Ball State University
Department of Architecture

Architecture Program Report for Fall 2020 NAAB Visit for Initial Accreditation

Bachelor of Architecture: 154 credits

Year of the Previous Visit: 2018 [initial candidacy] for professional Bachelor of Architecture program [2012 for existing "4+2" pre-professional + professional Masters of Architecture program]

Current Term of Accreditation:

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

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

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

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

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

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

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

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

Submitted to: The National Architectural Accrediting Board
Date: February 28, 2020

[blank]

Program contact information:

Program Administrator:
Andrea Swartz, Chair + Professor
Department of Architecture
Ball State University
Muncie, IN 47306
765.285.1904 / aswartz@bsu.edu

Chief administrator for the academic unit in which the program is located:
Dave Ferguson, Dean
R. Wayne Estopinal College of Architecture and Planning
Ball State University
Muncie, IN 47306
765.285.5863 / dferguson@bsu.edu

Chief Academic Officer of the Institution:
Dr. Susana Rivera-Mills, Provost and Executive
Vice President for Academic Affairs
Ball State University
Muncie, IN 47306
765.285.1333 / sriveramills@bsu.edu

President of the Institution:
Geoff Mearns, President
Ball State University
Muncie, IN 47306
765.285.5555 / gsmearns@bsu.edu

Individual Submitting the Architecture Program Report for Initial Accreditation:
Andrea Swartz, Chair + Professor
Department of Architecture
Ball State University
Muncie, IN 47306
765.285.1904 / aswartz@bsu.edu

Name of individual to whom questions should be directed:
Andrea Swartz, Chair + Professor
Department of Architecture
Ball State University
Muncie, IN 47306
765.285.1904 / aswartz@bsu.edu

Mailing address for UPS/FedEx:
Department of Architecture, AB 402
Attn: Andrea Swartz, AIA, NCARB
College of Architecture and Planning
Ball State University
Muncie, IN 47306

[blank]

Table of Contents

Section Page

Section 1. Program Description
9. History and Mission 7
10. Learning Culture 9
11. Social Equity 11
12. Defining Perspectives 12
13. Long Range Planning 16
14. Assessment 19

Section 2. Progress since the Previous Visit 23
Program Response to Conditions Not Met
Program Response to Causes of Concern

Section 3 Compliance with the Conditions for Accreditation
I.2.1 Human Resources and Human Resource Development 30
I.2.2 Physical Resources 49
I.2.3 Financial Resources 64
I.2.4 Information Resources 68
I.2.5 Administrative Structure & Governance 74

II.1.1 Student Performance Criteria 82
II.2.1 Institutional Accreditation 88
II.2.2 Professional Degrees & Curriculum 89

II.3 Evaluation of Preparatory Education 95

II.4 Public Information 97
III.1.1 Annual Statistical Reports
III.1.2 Interim Progress Reports (N/A)
III.1.3 Statement on NAAB-Accredited Degrees
III.1.4 Access to NAAB Conditions and Procedures
III.1.5 Access to Career Development Information
III.1.6 Public Access to APRs and VTRs
III.1.7 ARE Pass Rates
III.1.8 Admissions and Advising
III.1.9 Student Financial Information

Section 4 Supplemental Material 100

[blank]

I.1.1 HISTORY AND MISSION

Ball State University History + Overview

Ball State University is located in Muncie, Indiana and was founded in 1918 as the Indiana State Normal School, Eastern Division. The Ball brothers, a prominent Muncie industrial family who owned the Ball Glass Manufacturing Company, had acquired the land and buildings of a private normal school and donated the property to the State of Indiana. In 1929, the Indiana General Assembly separated the Muncie campus from Indiana State Normal School, naming the Muncie campus Ball State Teachers College in recognition of the beneficence of the Ball family. In 1965, the General Assembly renamed the institution Ball State University, recognizing the school's significant growth in enrollment and physical facilities, the variety and quality of its educational programs and services, and in anticipation of the much broader role the University would be expected to assume in the state's future. In 2018, the University celebrated its Centennial re-affirming the values founded by the Ball brothers that still guide the University today – excellence, integrity, social responsibility, respect and gratitude.

