent” as indicated herein). We can employ all of the buzzwords that generate approval among auditors, reviewers, and visiting teams. Or, as with our undergraduate and graduate programs in Social & Environmental Justice, we can engage in a degree of activism through administration, with faculty and staff support, that exceed goals not only at Ball State University, but as a model for design schools nationwide.

As with other sectors of the profession, said goals never seem to be met. There may be programs that demonstrate commitment to diversity and inclusion among current and prospective faculty, staff, and students though goals and nomenclature; but not withstanding historically Black colleges and universities (HBCUs) there is a general lack of evidence that ANY program in the sphere of NAAB accreditation can truly demonstrate actual achievement in meeting such goals. We are committed to building a foundation for a truly diverse academic environment that at a minimum, is reflective of the diverse population of students served. For the Fall 2022 semester, twelve (12) new faculty members have been hired in various capacities. This opportunity is the direct result of retirements and other forms of transition, combined with growth of undergraduate and graduate student enrollment. Of the twelve new faculty, eight (8) are faculty of color and from under-represented populations. Of the eight, five (5) are African American. Of the twelve faculty mentioned herein, ten (10) teach in our undergraduate programs in Architecture. Of the ten additional undergraduate faculty, (7) are faculty of color from under-represented populations.

As we continue to address decades of disparity, we are devoted to being progressive and creative while simultaneously assuring that our practices are in strict accordance with all policies, legal parameters, and hiring metrics.

- Not only shall we advertise for positions in a wide range of publications, journals, and other platforms as discussed above. It is imperative that we actively recruit and encourage prospective and highly qualified applicants from diverse backgrounds (with particular emphasis on individuals from under-represented populations) to consider our program and apply. This requires research, networking, and attendance in regional and national conferences including, but not limited to the annual National Organization of Minority Architects Conference.

- Establish formal relationships with minority owned, operated, and staffed design firms. Approach principals about the critical importance of inspiring aspiring architects of color through representation in the academy. Our first attempt at developing such a relationship has been with Indianapolis-based Meticulous Design + Architecture. This is by far, the most diverse Indiana-based Architecture firm and is led by two alumni of our program with a particular understanding of the detrimental aspects of lack of representation for students from under-represented populations in a predominantly white institution. In addition to expressing willingness to offer principal staff to serve as faculty in our undergraduate and graduate degree programs, Meticulous has relocated its offices to the former Angie’s List campus adjacent to our graduate program’s physical location in downtown Indianapolis. This provides convenient access for Meticulous personnel to offer instruction, inspiration, and a pipeline to professional experience including our Integrated Path to Licensure (IPAL) Program. During Fall 2022 Semester, five (5) Meticulous personnel, (two principals and three project managers) are serving as faculty in our Department of Architecture.

- Foster an academic environment that enables, encourages, and supports faculty from under-represented populations to develop and evolve from adjunct faculty, to full-time contract faculty, to tenure-track faculty, and to tenured faculty. We understand that there is a limited pool of candidates, for the profession and the academy has a dismal record in developing a critical mass of students, graduates, practitioners, and educators of color. We can no longer rely on the excuse that “we can’t find . . .” we must endeavor to “create.” As a profession and academy ground in principles of creation and innovation, it is our collective responsibility to be creative and innovative toward social equity, diversity, and inclusion.

Social Equity, Diversity, and Inclusion in the Department of Architecture continues to evolve in terms of gender as well as we continue to recruit, retain, recognize, support a greater presence woman as adjunct, contract, and tenure-track faculty. Since the previous NAAB visit, at least 50% of the full-time contract and tenure-track faculty appointed in the Department of Architecture have been women. This stands in sharp contrast with the historical statistics compiled prior to the previous (2020) NAAB Visit as illustrated in the tables provided in the Supplemental Appendix. Our benchmark will be to ultimately arrive at a level of diversity and inclusion that is equal to that of society in general. Only then can we express any degree of satisfaction or honestly suggest to our accrediting body that our goals have been reached. In the meantime, we will continue the use of creativity as indicated herein by example to first, have parity with the diversity of students enrolled, then with society in general.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response: As part of Goal 5 of the Inclusive Excellence Plan, in 2021, the University built a new Multicultural Center in the heart of the campus to enhance diversity and inclusion of underrepresented student populations. The Center provides programs and services that address the contributions of underrepresented student populations such as: Unity Week, Workshops, Mentoring Programs, Events, Student Organizations, and the Lavender Door.

In addition to the Multicultural Center, the University also has an Office of Inclusive Excellence. This office is dedicated to the recruitment, retention, and celebration of diverse faculty, staff, and students regarding worldviews, identities, and experiences through the development and implementation of strategies that support diversity and inclusion. Fall 2020, the College of Architecture and Planning had established an Inclusive Excellence Task Force (Committee) who partnered with the Peace Learning Center (PLC) of Indianapolis to offer their Implicit Bias Workshop to: 1) identify and own implicit bias(es) and overt bias(es); 2) how this connects to being a gatekeeper (person with power); and 3) self-reflection about how this can inform/influence actions and interactions with people. 56% of faculty and staff attended the inaugural session and additional sessions were provided to obtain additional participation.

The Department professional programs have received state permission to list our programs under the DHS-approved STEM CIP designation in Architectural and Building Sciences/Technology.

This will potentially incentivize international student interest in our programs (increasing diversity of student cohorts) as program graduates can then apply for 2-year extension of their OPT (Optional Practical Training). Plans to advance our pursuit for increasing the diversity of our student body were generated in spring 2021 by Department faculty, staff, and students (Chair's Student Council). Starting with the Department's intention to finish the Departmental Inclusive Excellence Plan (anticipated 21-22 AY), proposed planning initiatives and proposals include:

- Connect with the Division of Marketing and Communications to more accurately represent our shared value for inclusive excellence in all marketing material
- Engage alumni in recruitment efforts of minority students
- Discuss curricular alignment, student learning objectives, and transfer paths with 2-year community Colleges; explore/establish Articulation Agreement with 2-year programs for either/both undergraduate and graduate professional programs
- Establish mentoring partners for students - upper-level students and/or our professional colleagues and/or alumni for students and for graduates in licensure process
- Analyze reasons/issues that impact minority student academic success (i.e., financial; cultural) and formulate plan to address issues.
- Strengthen/develop connections with K-12 schools (Muncie + Indianapolis).
- Explore opportunities in our excellent travel learning programs for diversity awareness and diverse student recruitment.

- Involve our students in outreach work - emissaries to their prior school as part of (ARCH 320) Introduction to Professional Practice and (ARCH 420) Professional Practice.
- Establish monthly Departmental newsletter for students to coalesce student accomplishments and identify scholarship and employment opportunities.
- Distribute a Campus Climate Survey and use the results to create benchmarks for improvement;
- Finalize CAP Inclusive Excellence statement.
- Support an ONGOING social climate assessment survey
- Continue to support NOMAS efforts/activities (i.e., periodic films)
- Develop Diversity, Equity and Inclusion posters with statements that reflect CAP culture of accountability and support for equity and inclusion.
- Establish consistent slot in college lecture series to include diverse speakers and social justice topics each semester.
- Sponsor/support digital exhibits that focus on topics related to diversity and inclusion
- Sponsor/support/develop exhibits for the CAP gallery Additional goals:
- ADA assessment report - represents a risk to the institution.
- Identify "safe" places in buildings where people always feel welcome

It should be noted that the delivery of the Multicultural Center was led by a young African American designer who later served on our faculty as an adjunct faculty member. In Fall 2022, the designer has been hired to serve as a full-time contract faculty in our department. This highly regarded faculty member is only the second African American to serve as a full-time faculty member in the Department of Architecture in nearly sixty (60) years of existence (the current Department Chair being the first). This is no longer an acceptable statistic and the Ball State, College of Architecture and Planning, Department of Architecture is committed to addressing social equity, diversity, and inclusion by means and goals described herein.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response: Ball State University's commitment to equity, diversity, and inclusion is embodied in the Inclusive Excellence Plan, a plan that is communicated to all current (and prospective) faculty, students, and staff. The University's pursuit of equity and inclusion is evident throughout all facets of the institution and is also a pillar of the new Strategic Plan for the University. The University Statement on the Importance of Diversity and Inclusion on page 88 of the 2022-2023 Faculty and Professional Handbook conveys the institutional values in this regard: "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 Inclusive Excellence and is advanced by daily events; faculty lunchtime conversations focusing on diversity strategies for the classroom; guest lectures; seminars and workshops; faculty mentorship of other faculty and students; financial support for diversity initiatives; student scholarships; as well as a Diversity Associates Program that supports faculty research in the areas of race, ethnicity, socioeconomic status, national origin, disability, gender, sexual identity, age, and/or religious viewpoints. The University is currently building a new Multicultural Center next to the main library, and actively supports many diverse identity-based student organizations. Ball State received the 2018 HEED Award, the only national honor recognizing U.S. Colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

Inclusive Excellence Policies + Procedures (University, College, Department) Ball State is committed to nondiscrimination and equal opportunity in education and employment at Ball State University. The EEOC policy is on page 98 of the 2022-2023 Faculty and Professional Handbook. Procedures for achieving equity and diversity in faculty and staff hiring, appointments, compensation,

and promotion, is affirmed by CAP and the Department and we are assisted always by the staff and Director of Employee Relations and Affirmative Action in all position vacancy searches.

The Department makes concerted effort to advertise positions in a variety of architectural publications to enhance diversity of applicant pool. These efforts will maintain, or ideally increase, the diversity of faculty, and staff. Recent hiring has begun to manifest this pursuit; we keep working. Additionally, Goal 5 of the current University Strategic Plan affirms the University's commitment to inclusive excellence. In 2018, the College of Architecture and Planning initiated a CAP Task Force on Inclusive Excellence to address issues of equity, diversity and inclusivity for students, faculty, and staff in the College; this work is on-going.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response: *Ball State University strives to strengthen our community through inclusive excellence by working to eliminate barriers to four current and prospective employees, students, and visitors.*

Services and Resources for employees, students and visitors may be found on the Accessibility webpage. **Employees and Staff** with disabilities need to contact the Human Resources Coordinator of ADA and Leave Administration Programs. The University will provide reasonable accommodation to enable them to successfully perform the essential duties of their jobs. The 2022-2023 Faculty and Professional Handbook (see p. 91) addresses the Equal Opportunity and Affirmative Action Policy as it relates to disabilities. The Office of Disability Services for students, p. 270. More could be said about services and resources for faculty and staff with disabilities.

Students with disabilities need to contact the Office of Disability Services for accommodation and resources. Services that are available depend on the nature of the disability (i.e., autism, chronic, hearing, learning, mobility, psychological, temporary, visual). Faculty are asked to include the following statement on their course syllabus: *"If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodation can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu."*

In 2020, Ball State earned top-10 national ranking as a 'wheelchair friendly College' by New Mobility magazine. Key indicators used were the percentage of accessible buildings, and the integrated housing options, as well as personal assistance programs, adaptive sports and recreation opportunities, accessible on-campus transportation, and adaptive computer labs. Services include personal aides to help students in labs and on field trips if needed, helping with navigation campus in inclement weather, advising where to receive physical therapy services, and connecting them with off-campus wheelchair repair services.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response: 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 Construction Management and Interior Design Department (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. More recently, Summer 2018, a $1.3 million renovation was undertaken to provided more collaborative learning and review space. The building serves the needs of all programs effectively. The building is overseen by the College, and none of the Departments has exclusive claim to any part of it. In any given semester, approximately three-fifths of the available space in the building is dedicated to the use of architecture programs and personnel.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response: 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 – something the College is currently exploring. The Lecture Hall (AB 100) can relate to two adjacent instructional areas for a capacity of approximately 215 people and is where CAP's Guest Lecture Series is typically held. 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 classrooms 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 a social area on the second floor with vending machines located in the basement. Student organization offices are located on the fifth floor.

In addition to studio spaces, the College features a wide variety of shared support facilities for teaching, learning, research, and service. In addition to college facilities, students and faculty benefit from other University units located in the Architecture Building, such as the Architecture Library, the Andrew Seager Archives of the Built Environment (divisions of the University Libraries), the Center for Energy Research Education and Service (CERES), 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 northwest). The Communication Resource Center provides students, faculty, staff, University, and local community access to printing and making resources.

The dedicated CAP Exhibition Gallery (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.

PHYSICAL RESOURCES DETAIL: CAP MANAGED RESOURCES

Wood Shop and Laser Fab 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 Digital Fabrication Technician that oversees both laser lab and wood shop. The Wood Shop and Laser Lab are also 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. CAP FAB LAB, WOOD SHOP & GENERAL POLICIES are communicated once a year to all students.

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 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.

One of these machines has a bed size of 18" x 24" and the other three 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.

WOOD SHOP LASER LAB AB 125

Monday-Thursday
10 AM to Noon
1 PM – 5 PM
6 PM – 9 PM

Friday
10 AM – Noon 1 PM – 5 PM

Saturday
CLOSED

Sunday
4 PM – 8 PM

At mid semester and end of semester, hours are typically increased for one to two weeks.

WOOD SHOP LASER LAB AB 125

Monday-Thursday
10 AM to Noon
1 PM – 10 PM
6 PM – 9 PM

Friday
10 AM – Noon
1 PM – 5 PM

Saturday
CLOSED

Sunday
3 PM – 10 PM

CAP FAB LAB DFAB FACILITIES – **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 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 the Lab Manager, graduate assistants (GAs), and student hourly workers, exists to ensure the equipment is maintained and available to students in a safe and consistent fashion. The FABLAB DFAB website provides instructional resources for students on file do's and don'ts as well as sign-up instructions.

The student workers 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. Director of Digital Fabrication and Maker Corps: Colby Gray, 765-285-8843

3D Print Lab - AB 005
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. The 3D Printing wiki landing site identifies procedures and resources:

- Makerbot Z18 large build volume, PLA plastic-extrusion 3D printer
- Makerbot Replicator 5th Gen PLA plastic-extrusion 3D printers
- Ultimaker 2+ Extended multi-material, plastic-extrusion 3D printer
- Formlabs Form 2 liquid-resin stereolithogaphy 3D printer and associated post-processing equipment
- 3D Systems ProJet 460Plus gypsum powder-based, binderjet 3D printer
- 3D Systems ZPrinter 450 gypsum powder-based, binderjet 3D printer (in AB 031)
- Carbide3D Nomad desktop CNC mill
- 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 in AB 005 at the following times each week. 2019-2020 AY hours – anticipated to be same for 2022-2023:

Monday: 10 AM – 11 AM and 7 PM – 9 PM
Tuesday: 7 PM – 9 PM
Wednesday: 10 AM – 11 AM and 7 PM – 9 PM
Thursday: 7 PM – 9 PM
Friday: 10 am – 11 AM

Historic Preservation Lab – AB 213
Undergraduate and graduate students in the College of Architecture and Planning use this contemporary facility to carry out class projects, research, and outreach work in preservation technology, building assessment, material analysis, documentation, and digital 3D modeling of historic sites and buildings. Located on the 2nd floor of the Architecture building and integrated with the

Preservation Studio, this laboratory includes, digital microscopes, drying kilns, dedicated computers, material testing equipment, survey equipment, and 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 facilities for funded contracts in collaboration with public and not-for-profit corporations. SIM Lab provides opportunities for CAP faculty and students to work in collaboration with practitioners on real-life architecture, landscape architecture, interior design, construction management, urban planning, design or historic preservation projects. The lab creates for its clients a digital proving-ground for cultural heritage, historic preservation and environmental studies including potential for considerations such as thermal, solar, acoustical, or structural simulations of proposed projects. Typical 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 Dell and Alienware workstations providing high powered rendering and VR authoring. The meeting area includes a 50" plasma monitor with web connections for webcam conferences. The workstations include industry software such as Maya, Rhinoceros, Visual Nature Studio, and 3D Studio Max. The back room is a stereoscopic 3D Lab with a nearly 14' diagonal rear-projection screen used for larger presentations, as well as a variety of 3D technologies.

Director: John Fillwalk office: (765) 285-7437 or lab: (765) 285-4325 Monday – Friday: 9 AM - 6 PM and after-hours by permission.

Institute for Digital Intermedia Arts (IDIA) - AB 021A
The Institute for Digital Intermedia Arts (IDIA Lab) at Ball State University explores the intersection between the arts, sciences, humanities with technology. Scholarly, creative and pedagogical projects investigate virtual reality, human computer interface (HCI), augmented reality, mobile apps, visualization and 3D simulation. IDIA Lab studios were initially incubated through the Eli Lilly Endowment's Digital Media Initiative as part of two generous grants to the University. IDIA Lab's research facilities include five distinct labs – IDIA Lab, CAVE Lab, Dome Lab, HCI Lab, and Sim Lab – all working in concert with the recently formed Digital Scholarship Lab (DSL). The labs' faculty, staff and students develop projects in partnership with a cohort of international clients in this innovative initiative that investigates the forefront of emergent design and learning. 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: Home | IDIA Lab 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, faculty, staff and members of the community. Includes 2022-2023 AY:

Printers – large format
HP PageWide XL5200
HP Designjet Z5200

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

Printers – small format
HP Color Laserjet CP5525

Cost for small format printing
$0.25 for 8.5x11 bond
$0.30 for 8.5x11 cardstock
$0.50 for 11x17 bond
$0.55 for 11x17 cardstock

Scanner – large format
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, 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 four 62” portable interactive monitors available for studio presentations and classes throughout the building. The interactive monitors can be used to display design projects for reviews. The drawings can be uploaded to the digital screen, allowing students to forego plotting their work at times. The interactive monitors are available for checkout from the CRC during its open hours. Only faculty may check them out.

The **CRC hours for 2022-2023 AY** are anticipated to be:
Monday to Friday: 9 AM – 7 PM

CAP Design Build Lab (DBL)
The CAP 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 worktables 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), as well as 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.

Computer numerically controlled equipment includes an Omax Proto Max CNC water jet machine and a Shop Sabor RC4 CNC router.

DBL hours for 2022-2023 AY are per faculty instructional use. Any faculty teaching a course has access to the lab WITH students and they act in supervisory role.

The R. Wayne Estopinal College of Architecture and Planning’s Ball State CAP: INDY 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, construction management, historic preservation, interior design, landscape architecture, urban design, and urban planning. 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.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

PHYSICAL RESOURCES DETAIL: UNIVERSITY MANAGED RESOURCES
All full-time faculty (and part-time upon request) in the Department of Architecture are provided office space. On the main Ball State campus, architecture faculty offices are located in the ‘tower’ portion of CAP (the 1972 building) to the west. Faculty indicate regularly scheduled office hours, and office hours by appointment, on syllabi, outlining their availability to meet with students outside of class-time. All full-time contract and tenure line faculty are provided a laptop of their preference (Mac or PC). The cycle of replacement is currently every four years for tenure line faculty.

As noted, faculty and students have ready access to library and archives staff through drop-in visits, phone calls, email, and chat (accessed via the University Libraries website and online research guides; see, for example, the guide for architecture). Staff members respond to inquiries quickly and when a more in-depth interaction is required, will schedule appointments with users for reference interviews (in the case of the library) or arrange for a reference appointment to allow access to the collections or assist in research efforts (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.

Architecture Library - AB 116

The Architecture Library is a branch of the University Libraries, and is managed and staffed by that unit. As part of the University Libraries system, it is available to the entire University community, alumni, Indiana residents, and visitors. The Architecture Library collections include books, journals and magazines, DVDs, and the Visual Resources Collection of digital images and building material samples (see more on the Visual Resources Collection below). Faculty (and students) have access to computers, printers, and scanners in a number of CAP and University facilities including Bracken Library, the main library (Bracken) in the University Libraries system, and the Architecture Library. All workstations are connected to the University's cloud-based printing solution, PrintSmart, and students and faculty may upload print jobs from their own devices to PrintSmart using Mobile Print. Students each have a printing allowance of 600 impressions that renews every semester they are enrolled.
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 2019 (including Word, Excel, PowerPoint, Outlook, Access);
- Adobe CS (including Illustrator, Photoshop, Acrobat Pro, InDesign, and Dreamweaver);
- ArcGIS Desktop 10 (and other GIS software);
- AutoCAD 2020;
- Revit 2020;
- Rhino 6

Software on the Alienware workstations only:

- 3Ds Max 2019;
- Maya 2018;
- Revit Architecture 2019

HOURS:

Monday – Thursday: 7:30 AM – 10 PM Friday 7:30 AM – 6 PM
Saturday 9 AM – 6 PM
Sunday 12 PM – 10 PM
Architecture librarian: Amy Trendler (765) 285-5858

Visual Resources Collection (Architecture Library) - AB 117

The Architecture Library's Visual Resources Collection is home to the Architecture Building Material Samples collection of innovative, sustainable, and traditional materials. Students and faculty can browse through materials in the collection or search for specific items using the University Libraries' discovery tool, OneSearch. Items in the collection may be checked out for 4 days for use in the studio or displayed during student presentations. Materials Talks at lunch by manufacturing and materials representatives are hosted by the Visual Resources Collection throughout the year.

University Libraries personnel administer the VRC, 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.

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;
- slide scanner;
- 11" x 17" flatbed scanner

HOURS:
Monday – Friday: 8 AM – 5 PM
Curator: Bradley Johnston (765) 285-5865

Andrew Seager Archives of the Built Environment (formerly known as Drawings and Documents Archive) – AB 120
The Drawings and Documents Archive is a unique resource that is dedicated to preserving the history of Indiana's built environment. The collection contains over 130,000 original architectural drawings, landscape plans, photographs, models, and documents that tell the stories of Indiana's buildings, sites, and structures. The Archive was started in 1977 to help support the preservation of Indiana's cultural heritage. Its longevity and connection to the Estopinal College of Architecture and Planning has led it to become one of the largest archives in the state that collects items at a state-wide level.

The Archive includes both physical and digital collections. Inventories of our physical collections are available by searching the online database which is both keyword searchable and searchable by geographic location/address. The Archive has 79 collections that consists of architecture, landscape architecture, planning, engineering, and historic preservation resources that support the preservation and revitalization of the built environment. There are also several collections that have been fully digitized and can be viewed and downloaded by visiting the online Digital Media Repository.