Ball State University is the fourth largest residential state supported school in Indiana. Muncie, approximately an hour's drive northeast of Indianapolis, has a population of approximately 67,000, many with connections to the University, which is one of the largest employers in the city. The 2019-2020 academic year began with 2,549 staff and 1,289 faculty (not including student employees and graduate assistants). Enrollment totaled 22,541 with students dispersed among eight academic colleges (excluding Graduate College and Honors College) enrolled in seven associate-level programs, 123 undergraduate degree programs, 76 masters-level programs and 15 doctoral programs. 59% of classes had enrollments of fewer than 20 students and a student-to- faculty ratio of 16:1. Approximately 89.4% of the University's new first-time freshmen are Indiana residents; however, all 50 states and the District of Columbia and 69 foreign nations are represented in the student body.

In-state undergraduate tuition and fees for 12-18 credits per semester in 2019-2020 was $10,140. Out-of-state tuition and fees was $26,920. Students in the College of Architecture + Planning also pay a $1,200 CAP fee. Roughly 80% of students receive merit-based and/or need-based financial aid with an average aid award of $5,000. The University provides on-campus housing for approximately 7,500 students.

Ball State University Mission

The University has gone through many changes during its first 100 years, yet the core values have remained unchanged. Beneficence is the icon that embodies the legacy of the Ball brother's generosity, and the Beneficence Pledge is the ethos of the University. 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."*

College of Architecture and Planning History + Overview

In 1965, when the state legislature approved the institutional name change to Ball State *University*, they also approved the development of the first state-supported architecture program, to be housed in the University's fifth (at that time) academic College; thus began the College of Architecture and Planning (CAP). The College received its first class of architecture students in the autumn of 1966. The founding Dean, Charlie Sappenfield, articulated the vision for the College as *"the College of Architecture and Planning will rank among the best schools in the country, its graduates highly desired in the professions, its influence felt among all our constituencies."* From its original location in three inter-connected Naval Reserve Quonset huts, the College moved to a new CAP building in 1972. A building expansion ten years later tripled the available space for studios and classrooms while adding a library, archives, computer labs, research spaces, fabrication labs; this building has been home to the College since then. In 2019, the Board of Trustees renamed the College R. Wayne Estopinal College of Architecture and Planning in recognition of a former trustee and architecture alumnus for his service and generosity to Ball State University. The early history of the college remains a foundational legacy of accomplishment, innovation, immersive learning, and success that CAP continues.

The College of Architecture and Planning's initial degree offering was a five-year professional Bachelor of Architecture, accredited in alignment with the first graduating B.Arch class of 1971. Between 1966 and 1980, two additional five-year professional undergraduate degree programs were added: the Bachelor of Landscape Architecture and the Bachelor of Urban Planning and Development. Three academic Departments were also established: Architecture (ARCH), Landscape Architecture (LA), and Urban Planning (PLAN). In 2017, the

Department of Construction Management/Interior Design (CMID) joined the College and CAP has grown its program offerings to include not only 5-year professional degrees, but also BS/BA undergraduate degrees, undergraduate minors, and multiple graduate degrees and certificates. CAP's unique reputation for design education excellence, and the overall quality of our students, are characteristics highly valued by the university. The College of Architecture and Planning consistently admits students with amongst the highest average GPA and SAT scores of all incoming freshmen.

With the original three departments and the addition of the new department in Construction Management and Interior Design, CAP's enrollment has grown. Currently there are approximately 172 students in the common first year program (for undergraduate architecture, landscape architecture, and planning programs), an additional 615 undergraduate degree students in ALL bachelor programs in the college, 87 graduate students in all programs, for a total of approximately 874 students.

To provide the education and support for these students, there are currently 74 faculty, and 12 exempt and 7 non-exempt staff in CAP (excluding Architecture Library Staff and Drawings and Documents Archive Staff). CAP is small enough for informal interaction and collegiality with an average studio faculty to student ratio of 13:1, yet large enough to provide students a substantial variety of expertise, and viewpoints, substantive of physical and intellectual resources, while fulfilling the University's mission to be student-centered and community-engaged.

First-year undergraduate students pursuing a degree in architecture, landscape architecture, and urban planning enter into the College of Architecture and Planning and spend their first year in a common, foundational year design program before applying for admission to one of the three Departments. The CAP First Year Program is one of the few such multi-discipline introductory design programs in the country and is a long-standing value in the College. At the end of the common first year (consisting of design studios; design communications; survey courses exploring the disciplines of architecture, landscape architecture and urban planning), all freshmen identify their discipline of choice and submit a portfolio and writing sample to the corresponding Department for admission review. Typical distribution of undergraduate students among the three Departments participating in the common first year is *approximately* 70% Architecture (70-80 students per year +/-), 20% Landscape Architecture, and 10% Urban Planning.

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

Department of Architecture History and Overview
The Department values its place in a College of Architecture and Planning with programs in the allied design and construction disciplines. The Department offers professional degree programs for students in architecture and historic preservation. As the only state-supported accredited professional architecture program in Indiana, the Department has maintained a strong reputation around the state and region. The B.Arch program (1971-2006) was nationally recognized in Design Intelligence and was the most frequently referenced architecture program in Building Community: A New Future for Architecture Education and Practice by Ernest Boyer and Lee Mitgang (1996). Alumni have excelled in diverse professional contexts, hold positions of leadership in firms around the world, are leaders in professional organizations such as AIA and NCARB, and are well-respected as a result of their professional preparedness, diverse interests, confident entrepreneurship, and community commitment.

In 2006, following 40 years of the successful Bachelor of Architecture professional degree program, the Department transitioned to offering an accredited "4+2" M.Arch for students with a "pre-professional" undergraduate degree in architecture, and a 3+ M.Arch for students with no or limited architecture background. The undergraduate portion of the 4+2 maintained the rigor of the former B.Arch degree. The first M.Arch class from Ball State graduated in 2008. The initiation of the M.Arch followed eight years of study of peer institutions.

M.Arch graduates of our program have also gone on to success. Of significant note, the department's NAAB accredited degree programs (B.Arch and subsequent M.Arch) have always received the maximum NAAB accreditation term since the original accreditation in 1971.

As a state-supported school, we are fully committed to addressing our student demographic – primarily Indiana and mid-western students, students committed to the pursuit of architecture, who often have limited financial resources. In 2016, with the full support of the university and state, the Department once again initiated a undergraduate five-year professional degree option in addition to the 4+2 to effectively address the needs of all our students. This B.Arch path appeals to many students interested in pursuing professional registration, while also being a degree format that supports their educational diversification or specialization at the graduate level. The Department, while recognizing that this B.Arch degree will impact the enrollment numbers in the M.Arch degree program, also believes that both degrees have the potential for excellence and we are committed to that result. The BA/BS pre-professional undergraduate degree path will remain for students considering graduate professional education at Ball State (or at other institutions).

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

- Creatively Confident
- Intellectually Independent
- Professionally Prepared
- Locally Engaged
- Globally Aware

The Department's 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."*

I.1.2 LEARNING CULTURE

The history of CAP demonstrates a long-standing commitment to providing an excellent education in the environmental design disciplines, resulting in exemplary academic and professional preparation of our graduates. The College's pursuit of excellence centers on the critical and responsive design education all CAP students receive with curricula supporting tenets of **multi-disciplinary** experiences; the vital importance of **environmental stewardship**; diverse **applied learning** opportunities (often community based); and meaningful **professional engagement**. CAP's tradition and expectation of educational excellence is also the foundation of the learning culture in the Department of Architecture; the Department's pedagogy additionally seeks to offer an education that develops character attributes in our students, encouraging their pursuit of life-long learning. The connection between students and faculty is close and supportive. Faculty believe in the importance of mentorship in support of the student's journey into the profession.

Learning Environment
The learning environment of our Department embodies the values and behaviors of a diverse set of students, faculty, and staff who nurture the programs, curricula, events, and experiences that are the Department. With shared values of academic excellence, rigorous expectations for design thinking and process, belief in the essentialness of an excellent work ethic and productivity, and the support of individual growth and accomplishment as a collective goal for a rich community, we believe our professional programs empower our students. The Department faculty encourage our student's responsibility to "own" their education and individual aspirations, while at the same time providing them opportunities and encouragement to contribute to the collective educational community (for instance, upper-year students mentor and assist lower-year students with design reviews, software tips, and fabrication methods). This fosters accountability as well as leadership in our students, fostering the professional attributes that that will serve them well.