Instructional Sessions are also offered through the Archive, and these range from a basic overview of the Archive to more in-depth offerings that cover building research methodology and introductions to drawing types and historic reproduction methods.

The primary patrons of the Archive are the students of the Estopinal College of Architecture and Planning. Hundreds of students visit and use the resource of the Archive every year. In addition to this, a consistent patron of the Archive are active practitioners who access the resources of the Archive to help support community revitalization projects. The Archive is also open to the general public.

The Andrew Seager Archives of the Built Environment hours are by appointment.

Archivist for Architectural and Design Records: Cody Sprunger (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. CERES 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 modelling software for all students in the Department.

CERES also manages the **Remote Review Facility (RRF) - AB 115** that was built as part of the CAP renovation in 2018. The RRF is configured to facilitate and encourage participation in students' design reviews by people in remote locations. While someone may not have the time, the travel resources or the carbon emissions to spare to make a trip to Muncie they may be to participate online. The setup

utilizes multiple cameras and computer source inputs to create an online review environment that enables alumni and other practicing professionals to participate from their desktops, laptops, tablets and/or smartphones from anywhere in the world with internet connectivity. The setup enhances the experience for remote participants while maintaining the traditional in-person review environment. The conference environment will accommodate multiple remote reviewers as well as participation by local reviewers and an in-person audience of about 25 people. The RRF system will broadcast electronic, paper- drawn/printed, physically modelled and/or hybrid media presentations and can also display materials shared by remote participants.

CERES Hours:
Monday – Friday: 8 AM – 5 PM, by appointment

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response: Facilities –
The Architecture Library, Visual Resources Collection (VRC), and Drawings and Documents Archive are conveniently located on the first floor of the Architecture Building near 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 are 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 Visual Resources Collection (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.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response: N/A

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response: Two years ago, as part of the University's Strategic Planning Process, the University decided to migrate to an "Incentive-based model that aligns our human and financial resources with our strategic priorities and encourages innovation and effective resource management." This new budget model

is gradually being introduced to the University. Communication initiatives describing and discussing this process that started in February 2019; records of the budget redesign initiative are available on-line for reference. While there is some uncertainty as to when this new budget will be fully operational, and what its impact will be, the University administration has done an excellent job in sharing the development of the process with all stakeholders. The most current understanding is that years 2019-2020 and 2010-2021 serve as the basis for planning, and next year (2021-2022) will initiate the new budget model – a "hold-harmless" year that will be used to "test-out" the system. There is not transparency in how the budget is being shaped at the College level; the Department is not aware of how it can positively impact budget.

In 2020-21 the Department of Architecture received total institutional support of $3,245,966 from the University. In addition, we received enhancement support via student program fees of $61,000 (the latter is used for Graduate Assistantships). 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. Some enhancement funding is used to support the ECAP Labs (woodshop, laser lab, fabrication lab). The operational budget for the past five fiscal years as indicated here shows the gradual reduction in total support (primarily reduction in faculty salaries and travel support) over this time:

Department of Architecture - General Fund Operating Expenditures							
		2019 -20	2018-19	2017-18	2016-17	2015-16	2014-15
Faculty & Staff Salaries (B61000)		* estimated	actual	actual			
(B61000)	Tenured/Tenure Track	$1,891,542	$1,824,316	$1,901,265	$ 1,942,858	$ 1,848,343	$ 1,769,177
(B62000) & (B63000) Contract Acad Yr. Budg Pool	Contract/Overload	$ 444,484	$ 434,304	$ 415,282	$ 445,944	$ 469,607	$ 502,465
(B64000) Faculty & Professional Summer Salaries Pool	Summer	$ 125,000	$ 126,379	$ 159,216	$ 131,026	$ 127,804	$ 118,496
(B67000) Service & Staff Budget Pool	Staff	$ 69,951	$ 74,940	$ 65,049	$ 75,013	$ 75,714	$ 74,199
Subtotal Faculty & Staff Support		$2,530,976	$2,459,940	$2,540,812	$ 2,594,840	$ 2,521,468	$ 2,464,338
Student Wages and Graduate Assistantship Stipends							
(B68000)	Student Wages	$ 7,429	$ 7,078	$ 6,034	$ 6,159	$ 6,593	$ 7,784
(B65000)	Graduate Assistantships	$ 91,000	$ 106,096	$ 102,829	$ 83,809	$ 110,606	$ 103,469
Subtotal Student Wages		$ 98,429	$ 113,175	$ 108,863	$ 89,968	$ 117,199	$ 111,253
Benefits	Employee Benefits	$ 870,818	$ 870,818	$ 891,001	$ 897,215	$ 904,891	$ 899,682
Supplies and Travel							
(B73000)	Supplies	$ 22,410	$ 24,612	$ 18,865	$ 24,030	$ 17,988	$ 25,070
(B73800)	Travel	$ 25,532	$ 28,019	$ 36,346	$ 47,763	$ 33,072	$ 22,393
Subtotal Supplies and Travel		$ 47,942	$ 52,631	$ 55,211	$ 71,793	$ 51,060	$ 47,463
Total Institutional Support		$ 3,548,165	$ 3,496,563	$ 3,595,887	$ 3,653,816	$ 3,594,617	$ 3,522,735
Enhancement (Lectures, Reviewers, Addt. Ga's)	Program Fees	$ 67,000	$ 68,000	$ 113,000	$ 118,751	$ 74,113	$ 96,376

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response: 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 it 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 "the University's mission and enduring values by creating transformative experiences for diverse communities through excellent resources, expert research assistance, dedicated study and learning spaces, and innovative services and technologies for knowledge discovery and dissemination, lifetime learning, and community engagement." 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. During 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 summer session, interims, and academic breaks the archive is open Monday– Friday by appointment.

The Architecture Library and Drawings and Documents Archive websites, online research guides, Architecture Images collection, article databases, electronic course reserves, and the archive's list of collections, searchable database (searchable by geographic location/keyword), and digital 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 University Libraries website and online research guides; see, for example, the guide for architecture). Staff members respond to inquiries quickly and when a more in-depth interaction is required, will schedule appointments with users for reference interviews (in the case of the library) or arrange for a reference appointment to allow access to the collections or assist in research efforts (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 and access to more titles via subscription databases (including subscriptions or access to 57 titles on the Association of Architecture School Librarians List of Essential Periodicals), 392 videos and access to Kanopy Streaming Films, 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 and documents, photographs, and various other material formats 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 327 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 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 sample 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.

Library Allocations and Expenditures for Department of Architecture:

Fiscal Year	**2018**	**2019**	**2020**	**2021***	**2022***
Departmental Budget		$19,115	$19,115	$5,225	$3,740
Periodicals	$8,643	$8,719	$9,630	$8,057	$8,942
Classified Serials	$5,406	$4,404	$6,795	$6,173	$7,939
Monographs	$3,497	$3,095	$2,383	$3,759	$3,323
Audiovisual materials	$257	$403	$109	$729	$415
Monographic series and sets	$90	$0	$90	$69	$0
Images	$0	$0	$994	$0	$0
Approval non-continuing	$3,089	$1,659	$1,135	$509	$1,644
Library general funds, non- continuing**	$1,339	$462	$0	$11,731	$10,004
Foundation funds, non-continuing	$1,183	$2,290	$1,643	$150	$0
Total Expenditures	**$23,504**	**$21,032**	**$22,779**	**$31,177**	**$32,267**

*New budget model: non-continuing funds only
**Supplemented by special allocation of library funds for FY2021 and FY2022.

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 Films 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 the University's academic Department library budgets and is not unique to the Architecture Department. Greater reliance on interlibrary loans, open access scholarship and online archival resources are providing additional resources as increases to the University Libraries collections budgets are being pursued.

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 and the budget has been decreased for these purchases. No images were purchased in fiscal year 2018, but purchase requests

were submitted for a $750 budget in fiscal year 2019. The VRC budget may also be used in 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 66 practitioner collections, 14 general collections including the College of Architecture and Planning collection, Historic American Building Survey (HABS) collection, and the 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. It is one of the largest architectural archives in the state that collects items pertaining to the built environment at a state-wide level. 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 to be accessible online for student and community use. Metadata and Digital Initiatives, a unit within the University Libraries, provides 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.

Library Data and Discovery Solutions 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 in the implementation of real-world community revitalization projects 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 and document delivery services to students, faculty, and staff.

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.

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.

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 3 or more 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. More recently, the Drawings and Documents Archive began curating and hosting digital exhibits on a publicly displayed monitor located just outside of the Archive. Digital exhibits have focused on the works of targeted ground-breaking practitioners that are representative of diversity and inclusivity while other exhibits focus on the application of archival resources as they support the revitalization of the built environment.

The Drawings and Documents Archive offers instructional sessions to all Departments within the College. Instructional sessions include but are not limited to accessing and understanding the resources of the archive, the interpretation of archival resources and research methodology as it pertains to the built environment, and the progression of drawing and reproduction methods of drawing types. Customized instructional sessions are also offered that can be tailored to individual classes to help faculty achieve specific curriculum objectives.

Facilities

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 are 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 sixteen computer workstations, each with dual monitors that provide users with an expensive 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, are 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 the 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.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response: 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 15 years. In addition to a Master of Science in Library Science, Ms. Trendler holds a Master 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 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 7 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 of Science in Library Science and brings his 13 years of experience in the University Libraries to the position which he has held for the last 4 years.

The Drawings and Documents Archive is staffed as needed, as the University library commences a search this coming AY for a new archivist (former professional staff person took a different job in Michigan).

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

Statement on NAAB-Accredited Degrees is included on our webpage.

"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."

Ball State University, Department of Architecture offers the following NAAB-accredited degree programs:

- M.Arch (pre-professional degree + 57 graduate credits)
- M.Arch (non-pre-professional i.e., any undergraduate degree + 99 credits)
- B.Arch (154 undergraduate credits)

Next accreditation visit for M.Arch program is yet to be determined (pending NAAB October 2022 Board Meeting)

Next accreditation visit for B.Arch program is 2023

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response: NAAB Conditions and Procedures (2020 edition and at the time of the last visit) are accessible to all students, faculty, and the public

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:
Career Development Information and Placement Services is provided on the Department of Architecture accreditation webpage to assist students in the development, evaluation and implementation of career, education, and employment plans. The BSU Cardinal Career Center has substantive resources tailored to student career pursuits.

To earn a license and become an architect, students need to document real-work experience through the Architectural Experience Program (AXP) of the NCARB (National Council of Architectural Registration Boards). Internship provides students with pivotal real-work experience that can lead to part or full-time employment opportunities and fulfill AXP requirements. The AXP process is explained to undergraduates when they select their major in architecture and to graduate students during orientation sessions each year. All students are encouraged to sign up in order to count all work hours as soon as possible. If they are taking the IPAL program courses, they are required to enroll in NCARB and establish a council record.

While undergraduates at CAP are required to take internship in the 5-year professional architecture degree (B.Arch), internship is optional for graduate students in the Master of Architecture degree (M.Arch). If students in the 4+2 Track 1 program have not had an internship experience or previous real-work experience as part of their pre-professional undergraduate education, they are encouraged to participate in the Indianapolis Internship Initiative as part of their first-year curricular program at the CAP: INDY Center. Participating in an internship is woven into the one-year live, work, learn opportunity provided to all graduate students while they are studying at the Center in Indianapolis.

This program was initiated in Fall of 2019 when we moved to a full academic year of study in Indianapolis for all M.Arch students. We had also just acquired residency in our facility at 25 N. Pine Street, which provided an ideal opportunity to connect students to the professional design culture of Indianapolis. In this Indianapolis Internship Initiative, we aligned incoming M.Arch graduate students with architecture firms in the city to establish part-time work opportunities while pursuing their studies at the Ball State CAP: INDY Center. We asked firms to commit to hire our students for 15 hours/week for 16 weeks of the semester at the minimum rate of $15 an hour for the academic year (fall and spring semesters). The students are available for this internship, depending on their academic class schedule, every morning as well as two full days each week, with all required core classes beginning at 12:30 pm and held on three days a week. Students are also able to work full-time during breaks and summer, if the firm continues to have work to support the hours. Often, the students receive full-time employment offers from the firms that they interned at upon graduation, which is excellent in terms of maintaining our high graduate placement.

While students are encouraged obtain an internship/job on their own – the Professional Practice courses provide instruction to prepare students to enter the marketplace (i.e., interview skills; resume building; portfolio preparation; etc.) and annually each spring the College of Architecture and Planning hosts a Job and Internship fair in collaboration with Ball State University's Cardinal Career Center Services.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response: To promote transparency in the process of accreditation in architecture education, the following documents are made available to all students, faculty, and the public.

ARCHITECTURE PROGRAM REPORTS (APRS) AND RELATED DOCUMENTS:
To promote transparency in the process of accreditation in architecture education the following documents are made available to all students, faculty, and the public.

All interim progress reports (IPR) and narratives of program annual reports submitted since the last team visit:
- 2018 Interim Progress Report (PDF)
- 2015 Interim Progress Report (PDF)

All NAAB responses to the plan to correct and any NAAB responses to the program annual reports since the last team visit:
- Not Applicable (N/A)

MOST RECENT DECISION LETTER FROM THE NAAB:
2021 B.Arch Accreditation Granted Letter (PDF)
2013 M.Arch Accreditation Granted Letter (PDF) (*pending October 2022 NAAB Board Meeting)*

ARCHITECTURE PROGRAM REPORT (APR) SUBMITTED FOR THE LAST VISIT:
2021 M.Arch APR (PDF)
2020 B.Arch APR-IA (PDF)

THE FINAL EDITION OF THE MOST RECENT VISITING TEAM REPORT (INCLUDING ATTACHMENTS AND ADDENDA):
- 2022 M.Arch VTR Report (PDF)
- 2020 B.Arch VTR-IA Report (PDF)

THE PROGRAM'S OPTIONAL RESPONSE TO THE VISITING TEAM REPORT:
- 2022 M.Arch Optional Response

PLAN TO CORRECT (IF APPLICABLE):
- Not Applicable (N/A)

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

a) Application forms and instructions

Program Response: The College of Architecture and Planning offers four distinct majors to undergraduates; however, three of these (i.e., architecture, landscape architecture; urban planning) start with a common course of study underscoring the shared belief that foundational design, communication, and discipline specific introductory course work is effective in introducing all three disciplines to help students identify their area(s) of interest and corresponding degree program through career exploration and interactions with faculty and industry leaders in each field.

Undergraduate Degree-Seeking
Students seeking an undergraduate degree in architecture, landscape architecture, or urban planning, must complete a supplemental admission application for entry into the common first- year design program in addition to the Ball State University undergraduate application. Admission to the common first-year design program in the R. Wayne Estopinal College of Architecture and Planning occurs on a rolling basis until capacity is reached (approximately 190 students). Applying early to Ball State and the college increases the opportunity for admission for qualified students. This program only admits students who have excelled academically and demonstrate the ability for high levels of achievement within the majors. Admission requirements, dates and deadlines, and instructions for applying to the common first- year design program and how to check the status of the application is explained in printed material and online First-Year Program webpage.

All required application materials are uploaded to the application portal (SLATE) managed by Ball State's Undergraduate Office of Admissions. Materials are easily accessible to the Department or College for review.

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

Program Response: As undergraduate degree seeking students' applications are submitted to the application portal (SLATE) the Director of Student Services, begins the initial evaluation, making sure all application materials have been received. If items as missing, the Director of Student Services contacts the applicant alerting them to the missing application materials and encourages them to upload these items at their earliest convenience. When all materials are submitted as determined by the SLATE Processor, the student's application will be moved into the Department Ready for Review bin and is available to be reviewed by anyone having access to the SLATE portal.

Undergraduate admission materials are evaluated by the Director of Student Services and the Admissions Committee, comprised of each department chair and the Associate Dean. All decisions are made based off the application materials submitted by the applicant (portfolio, statement of intent, resume, letters of recommendation, GRE scores [if applicable], or for undergraduate degree seeking, SAT/ACT (if applicable) and transcripts from their undergraduate degree granting institution). Additionally, undergraduate degree seeking students, submit their high school transcripts, or if transferring from another university, their college transcripts, and a required essay response. Transfers who are applying from accredited programs seeking

admittance into upper division classes are evaluated further for transfer credit. Those students are asked to also submit syllabi for each course they'd like evaluated, along with a portfolio of their work from those courses.

For undergraduate students the Director of Student Services and admissions committee looks for high school applicants who are completing a rigorous college-preparatory curriculum, which includes:

- Four years of English
- Four years of math
- Three years of science
- Two to three years of social studies
- Speech
- Foreign languages (recommended)

Additional courses in design, graphic design, computers, and art are recommended. Transfer applicants may have pursued college course work in any academic discipline.

We seek students who have excelled in scholarship and who show interest and promise of a high level of achievement in our programs. Admission is a question of how competitive an individual is within the applicant pool. The majority of admitted high school applicants are in the top 20 percent of their high school classes. To be competitive, transfer applicants should have achieved a cumulative grade point average of 3.0 (on a 4.0 scale) or better.

The Director of Student Services and admissions committee will carefully review all submitted materials with consideration given to the following:

- Demonstrated excellence in scholarship as documented by all submitted transcripts (class rank and SAT/ ACT scores of high school applicants will be considered if submitted).
- Information from the required references that demonstrates initiative, leadership experience, and interest in the environmental design and planning disciplines.
- The quality of the required essays.

A portfolio is not required for admission into the common first-year, but it is highly recommended. There are no admission quotas by race, gender, state of residence, or expressed discipline preferences. Admission to the common first year does not guarantee entry into the second year.

For undergraduate students who are not admitted into the common first-year but who would still like to pursue a degree within the R. Wayne Estopinal College of Architecture and Planning, the Director of Student Services works with each student to determine their deficiencies, correct them, and re-apply for the next term available.

For undergraduate students who are admitted into the common first-year will create a portfolio in the common first-year program. Once the student has completed the CAP First Year Program, they will submit their portfolio to the department of their choice for admission into the 2nd year of either architecture, landscape architecture or urban planning.

The appointed Admissions Committee will review student portfolios looking for strengths and weaknesses and determine whether the student has the skills necessary to be successful to continue in the 2nd year program and make recommendations to the department chair to accept or decline. At that point, the Department Chair will make the final determination and in working with the Programs Assistant to notify them of their acceptance or decline.

For acceptance into the 2nd year of the Department of Architecture, first year grades are examined (i.e., CAP 101, CAP 161, CAP 102, ARCH 100, PLAN 100, and LA 100). From these grades, their Overall CAP GPA is calculated. The required minimum Overall CAP GPA for acceptance into architecture is 2.75. Students with an Overall CAP GPA of below a 2.75, but with a Cumulative BSU GPA of 2.75 or higher will still be considered for conditional acceptance.

Remediation (conditional acceptance) may occur if a student has a grade point average that is below the required for admittance into the Department of Architecture (2.75). Students would be allowed to register for 2nd Year Architecture courses, but at the end of the Spring semester would be required to submit another portfolio including 2nd Year work as well as a recommendation letter from their studio professor. The Department Chair and the admissions committee evaluate this new work along with the recommendation letter to determine if the student has had an improvement in their skillset that would make them successful in the program. Students with visible improvement will be allowed to continue with no additional requirements. However, if it is determined that a student has not shown improvement, they would not be able to continue into 3rd year and be encouraged to seek admissions into one of the other programs in the College of Architecture and Planning (Landscape Architecture, Urban Planning or Environmental Design).

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

Program Response: The transcripts from applicants for non-accredited, pre-professional degrees in architecture are evaluated for compatibility with the 4+2 program of Ball State University College of Architecture and Planning. Applicants are asked to provide syllabi for all coursework to assist in determining that all required coursework has been completed. If an applicant is deemed to be missing important coursework, a course of remediation may be recommended of the applicant. Discussions are entertained about each student's undergraduate preparation in the pre-professional program and a description of the process for evaluating the content of their pre-professional, non-accredited degree is shared.

Requirements and forms for applying for financial aid and scholarships

Program Response: Students seeking to obtain financial aid or scholarship assistance should visit the Financial Aid and Scholarships department.

Students will need to submit a FAFSA application to determine their individual eligibility.

Explanation of how student diversity goals affect admission procedures

Program Response: Plans to advance our pursuit for increasing the diversity of our undergraduate student body were generated in spring 2021 by department faculty, staff, and students and are intended to be part of the Departmental Inclusive Excellence Plan. Proposed planning initiatives and proposals include:

- Engage alumni in recruitment efforts of minority students
- Discuss curricular alignment, student learning objectives, and transfer paths with 2-year community Colleges; explore/establish Articulation Agreement with 2-year programs for either/both undergraduate and graduate professional programs
- Establish mentoring partners for students – upper-level thesis students and/or our professional colleagues and/or alumni for students and for graduates in licensure process
- Analyze reasons/issues that impact minority student academic success (i.e., financial; cultural) and formulate plan to address issues.
- Explore opportunities in our excellent travel learning programs for diversity awareness and diverse student recruitment
- Work with International programs to assist our international students in achieving admissions to United States and a welcoming entry to Ball State University

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response: Students have access to current resources and advice for making decision about financial aid through the Financial Aid and Scholarships online.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response: Students can see the current tuition and fees rates, as well as opportunities for financial aid including scholarships.

A convenient calculator is provided to estimate costs for full-time, on-campus Ball State undergraduate students for the 2022-2023 academic year. Cost information is based on enrollment for the Fall and Spring semesters. Actual tuition is determined by the number of credit hours taken. Additional course or program fees may apply, depending on the major and course schedule.