Our Department and College affirm the value of small lecture and studio sizes to enhance the learning experiences of our students. Studio in the undergraduate architecture program is $\leq$15:1 (student: faculty) in the second year, gradually reducing to about 13:1 in the upper year levels. This ratio is viewed as essential for meaningful student to faculty interaction and the pursuit of design excellence. Lecture classes typically range

from 23 to 42 students per section, and undergraduate seminars and electives from 10 to 15 students, again in the belief that smaller student cohorts will enhance student learning experiences. All studios are faculty-led (no GA's) as are all lecture courses; graduate assistants are used only as supplemental resources for undergraduate students.

Studio instructors, particularly in the early years, are selected for their passion for design teaching.
The evolution of each individual student into a well-rounded architecture graduate and, ultimately, to a professional leader is achieved through a variety of educational methods, the core of which is the studio. The studio is the learning environment at the heart of all design programs in CAP. Studio is viewed as a context where students are able to learn from each other and from the faculty by actively pursuing design investigations that have no 'right' answers but that demand focused, dedicated work effort, collaboration, rigorous inquiry, critical thinking, and productivity. Studio is viewed as a laboratory for learning, where effort is paramount, failure is a part of success, curiosity and creative confidence are developed through practice, intellectual independence is formed, and where respect and professional integrity is paramount. Collective success and teamwork are valued just as much as individual accomplishment. See the Department's studio culture policy that affirms these values.

Diversity of Thoughts, Values, and Approaches
The Department of Architecture has a reputation for providing strong design and practice-centered programs. The Department supports the value of diverse instructional points of view to expose students to a wide range of ideas, design values, process methods, and ultimately career trajectories. Faculty hired to teach in the Department embody a diversity of architectural 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.

While diverse design methods, approaches, and beliefs are engaged by different studio sections, all sections affirm commonly shared learning objectives, benchmarks, performance criteria, and learning outcomes. Studio-wide design competitions are used to establish a common threshold of expectations as students move from second year to third year, and third year to fourth year. 4th year and 5th year B.Arch studios are rigorously coordinated in delivery and results. The Department strives to provide meaningful learning opportunities, with a consistently rigorous curriculum that is often connected to real-world experiential learning as well as theoretically rich considerations, preparing students for accomplishment in their aspirations.

Multi-disciplinary Collaboration
The Department's place in a College of Architecture and Planning alongside the Departments of Landscape Architecture, Urban Planning, and Construction Management/Interior Design, provides the opportunity to offer interdisciplinary opportunities at appropriate and multiple points throughout the B.Arch program. This starts in the first year and extends through the fifth year of the B.Arch program. Multi-disciplinary teamwork is a reality of the environmental design and construction professions; we affirm the importance of collaboration as a pillar in our learning community. The CAP Lecture Series and Exhibitions (Section 4 – File A in Box) bring in a range of experts from the different disciplines. Additionally, undergraduate architecture students with construction management students and faculty compete in regional design build competitions including the Associated Schools of Construction (ASC) Competition, the Design Build Institute of America's (DBIA) National Student Design Build Competition, and (aspirational) National Association of Home Builders (NAHB) competition. Fifth year B.Arch students are encouraged to seek faculty thesis advisors from ANY college department; and students are encouraged through curricular structure to consider a minor course of study either within or beyond CAP. Currently 46.8% of our undergraduate architecture students pursue a minor (Section 4 – File B in Box).

Professional Engagement
The Department and College actively promote interaction between our students and professional architects; another pillar of our learning environment. Professionals consistently serve on design reviews; professional practice related courses bring a diverse array of practitioners into the classroom (face-to-face or electronically); an active and engaged Professional Advisory Board interacts with students in the Department twice a year; and the Department supports student engagement in local, state, and regional AIA events. Our AIAS chapter is very active in affirming these positive relationships as well. Twice a year, that group sponsors a "firm crawl" of architecture offices in Fort Wayne and Indianapolis. The Young Architects Forum (YAF) in Indianapolis often comes to Ball State to meet with our students and discuss aspects of the profession with them.

Travel Learning
The Department and College encourage our students to participate in co-curricular and extra-curricular activities that provide enhancement of studio learning; we value travel as learning. The College annually identifies a week in the fall when students and faculty of the College go on field trips to different parts of the country, Canada, and sometimes other parts of the world such as Italy, Spain, and U.K. (Section 4 – File C in Box). CAP'S Field Trip Week (fall semester) is often linked to research for studio projects as well as engaging architectural firms, alumni, and other schools of architecture. Trips per year level address a range of budgets, providing the students some choice to accommodate different financial situations. The college is currently fund raising to support more accessibility as alumni prioritize their travel experiences as being a valued part of their CAP education. The College also 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.

Applied Learning
Students participate in immersive, community-engaged projects that support local initiatives while also addressing curricular objectives. These community based projects provide students the opportunity to apply their educational lessons to real issues, foster their abilities in communication and listening, provide new perspectives on building realities, and allow them to experience the tangible impact of their work on communities. Ball State University has a strong reputation for encouraging students to apply their lessons to real-world scenarios; our programs have frequently been supported through support funding from Ball State's Office of Immersive Learning.

I.1.3 SOCIAL EQUITY

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 2019-2020 University 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 2017 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 Ball State University. The EEOC policy is on page 89 of the 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 an 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.

Student Expectations for Inclusive Excellence
Ball State University's Code of Student Rights and Responsibilities outlines students' obligations regarding

respect for all citizens who make up the diverse community of our University. The Office of Inclusive Excellence also provides programs, scholarships, courses, and other support for students. The University's Diversity Statement is provided on ALL syllabi, affirming the importance of diversity and inclusivity and provides access to resources in the event of a bias incident. In addition to the Office of Inclusive Excellence resources, the Office of Student Affairs offers additional resources for all students.

Department of Architecture Social Equity Tenets
The Department of Architecture's cultural ethos, mission statement, and detailed coursework emphasize respect for diversity and the value of service as essential components of architectural education. The culture of learning, recruitment of minority students, faculty, and staff, and engagement between academy and community, strives to import lessons of social equity. Required coursework in Social and Environmental Justice in Design is part of all architecture degree programs. Many department faculty are engaged in outreach initiatives in local neighborhoods and community schools in our collective effort to connect the potential of a design education with local youth of all races and genders. Current CAP students and faculty travel to inner-city schools in Indianapolis to discuss the higher education programs in our College and encourage application to CAP. Also, department and CAP faculty regularly invite secondary and primary school programs into the College to see the programs and resources here, and when possible participate in mini-design "workshop" experiences with faculty and students. Additional recruitment programs, specifically designed to target diverse student populations, are employed by the College (Section 4 – File D in Box).

Undergraduate Student Enrollment Profile and Diversity Recruitment Efforts
In early September (2019), the university noted the diversity and academic excellence of the overall incoming class of students: *"This year's freshman class is the most diverse in Ball State's history with 23% identifying as underrepresented minorities. The freshman class is also academically well prepared with a median high school grade point average of 3.53 and 76.4% holding an Academic Honors Diploma."* (BSU news archives). New first-time freshman at CAP for Fall 2019 CAP shows an undergraduate student gender distribution of approximately 58% male, 42% female; with a minority representation of approximately 21% (Section 4 – File E in Box or New Student Profile Fall 2019 online).

Current undergraduate data on gender and racial diversity for the Department of Architecture shows an undergraduate student departmental gender distribution of 62% male, 38% female and a graduate student gender distribution of 63% male, 37% female. Racial distribution in the department's undergraduate program is 26.4% minority and in the graduate program is 18.8% minority (Section 4 – File E in Box). The number of minority students in the undergraduate programs has increased significantly over the last eight years. While the Department of Architecture does not directly recruit freshmen applicants into our undergraduate program (students enter through CAP's common first year program), the overall pool of minority students in CAP first year has increased, and more (as a result) are in our programs. The University's Office of Admissions has an aggressive plan to recruit students from diverse backgrounds, initiating a "test-optional" application for applicants that began fall 2018. Admissions staff are emphasizing more visits to schools with 50% or more minority student enrollment and participation in more college fairs or other venues promoting the attendance of underrepresented students. The Office of Admissions' aim is continued strengthening of diversity recruitment and yield programs.

I.1.4 DEFINING PERSPECTIVES

A. Collaboration and Leadership

The Department of Architecture at Ball State provides multiple opportunities to develop our students' collaboration and leadership skills. Student's collaborate on course assignments and studio projects at different points in their education. This entails establishing an effective balance between developing a student's individual disciplinary knowledge while also providing opportunities for teamwork and collaboration, including multidisciplinary educational experiences. Architecture coursework and studio projects integrate teamwork into the pedagogy. This develops the abilities of students to coalesce different perspectives into common pursuits and learn from each other.