4_Supplemental Appendix

1. Matrix B.Arch
2. 1-pg Faculty CVs
3. Regional Accreditor Letter
4. Facilities-Resources Video (pending 45 days prior to visit)
5. Additional Supplemental Material
    - B.Arch Curriculum Chart Sum 2022
    - CAP FAB LAB + WOOD SHOP General Policies Spring 2022
    - CAP Inclusive Excellence Presentation 3-25-22
    - CAP Organizational Chart Fall 2022
    - CAP Retention Updates_03-23-22
    - CAP Transfer Applicant Evaluation Check Sheet example
    - CAP Transfer Student Notification example
    - Collection Development Policy
    - Course Approval Flow Chart
    - Historical Statistical Charts
    - Studio Culture Policy

Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases , the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

REQUIRED DOCUMENTATION - 2020 CONDITIONS + PROCEDURES

- NARRATIVE
- NARRATIVE + SELF-ASSESSMENT
- NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL
- NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL + STUDENT WORK

B.Arch allignment...(7/1/2021)

CURRICULAR FRAMEWORK

B.ARCH

154 credits

Year	Term	Course
YEAR 1 UNDERGRADUATE - BA/BS	FALL or SP	CAP 101: Environmental Design + Planning 1
	FALL or SP	CAP 161: Design Communications Media 1
	FALL or SP	ARCH 100: Introduction to Architecture
	SPRING or SUM	CAP 102: Environmental Design + Planning 2
	SPRING or SUM	LA 100: Introduction to Landscape Architecture
	SPRING or SUM	PLAN 100: Introduction to Planning
YEAR 2 UNDERGRADUATE - BA/BS	FALL	ARCH 201: Architectural Design 1
	FALL	ARCH 214: Building Technology 1
	FALL	ARCH 229: History of Architecture 1
	FALL	ARCH 251: Introduction to Social & Environmental Justice in Design
	FALL	ARCH 263: Digital Design
	SPRING	ARCH 202: Architectural Design 2
	SPRING	ARCH 218: Structural Sytems 1
	SPRING	ARCH 273: Environmental Systems 1
	SPRING	ARCH 329: History of Architecture 2
YEAR 3 UNDERGRADUATE - BA/BS	FALL	ARCH 301: Architectural Design 3
	FALL	ARCH 318: Structural Systems 2
	FALL	ARCH 373: Environmental Systems 2
	FALL	ARCH 320: Intro to Professional Practice
	FALL	minor course of study, electives, certificate options
	SPRING	ARCH 302: Architectural Design 4
	SPRING	ARCH 314: Building Technology 2
	SPRING	ARCH 340: Intro. to Historic Preservation
	SPRING	minor course of study, electives, certificate options
YEAR 4 UNDERGRADUATE - B.ARCH ONLY	FALL or SPRING	ARCH 400: Comprehensive Architecture Studio
	FALL or SPRING	ARCH 418: Structural Systems 3
	FALL or SPRING	ARCH 420: Professional Practice
	FALL or SPRING	minor course of study, electives, certificate options
	F or SP	ARCH 455: Architectural Internship
YEAR 5 UNDERGRADUATE - B.ARCH ONLY	FALL	ARCH 403: Architectural Design
	FALL	ARCH 424: Research & Programming Methods
	FALL	minor course of study, electives, certificate options
	SPRING	ARCH 404: Final Project Studio
	SPRING	minor course of study, electives, certificate options

2. SHARED VALUES OF THE DISCIPLINE AND PROFESSION: The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Value	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320	minor course of study, electives, certificate options	302	314	340	minor course of study, electives, certificate options	400	418	420	minor course of study, electives, certificate options	455	403	424	minor course of study, electives, certificate options	404	minor course of study, electives, certificate options
Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.	X		X	X			X					X				X	X				X				X	X				X			X	
Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.			X				X	X		X		X		X		X		X	X		X	X	X		X		X			X			X	
Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.			X							X		X				X			X		X						X							
Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.			X					X	X		X				X		X		X			X			X		X						X	
Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.			X							X									X				X				X			X				
Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.	X		X	X			X		X		X	X	X	X	X	X					X				X					X			X	

SHARED VALUES OF THE DISCIPLINE + PROFESSION

3.1 PROGRAM CRITERIA (PC): A program must demonstrate how its curriculum, structure, and other experiences address the following criteria. - NARRATIVE + SELF-ASSESSMENT

2020 Procedures, section 3.5.1 describes the types of evidence required for the assessment of PC: Primary Evidence for Program Criteria (PC). The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit. **Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them.**
The **program must provide a narrative description of how the program achieves each criterion.** The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review. Supporting Materials: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.

PROGRAM CRITERIA

Criterion	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320	minor	302	314	340	minor	400	418	420	minor	455	403	424	minor	404	minor
PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.																			320 F 21								420 F21 + SP22		455 F21 + SP22					
PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.																														403 F21			404 SP22	
PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.														273 SP21				373 F 21																
PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.									229 F 21						329 SP22																			
PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.																															424 F21		404 SP22	
PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.																									400 F21 + SP22									
PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.																									400 F21 + SP22					403 F21			404 SP22	
PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.										251 F 21																								

HOLISTIC STUDENT EXPERIENCE

3.2 STUDENT CRITERIA (SC): Student Learning Objectives and Outcomes: A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment. NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL FOR SC.1 - SC.4

2020 Procedures, section 3.5.2 describes the types of evidence required for the assessment of SC.1 through SC.4:
Primary Evidence for Student Criteria (SC) SC.1 through SC.4. These criteria will be evaluated at the understanding level. The program will submit the primary exhibits as evidence for SC.1-4 to the visiting team in an electronic format 45 days before the visit. Programs must provide the following:
Narrative: A narrative description of how the program achieves and evaluates each criterion.
Self-Assessment: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.
Supporting Materials: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:
a) Course Syllabus. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.
b) Course Schedule. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.
c) Instructional Materials. The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

STUDENT CRITERIA 1-4

Criterion	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320	minor	302	314	340	minor	400	418	420	minor	455	403	424	minor	404	minor	total
SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.										251 F 21															400 F 21 + SP22						424 F21				12
SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.																											420 F 21 + SP22		455 F21 + SP22						3
SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.																											420 F 21 + SP22				424 F21				7
SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.								214 F 22					218 SP22	273 SP22			318 F21	373 F21				314 SP22				418 F 21 + SP22									7

UNDERSTANDING

STUDENT CRITERIA continued - demonstrating ABILITY. NARRATIVE + SELF-ASSESSMENT + COURSE MATERIAL + STUDENT WORK EXAMPLES FOR SC.5 - SC.6

Primary Evidence for SC.5 and SC.6. These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6: Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following: **Narrative:** A narrative description of how the program achieves and evaluates each criterion. **Self-Assessment:** Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses. **Supporting Materials:** Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome: a) Course Syllabus. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance. b) Course Schedule. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic. c) Instructional Materials. The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

STUDENT CRITERIA 5 + 6

Criterion	CAP 101	CAP 161	ARCH 100	CAP 102	LA 100	PLAN 100	201	214	229	251	263	202	218	273	329	301	318	373	320	minor	302	314	340	minor	400	418	420	minor	455	403	424	minor	404	minor	total
SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.																									400 F 21 + SP22					403 F 21			404 SP22		3
SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.																									400 F 21 + SP22										4

ABILITY

2_1-page Faculty CVs

Barry
Burns
Coggeshall
Collins
Cruz
Danahy
de Brea
Dixson
Dotson
Eggink
Elser
Graybeal
Gray
Grondzik
Hall
Harwood
Keddy
Keogh
Kerestes
Klinger
Koester
Mounayar
Overbey
Phillippe
Reinhart
San Miguel
Shimizu
Spodek
Stafford
Swartz
Tursky
Underwood
Wilson

Name: Kristin M. Barry - Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 201 Architectural Design:** Fall 2021
- **ARCH 229 History of Architecture 1:** Fall 2020
- **ARCH 329 History of Architecture 2:** Spring 2022; Spring 2021
- **ARCH 403 Architecture Design Studio:** Fall 2020

Educational Credentials:

- 2014 Ph.D. History of Art and Architecture, Pennsylvania State University, University Park, PA
- 2008 Master of Architecture, University of Cincinnati, Cincinnati, OH
- 2006 Bachelor of Science in Architecture, University of Cincinnati, Cincinnati, OH

Teaching Experience:

- 7 years tenure-track assistant professor at Ball State University
- 3 years part-time instructor at Penn State University
- 2 years graduate assistant at University of Cincinnati

Professional Experience:

- 2019-present National Cemeteries Administration I Interpretation Planning
- 2019-present St. Clair's Defeat Revisited Traveling Exhibit I Exhibition Designer
- 2018-2019 Dayton National Cemetery, Ohio I Co-Investigator, Interpretation Planning

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- 2021 Wright Company Factory Interpretive Framework, National Parks Service
- 2020 United States National Cemetery System Interpretive Framework, Outline
- 2019 Dayton National Cemetery Interpretive Framework, Veterans Administration
- 2019 The Manitou Cliff Dwellings as Public Archaeology: the Ethnographic Museum and the Plurality of Early Archaeological Interpretation. *IL CAPITALE CULTURALE, Studies on the Value of Cultural Heritage, Supplementi* 09: 251-271.
- 2019 [Dis]embodied Voices: War, Conflicting History, and the Interpretation of Plantation Museums through Community Involvement. *Museological Review,* 23:126-135.
- 2019 Heritages in conflict: Interpreting controversial history with community engagement. In John H. Jameson & Veysel Apaydin (eds.) *Increasing Heritage Awareness through Community Participation: Comparative Approaches,* New York: Springer.
- 2019 Natural, Cultural, and Heritage Landscapes: Intersections of authenticity, preservation, landscape and heritage in African Rock Art conservation. In Vinayak Bharne (ed.) *Routledge Companion of Global Heritage Conservation,* New York: Routledge.

Professional Memberships:

- Southeast College Art Conference
- Society of Architectural Historians

Name: Sean Burns - Assistant Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 218 (and ARCH518): Structural Systems 1:** Spring 2022; Spring 2021
- **ARCH 318: Structural Systems 2:** Fall 2021; Summer 2021; Fall 2020
- **ARCH 201: Architectural Design Studio:** Fall 2021; Fall 2020
- **ARCH 202: Architectural Design Studio:** Spring 2022; Spring 2021; Spring 2020
- **ARCH 490: Independent Study:** Spring 2022

Educational Credentials:

- University of Pennsylvania - Graduate School of Fine Art. Master of Architecture with specialization in Design and Theory 2002
- Kent State University - College of Architecture and Environmental Design. Bachelor of Architecture 2001
- Kent State University - College of Architecture and Environmental Design. Bachelor of Science 2000

Licenses/Registration:

- 2006 – present: Registered Architect, New York State, License #031065
- 2008 – present: LEED AP BD+C, GBCI #10266339
- 2008 – present: USGBC, member ID: F6828GMEPCOFQCN

Selected Publications and Recent Research:

Book Chapter

- *Collaborative Thinking through the Dynamics of Site and Architecture in Design Education*. Chapter in published book: Progressive Studio Pedagogy: Examples from Architecture and Allied Design Fields by Routledge, UK, eds. Cairns, Graham and Charles Smith. 2020, pp 78-99. ISBN: 978-0-367-64913-5. Invitation to develop chapter based on presentation and full paper submission as part of 2020 Architecture Media Politics Society Conference (AMPS). New York, NY

Peer Reviewed Papers

- *The Savage Detail.* 2021 15th European Architectural Envisioning Association Conference (EAEA) Conference: Envisioning Architectural Narratives. – coauthored with Genevieve Baudoin, Associate Architecture Professor – Kansas State University.
- *Surrogate Sites:* Unorthodox Grounds for Architectural Design Pedagogy in Unpredictable Times. 2021 Architecture Media Politics Society (AMPS) Conference: Online Education: Teaching in a Time of Change – coauthored with Matt Wilson.
- *Perception to Execution: Inheriting and Reconsidering the Known Object as a Means to Altering Preconceived Notions of Architectural Design*. 2020 Design Communications Association Conference (DCA). Atlanta, GA.

Name: Joshua R. Coggeshall AIA - Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 301 Architectural Design:** Fall 2021
- **ARCH 302 Architectural Design:** Spring 2022; Spring 2021
- **ARCH 501 Design Thinking and Foundations Studio:** Spring 2022
- **ARCH 503 Design Application Workshop:** Spring 2021

Educational Credentials:

- Master of Architecture 1997 – Southern California Institute of Architecture- AIA Henry Adams Medal
- Bachelor of Environmental Design – 1991 – Texas A+M University

Teaching Experience:

- Ball State University 2009-current
- Woodbury University 2004-2009
- Otis College of Art + Design 1999-2004
- Southern California Institute of Architecture 2000-2003

Professional Experience:

- Shimizu + Coggeshall Architects, Partner, 2004-current
- Cog Work Shop 2000-2004 (owner)
- Morphosis Architects 1999-2000
- Studio Works Architects 1996-1999
- Frank O Gehry 1996
- Guthrie Buresh Architects 1994-1996
- John Clagget Architect 1992-1993

Licenses/Registration:

- Registered Architect; (Active) State of Indiana: AR11300006

Selected Publications and Recent Research:

- Jefferson Residence – Renovation + Addition of an 1890's structure for ECO-Rehab
- AIA Kentucky / AIA Indiana Convention – Tomorrowland –"Acupunctural Urbanism" lecture– 2021
- Glick Center for Glass – hot + cold shop research – 2017 - current
- 'Exhibit Columbus' Co-Curator, founding steering committee 2014-2017
- THE GRID - Indianapolis Contemporary Façade Proposal – Invited competition 2019
- Plyspace – Public Art residency space – remodel 2018 (built)
- The Public Collection Lending Library – Indianapolis 2014-15 (built) + 2017 (proposal)

Professional Memberships:

- American Institute of Architects

Name: Tom Collins, PhD, AIA, LEED AP - Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 400 Comprehensive Design Studio:** Spring 2022; Fall 2021; Spring 2021; Fall 2020
- **ARCH 273 Environmental Systems 1:** Spring 2021
- **ARCH 373 Environmental Systems 2**: Fall 2021; Fall 2020
- **CAP 498/598 Solar Decathlon Elective:** Spring 2022

Educational Credentials:

- University of Oregon: PhD in Sustainable Architecture 2015
- University of Oregon: M.Arch 2010
- Rensselaer Polytechnic Institute: B.Arch/B.S. Building Science 2002

Teaching Experience:

- Ball State University: Assistant Professor 2015-2022, Associate Professor 2022-
- University of Oregon: Graduate Teaching Fellow 2008-2015
- Boston Architectural College (BAC): Instructor 2004-2008

Professional Experience:

- DiNisco Design Partnership, Boston 2001-2004
- Payette, Boston 2004-2008

Selected Publications and Recent Research:

- *Continued Experiences with the Solar Decathlon Design Challenge*. 2022 Residential Building Design & Construction Conference, State College/Virtual, 11 May.
- *Englewood Homes: Achieving PHIUS Core Prescriptive Certification in a Solar Decathlon Build Entry for Affordable, Infill Housing in Indianapolis*. PHIUS Developers Summit, Virtual, 26 April.
- *A Vital Study of the Emily Kimbrough Historic District*: Ball Brothers Foundation Rapid Grant
- Collins, T., Overbey, D. (2020). Leveraging the U.S. Department of Energy Solar Decathlon Design Challenge as a Framework for Student-Led Adaptive Reuse Projects to Address Context-Specific Sustainable Design, Housing Affordability, and Community Resilience. *Journal of green building*.
- Mitchell, A., Collins, T. (forthcoming). Tuning the masses: climate specific energy optimization guidelines. EAAE ARCC International Conference 2020.
- Collins, T., Grondzik, W., (2020). Experiences with Race to Zero/Solar Decathlon Design Challenge. Proceedings of the 2020 Residential Building Design & Construction Conference, State College, 4-6 March.

Professional Memberships:

- AIA
- ASHRAE

Name: Cesar A. Cruz, PhD. - Assistant Professor of Architecture

Courses Taught: (Four semesters prior to current visit)**:**

- **ARCH 201 Architectural Design**: Fall 2020
- **ARCH 202 Architectural Design:** Spring 2022; Spring 2021
- **ARCH 218 Structural Systems 2**: Spring 2022; Spring 2021
- **ARCH 318 Structural Systems 2**: Fall 2021; Fall 2020
- **ARCH 518 Introduction to Structural Systems** (Career Change): Spring 2021
- **ARCH 538 Structural and Material Systems**: Summer 2022; Summer 2021
- **ARCH 639 Contemporary History and Theory of Architecture**: Fall 2021; Fall 2020

Educational Credentials:

- Doctorate in Architecture, University of Illinois, August 2016.
- Master's of Architecture, University of New Mexico, May 2010.
- Bachelor's of Industrial Engineering, Georgia Institute of Technology, September 1991.

Teaching Experience:

- Full-Time Contract Faculty and Assistant Professor of Architecture, Ball State University College of Architecture and Planning, Fall 2017-Summer 2021 & Fall 2021-Present.
- Adjunct Faculty, University of New Mexico School of Architecture, 2016-2017.
- Graduate Teaching Assistant, University of Illinois School of Architecture, 2012-2014.
- Graduate Assistant, University of New Mexico School of Architecture, 2008-2010.

Professional Experience:

- Industrial Space Planner and Mfg Engineer, Intel Corp., Rio Rancho, New Mexico, 1997-2006, 2008.

Licenses/Registration:

- None

Selected Publications and Recent Research:

- "Towards a Phenomenology of Teaching Architectural Building Structures," the National Conference on the Beginning Design Student, Ball State University, Muncie, Indiana, April 2022.
- *Puerto Rico's Henry Klumb: A Modern Architect's Sense of Place*, Routledge, April 15, 2020.
- "Henry Klumb – Puerto Rico's Critical Modernist," the Society of Architectural Historians 70th Annual Conference in Glasgow, Scotland, June 2017.

Professional Memberships:

- Society of Architectural Historians 2016-2020.

Name: Patrick Danahy - Assistant Research Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:** (began Fall 2021)

- **ARCH 301 Architectural Design:** Fall 2021
- **ARCH 302 Architectural Design:** Spring 2022
- **ARCH 581 Design Computation & Fabrication Foundations:** Fall 2021
- **ARCH 593 Design Computation/Fabrication Applications Seminar:** Spring 2022

Educational Credentials:

- Master of Architecture, University of Pennsylvania Weitzman School of Design '20
- Bachelor of Arts in Architecture, Clemson University School of Architecture '17

Teaching Experience:

- Ball State University – Fall 2021 – Spring 2022
- University of Pennsylvania - Summer 2022
- Texas A&M University – Spring 2022
- University of Pennsylvania – Fall 2020 – Spring 2021

Professional Experience:

- *Designer, Penn Praxis Fellow* – 2020
- *CTO/Co-Founder, Stylz Inc*. – 2020
- *Researcher, Autonomous Manufacturing Lab* – 2019 – Present
- *Designer, Robert Stuart-Smith Design Ltd* – 2019 – Present
- *Designer, Mark Foster Gage Architects* – 2018 Summer
- *Junior Designer, Cunningham Quill Architects* – 2014-2017
- *Draftsman, WB Engineers Consultants* – 2013 Summer
- *Junior Designer, Bowie Gridley Architects* – 2012 Summer
- *Draftsman, RR|CA* - 2015

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- *Stuart-Smith, Robert; Danahy, Patrick; Revelo La Rotta, Natalia. "Topological and Material Formation". ACADIA 2020: Distributed Proximities / Volume I: Technical Papers acadia20_290.pdf (cumincad.org)*
- *Stuart-Smith, Robert; Danahy, Patrick. "Visual Character Analysis Within Algorithmic Design, Quantifying Aesthetics Relative to Structural And Geometric Design Criteria" CAADRIA 2022 Post Carbon: Technical Papers Conference Sessions – CAADRIA2022 - **BEST PRESENTATION RUNNER UP AWARD*

Professional Memberships:

- N/A

Name: Ana de Brea - Professor of Architecture

Courses Taught: (Four semesters prior to current visit)**:**

- **CAP 101 Environmental Design, Communications, and Planning 1:** Fall 2021
- **CAP 161 Design Communications Media 1:** Fall 2021
- **ARCH 403 Architecture Design Studio:** Fall 2021; Fall 2020
- **ARCH 404 Architecture Final Project Studio:** Spring 2022; Spring 2021
- **ARCH 498/598 Venice Biennale Elective**: Fall 2020
- **ARCH 637 Final Project Preparation:** Fall 2020
- **ARCH 647 Applied Theory and Representation:** Spring 2022; Spring 2021

Educational Credentials:

- Diploma in Architecture - Buenos Aires University FADU UBA 1986
- Spanish & English (Verbal and Written) – Italian: Mainly for conversation – Knowledge of French & Portuguese.

Teaching Experience:

- 2001 to present — Ball State University, Professor of Architecture
- 1986 – 2001 — FADU UBA School of Architecture, Design & Urbanism Buenos Aires University, Assistant Professor
- 1999 – 2001 — UCA Argentina Catholic University College of Journalism & Publicity, Associate Professor
- 1996 – 2001 — UK Argentina Kennedy University School of Architecture, Assistant Professor

Professional Experience:

- 1986 to present — Project Designer (Individually or in collaboration)
- 2020 — Apartment Refurbishment – DESIGN PROJECT – Paris (FRANCE)

Licenses/Registration:

- Registered architect in Argentina

Selected Publications and Recent Research:

- 2020 Invited by Tania Said, Director of Education BSU DOMA, I was one of the speakers of the First Online Final Friday Talk 'Pecha Kucha Night – Bridges and Borders' on June 26 – Indiana
- 2020 Invited by Luigi Maffei, dean and professor Scuola Politecnica e delle Science di Base Dipartamento di Architettura Universita Luigi Vanvitelli I lectured and led a workshop (Feb), Naples, Italy

Professional Memberships:

- Paralelo 35, Buenos Aires, Argentina + Grupo R, Rosario, Argentina (in charge of the Argentinean Pavilion at the most recent Architecture Venice Biennale)

Name: Emile Dixon, AIA, NOMA - Instructure of Architecture

Courses Taught (Four semesters prior to current visit):

- **CAP 102 Environmental Design, Communications, and Planning 2:** Spring 2022
- **ARCH 301 Architectural Design:** Fall 2021; Fall 2020
- **ARCH 302 Architectural Design:** Spring 2022; Spring 2021

Educational Credentials:

- 2010-2012 Master of Architecture, Florida Agricultural and Mechanical University, Tallahassee, Florida
- 2006-2010 Bachelor of Science in Architectural Studies, Estopinal College of Architecture & Planning, Ball State University, Muncie, IN

Teaching Experience:

- 2018-Present Ball State University, Muncie, Indiana,
- 2012-2018 Tuskegee University, Tuskegee, Alabama,
- Robert R. Taylor School of Architecture and Construction Science

Professional Experience:

- 2020–Present HEEK GROUP. INC
- 2017–2022 RGCollaborative, Architect, https://rgcollaborative.com/
- 2016 Interim Department Head of Architecture, Tuskegee University
- 2015-2018 Director of PACT Summer program, Tuskegee University
- 2012-2018 Information Technology Personnel, Tuskegee University
- 2016 John Randall Willson, Architect, Consultant
- 2012 Summer Architecture Intern, WDI Architecture, Inc.
- 2011-2012 Graduate Teaching Instructor, Florida Agricultural and Mechanical University

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- Dixon, Emile Everoll Huie (June 18, 2014) Designing for the Forgotten: Eliminating the Stigma of Affordable Housing. LAMBERT Academic Publishing is a trademark of OmniScriptum GmbH & Co. KG.

Professional Memberships:

- 2012- Present Association of Collegiate Schools of Architecture (ACSA)
- 2012- Present Associate American Institute of Architects (Associate. AIA)
- 2012- Present National Organization of Minority Architects (NOMA)

Name: Olon Dotson, PhD. – Department Chair, Department of Architecture

Courses Taught (Four semesters prior to current visit):

- **ARCH 201 Architectural Design:** Fall 2020
- **ARCH 251 Introduction to Social & Environmental Justice in Design:** Spring 2021; Fall 2020
- **ARCH 202 Architectural Design:** Spring 2021
- **ARCH 407/507 4th World Theory Elective:** Spring 2021

Educational Credentials:

- Doctor of Philosophy, American Studies, College of Liberal Arts, Purdue University, Indiana
- Master of Science, Real Estate Development, Graduate School of Architecture, Planning and Preservation, Columbia, University, New York
- Bachelor of Architecture, College of Architecture and Planning, Ball State University
- Bachelor of Science, Environmental Design, College of Architecture and Planning, Ball State University, Indiana
- Bachelor of Arts, Architecture Science, School of Engineering & Architecture,Tuskegee Institute (University), Alabama

Teaching Experience:

- 1999 - present Ball State University, College of Architecture & Planning, Department of Architecture
- 1993 - 1993 Ball State University, College of Architecture & Planning, Department of Architecture
- 1995 Indiana University-Purdue University Indianapolis: (Adjunct)

Professional Experience:

- 2008 - present Dorsey Architects & Associates, Inc., Associate Principal
- 1994 – 2008 ARMONICS, Inc., Vice-President/Co-Founder
- 1993 -- 1994 Powers Management, Inc., Project Manager
- 1991 – 1994 Clyde E. Woods & Associates, Inc., Associate
- 1986 – 1989 Howard Needles Tammen Bergendoff (HNTB): Graduate Architect

Selected Publications and Recent Research:

- *Fourth World Nation: A Critical Geography of Decline* (Contract Negotiated) University of Toronto Press: UTP Insights Collection. Toronto, Ontario, Canada, 2022
- "Why We Must Preserve Our African American Heritage: Race, Space, and Place in Indiana" Links from Indiana Landmarks, Indiana Landmarks, Indianapolis, Indiana Fall 2020 https://www.indianalandmarks.org/wp-content/uploads/2020/10/IP6-20.pdf
- Publication: "Fourth World Theory: The Evolution of . . ."
- Buildings Magazine 2014, Volume 4, Issue 2. 144-195; ISSN 2074-5309Special Issue: Designing Spaces for City Living, May 2014 http://www.mdpi.com/2075-5309/4/2/155
- Presenter: "Physical Places and Ideological Spaces: Using Fourth World Theory to Understand Inner-city Disinvestment" - Co-authored with Dr. Lisa Merriweather, Professor, UNC Charlotte Spaces and Flows: An International Conference on Urban and ExtraUrban Studies 2012 Wayne State University, Detroit, Michigan - October 11-12
- In the Spaces and Flows Journal of Urban and Extraurban Studies Volume 3, Issue 3, 2012Final paper submitted and published: November 12, 2012

Professional Memberships:

- National Organization of Minority Architects (NOMA)

Name: Harry Eggink – Professor Emeritus of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **CAP 101 Environmental Design, Communications, and Planning 1:** Spring 2022
- **CAP 102 Environmental Design, Communications, and Planning 2:** Spring 2021
- **CAP 161 Design Communications Media 2:** Spring 2022
- **ARCH 201 Architectural Design:** Fall 2020
- **ARCH 202 Architectural Design:** Spring 2021
- **ARCH 501 Design Thinking and Foundations Studio:** Fall 2021; Fall 2020
- **ARCH 603 Multi-Disciplinary Design Knowledge Studio:** Fall 2021

Educational Credentials:

- 1977 Master of Architecture in Urban Design, Harvard University
- 1971 Bachelor of Architecture, Ball State University

Teaching Experience:

- 1973 – 2022 Department of Architecture, College of Architecture and Planning, Ball State University, Muncie, IN

Professional Experience:

- 1980 - present Eggink Mounayar & Associates, Architecture/Urban Design, Architect

Licenses/Registration:

- State of Indiana (Registered Architect)

Selected Publications and Recent Research:

- "Public Participatory Graphic communications" paper presentation plus lecture on "Aero-Architecture" at the 14th European Architectural Envisioning Conference, Nantes, France (Sept. 3-6, 2019)
- Design Communication Association (DCA) paper presentation, Cornell University, Ithaca, NY, "Fostering a bicycle culture through graphic as urban design method; Learning from The Netherlands" (Oct. 7-10, 2018)
- 5th International Conference on Architecture, S.ARCH, Venice, Italy May 22-24 (2018)
- *"Visualizing the 2nd Life of Commercial Airliners,"* conference proceedings European Architectural Association Conference, Glasgow, Scotland (2017)
- "Aero-Architecture Studios," Design Communications Association Conference, Bozeman, MT (2016)
- "Charrette Graphics: Old and New Schools of Quick Visual thinking," DCA Conference, Atlanta, GA (2014)
- "Design as A Social Tool", edited by Michel Mounayar, BSU Press. (5 chapters) (2013)

Professional Memberships:

- Design Communication Association, member since 1996
- Harvard Alumni Association

Name: Adriana Elser – Assistant Teaching Professor of Architecture

Courses Taught (Four semesters prior to current visit):

- **CAP 101 Environmental Design, Communications, and Planning 1:** Fall 2021; Spring 2021; Fall 2020
- **CAP 102 Environmental Design, Communications, and Planning 2:** Spring 2022
- **CAP 161 Design Communications Media 1:** Fall 2021; Spring 2021; Fall 2020
- **ARCH 100 Introduction to Architecture:** Spring 2021; Fall 2020
- **ARCH 201 Architectural Design:** Fall 2021
- **ARCH 202 Architectural Design:** Spring 2022

Educational Credentials:

- MA Architectural History Theory (The Bartlett, UCL)
- BA Architecture (UC Berkeley)

Teaching Experience:

- 2021-Present Assistant Teaching Professor, Ball State University
- 2019-2021 Instructor of Architecture, Ball State University
- 2019 ` Organic Chemistry Graduate Assistant, IUPUI

Professional Experience:

- 2016-2021 Executive Director, Keramida Foundation
- 2014-2015 Marketing Coordinator, Fradkin & McAlpin Architects

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- “Form-making through experiential extrapolation: An argument for teaching beginning environmental design through the lens of human interaction,” presented at NCBDS 2021
- “Site Writing,” Engaged Urbanism: Cities & Methodologies (Edited by Ben Campkin & Ger Duijzings, 2016)

Professional Memberships:

- N/A

Name: Craig Graybeal – Instructor of Architecture

Courses Taught (Four semesters prior to current visit): began Fall 2021

- **ARCH 201 Architectural Design:** Fall 2021
- **ARCH 202 Architectural Design:** Spring 2022

Educational Credentials:

- 2012-2014 Master of Architecture, Ball State University, Muncie, IN
- 2009-2011 Bachelor of Science (Architecture), Ball State University, Muncie, IN

Teaching Experience:

- 2021-present College of Architecture & Planning, Ball State University, Muncie, IN
  Adjunct Instructor

Professional Experience:

- 2021 - present Self-Employed
- 2014 - 2019 ecoREHAB of Muncie, IN – Executive Director
- 2013 US Architects - Intern
- 1999 - 2006 US Army

Additional Training:

- 2018 Ball Brothers Foundation Fellowship Program
- 2016 Indiana Community Action Associate Retrofit Installer: Shell
- 2016 Indiana Community Action Association Energy Auditor (NREL)
- 2013 Passive House Institute US Certified Passive House Consultant (incomplete)

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- N/A

Professional Memberships:

- N/A

Name: Timothy Gray, AIA, LEED AP - Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 301 Architectural Design:** Fall 2021; Fall 2020
- **ARCH 302 Architectural Design:** Spring 2022; Spring 2021
- **ARCH 214 Building Technology 1:** Fall 2020
- **ARCH 314 Building Technology 2:** Spring 2022
- **ARCH 498 Special Project (CAP Indy Sign Design Build):** Spring 2022
- **ARCH 624 Applied Building Technology:** Fall 2021

Educational Credentials:

- 1989 Master of Architecture, University of California, Berkeley
- 1984 Bachelor of Architecture, Ball State University
- 1983 Bachelor of Science in Environmental Design, Ball State University

Teaching Experience:

- 2015 - present Professor of Architecture, Ball State University
- 2007 - 2015 Associate Professor, Ball State University
- 2003 – 2007 Assistant Professor, Ball State University
- 1995 – 2002 Adjunct Professor California College of the Arts, San Francisco
- 1993 -1998 Instructor, U C Berkeley Extension, San Francisco

Professional Experience:

- 2005-present Gray Architecture, Principal, San Francisco, CA (1995-2004) Indianapolis, IN

Licenses/Registration:

- Indiana (RA)
- LEED AP

Selected Publications and Recent Research:

- *Poster Presentation: UIA 2020 RIO; 27th World Congress of Architects. "Toward an Architecture of Ingenuity and Empowerment" (July 2021)*
- *Paper publication: RRAH 2020 Reconstruction of Architectural Heritage Conference; co authored with Olga Pastukh and Svetlana Golovina, "Restored Layers, Reconstruction of Historical Sites", Saint Petersburg State University of Architecture and Civil Engineering, St. Petersburg, Russia*
- *Published in the Journal of Architecture and Engineering; Volume 5, Issue 2, June 2020, pp 17-23*
- *"Architectural Prototypes in Support of Urban Farming and the Sustainable City" paper presentation, PAM International Architectural Education Conference, Kuala Lumpur, Malaysia (August 1-2, 2019)*

Professional Memberships:

- American Institute of Architects; USGBC (State Board of Directors 2014 -17)

Name: Walter Grondzik, LEED-AP, CPHC, FASHRAE, FASES

Courses Taught (Two semesters prior to current visit)**: all other courses are graduate level**

- **ARCH 498/598 Solar Decathlon Competition Elective**: Spring 2021

Educational Credentials:

- 1980 Master of Science in Mechanical Engineering, Washington University in St. Louis
- 1971 Bachelor of Architectural Engineering, Pennsylvania State University

Teaching Experience:

- 2022 - present Professor Emeritus and Contract Faculty, Ball State University
- 2007-2022 Professor, Ball State University
- 1990-2007 Professor/Associate Professor, Florida A&M University
- 1999-2000; 2006 Visiting Professor, University of Oregon
- 1984-1990 Assistant/Associate Professor, King Fahd University of Petroleum & Minerals
- 1977-1984 Assistant Professor, Oklahoma State University

Professional Experience:

- 2022 - present Freelance Consultant
- 2000 - present Freelance Author/Editor
- 1973 - 1977 HVAC Engineer, Sverdrup and Parcel

Licenses/Registration:

- PE, Oklahoma

Selected Publications and Recent Research:

- AIA Upjohn Grant (working with Phius), Architect's Guide to Ultra-Low-Energy Buildings, Microgrids, and Direct Current (2022-2023)
- Editor for update of ASHRAE Pocket Guide for Air-Conditioning, Heating, Ventilation, Refrigeration, I-P and SI versions, under contract (2021-2022)
- Construction Management of Building Mechanical and Electrical Systems, Wiley, with Lantz Holtzhower, under contract (2020-2023)
- Mechanical and Electrical Equipment for Buildings, 13th edition, Wiley, with Alison Kwok, 2019
- The Green Studio Handbook, 3rd edition, Routledge, with Alison Kwok, 2018
- Contributor to "A Conversation on Commissioning." ASHRAE Journal 59 (11): 30-43, 2017
- Co-editor for Commissioning Definitions and Terminology for the Building Industry: A Common Overview, jointly published by ASHRAE (US), CIBSE (UK), and AICARR (Italy), 2017

Professional Memberships:

- ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers)
- IES (Illuminating Engineering Society) || ASES (American Solar Energy Society)
- SBSE (Society of Building Science Educators) || NFPA (National Fire Protection Association)
- ICC (International Code Council) || Passive House Alliance

Name: J.P. Hall – Assistant Professor of Historic Preservation

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 340 Intro to Historic Preservation for Architects:** Spring 2022; Spring 2021
- **ARCH 440/540 Introduction to Historic Preservation:** Fall 2021; Fall 2020
- **ARCH 441/541 Historic Preservation Policy:** Fall 2021; Fall 2020
- **ARCH 473/573 Current Issues in Historic Preservation:** Spring 2021
- **ARCH 607 Preservation Studio 1:** Spring 2021
- **ARCH 626 Preservation Research Methods:** Fall 2020

Educational Credentials:

- 2014 Historic Real Estate Development Finance, National Development Council / National Trust for Historic Preservation
- 2009 M.S. in Historic Preservation, College of Architecture and Planning, Ball State University, Muncie, IN
- 2003 B.A. in History, Indiana University - Indianapolis, IN

Teaching Experience:

- 2017 - present Assistant Professor of Historic Preservation, Department of Architecture, College of Architecture & Planning, Ball State University, Muncie, IN
- 2016 – 2017 Adjunct Instructor, Department of Architecture, College of Architecture & Planning, Ball State University, Muncie, IN

Professional Experience:

- 2018 – present Member, Indiana Main Street Council – Office of Community and Rural Affairs, State of Indiana. Special State Appointee. Appointed by Lt. Governor Crouch
- 2011 – 2017 Director, Eastern Regional Office and National Road Heritage Site, Indiana Landmarks
- 2009 – 2011 Executive Director, Wabash Marketplace, Inc., Wabash, IN

Selected Publications and Recent Research:

- 2021 Dendrochronology/Context Study of Schrader-Weaver Homestead, Fayette County, IN
- 2020 Mount Pleasant Beech Church and Beech Cemetery, Historic American Landscape Survey. Repository: Library of Congress, Prints and Photographs Division, Washington, DC 20540, USA

Professional Memberships:

- 2020 – present Board Member, Preservation Action, Inc. National Organization dedicated to Historic Preservation Policy
- 2018 - present Indiana Main Street Council – Office of Community and Rural Affairs, State of Indiana. Appointed by Lt. Governor Crouch.

Name: Pamela Harwood, AIA, NCARB **-** Professor of Architecture, Director of M.Arch Graduate Program

Courses Taught (Four semesters prior to current visit)**: all graduate level courses**

Educational Credentials:

- Master of Architecture (M.Arch), *University of Minnesota*, 1991 *Graduate Honors Thesis Award.*
- Diploma Urban Studies, International Graduate School *University of Stockholm,* Sweden,1985.
- *Rotary International Graduate Scholar*
- Foreign Studies Program: History Theory Design, *Architectural Association*, London, 1982.
- Bachelor of Science in Architecture Studies (B.S.A.S.), *University of Wisconsin-Milwaukee*, 1981.
- Graduated *Magna Cum Laude* with *Honors in the Major Architecture*

Teaching Experience:

- *Ball State University,* Professor, Fall 1994 – present
- *Clemson University,* Visiting Assistant Professor, Fall 1990 – Spring 1994
- *University of Minnesota*, Teaching and Research Assistant, 1985 – 1988.

Professional Experience:

- Principal, Harwood + Tabberson Architects, Muncie, IN 1994 - present.
- LS3P Architects, Charleston, SC, 1994.
- Cooper Carry and Associates, Inc., Architects, Atlanta, GA, 1988-1991.
- Lindberg Pierce, Inc., Architects, Minneapolis, MN, 1987-1988.
- Hammel Green and Abrahamson, Inc., Architects, Minneapolis, MN, 1985-1987.
- Strickler Associates, P.C., Consulting MEP Engineers, Fairfax, VA, 1982-1984.

Licenses/Registration:

- NCARB, AIA, North Carolina and Indiana

Selected Publications and Recent Research:

- *"Engaging Community Built Collaboration to Transform an Underutilized Community Garden in a Food Desert into a Food Oasis," International Making Cities Livable* Conference, Fishers IN, June 2021.
- *AIA Kentucky* / *AIA Indiana* Regional Conference, *Race for Resiliency*, Presentation *Case Studies in Mass Timber Design: The Architect's Role in Design, Optimization and Environmental Resiliency,* October 2020.
- Invited Keynote Presentation, *Rinard Orchid Greenhouse* Annual Meeting, May 2020 Virtual, Presentation entitled: *Nature by Design: Spatial Affordances inviting Engagement with Natural Environments.*
- *EDRA Great Places Honorable Mention Award,* Project *Maring-Hunt Community Garden Pavilions And Nature Play Pockets,* April 2020.
- *"How Buildings Teach Kindness: Inspiring Social Emotional Learning Through Design,"* EDspaces Conference: *Where Technology, Space and Pedagogy Converge*, Charlotte, NC. April 2020. Paper written with Robin Randall, Principal Legat Architects and Marcel Robischon, Professor.
- *The Inside Track: An Impressive Timber Frame is the Backbone of an Awe Inspiring Home,"* in Log & Timber Home Living, Dec 2020, pgs. 66-69.
- Merit Award Winner: Category Residential: *Capitan Mountain Sunrise*, Clients Jerry and Mary Jayne Maly, Capitan, NM. Presented and exhibited at the Award Ceremony in Chicago, January 2020.

Professional Memberships:

- *American Institute of Architects* (AIA) and *Women in Architecture* (WIA)
- *Environmental Design Research Association* (EDRA), Member Child Environment Relations
- *Construction Specification Institute* (CSI), Associate
- *National Association of Humanities Education* (NAHE), Associate
- *National Association of Home Builders* (NAHB)

Name: Karen Keddy – Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit):

- **ARCH 251 Introduction to Social & Environmental Justice in Design:** Fall 2021; Spring 2021; Fall 2020
- **ARCH 498/598 Social Construction of Dwelling:** Fall 2021
- **ARCH 498/598 Universal Design & Intro SEJ** (Career Change): Fall 2020
- **ARCH 604 Independent Final Project Studio:** Spring 2022; Spring 2021
- **ARCH 636 Research Methods in Architecture:** Spring 2022; Spring 2021
- **ARCH 637 Final Project Preparation**: Fall 2021; Fall 2020

Educational Credentials:

- 2022 Rick Hansen Foundation Accessibility Certification (RHFAC)Training Course
- 2006 Doctor of Philosophy in Architecture, University of Wisconsin-Milwaukee
- 2000 Graduate Certificate in Women's Studies, University of Wisconsin-Milwaukee
- 1992 Master of Architecture, Dalhousie University, Halifax, NS
- 1990 Bachelor of Environmental Design Studies, Dalhousie University, Halifax, NS

Teaching Experience:

- 2014-present Associate Professor, Department of Architecture – Ball State University, Muncie, IN
- 2007-2014 Assistant Professor, Department of Architecture – Ball State University, Muncie, IN
- 2006 – 2007 Instructor, Department of Architecture – Ball State University, Muncie, IN

Selected Publications and Recent Research:

- Enhancing speech communication in the built environment for those with hearing loss. Presentation / Published in Conference Proceedings. Disability at the Intersection of History, Culture, Religion, Gender and Health Conference. Hybrid Virtual Conference. Marquette University, Milwaukee, Wisconsin. p.109–118 (2022).
- I can't hear you: Lessons learned from communication problems in a pandemic. Presentation. Crip Resistance in a Post-Covid World. Centering Resistance: Imaginings of a New Feminist Future. University of Wisconsin System Women's and Gender Studies Consortium. Virtual Conference. University of Wisconsin - Madison, Wisconsin. (April 7-9, 2022).
- Covid-19, Classrooms and Communication: The impact of pandemic precautions on teaching when hard of hearing. Presentation. Just Environments: Transdisciplinary Border Crossings. Environmental Design Research Association Conference. (EDRA52 Detroit) 2021, May 19-23, Virtual Conference. Detroit, Michigan.

Professional Memberships:

- 1998 – present Environmental Design Research Association (EDRA)
- 2021 - present World Deaf Architects (WDA)
- 2018 - present Titanic Society of Atlantic Canada (TSAC)
- 2016 - present Nursing History Nova Scotia (NHNS)
- 2016-present Royal Nova Scotia Historical Society (RNSHS)

Name: Sarah Keogh, PhD. – Assistant Teaching Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 201 Architectural Design:** Fall 2020
- **ARCH 202 Architectural Design:** Spring 2021
- **ARCH 251 Introduction to Social & Environmental Justice in Design:** Spring 2021; Fall 2020
- **ARCH 424 Research and Programming Methods in Architecture:** Fall 2021; Fall 2020
- **SUST 400 Creating a Sustainable Future:** Spring 2022; Spring 2021
- **ARCH 403 Architecture Design Studio:** Fall 2021
- **ARCH 404 Architecture Final Project Studio:** Spring 2022
- **ARCH 498/598 Social & Environmental Justice Seminar:** Spring 2022

Educational Credentials:

- 2018 Ph.D. Architecture - University of Wisconsin-Milwaukee
- 2008 M. Arch - University of Wisconsin-Milwaukee
- 2004 B.A. Art History - University of Wisconsin-Madison

Teaching Experience:

- 2019 – present Assistant Teaching Professor – Ball State University, Muncie, IN
- 2013 – 2019 Adjunct Instructor – University of Wisconsin-Milwaukee

Professional Experience:

- 2007 – 2009 Architectural Designer – Rinka Chung Architecture, Milwaukee WI
- 2006 – 2007 Architect Intern – American Design, Milwaukee WI

Selected Publications and Recent Research:

- 2022 – "*Tangible and Intangible: Best Practices in Coordinated and Independent Studio Pedagogies*," paper presentation at the National Conference on the Beginning Design student (NCBDS), paper published.
- 2021 – "*Embedded and Hopeful: A Curriculum for Change*," paper presentation at the ACSA/EAAE Teacher's Conference: Curriculum for Climate Agency, paper published.
- 2021 – "*Immersive Learning: Cultivating Design to Support Social Justice*," paper presentation at the Environmental Design Research Association (EDRA), abstract published.
- 2021 – "*Post-Formal Narratives*," paper presentation at the National Conference on the Beginning Design student (NCBDS), paper published.

Professional Memberships:

- Environmental Design Research Association

Name: James F. Kerestes – Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit):

- **ARCH 201 Architectural Design Studio:** Fall 2021; Fall 2020
- **ARCH 202 Architectural Design Studio:** Spring 2022
- **ARCH 263 Digital Design:** Fall 2021; Fall 2020
- **ARCH 402 Architectural Design Studio:** Spring 2021
- **ARCH 498/598 Cinematic Environments:** Spring 2022
- **ARCH 647 Applied Theory and Representation:** Spring 2022; Spring 2021

Educational Credentials:

- 2007 M. Arch (Post-Professional) - Pratt Institute, Brooklyn, NY
- 2003 B. Arch - Syracuse University, Syracuse, NY

Teaching Experience:

- 2022 - present Associate Professor, Ball State University, Muncie, IN
- 2015 - 2022 Assistant Professor (tenure track), Ball State University, Muncie, IN
- 2013 - 2015 Design Innovation Fellow, Ball State University, Muncie, IN
- 2012 Lecturer, University of Pennsylvania, Philadelphia, PA
- 2009 - 2011 Digital Media Assistant, Princeton University, Princeton NJ
- 2007 - 2008 Visual Studies Instructor, University of Pennsylvania, Philadelphia, PA

Professional Experience:

- 2010 - 2013 Design Architect, RB Architects, Philadelphia, PA
- 2007 - 2010 Architectural Designer, BLT Architects, Philadelphia, PA
- 2003 - 2005 Architectural Designer, Inter Arch, Mt Laurel, NJ

Licenses/Registration:

- 2012 - present Registered Architect: State of Pennsylvania #RA405694
- 2009 - present LEED: Accredited Professional

Selected Publications and Recent Research:

- Edited Book. Kerestes, J. & Vahdat, V. Architecture, Film, and the InBetween: Spatio-Cinematic Betwixt. Intellect Publishing. (Forthcoming June, 2023)
- Book Chapter. Kerestes, J. “Suburban Horror Story”. Domesticity Under Seige: When Home Isn’t Safe. Ed. Georgina Downey, Terry Meade, & Mark Taylor. Bloomsbury Publishing, 2023. Print. ISBN: 9781350166110. (Forthcoming January, 2023)
- Conference Paper: Kerestes, J. (2021). “Deepfake Architecture: Representations of Subjective Realities”. DCA 2021 Biennial Conference, Perception to Execution, Atlanta, Georgia.

Professional Memberships:

- 2015-Present Member, Design Communication Association (DCA)
- 2014-Present Member, SIGraDi: Ibero-American Society of Digital Graphics

Name: Kevin R. Klinger – Associate Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **IL 400 Immersive Learning imade @ MadJax Grant:** Spring 2021
- **ARCH 401 Architectural Design:** Fall 2021; Fall 2020
- **ARCH 581 Design Computation & Fabrication Foundations 1:** Fall 2020
- **ARCH 594 Immersive Practicum:** Fall 2021: Fall 2020
- **ARCH 604 Independent Final Project Studio:** Spring 2022; Spring 2021
- **ARCH 634 Advanced Fabrication Seminar:** Spring 2022; Spring 2021

Educational Credentials:

- *1996* *University of Illinois at Urbana-Champaign,* School of Architecture, Master of Architecture. *Design Option.*
- 1993 – 1994 Versailles Program, UIUC, SAPV, hosted at the Ecole d'Architecture de Versailles, France.
- *1990* *DePauw University,* Greencastle, IN. Bachelor of Arts, Studio Art and Economics.

Teaching Experience:

- 1996-1999. *University of Illinois at Urbana-Champaign,* School of Architecture. Visiting Assistant Professor.
- 1999-2002. *University of Cincinnati,* College of DAAP, School of Architecture and Interior Design. Assistant Professor,
- 2002-present. Ball State University, R. Wayne Estopinal College of Architecture and Planning, Department of Architecture. Associate Professor, Tenured.

Professional Experience:

- Founding Director, Institute for Digital Fabrication *www.bsu.edu/imade* *Center for Media Design project included in the "Digital Exchange," Lilly Endowment grant.* 2006 – 2016.
- President, ACADIA, (the Association for Computer Aided Design in Architecture). *international scholarly organization concerned with influences of digital technology in architecture. Two-term presidency.* 2003 - 2005.
- Founding Trustee, BWAF: Beverly Willis Foundation of Architecture, an organization dedicated to documenting and highlighting women architects. 2003-2005
- Director, Architect.org: an online portal project of the Architecture Research Institute, Inc. 2000 - 2003.
- Digital Consultant, *TEN Arquitectos,* Invited Competition, *2nd Place of 5 invited firms.* School of Nursing and Biomedical Sciences, University of Texas, Houston. 1996.

Selected Publications and Recent Research:

- Chapter: 'Expressive Form or Digital Craft?: Historical Arguments for an Alignment of Design and Fabrication Processes in the Digital Age." in "Critical Concepts in Architecture: Digital Architecture." Routledge Major Works. Mark Burry, Editor. ISBN 9780415816625 Published March 20, 2020 by Routledge

Professional Memberships:

- ACADIA, (the Association for Computer Aided Design in Architecture)
- SIGraDI (Sociedad Iberoamericana de Gráfica Digital)

Name: Robert J Koester, AIA LEED AP - Professor of Architecture - Director, AFS *and* CERES

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 403 Architecture Design Studio:** Fall 2021; Fall 2020
- **ARCH 404 Architecture Final Project Studio:** Spring 2022; Spring 2021

Educational Credentials:

- 1974 Master of Architecture, Rensselaer Polytechnic Institute
- 1969 Bachelor of Architecture, University of Kentucky

Teaching Experience:

- 1983 - present Professor of Architecture, College of Architecture & Planning, Ball State University, Muncie, IN
- 1973 - 1974 Rensselaer Polytechnic Institute; Graduate Teaching Assistant
- 1969 - 1971 University of Kentucky; Instructor/Research Associate

Professional Experience:

- 1978 - present Robert J. Koester, Architect; Muncie, IN
- 1975 - 1978 Design America/Professional Partnership; Muncie, IN
- 1971 - 1973 Lawrence C. Hilton, Architect, Cincinnati, OH
- 1968 – 1971 University of Kentucky, College of Architecture; Lexington, KY
- 1963 – 1968 Midwestern Firms; Lexington, Louisville, St. Louis, MO

Licenses/Registration:

- 2003 LEED™ Accredited Professional (by exam)
- 1976 Indiana: No. 3115
- 1975 Ohio: No. 5492 (by exam)
- 1975 NCARB: No. 17418

Selected Publications and Recent Research:

- ***"From Eco-Cities to Sustainable City-Regions: China's Uncertain Quest for an Ecological Civilization";*** Book Review: The Plan Journal (TPJ) 7/1 pp237-242; (2022)
- ***"Immersion & Collaboration: Engaging Students, Staff, and Faculty in Sustainability Reporting":*** Global Conference on Sustainability in Higher Education; (2021)
- ***"A New Urban Model"*** (ECO21) ECOCITY SUMMIT 2021 Rotterdam; (2021)
- *"Using Parametric Energy Modeling to Design Optimal-Performance Housing Units Framework"* IIT-ARCC PhD Symposium, Chicago, IL; (2019)
- ***"Building the Curve: Structuring Studio Education as Interactive Inclusion Rather than Charrette"*** 2019 John Reynolds Symposium, University of Oregon; (2019) Scholars' Bank: https://scholarsbank.uoregon.edu/xmlui/handle/1794/25105/
- ***"Leveraging Carbon Reduction";*** Higher Education Climate Leadership Summit, Tempe; (2019)

Professional Membership:

- AASHE Association for the Advancement of Sustainability in Higher Education/
- ACSA Association of Collegiate Schools of Architecture / AIA American Institute of Architects/
- ARCC Architectural Research Centers Consortium / ASES American Solar Energy Society/
- BTES Building Technology Educators Society / ILBI International Living Building Institute /
- ISCN International Green Campus Network / SBSE Society of Building Science Educators /
- SBIC Sustainable Buildings Industry Council / USGBC US Green Building Council

Name: Michel Mounayar - Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 403 Architecture Design Studio:** Fall 2021; Fall 2020
- **ARCH 404 Architecture Final Project Studio:** Spring 2022; Spring 2021
- ARCH 498/598 Advanced Graphics Elective: Spring 2022; Spring 2021
- **CAP 498/598** SOM Elective: Spring 2021
- **ARCH 561 Visualization and Communication:** Fall 2021; Fall 2020

Educational Credentials:

- 1982 Masters of Architecture II, Post professional, Historic Preservation, Ball State University
- 1982 Masters of Arts, City and Regional Planning, University of Louisiana, Lafayette
- 1980 Baccalaureate of Architecture, First Professional Degree University of Louisiana, Lafayette

Teaching Experience:

- Professor of Architecture, Ball State University, Muncie, Indiana (Tenured 1992, Promoted to Full Professor in 2004). Areas of focus: urban design, design communication, historic preservation, and community development.

Professional Experience:

- 2009-2017 Program Chair, Master of Urban Design in Indianapolis, College of Architecture and Planning, Ball State University, Indianapolis IN
- 2002-2015 Associate Dean, College of Architecture and Planning, Ball State University, Muncie, Indiana;
- 2007 Acting Dean, College of Architecture and Planning, Ball State University, Muncie Indiana, Summer
- 1999 - 2001 Interim Associate Dean, College of Architecture and Planning, Ball State University. Muncie Indiana;

Licenses/Registration:

- 1991 - present Registered Architect: State of Indiana, October 8th, Registration Number AR00910106 Indiana, U.S.A.

Selected Publications and Recent Research:

- Mounayar, M. (2022) *Hero Images symbolism and meaning, Design Communication Association International Conference, Auburn University, October 2022 (upcoming)*
- Mounayar, M. (2020) *Actor's Spaces: Character and role immersion in the study of architecture, Design Communication Association International Conference, October 2021*
- Design as a Social Act: Embedding Students in our communities, Edited by Michel Mounayar, Ball State University Press, August 2013, ISBN 978-0-9896982-0-7

Professional Memberships:

- 2018 - present Design Communication Association Journal (DCA), editorial board, University of Montana, Bozeman Montana, Member
- 2017 - present European Architectural Envisioning Association (EAEA), Conference Scientific committee.
- 2006 – 2009 Architectural Research Center Consortium (ARCC), Three-term president.
- 2012 National Academy for Environmental Design (NAED), Washington DC. Elected to the Board of Directors

Name: Daniel Overbey, AIA, NCARB, LEED Fellow; NCARB Architect Licensing Advisor; NCARB IPAL Director – Assistant Professor of Architecture

Courses Taught (Four semesters prior to current visit):

- **ARCH 320 Introduction to Professional Practice:** Fall 2021; Fall 2020
- **ARCH 420 Professional Practice:** Spring 2022; Spring 2021
- **ARCH 455 Architectural Internship:** Spring 2022; Fall 2021; Spring 2021; Fall 2020
- **ARCH 602 Integrated Architecture Design Studio:** Spring 2022; Spring 2021

Educational Credentials:

- 2007 *Master of Architecture (NAAB Accredited Degree)*
  University of Nevada, Las Vegas. School of Architecture. Las Vegas, NV
- 2005 *Bachelor of Architecture (NAAB Accredited Degree)*
  Ball State University. College of Architecture and Planning. Muncie, Indiana
- 2005 *Bachelor of Science, Environmental Design*
  Ball State University. College of Architecture and Planning. Muncie, Indiana

Teaching Experience:

- 08/2018 – present *Assistant Professor,* Ball State University
- 08/2011 – 08/2018 *Adjunct Faculty,* Ball State University
- 03/2013 – 01/2019 *Instructor of Architecture,* The Boston Architectural College
- 08/2009 – 12/2009 *Instructor of Architecture,* Ball State University
- 08/2005 – 12/2007 *Graduate Research Assistant,* University of Nevada, Las Vegas

Professional Experience:

- 03/2008 – present *Associate Principal, Director of Sustainability*
  Browning Day, Indianapolis, Indiana
- 05/2006 – 02/2008 *Environmental Design Specialist / Graduate Architect,*
- Tate Snyder Kimsey Architects, Henderson, Nevada
- 05/2005 – 08/2005 *Research Intern*
  Center for Maximum Potential Building Systems (CMPBS), Austin, Texas

Licenses/Registration:

- 2012 – present *Registered Architect*, Indiana Registration No: AR11200050
- 2012 – present *NCARB Certified*
- 2006 – present *LEED Accredited Professional (LEED AP) (BD+C, ID+C, O+M), LEED Fellow (2018)*
- 2016 – present *WELL Accredited Professional (WELL AP)*
- 2017 – present *Fitwel Ambassador*
- 2019 – present Collaborative Institutional Training Initiative (CITI) Program Certification
- 2020 – present *EcoDistricts Accredited Professional (EcoDistricts AP)*

Selected Publications and Recent Research:

- Collins, Tom and Daniel Overbey. "Leveraging the U.S. Department of Energy Solar Decathlon Design Challenge as a Framework for Students-Led Adaptive Reuse Projects to Address Context-Specific Sustainable Design, Housing Affordability, and Community Resilience." *Journal of Green Building*, Volume 15, Number 4. 34 pages. Glen Allen, VA: College Publishing, Fall 2020. Print and Online.
- Overbey, Daniel. "Chapter 11. Untapped Potentials in Harold Hay's Research Roofpond System for Passive Heating in Cold Climate Regions." Activism in Architecture: Bright Dreams of Passive Energy Design, edited by Margot McDonald, Carolina Dayer, Routledge, New York, 2018.

Professional Memberships:

2008 – present American Institute of Architects (AIA) (2023 AIA Indiana President)
2007 – present American Solar Energy Society (ASES)
2015 – present International Living Future Institute (ILFI)
2007 – present Society of Building Science Educators (SBSE)
2008 – present U.S. Green Building Council (USGBC) (Chair of USGBC Indiana, 2012, 2019)

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Mary (Megan) E. Phillippe – Architecture Instructor

Courses Taught (Four semesters prior to current visit):

- **ARCH 100 Introduction to Architecture:** Fall 2021
- **ARCH 301 Architectural Design:** Fall 2021
- **ARCH 302 Architectural Design:** Spring 2022
- **ARCH 403 Architectural Design:** Fall 2020
- **ARCH 404 Architecture Final Project Studio:** Spring 2021
- **ARCH 424 Research and Programming Methods in Architecture:** Fall 2021; Fall 2020
- **ARCH 602 Integrated Architecture Design Studio:** Spring 2022; Spring 2021
- **ARCH 646 Urban Design: History, Theory, and Practice:** Spring 2022; Spring 2021

Educational Credentials:

- 2011 Master of Architectural History, University of Virginia
- 2002 Bachelor of Architecture, Ball State University
- 2002 Bachelor of Science in Environmental Design, Ball State University

Teaching Experience:

- 2019 - present Assistant Teaching Professor, Ball State University
- 2018 - 2019 Adjunct, Ball State University
- 2008 - 2009 Adjunct, Ball State University

Professional Experience:

- 2020 - present Principal, pH Design Studio, LLC, Indianapolis, IN
- 2018-2020 Project Architect, Rottmann Collier Architects, Indianapolis, IN
- 2016-2018 Principal, PROFILE Architecture + Interiors, Charlottesville, VA
- 2015-2016 Architect, BRW Architects, Charlottesville, VA
- 2010-2016 Graduate Architect/Interior Designer, BRW Architects, Charlottesville, VA
- 2006-2009 Graduate Architect/Interior Designer, Percept Design, Indianapolis, IN
- 2003-2006 Graduate Architect/Interior Designer, Brenner Design, Indianapolis, IN

Licenses/Registration:

- NCARB and AIA Registered Architect in Virginia and Indiana
- 2006 – present Registered Interior Designer, NCIDQ Certified (2006-present)

Selected Publications and Recent Research:

- *"Designing Peace: Learning from Charlottesville"* presented with Third Year Students at Benjamin V. Cohen Peace Conference (2021)
- *American Exports: H.P. Berlage, Modernism and Transatlantic Influences* [thesis] (2011)
- *The Interaction of Nature and Light: Creating a Place of Retreat for Architectural Students* [thesis] (2002)
- AIA Merit Award – Interior Design- IPFW Music Building (at Brenner Design)
- Various Award Recipient for Creekside Middle School (at Fanning Howey), featured in Educational Interiors (2005)

Professional Memberships:

- 2021 Indianapolis Regional Center Hearing Examiner
- 2016 - present American Institute of Architects (AIA)
- 2018 - present Geist Christian Church, Board of Deacons
- 2013 – 2016 First Presbyterian Church, Board of Deacons
- 2011 Thomas Jefferson Chapter, Society of Architectural Historians
- 2009 – 2011 Society of Architectural Historians
- Habitat for Humanity, Charlottesville, VA

Name: Christopher Michael Reinhart – Instructor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 273 Environmental Systems 1:** Fall 2021; Fall 2020
- **ARCH 373 Environmental Systems 2:** Spring 2022; Spring 2021

Educational Credentials:

- B.A.
- M.Arch

Teaching Experience:

- Christopher has been teaching passive and active building systems at Ball State for three years. During his non-traditional student years studying architecture, he taught drafting, statics, and basic design at Ivy Tech Community College in Bloomington, IN. He has also taught hands-on building classes to volunteers and do-it-yourselfers.

Professional Experience:

- Sustainability Architect at Guidon Design, a mid-size architecture/engineering firm in Indianapolis (current), responsible for sustainability consulting on large hospital and healthcare campus projects. Director of Sustainability + Research at Cripe Architects + Engineers (previous). Before these positions, he also worked at Open Source Ecology as Architecture Lead and Construction manager, where he explored an alternative form of practice, as well as Kirkwood Design Studio, where he worked as a graduate architect. Before his “career change” – more of an evolution, really – Chris worked in the construction industry, first in landscaping and irrigation, then as a labor/carpenter, and later running his own small remodeling and design business.

Licenses/Registration:

- Registered Architect in Indiana (12100104)

Selected Publications and Recent Research:

- Christopher is currently recording interviews for a podcast under development on affordable, healthy, sustainable houses. His M.Arch thesis explored the connections between human body systems and building systems and the history of architectural innovation and evolutionary biology.

Professional Memberships:

- AIA
- LFA (Living Future Accredited Professional)

Name: Miguel Trevino San Miguel, AIA – Associate Professor of Practice of Architecture

Courses Taught (Four semesters prior to current visit):

- **ARCH 301 Architectural Design:** Fall 2021; Fall 2020
- **ARCH 302 Architectural Design:** Spring 2021; Spring 2022
- **ARCH 214 Architectural Building Technology 1:** Fall 2021; Fall 2020
- **ARCH 314 Architectural Building Technology 2:** Spring 2021; Spring 2022

Educational Credentials:

- 1997 Master of Architecture with Distinction, University of California, Los Angeles
- 1991 Bachelor of Environmental Design, Texas A&M University

Teaching Experience:

- 2021 - present Associate Professor of Practice, Ball State University (BSU)
- 2017 - 2021 Assistant Professor of Practice, Ball State University (BSU)
- 2010 - 2013 Visiting Assistant Professor, Ball State University (BSU)
- 2004 - 2006 Visiting Assistant Professor, OTIS College of Art & Design (OTIS)
- 2001 - 2002 Visiting Assistant Professor, Texas A&M University (TAMU)
- 2000 - 2001 Lecturer, Southern California Institute of Architecture (SCI-Arc)

Professional Experience:

- 2015 Miguel San Miguel Architecture, Owner, Architectural Consultant

Licenses/Registration:

- 2006 C-30496, Licensed Architect, State of California

Selected Publications and Recent Research:

- 2017 - 2020 5-hour CE webinars- “Accessibility for 2021” / “Accessibility for 2018”
- BIM BOP 2020 - 2-day Webinar Conference hosted by University of Southern California organized by Dr. Karen Kensek and Dr. Douglas Noble
- 2-day 12-hour seminar “Revit- Introduction Course Level 1”
- “DCA 20 | 20” Drawing Exhibition Competition a juried drawing competition hosted by Kennesaw State University - 3 out of 162 works chosen for exhibition (344 works submitted)
- Winner-Best Café Design (Gold Key Competition) / Winner-Best Casual restaurant Design (AIA-LA) / Shortlist-Best Café Design (World Interior News) - w/ Preen Inc.

Professional Memberships:

- 2006 Member, American Institute of Architects

Name: Janice Shimizu – Assistant Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **CAP 161 Design Communications Media 1:** Spring 2021
- **ARCH 400 Comprehensive Architecture Studio:** Spring 2022; Fall 2021; Spring 2021; Fall 2020
- **ARCH 420 Professional Practice:** Fall 2021; Spring 2021; Fall 2020

Educational Credentials:

- **Master of Architecture**, Southern California Institute of Architecture, Los Angeles, California
- **Bachelor of Environmental Design**, Faculty of Architecture, University of Manitoba, Winnipeg, Canada

Teaching Experience:

- 2010 – present Ball State University, College of Architecture and Planning, Muncie, IN
- 2000, 2006 - 2009 University of Southern California, School of Architecture
- 1999 Otis College of Art and Design, Environmental Arts

Professional Experience:

- 2005 - present Shimizu + Coggeshall Architects, Partner
- 2014 - present Exhibit Columbus, Landmark Columbus Foundation, founding member, associate curator
- 2000 - 2005 SmithGroup, Los Angeles CA, Associate + Project Architect
- 1998 - 2000 Guthrie + Buresh Architects, West Hollywood, CA
- 1997 - 1998 Hodgetts + Fung, Santa Monica, CA
- 1994 - 1996 Morphosis, Santa Monica, CA
- 1995 - 1996 Studio Works, Culver City, CA, Research Assistant

Licenses/Registration:

- Professional Architecture License in California and Indiana

Selected Publications and Recent Research:

- **'Public Art Partnerships, Policies, and Procedures',** Making Public Art Work, Aug 13, 2022
- **'Instrumental',** CAP Gallery, Co-curator w/ Natalie Yates, Feb 16 – Mar 18, 2022
- **Mapping the Middle, Design Research Conversations:** University research colloquium
- *Colloquium Committee chair* Oct 2, 2021
- **New Middles:** From Main Street to Megalopolis, What is the Future of the Middle City?, Exhibit Columbus, Columbus, Indiana *Associate Curator,* Aug 21 – Nov 28, 2021
- **Architecture + Film Symposium 'Of Movement',** moderator: Spatio-Cinematic Analysis. panelists: A. Gleeson, K. Andjelkovic, P. Till, D. Gottwald Feb 20-21
- **New Middles symposium**: Futures and Technologies, Resiliency and Climate Adaptation, Arts and Community, Indigenous Futures and Radical Thinking. *Associate Curator and Moderator* Sep 15 - Oct 29, 2020
- **The Grid** Invited competition, Indianapolis Contemporary Facade Proposal, Shimizu + Coggeshall Architects, 2019

Professional Memberships:

- AIA, American Institute of Architecture

Name: Jonathan C. Spodek, FAIA, FAPT, NCARB – Professor of Architecture

Courses Taught (Four semesters prior to current visit): Spring 2022 on Sabbatical

- **ARCH 301 Architectural Design Studio:** Fall 2020
- **ARCH 340 Introduction to Historic Preservation for Architects:** Fall 2021; Spring 2021
- **ARCH 447/547 Preservation Technology:** Spring 2021
- **ARCH 606 Documentation Studio:** Fall 2021; Fall 2020
- **ARCH 626 Preservation Research Methods:** Fall 2021

Educational Credentials:

- 1985 BS in Architectural Studies, University of Illinois at Urbana-Champaign
- 1987 Master of Architecture, University of Illinois at Urbana-Champaign

Teaching Experience:

- 1998 – present Ball State University, College of Architecture and Planning, Department of Architecture, Muncie, IN

Professional Experience:

- 1997 - 1998 Dewberry & Davis, Richmond, VA
- 1993 - 1997 Wood Swofford Associates, Architects, Richmond, VA
- 1990 - 1993 Peterson Associates, Architects & Engineers, Richmond, VA
- 1987 - 1989 National Parks Service, Richmond and Charlottesville, VA

Licenses/Registration:

- Registered Architect (1992) - Virginia (#0401-008275), Indiana (#AR19800213)

Selected Publications and Recent Research:

- Spodek, Jonathan and Abby Marshall. “National Register Nomination for the Forest Park Elementry School, Muncie (Delaware County) Indiana,” National Register of Historic Places, National Park Service. Completed May 2021 (pending review and approval)
- Spodek, Jonathan and Haley Swindle. “National Register Nomination for the Engine House #9, Indianapolis (Marion County) Indiana,” National Register of Historic Places, National Park Service. completed April 2021 (Pending review and approval)
- Spodek, Jonathan C. and Christopher K. Harrison, “Creating Virtual Models with Digital Photogrammetry,” Journal of Preservation Education and Research, Vol. 12 (2020): p. 96-114.
- Dayton National Cemetery, 4100 W. Third Street, Dayton, Montgomery County, OH. 2019. Measured Drawings: 2 pages, Written History: 6 Pages. Call Number HALS OH-3-A. Repository: Library of Congress, Prints and Photographs Division, Washington, DC 20540, USA
- Spodek, Jonathan C. And Susan L. House, “Synergies of Historic Housing and Sustainable Rehab in Low-Income Neighborhoods,” Journal of Preservation Education and Research, Vol. 9 (2017): p. 95-109.
- Kishalı, Emre and Neslihan Türkmenoğlu Bayraktar, Elisabetta Rosina, Jonathan Spodek, Chris Harrison, Alessia Silvetti. “İzmit Kenti Üzerine Uluslararası Koruma Yaklaşımı ve Sorunsalı: IDEA(s) Çalıştayı,” (International Conservation Problems and Approaches in the City of Izmit: IDEA(s) Workshop) Mimarlık: Tasarim Kültürü Dergisi. No. 387 (Jan/Feb 2016): p. 120-127.
- Spodek, Jonathan and Catherine Lavoie, Ann Mason, Lauren Schuyler. The Historic American Building Survey: Its Relevance to Architectural Practice Today. Washington, DC: The American Institute of Architects, 2013.

Professional Memberships:

- American Institute of Architects
- Association for Preservation Technology International

Name: Charles Richard Stafford - Instructor

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 214 Architectural Building Technology 1:** Fall 2021
- **ARCH 314 Architectural Building Technology 2:** Spring 2022
- **ARCH 624 Applied Building Technology:** Fall 2020

Educational Credentials:

- 1976 Master of Architecture, University of Michigan
- 1969 – 1971 Civil Engineering, Purdue University, West Lafayette, IN

Teaching Experience:

- 2009 – present Instructor, Ball State University, College of Architecture and Planning, Muncie, IN
- 1979 Adjunct, University of Notre Dame

Professional Experience:

- 1987 - present Founding Principal & Sole Proprietor, C. R. Stafford & Associates, Indianapolis, IN
- 1981 – 1987 Wright/Porteous & Lowe, Inc., Indianapolis, IN
- 1979 – 1980 Crumlish-Sporleder & Associates, South Bend, IN

Licenses/Registration:

- Indiana Registration No.: # AR 00034431
- Indiana Registration No.: #RID00683 (Registered Interior Designer)
- Kentucky Registration No.: 8339
- Ohio Registration No.: ARC. 1917810
- Wisconsin Registration No.: 13480-5
- NCARB Certificate #: 95787

Selected Publications and Recent Research:

- N/A

Professional Memberships:

- Association of Licensed Architects (ALA)
- The Construction Specifications Institute (CSI)
- National Council of Architectural Registration Boards (NCARB)

Name: Andrea M. Swartz, AIA – Professor of Architecture & Associate Dean

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 100 Introduction to Architecture:** Spring 2022; Fall 2021

Educational Credentials:

- B.A. Yale University
- M.Arch Yale University

Teaching Experience:

- 1991 – 1992 Rensselaer Polytechnic Institute (RPI);
- 1992 – 2022 Ball State University, College of Architecture and Planning, Department of Architecture, Muncie, IN

Professional Experience:

- Andrea Swartz, AIA Muncie IN
- Ekman Arp and Snider Architects, Warwick RI
- TFH Architects, Portland ME
- Mackall and Dickinson Architects, Branford CT

Licenses/Registration:

- NCARB certificate; professional architecture registration (current license) in Rhode Island + Indiana

Selected Publications and Recent Research:

- The State of Architectural Education, Exhibit Columbus panel presentation, September 2018
- Stitching – juried entry - built installation, Primary Colors Exhibition, Indianapolis Art Center, 2016
- ACSA Fall Conference Working Out, Building Opportunity, poster project presentation Building Opportunity, October 2014
- Sukkahville2013 a "pop-up exhibition" and final adjudication of six finalist sukkah built designs, Mel Lastman Square, Toronto CA September 2013
- Centennial Festival of Riverboats Pavilions Design Competition exhibition of design: Waterfront Convertible S M L at the Kentucky Museum of Art and Craft, April –June 2014
- Beyond Environment exhibition at at WUHU gallery (Woodbury University on Hollywood Avenue, LA) September - October 2014, work Osmosis exhibited
- AIA Indiana Infinity Design competition exhibition of design entry Occupying Haynie's Corner, Evansville, IN January – March 2014
- Flat Lot Design Competition exhibition of Building Bodies for Work (with W. Janz, and T. Gray) at the Flint Public Art Project, Flint Michigan June 2013

Professional Memberships:

- AIA
- NCARB

Name: Richard Tursky – Assistant Teaching Professor of Architecture

Courses Taught (Four semesters prior to current visit):

- **CAP 101 Environmental Design, Communications, and Planning 1:** Fall 2021; Fall 2020
- **CAP 102 Environmental Design, Communications, and Planning 2:** Spring 2021
- **CAP 161 Design Communications Media 1:** Fall 2021; Fall 2020
- **ARCH 263 Digital Design:** Fall 2021; Fall 2020
- **ARCH 402 Architectural Design:** Spring 2022
- **ARCH 498/593:** Spring 2021
- **ARCH 514 Introduction to Architectural Building Technology:** Spring 2022; Spring 2021
- **ARCH 647 Applied Theory and Representation:** Spring 2022

Educational Credentials:

- ***2013*** ***Master of Science*** *in Digital Technologies,* ***Architecture*** Taubman College of Architecture and Urban Planning, University of Michigan Ann Arbor, Michigan
- ***2012*** ***Master of Architecture*** Taubman College of Architecture and Urban Planning, University of Michigan Ann Arbor, Michigan
- ***2011*** ***Associate in Applied Science****,* Program in Automation Technology and Robotics, Washtenaw Community College Ann Arbor, Michigan
- 2000 ***Bachelor of Fine Arts****,* University of Wisconsin-Stout Menomonie, Wisconsin

Teaching Experience:

- 2018 - present ***Assistant Teaching Professor,*** College of Architecture and Planning, Ball State University, Muncie, Indiana
- 2016 – 2018 ***Design Innovation Fellow****,* College of Architecture and Planning, Ball State University, Muncie, Indiana
- 2014 – 2016 ***Faculty and Design Fabrication Lab Assistant Director***, College of Fine Arts, School of Architecture, Carnegie Mellon University, Pittsburgh, Pennsylvania

Professional Experience:

- *2013 – 2014* ***Digital Fabrication Technical Specialist****,* Harvard University Graduate School of Design Cambridge, Massachusetts
- 2011 ***Robotics Lab Coordinator*****,** Southern California Institute of Architecture, Los Angeles, California
- *2000 – 2011* ***Architectural Designer***, Richard Tursky Design Services Ann Arbor, Michigan

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- Guest Editor along with Lohren Deeg and Taylor Metz. Architecture_MPS Volume 18, Issue 01, Special Issue: Design Education, September 2020 UCL Press.
- Metz, T., Tursky, R., Deeg, L. 'Re-Design Teaching Design'. Architecture_MPS 18, 1 (2020): 1. DOI: https://doi.org/10.14324/111.444.amps.2020v18i1.001.
- Deeg, L., Metz, T., Tursky, R. 'Catena: Collaboration, Cohesion and Continuity in Design Thinking and Making'. Architecture_MPS 18, 1 (2020): 3. DOI: https://doi.org/10.14324/111.444.amps.2020v18i1.003.

Professional Memberships:

- N/A

Name: James R. (Rod) Underwood – Professor of Architecture

Courses Taught (Four semesters prior to current visit)**:**

- **ARCH 201 Architectural Design:** Fall 2021; Fall 2020
- **ARCH 202 Architectural Design:** Spring 2022; Spring 2021
- **ARCH 418 Structural Systems 3:** Spring 2022; Fall 2021; Spring 2021; Fall 2020
- **ARCH 498 Hands on Steal Elective:** Spring 2022; Fall 2021

Educational Credentials:

- 1966 BSCE-Civil Engineering, Purdue University
- B.Arch - Architecture with Honors, Ball State University

Teaching Experience: Ball State University 1971-2021

- 2016 *Design Intelligence* – 25 Most Respected Educators in America
- 2005 Outstanding Academic Advisor
- 2005 Charles M. Sappenfield Award of Excellence
- 1989 - 1990 University Teaching Professorship Inaugural recipient
- 1986 Outstanding Teacher

Professional Experience:

- Ampersand Partnership Consulting Architects and Engineers,
- Licenses/Registration:
- Indiana Architect, currently inactive
- Indiana Professional Engineer. currently inactive

Selected Publications and Recent Research:

- *Structural Design, a Practical Guide for Architects*, with Michele Chiuini, first edition 1998, second edition, 2007

Professional Memberships:

- None currently

Name: Matthew Wilson

Courses Taught (Four semesters prior to current visit):

- **ARCH 229 History of Architecture 1:** Fall 2021; Fall 2020
- **ARCH 329 History of Architecture 2:** Spring 2022
- **ARCH 251 Introduction to Social and Environmental Justice in Design:** Fall 2021
- **ARCH 498/ 598 Elective 'Debris':** Spring 2022
- **ARCH 603 Multi-Disciplinary Design Knowledge Studio:** Fall 2020
- **ARCH 636 Architectural Research Methods:** Spring 2022
- **ARCH 202 Architectural Design:** Spring 2021

Educational Credentials:

- 2015 Royal Holloway, University of London, PhD. Major in History.
- 2007 Architectural Association, London. MA with Distinction. Major in Landscape Urbanism.
- 2003 University of Texas at San Antonio. BS. Major in Architecture.

Teaching Experience:

- 7 ½ Years at Ball State. College of Architecture and Planning, Department of Architecture, USA.
- Summer 2019. Ecole des hautes études en sciences sociales. Visiting professor and researcher, Paris, FR.
- 1 Year at University for the Creative Arts (UCA), Canterbury School of Architecture, UK.

Selected Publications and Recent Research:

- *Positivism and the origins of feminism: Nineteenth-century British women philosophers* (under contract: Manchester University Press).
- *Topographies of oppression and resistance in Black communities: critical theories of place studies* (book in progress).
- *Understanding Site in Design Pedagogy* (Routledge: forthcoming). Co-edited book with Sean Burns.
- 'Memorialising Black life and death: contemplative inquiry in interdisciplinary studies' in *Routledge Critical Companion to Race and Architecture.* Co-authored with John Anderson, Jr. (Routledge: forthcoming).
- 'A "true organ of Humanity": on the Patriarchal Architecture of Positivist Regionalism in Victorian Britain' in *Region* — Critiques: Critical Studies in Architectural Humanities Series (Routledge: forthcoming).
- 'Positivism' in *Oxford Handbook of American and British Nineteenth-Century Women Philosophers* (Oxford University Press: forthcoming).
- *Richard Congreve, Positivist Politics, the Victorian Press, and the British Empire.* Palgrave Monograph (London: 2021).
- *Moralising Space: the Utopian Urbanism of the British Positivists, 1855–1920* (London: Routledge, 2018).

Professional Memberships:

- N/A

Higher Learning Commission
A commission of the North Central Association

Action Letter

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.

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

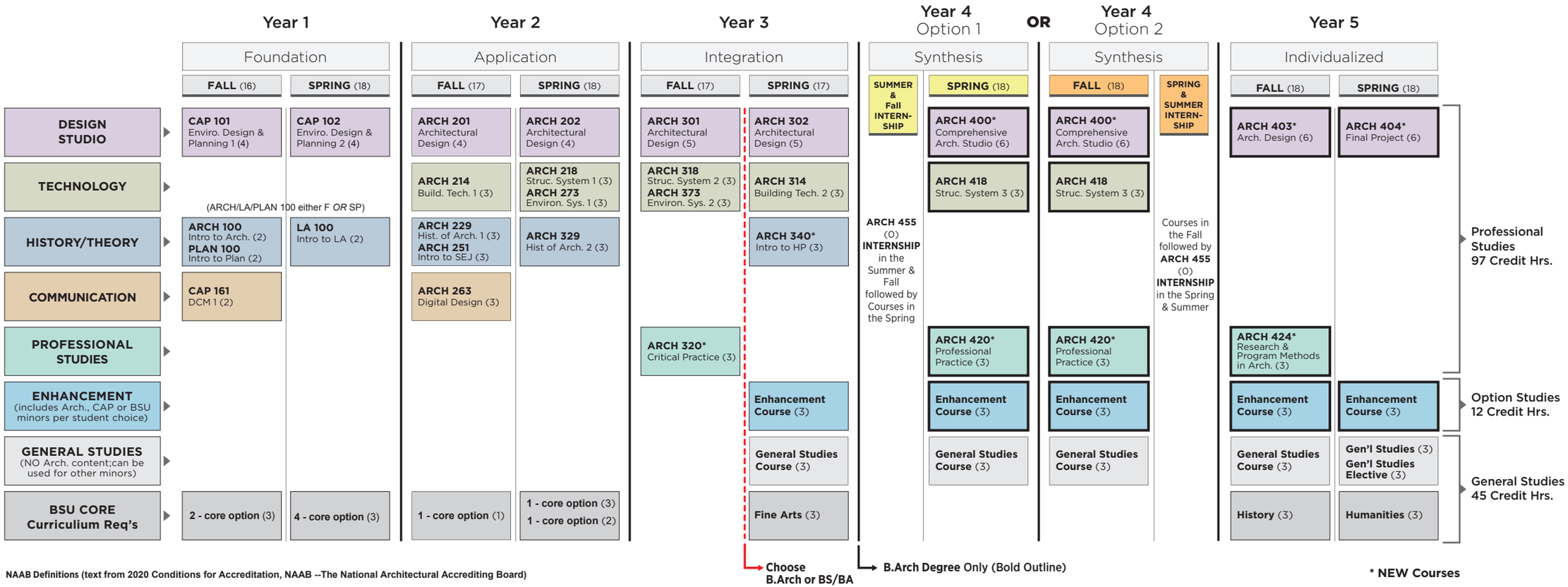
Sylvia Manning
President

4_Facilities-Resources Video

5. Additional Supplemental Material

- B.Arch Curriculum Chart Sum 2022
- CAP FAB LAB + WOOD SHOP General Policies Spring 2022
- CAP Inclusive Excellence Presentation 3-25-22
- CAP Organizational Chart Fall 2022
- CAP Retention Updates_03-23-22
- CAP Transfer Applicant Evaluation Check Sheet example
- CAP Transfer Student Notification example
- Collection Development Policy
- Course Approval Flow Chart
- Historical Statistical Charts
- Studio Culture Policy

BACHELOR OF ARCHITECTURE CURRICULUM - 154 Credits



NAAB Definitions (text from 2020 Conditions for Accreditation, NAAB --The National Architectural Accrediting Board)

Professional Studies:
Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Optional Studies (curricular flexibility):
All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

General Studies:
An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Possible Architecture Minors

Social Environment Justice Minor	**ARCH 251** Intro to SEJ (3)	**ARCH 429** Application of cultural issues to design (3)	**ARCH 407** 4th World Therory **NREM 101** Environ. Soc. (3)	**PHIL 202** Ethics (3)	**SOC 328** Global in the Social World (3)
Historic Preservation Minor	**ARCH 340** Intro to HP (3)	**ARCH 447** HP Tech. (3)	**ARCH 442** HP Research Methods (3)	**ARCH 441** HP Policy (3)	**ARCH 428** History of Built Environment (3)
Digital Fabrication Minor (future)	**ARCH 263** Digital Design (3)				

CAP FAB LAB Wood Shop AB029

General Policies

(updated Spring 2022 by J. Kreiger)

Welcome to the CAP shop facility. This document is intended as a broad overview of the tools and resources available.

Included in this document are: hours, basic safety guidelines, general information for equipment, and policies. All students using this facility will are obligated to comply with these policies. A very simple and valuable rule of thumb for this (and any other) shop is:

If you don't know, ask.

If you are unfamiliar with a tool, a machine or a procedure, ask one of the staff on duty. Failing to have information that you need is dangerous to you and destructive to the equipment.

- It is required that all individuals using the wood shop have hands on training with their faculty or an individual from the college who has been delegated to conduct training. These individuals do not include staff from the wood shop.
- **FOLLOW ALL SAFETY GUIDELINES**. You may only work in the Wood Shop with an attendant on duty.
- NO RUNNING OR HORSEPLAY in any shop areas.
- Always **CLEAN UP AFTER YOURSELF** in every area as soon as you finish. Brooms, dust pans, trash cans and scrap bins are located throughout the shop for this purpose.
- PUT AWAY ALL MATERIALS AS SOON AS YOU FINISH WITH THEM
- No machines may be left running unattended. **You must stay with your work at all times**.
- CAP will not be responsible for any materials, personal tools, projects or other belongings left in the shop by students or faculty.
- Please be courteous and respectful to staff and lab attendants.
- Tools in the wood shop are intended for wood only.

In the Wood Shop

Maximum number of people in CAP Woodshop is 12.

Check-in with the attendant. Lab attendant will sign you in and out.

First Name, Last Name and Program (ex: CAP, ARCH, LA, etc.) and Time of arrival.

Use appropriate materials with the various machines in the shop. Tools are intended for wood only. Please do not sand plaster, plastics or acrylic with sanding tools.

Wood found in the scrap bin is available for use. You are responsible supplying supplemental material.

Only **NEW** materials may be used in the shop. Pallets, skids, packing crates and any stock which may contain nails, staples or other fasteners are not new.

In addition to supplying your own wood and other building materials, you are also responsible for supplying your own:

- Fasteners
- Hardware
- Adhesives - (We provide some wood glue for small projects. Bring your own for large projects)
- Paint and brushes

All glued items must cure or set **for 24 hours** before being used on any of the machines.

Due to the size of the wood shop, there is no long-term storage. If you need to leave something overnight, consult with attendant on duty so they may advise you where to place it. It will be expected that you pick up your project the next day.

Do not expect to use the shop facilities if you are tired, sick, or under the influence of drugs or alcohol. You will be asked to leave.

SAFETY GUIDELINES

Eye Protection:

- It is recommended that you provide your own safety glasses. If you prefer to use shop safety glasses select your glasses from the cabinet located on the wall, wipe your selected glasses off before and after using sanitizing wipes.
- Safety glasses or a face shield must be worn at all times when working in the Wood Shop.

Ear Protection:

- Ear muffs or foam ear plugs should be worn by anyone working with or near any power tool.
- Ear muffs and foam ear plugs are provided by the shop for your use.

Footwear:

- Closed-toe shoes must be worn at all times in all shop areas.
- Flip-flops and sandals are not appropriate footwear for the shop.
- Students with inappropriate footwear will be asked to leave the facility and return with proper footwear.

Clothing/Personal Attire:

- Please be properly covered. No loose-fitting clothing, including garments with long, flowing sleeves, neck ties, and scarves are not permitted in the shop. Dangling strings on "hoodies" must be tucked in shirt. Revealing clothing is not appropriate for the work environment.
- Long hair must be tied back. Loose jewelry such as long necklaces and bracelets must not be worn in the shop.

Report ANY injuries to the Shop supervisor or the attendant on duty immediately.

Wood Shop Tools:

It is required that all individuals using the wood shop have hands on training with their faculty or an individual from the college who has been delegated to conduct training. These individuals do not include staff from the wood shop.

Tools available in the wood shop are:

- 2 Saw Stop Table Saws
- 2 Miter Saws
- 4 Band Saws - 3 for small to medium projects, 1 for large wood pieces.
- 3 Drill Presses – 1 standard drill press, 1 variable speed drill press, and 1 table top drill press
- 1 Jointer
- 2 Planers
- 1 Radial Arm Saw
- 1 Scroll Saw
- 5 Stationary sanders – 1 table top belt/disk sander, 1 table top band/disk sander, 2 stand-alone belt/disk sanders, 1 spindle sander
- 1 Sandblaster
- 1 Panel saw
- 1 Lathe

Safety gear is always required for using tools.

Guards on band saw should be positioned properly before use.

Safety guard is always on table saw. If you need this guard removed, please see attendant on duty.

Do not attempt to sand wood pieces that are ¼" or less vertically on the stationary belt sanders. It is likely that you will lose grip of your material and cause it to wedge into the sander. Loss of time and material will result.

Please do not sand plaster, plastics or acrylic with sanding tools and machines.

An assortment of drill bits are provided for the drill presses. They are located adjacent to the variable speed drill press and the table top drill press. Additional drill inserts are located in the tool room such as fostener bits and spade bits. Please see the attendant on duty. For other special drilling needs, please plan ahead to purchase your own.

Tool Room:

The Wood Shop includes a Tool Room, which has hand tools, power tools, clamps and other items.

There is an assortment of hand tools hang on the outside of the Tool Room door (pliers, screw drivers, wire cutters, rulers, squares, hammers, and clamps). If you need to use any of these items in the shop, please take what you need to your work station, and return it to the attendant when you are finished.

If you wish to use a tool in the Tool Room, ask a shop attendant to get it for you.

Examples of tools in the tool room are:

- Sanders – orbital, sheet, and belt
- Mini table saw
- Drills – Corded (available for checkout) Cordless (for in shop use only)
- Drivers – Cordless (for in shop use only)
- Jigsaws
- Router
- Router with router table
- Rotary tool
- Grinders
- Framing clamps
- Chisels
- Files
- Rasps
- Nail guns
- Aviation shears
- Punches, nail setters
- Circular saw
- An assortment of hand saws - Japanese saw, flush cut saw, hack saw, + more

- Miter boxes + saws
- Vacuum former
- Many more items.

**Some of these tools require supplemental instruction before use. Please see your instructor.

- The shop will provide wood glue for use in the wood shop. It is not available for check out.

- The shop has a vacuum for use in the wood shop. It is not available for check out.

- The shop will provide a limited amount of sanding supplies for sanders. For large projects, please plan ahead to purchase your own supplies.

- The shop will provide a limited amount brad nails for the nail gun. For large projects, please plan ahead to purchase your own.

<u>Tool Checkout from Tool Room</u>

All tools taken from the tool room to another location must be signed out on the **TOOL CHECKOUT SHEET** with the attendant on duty.

Tool check-out process:

1. Checking out:

   Attendant on duty will fill out the equipment check-out sheet with your printed name, email address, and description of the tool(s) being checked out.

2. Checking In:

   Make sure to have a staff member **DATE** and **INITIAL your return. If this is not done, you will receive an "Overdue Tool Notice" from Judy Kreiger regarding the missing tools.** *If you do not respond to the email Judy sends you stating you returned it or you need more time, you will be charged a fee that correlates with the item checked out. Students who fail to return hand tools (non-electrical) will be assessed a $10 fee for each item. Individuals who fail to return all other tools (electrical) will be assessed a fee that correlates with the missing item.*

- **Tool Checkout is for 24 hours.** If it is not returned with in the 24-hour period Monday through Friday, it will be considered late. Tools checked out on Friday or Saturday should be returned on Monday.
- **Individuals who fail to return (non-electrical) tools will be assessed $10 fee for each missing tool.**

- **Individuals who fail to return all other tools (electrical) will be assessed a fee that correlates with the missing item.**
- **All fees are non-refundable.**

Paint Room AB028:

It is against university regulations to spray aerosol paint anywhere inside the building except for in AB 028, the Paint Room.

- All painting should be done in that room.

- Turning on the light will also turn on the ventilation system. The light and ventilation will shut off at the end of the specified length of time you set it to.

WE FLY

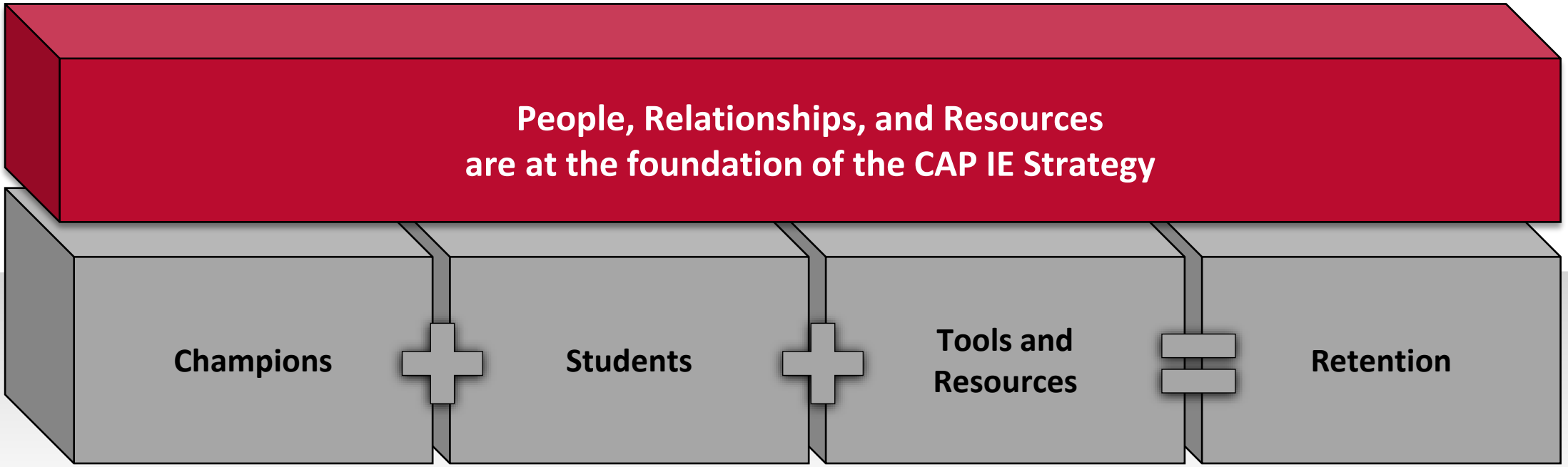
BALL STATE UNIVERSITY

INCLUSIVE EXCELLENCE

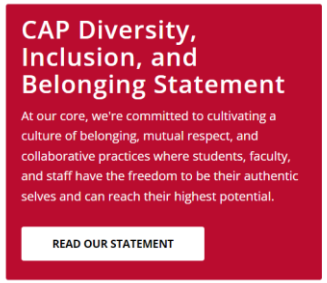
UPDATE

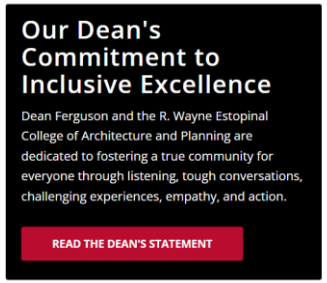
Estopinal College of Architecture and Planning

Dave Ferguson, Dean
Lisa Sobek, Project Manager
March 25, 2022



CAP Inclusive Excellence [Landing Page]





WE FLY

College Engagement

- IE Committee
- Climate assessment

Training + Personal Development

- Implicit Bias
- Restorative Practices

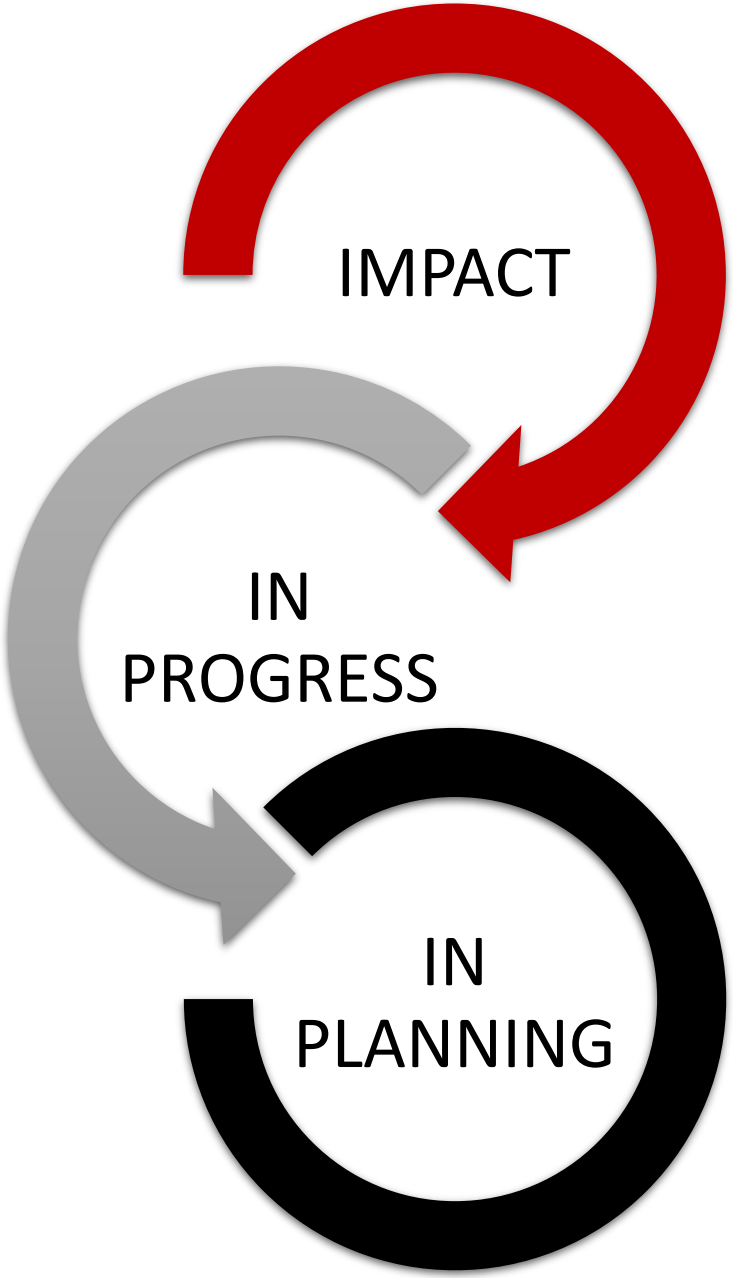
Strategic Focus Areas

Student Experience

- Mentorship Programs
- Travel and Events

Policy + Curriculum

- Social & Environ. Justice
- Engaging Communities of Color



CAP IE Strategy in Action

- **Impact – what we accomplished**
  - SEJ Accreditation
  - IE Focused Guest Lectures
- **In Progress – happening now**
  - Fostering Alumni Engagement & Mentorships
  - Cultivating Micro Grants + Scholarship Opportunities
- **In Planning – 2022 / 2023**
  - Action Plan Reassessment
  - Prioritizing Deliverables

WE FLY

BALL STATE UNIVERSITY

Inclusive Excellence

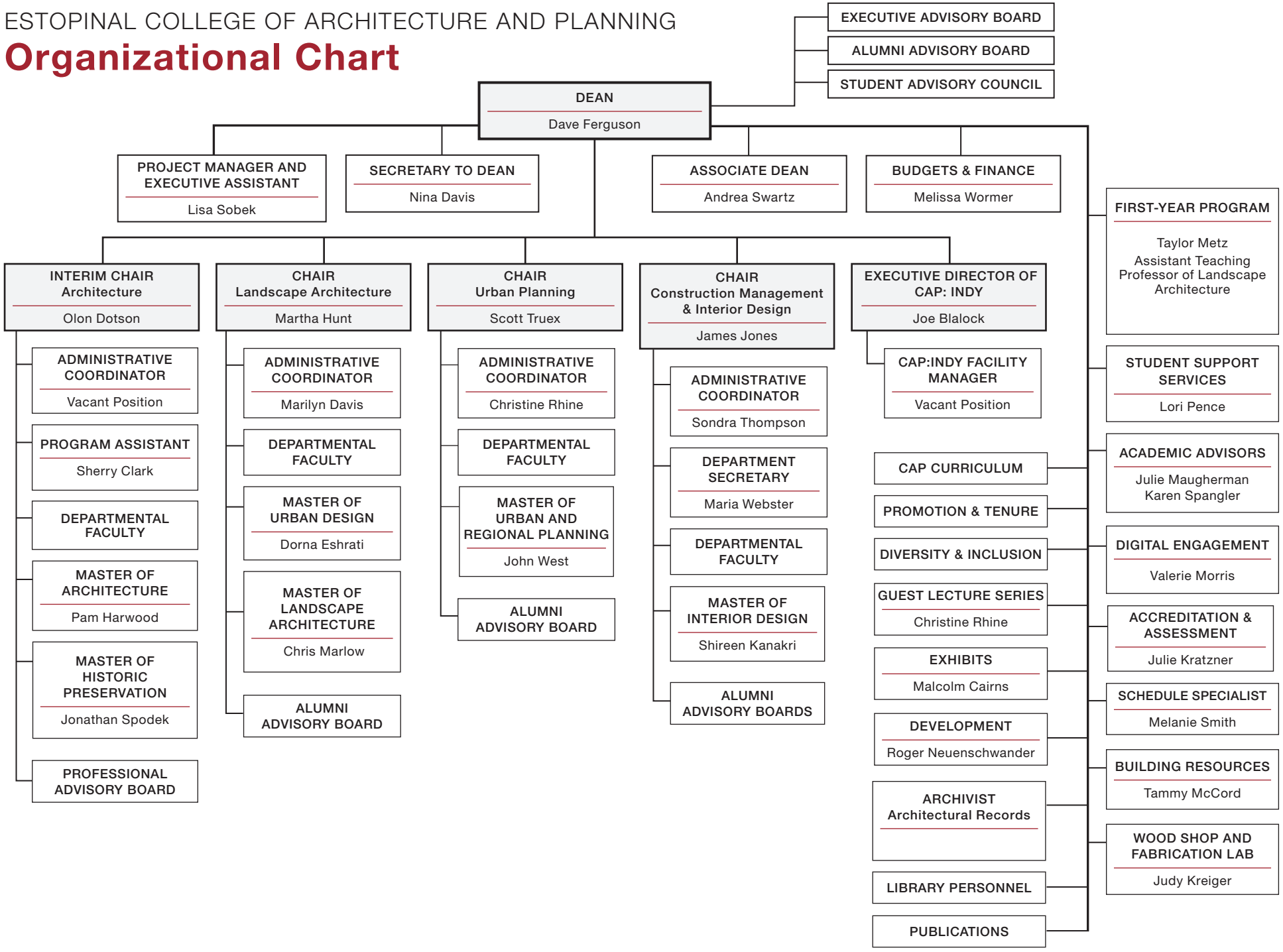
Estopinal College of Architecture and Planning

BALL STATE
UNIVERSITY

WE FLY

ESTOPINAL COLLEGE OF ARCHITECTURE AND PLANNING

Organizational Chart



BALL STATE UNIVERSITY

CAP Fall Retention & Enrollment Information

Institutional Research and Decision Support
Prepared 3/21/2022
Datasources: Retention Information, Census Enrollment
Definitions:

Cohort N: Undergraduate students who have not previously studied at Ball State at the same academic level, regardless of exclusion status.
% Retained: Percent of cohort students who have returned one year later, adjusted for exclusions.

Historically Underrepresented Race (HUR): Students who identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, or Two or More Races. Does not include White, Unknown, or Non-Resident Alien.

FALL COHORT RETENTION

COHORT	Cohort N	% Retained	Male N	% Retained	Female N	% Retained	HUR N	% Retained
Fall 2018	184	83.6%	98	80.4%	86	87.2%	32	77.4%
Fall 2019	238	89.1%	137	91.2%	101	86.1%	47	87.2%
Fall 2020	218	83.4%	118	83.1%	100	83.9%	54	77.8%

FALL COHORT RETENTION BREAKOUT BY RACE

Cohort	Fall 2018		Fall 2019		Fall 2020		3 Year Total	
Race	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained
Asian	7	100.0%	*	*	8	100.0%	19	100.0%
Black or African American	10	55.6%	16	87.5%	21	81.0%	47	78.3%
Hispanic	9	77.8%	18	83.3%	20	70.0%	47	76.6%
Native Hawaiian or Pacific	*	*	*	*	*	*	*	*
Non Resident Alien	*	*	*	*	*	*	*	*
Two or More Races	5	80.0%	9	88.9%	5	60.0%	19	78.9%
Unknown	*	*	*	*	7	85.7%	12	91.7%
White	150	84.7%	187	89.3%	157	85.3%	494	86.6%

FALL COHORT RETENTION BREAKOUT BY FIRST GEN STATUS

Cohort	Fall 2018		Fall 2019		Fall 2020		3 Year Total	
First Gen Status	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained
Yes	29	75.9%	69	81.2%	71	74.3%	169	77.4%
No	155	85.1%	169	92.3%	147	87.8%	471	88.5%

FALL COHORT RETENTION BREAKOUT BY GENDER

Cohort	Fall 2018		Fall 2019		Fall 2020		3 Year Total	
Gender	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained	Headcount	% Retained
Female	86	87.2%	101	86.1%	100	83.8%	287	85.7%
Male	98	80.4%	137	91.2%	118	83.1%	353	85.5%

TERM ENROLLMENT

LEVEL	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Undergraduate	726	696	824	811	920	875	944	891
Graduate	138	127	123	121	124	118	136	128

RACE	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
American Indian Alaskan N	0	0	0	0	2	2	2	0
Asian	20	21	24	24	29	29	30	30
Black or African American	54	47	53	49	69	70	72	67
Hispanic	58	57	72	69	84	80	85	74
Native Hawaiian or Pacific	1	1	1	1	2	2	2	2
Non-Resident Alien	35	31	27	24	20	18	29	26
Two or More Races	22	20	30	29	30	23	36	33
Unknown	5	4	11	12	12	10	11	11
White	669	642	729	724	796	759	813	776

Gender	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Female	368	355	407	398	455	430	494	469
Male	496	468	540	534	589	563	586	550

First Generation	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Yes	186	177	219	199	261	207	260	207
No	678	646	728	733	783	786	820	812

TOTAL	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
	864	823	947	932	1,044	993	1,080	1,019

B.ARCH, BA, BS TRANSFER APPLICANT EVALUATION CHECK SHEET
Department of Architecture, Ball State University

Applicant:

BSU ID number:

Current (or former) institution:

Address + contact information of current or former institution:

Current or former Degree Program Name + type (include AS/AA/BA/BS):

GPA from prior institution:

BSU B.Arch, BA/BS course credit transfer check sheet:

Ball State architecture undergraduate courses (with credit hours):	Transfer Institution Equivalent course(s) (with credit hours)	Grade Received	Evidence of equivalency (syllabus, notebook, portfolio, etc.)
FIRST YEAR PROGRAM			
CAP 101 (4) *Environmental Design, Communications + Planning 1*			
CAP 161 (2) *Design Communications Media*			
CAP 102 (4) *Environmental Design, Communications + Planning 2*			
LA 100 (2) *Introduction to Landscape Architecture*			
PLAN 100 (2) *Introduction to Urban Planning + Development*			
ARCH 100 (2) *Introduction to Architecture*			

Ball State architecture undergraduate courses (with credit hours):	Transfer Institution Equivalent course(s) (with credit hours)	Grade Received	Evidence of equivalency (syllabus, notebook, portfolio, etc.)
2nd YEAR of PROGRAM			
ARCH 201 (4) ***Architectural Design Studio***			
ARCH 214 (3) ***Building Technology 1***			
ARCH 229 (3) ***History of Architecture 1***			
ARCH 251 (3) ***Intro. to Social + Environmental Justice in Design***			
ARCH 263 (3) ***Digital Design***			
ARCH 202 (4) ***Architectural Design Studio***			
ARCH 218 (3) ***Structural Systems 1***			
ARCH 329 (3) ***History of Architecture 2***			
ARCH 273 (3) ***Environmental Systems 1***			
3rd YEAR of PROGRAM			
ARCH 301 (5) ***Architectural Design Studio***			
ARCH 318 (3) ***Structural Systems 2***			
ARCH 373 (3) ***Environmental Systems 2***			
ARCH 320 (3) ***Introduction to Pro. Practice***			
ARCH 302 (5) ***Architectural Design Studio***			
ARCH 314 (3) ***Building Technology 2***			
ARCH 340 (3) ***Intro. to Historic Preservation for Architects***			

From: [redacted]
Sent: Tuesday, July 12, 2022 11:02 AM
To: [redacted]
Subject: Re: Syllabi Placement

HI [redacted].

The review of your materials is complete. Here is their assessment.

You have earned credit in the following BSU classes:

CAP 101
CAP 102
CAP 161
ARCH 214
ARCH 218
ARCH 229
ARCH 314
ARCH 373

This would still put you beginning in the second year, because there weren't really any architectural design studios beyond the foundational ones. Our degree is heavy in design studios. We are a design-focused program. Our CAP 101 and CAP 102 classes are first-year studios.

You would be able to skip some of the second-year support courses but would still have to take ARCH 201 (studio), ARCH 202 (studio), ARCH 273, ARCH 251, and ARCH 329 in the second year.

I'm attaching the curriculum sheet for our B.Arch degree. This is the 5-year professional degree. This sheet will show you how the courses are laid out from year to year.

I am copying Julie Maugherman, who will be your advisor and will help you with scheduling. I am also copying Sherry Clark, who works with our upper division Architecture students.

I'm sure you will have questions and we are happy to help.

Lori

Lori Pence, M.S.
Senior Manager
Student Services
Ball State University
College of Architecture & Planning
765.285.5879

lpence@bsu.edu

BALL STATE UNIVERSITY
University Libraries

Architecture Library
Collection Development Policy

Purpose
To set guidelines for the scope of the Architecture Library, the acquisition of new materials, and the continuing evaluation of the collection in order to ensure the planned growth, development, and maintenance of the library.

Objective
To provide the necessary library resources to support curricular, research, and instructional needs of students and faculty in the disciplines of architecture, landscape architecture, urban planning, historic preservation, urban design, construction management, and interior design. The College of Architecture and Planning offers the following degrees: Bachelor of Architecture, Bachelor of Arts or Bachelor of Science in Environmental Design, Bachelor of Landscape Architecture, Bachelor of Urban Planning and Development, Bachelor of Arts or Bachelor of Science in Construction Management, Bachelor of Arts or Bachelor of Science in Interior Design, Master of Architecture I, Master of Architecture II, Master of Landscape Architecture, Master of Urban and Regional Planning, Master of Science in Historic Preservation, Master of Urban Design, Master of Interior Design.

General Collection Guidelines:

Languages
Materials are collected primarily in the English language. Materials are selectively purchased in foreign languages, particularly when they contain illustrations and/or photographs which relate to the curriculum and when they are bilingual or multi-lingual.

Geographical Coverage
There are no geographical restrictions. Special attention is given to the United States and Indiana, but topics in Europe, Asia, Latin America and elsewhere are also included.

Chronological Coverage
There are no chronological restrictions. All periods are collected, but at varying levels of intensity.

Exclusions
Material not related to the College of Architecture and Planning curricula.

Government publications on environmental design are occasionally cataloged and added to the Architecture Library Collection.

Architectural drawings, photographs, and other materials, especially those related to Indiana, are collected by the Drawing and Documents Archive in the College of Architecture and Planning.

Types of Materials
Materials collected include monographs, periodicals, exhibition catalogs, directories, dictionaries and encyclopedias, handbooks, technical reference works and code books, electronic resources and databases, videorecordings, and College of Architecture and Planning undergraduate theses.

College of Architecture and Planning undergraduate "theses" (or comprehensive research projects), were selectively collected by the Architecture Library. The undergraduate thesis is no longer required as part of the program in any of the CAP departments. Graduate theses are not actively collected by the Architecture Library; Ball State graduate theses deposited via the Graduate School are collected by Bracken Library. However, the Architecture Library occasionally receives as gifts duplicates of the graduate theses.

Collecting Levels

Subject	Classification	Collecting Level*
Urban affairs, housing	HD 7286-7390	3b
History of cities	HT 110-381	3a
Urban/regional planning	HT 165.5-395	3c
Architectural history, special architects	NA 200-1613	3b
Architecture, general, design	NA 2500-4050	3c
Special classes of buildings	NA 4100-8480	3b
Aesthetics of cities	NA 9000-9425	3b
Interior design	NK1700-2138	3b
Gardens and gardening	SB 451-466	3a
Landscape architecture	SB 467-479	3c
Building construction	TH 4021-4970	3b

* Level 3 indicates "Study or Instructional Support Level," with 3a "Basic Study or Instructional Support Level," 3b "Intermediate Study or Instructional Support Level," and 3c "Advanced Study or Instructional Support Level," as defined in *Guide for Written Collection Policy Statements*, 2nd ed., Joanne S. Anderson, ed. (American Library Association, 1996).

Selection Responsibilities
The Architecture Librarian is responsible for collection development in cooperation with the faculty and the University Libraries' Collection Development department. Students are also encouraged to recommend materials for the library. Materials are selected from the University

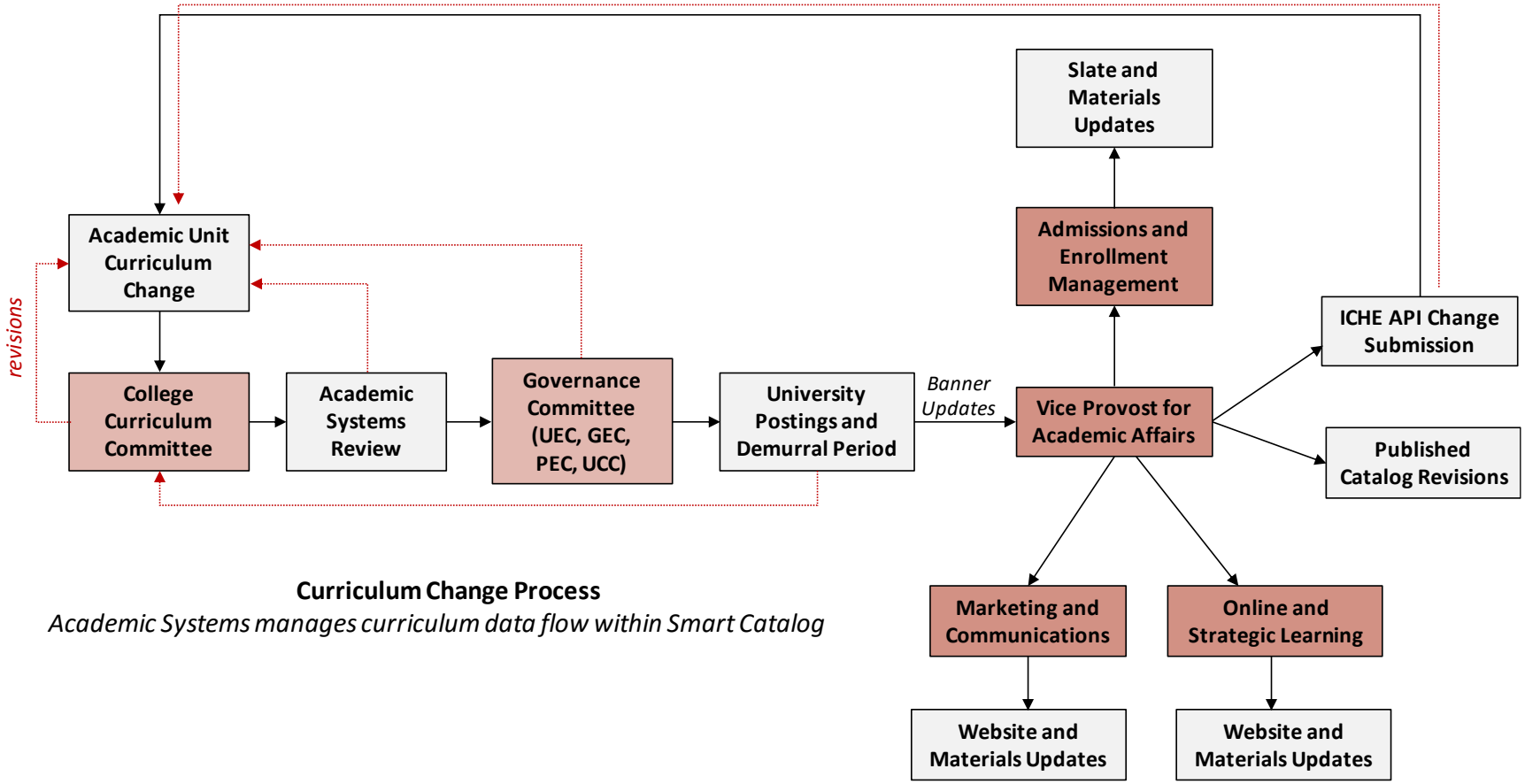
Libraries' approval plan and from standard bibliographies, publisher catalogs, and book reviews in professional journals and magazines. Selection of additional current and retrospective material is a joint responsibility of the Architecture Librarian, teaching faculty of the College of Architecture and Planning, and the Collection Development Librarians.

Additional Guidelines
Duplicate copies of materials in the Architecture Library collection may be selected for heavily used items. Some duplication may also exist of titles held in Bracken Library, particularly those of an interdisciplinary nature. Infrequently used titles may be housed in Bracken Library due to space considerations.

Selective withdrawal decisions are made in conjunction with College of Architecture and Planning faculty.

Some materials of a historical nature or basic to a collection are retained regardless of use.

Revisions
Wayne Meyer – June 1995
Amy Trendler – August 2006
Amy Trendler – February 2018



Curriculum Change Process

Academic Systems manages curriculum data flow within Smart Catalog

Program Change Process (beginning July 1, 2019)

1. This process includes any undergraduate or graduate program (i.e., degrees and certificates) change including:
    a. Change in the delivery (online, blended programs)
        i. Online modes of delivery for a program must indicate the percent (or percent range) of online courses required
        ii. Programs with online delivery should indicate whether the program is offered as online only, both online or main campus delivery (Muncie or Indy Center), or as a blended program with online and main campus requirements
    b. Change in the program credit requirements
    c. Change in the name of a degree or certificate
    d. Change in the CIP code of a degree or certificate
    e. Suspension, elimination, or reinstatement of a degree or certificate
        i. Programs can be suspended for 2 years; after that time, they will be evaluated for elimination or reinstatement
        ii. Program elimination should be done in early fall of each academic year for December submission to ICHE
    f. Split or combine degree programs or certificates
    g. Create an entirely new degree or certificate
        i. Note: new programs should first be discussed with the appropriate Dean as well as the Vice Provost for Academic Affairs as additional information is needed
2. Departments submit proposed curriculum change paperwork to Academic Systems using Smart Catalog. This initiates the electronic workflow for review and approval
3. Internal review and approval of curriculum change by the appropriate College Curriculum Committee
    a. If there are questions or concerns regarding the proposed curriculum change, the College Curriculum Committee can return the proposal to the academic unit for additional information
4. Academic Systems reviews proposed curriculum change for assessment of system requirements.
    a. If there are questions or concerns regarding the proposed curriculum change, Academic Systems will contact the academic unit for additional information.
5. Internal review and approval of curriculum change paperwork by appropriate University governance committee (UEC, GEC, UCC, PEC)
    a. If there are questions or concerns regarding the proposed curriculum change, the appropriate governance committee can return the proposal to the academic unit for additional information
6. Following governance committee approval, curriculum changes will be posted institutionally for a period of 10 days. If no demurrers during this period, Academic Systems will forward the curriculum change to the Office of the Vice Provost for Academic Affairs for approval. The Office of the Vice Provost for Academic Affairs will notify appropriate administrative offices:
    a. Admissions, Enrollment Planning and Management, and Marketing and Communications, notified of program change
    b. ICHE paperwork submitted for curriculum change (every December and May curriculum changes are submitted)
7. ICHE approval letters of submitted API changes received by the Office of the Vice Provost for Academic Affairs and then forwarded to the Graduate School, Enrollment Management and Planning, and Online and Strategic Learning as well as the appropriate Colleges and academic units.
8. The ICHE Academic Program Index (API) is cross-referenced annually in July with the Banner program inventory to ensure program alignment.

Historical Statistics

DEPARTMENT OF ARCHITECTURE FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender	24%	76%	22%	78%	26%	74%
American Indiana or Alaskan Native		3%			3%	
Black or African American		6%		6%		3%
Non Resident Alien						
Asian	3%		3%		3%	
Hawaiian or Other Pacific Islander						
Two or More Races		3%				
Hispanic	3%			6%		5%
Unknown						
White	18%	65%	19%	66%	21%	67%
Historically Underrepresented Race	6%	12%	3%	12%	6%	8%

COLLEGE (CAP) FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender	30%	70%	29%	71%	31%	69%
American Indiana or Alaskan Native		2%			1%	
Black or African American		3%		6%		4%
Non Resident Alien						
Asian	5%	3%	3%		2%	2%
Hawaiian or Other Pacific Islander						
Two or More Races		2%				
Hispanic	2%			3%		2%
Unknown						
White	23%	60%	26%	62%	28%	60%
Historically Underrepresented Race	7%	10%	3%	9%	4%	8%

Historical Statistics

BALL STATE UNIVERSITY FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender			52%	48%	53%	47%
American Indiana or Alaskan Native						
Black or African American			2%	1%	2%	2%
Non Resident Alien					1%	1%
Asian			4%	3%	4%	3%
Hawaiian or Other Pacific Islander						
Two or More Races			1%	1%	1%	1%
Hispanic			1%	1%	1%	1%
Unknown						
White			43%	41%	44%	40%
Historically Underrepresented Race			8%	7%	9%	7%

DEPARTMENT OF ARCHITECTURE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	33%	67%	37%	63%	30%	70%
American Indiana or Alaskan Native						
Black or African American						5%
Non Resident Alien						
Asian		7%				
Hawaiian or Other Pacific Islander						
Two or More Races						
Hispanic						
Unknown						
White	33%	60%	37%	63%	30%	65%
Historically Underrepresented Race		7%				5%

Historical Statistics

COLLEGE (CAP) ARCHITECTURE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	38%	62%	41%	59%	43%	57%
American Indiana or Alaskan Native						
Black or African American		2%			1%	1%
Non Resident Alien						
Asian	2%	2%	2%	2%	1%	
Hawaiian or Other Pacific Islander						
Two or More Races						
Hispanic		4%		2%		1%
Unknown						
White	36%	53%	39%	56%	38%	55%
Historically Underrepresented Race	2%	8%	2%	4%	4%	2%

BALL STATE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	57%	43%	56%	44%	57%	43%
American Indiana or Alaskan Native						
Black or African American	3%	2%	3%	2%	3%	2%
Non Resident Alien						
Asian		1%			1%	1%
Hawaiian or Other Pacific Islander						
Two or More Races			1%		1%	
Hispanic	1%			1%	1%	1%
Unknown			1%		2%	
White	52%	40%	51%	40%	50%	39%
Historically Underrepresented Race	4%	3%	5%	3%	6%	4%

Historical Statistics

2020 DELAWARE COUNTY CENSUS

					2020	
	F	M	F	M	F	M
Gender					51.80%	48.20%
American Indiana or Alaskan Native					.040%	
Black or African American					7.20%	
Non Resident Alien						
Asian					1.30%	
Hawaiian or Other Pacific Islander					0.10%	
Two or More Races					2.40%	
Hispanic					2.60%	
Unknown						
White					86.60%	
Historically Underrepresented Race					14%	

2020 INDIANA CENSUS

					2020	
	F	M	F	M	F	M
Gender					50.70%	49.30%
American Indiana or Alaskan Native					.040%	
Black or African American					9.0%	
Non Resident Alien						
Asian					2.60%	
Hawaiian or Other Pacific Islander					0.10%	
Two or More Races					2.20%	
Hispanic					7.30%	
Unknown						
White					78.40%	
Historically Underrepresented Race					23%	

STUDIO CULTURE POLICY at Ball State University Department of Architecture

Implementation

This policy affirms the shared goals and values for a productive and supportive educational environment in the Department of Architecture at Ball State University. The Studio Culture Policy is available to all members of the learning community at all times. The current policy is posted in all architecture studios, discussed each semester as part of the syllabus overview for all courses, and is available for reference online. Studio faculty will include the full text of the policy in their syllabus and at the start of each semester discuss the policy with their students as a means of establishing the shared community values it embodies. By using this policy as a guide in studio teaching and learning, the Department of Architecture encourages the symbiotic relationship of rigorous thought, free expression, mutually respectful discourse, and self-assessment that accompanies an intellectually diverse and inclusive learning environment driven towards excellence. The Studio Culture Policy serves as a complement to the Beneficence Pledge, holding all community members (administration, staff, faculty, and students) to an elevated standard of behavior and conduct. The policies outlined in this document serve as a minimum expectation of professional behavior.

Studio: A Learning Community of Inclusive Excellence

Studio education is at the heart of all academic activity in the Department. The studio is a cooperative educational environment that demands a passionate commitment to learning through thoughtful, productive, innovative, and consistent work effort. Studio is a laboratory that seeks to foster learning through experimentation and collaboration. It is where knowledge is applied, ideas are tested and challenged, beliefs are communicated, and analytical and creative confidence is fostered. Studio is an immersive and often collaborative experience that places students in a context that enables them to acquire knowledge from the faculty *and* from one another. Studio is a place where passion for focused exploration is paramount, and where confidence and critical introspection develop as a result. Studio is where self-driven curiosity and continual, mutually respectful engagement with peers leads to reciprocal cooperative learning and the creation of lifelong relationships.

All members of our collegiate community bear the responsibility of supporting our exceptional learning environment through the continued development of curricula and scholarship. Together, we create an intellectually diverse community of professionals committed to inclusive excellence. Every member of our learning community benefits from the diverse backgrounds, values, and approaches each member brings to the studio environment. The administration and staff provide the supportive structure for faculty and student accomplishment. The faculty acknowledge their vital role as leaders who provide students with an inclusive framework for learning and success. Students cultivate the quality of the studio culture through their work effort and mutually respectful support of colleagues in accordance with Ball State University's Inclusive Excellence Plan. The studio atmosphere should enable students to participate in co-curricular and extra-curricular activities that enhance the learning experience. To fully benefit from this unique learning environment, students must commit to establishing a rigorous work effort in the studio before, during, and after class hours. The ultimate objective for all students is self-discovery; developing a commitment to life-long learning, acquiring architectural knowledge, skills, values, and character traits that can propel their professional and life pursuits.

Actions Define Culture: Shared Responsibilities within Our Studio Culture

All community members are responsible for recognizing and respecting the diversity of thought and perspective among all members of the learning community along with respecting others' health, safety and welfare. In addition, the following points highlight the specific responsibilities of the department administration, staff, faculty, and students:

Department Administration and Staff are expected to:

- Consistently support and communicate the shared sense of mission and values amongst students, faculty, administration, and staff
- Lead in the creation of this cooperative learning community by modeling best behavior and character expectations
- Support and foster a diverse and productive educational community that celebrates integrity, respect, work-ethic, professionalism, scholarship, shared values and mission as well as individual responsibilities and initiatives

- Support and foster diversity of experience and learning through travel
- Support and foster opportunities for engaging the profession
- Encourage the aspirations of faculty and students to communicate to the broader international, national and university communities through teaching, scholarship, learning, and material accomplishments
- Establish transparent and reflective assessment methods to continually advance the Department's pursuit of excellence and effectiveness in its mission to educate professional architects

***Faculty are expected to**:*

- Consistently support and communicate the shared sense of mission and values amongst students, faculty, administration, and staff
- Lead in the creation of this community by modeling best behavior and character expectations and provide a role model for commitment and engagement
- Provide the necessary preparation to establish thoughtful and effective learning opportunities
- While offering ALL students equal opportunities for learning, foster development of skillsets, responsibility, work-ethic, and productivity to support each student in reaching their full potential
- Provide constructive and challenging feedback, focusing on the student and the collective learning environment
- Respect the need to balance studio experience within a broader context of learning, well-being, and a broad cultural awareness of our responsibilities in accordance with Ball State University's Inclusive Excellence Plan.
- Respect student participation in co-curricular and extra-curricular activities that enhance their learning experiences and well-being outside of studio hours

Students are expected to:

- Be responsible for developing the work-ethic, effective time management, proactive communication, and engaged design discussion, and substantive productivity required in the study and practice of architecture
- Exhibit full commitment of effort, full participation, and the development of significant work outside of studio class hours
- Foster the values of a shared, collective learning environment through sustained work effort, contributions to group discussions, respect for diverse viewpoints, cultural differences, and support of the work and ideas of classmates while recognizing patience, tolerance, humility, and empathy as important professional virtues in the exchange of different approaches
- Keep the studio environment safe and secure, and constructively respect each other's studio space, materials, and time
- Respect the acoustic environment of this shared space by limiting loud music/noises which might disrupt others' work
- Respect the goals and initiatives established by the studio faculty
- Recognize that since students are entering a profession invested in the protection of public health, safety, and welfare, with high standards of ethics, integrity, and professionalism, they must align their behavior with these standards

Evaluation & Improvement

The Department of Architecture consistently works to evaluate the success of this policy in creating an inclusive learning environment. This is accomplished through end-of-semester reporting (student course evaluations and faculty year-level meetings) and assessment of each section of studio (full faculty post-semester evaluation). The Department Chair meets with student representatives on a monthly basis and constantly reviews and evaluates the success of the studio culture policy. In addition, the regular meetings with the professional advisory board provide additional feedback.

Each fall by September 30th, the Department of Architecture Chair will appoint and convene an ad hoc committee to identify evolving concerns with the policy and suggest edits to address them. This committee will have any proposed revisions ready by February 1st of the following spring semester. All department stakeholders (students, faculty, staff, administration, and advisory board members) are eligible to be a voting member of the committee, if they confirm interest before September 30th and attend the committee meetings.

Supporting the Departmental Studio Culture Policy:

The Beneficence Pledge:
https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence

University Statement on Inclusive Excellence:
https://www.bsu.edu/about/inclusive-excellence

University Statement on Freedom of Expression:
https://www.bsu.edu/about/freedom-of-expression

Code of Student Rights and Responsibilities:
https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence

Faculty and Professional Personnel Handbook:
https://www.bsu.edu/web/facultyprofessionalhandbook

AIA Code of Ethics
https://www.aia.org/pages/3296-aia-code-of-ethics-and-professional-conduct

NCARB (National Council of Architectural Registration Boards)
https://www.ncarb.org/sites/default/files/Rules_of_Conduct.pdf

BSU Counseling Center - Mental Health and wellness resources:
https://www.bsu.edu/campuslife/counselingcenter

STUDIO CULTURE POLICY –
Approved Department of Architecture faculty, 4_24_2018;
revision approved by Department of Architecture faculty 7_27_2020
revision approved by Department of Architecture faculty 3_11_2021