Multidisciplinary collaboration, a defining value of our Department and College, is introduced in the CAP First-year Program with reinforcement at the upper year-levels. All students in the first year of our undergraduate programs are required to take introductory courses in Architecture, Landscape Architecture, and Planning; a requirement designed to expose them to the different professions AND facilitate their decision as to which degree to pursue at the conclusion of the first-year program. In addition to this curricular exposure to diverse

disciplines, students maintain contact with their colleagues from the other disciplines throughout their undergraduate education.

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). Additionally, the college supports two student publications: *Glue* (college-wide student work and guest lecture interviews) and *Aggregate* (department of architecture work) that are totally student-led efforts. The Chair's Student Council is comprised of student organization leaders as well as elected class representatives from each year-level of the program. These students meet monthly with the department chair to discuss departmental and student organization initiatives. These experiences serve to develop architects who are poised to become leaders in the profession who are engaged with their communities.

B. Design

The Department values the design studio as the heart of the curriculum where a diversity of viewpoints and approaches is fostered and stitched together by shared program values of sustainable practices, social justice, community-engagement, professional experiences, applied learning opportunities, and the tectonic/technology informed craft of architectural design. Design is seen as an iterative and integrative process, led by values, informed by research, tested and shared through clear communication. As seen in the Bachelor of Architecture curricular map, lecture courses in technology, communication, history, and theory, are positioned early in the program's curriculum to establish foundational knowledge and dialogue. Learning in these multiple threads is then woven into the design studios with advancing levels of competency.

All students in a year-level cohort take lecture courses at the same time as they move through the studio sequence, thereby facilitating the integration of content from these courses with the explorations, research, and discussions undertaken in the design studio. Teams of faculty (studio and all aligned courses) at each year level are formed to facilitate the curricular overlay between studio and lecture/seminar courses. Core support courses in the second and third undergraduate years provide students the knowledge and curiosity to assimilate into their own design values and process methods during their design studio experiences.

Third-year studios are the pedagogical pivot for transitioning from foundational design process methods and awareness of history/theory, representation, and technology to application and integration of these lessons into more complex design questions and solutions. The fourth-year studio of the B.Arch program emphasizes architectural design explorations requiring integrated evaluations and decision-making. Project assignments at that year level are framed to require demonstrated consideration and integration of varied design issues. Simultaneous support classes in professional practice and structural systems are coordinated with this studio. The required internship experience allows students to gain knowledge and skills from a practice environment.

The final, fifth year of the Bachelor of Architecture program, encourages students to synthesize their foundational knowledge of technology, culture, and practice, and discover their own architectural research and design voice. Prompted to reflect upon, assess, and articulate their individual design values throughout their education and during their internship, this consideration manifests during their final year of design studio and related coursework. In the fall semester, they delve into research and programming methods specific to their thesis interests, developing contextual knowledge that will propel their thesis design exploration. In their final semester, having clarified their thesis, program, site, and aligned design objectives at monumental through intimate scale, they pursue a design inquiry concerning the making of place, resulting in a well-defined, idea driven, architectural exploration that is integrated into a well-conceived site design. This individually defined work is fully documented from research to programming to site analysis to design process to final result. Their design efforts this final year in the program, and in the preceding years of their architectural education, embodies a tapestry of analysis, questioning, investigation, research, knowledge acquisition, experimentation, curiosity, visualization, representation, communication, discussion, craft, and discovery.

C. Professional Opportunity

The Department affirms the importance of connecting our students with the profession, allowing them to relate their coursework to their emerging professional goals, forging a successful path to professional licensure. Because of this pedagogical value, the architecture program is "professionally aware" in both coursework and culture. ARCH 320, Introduction to Professional Practice, is taken in the fall of all students' third undergraduate year. The first of two required 'professional practice' courses in the Bachelor of Architecture curriculum (and the

only required professional practice course in the BS/BA program) this is taught by a tenure-line faculty who also serves as the Department's Architecture Licensing Advisor (ALA) and Internship Director. This introductory course is structured to provide the students with awareness of diverse practice and business models in the architectural profession and related fields. This course includes analysis of diverse roles and relationships with key stakeholders in the architectural profession and allied disciplines via invited guest lecturers, panel discussions with professionals, case study analyses, mock practice scenarios, and student consideration of business plans. Students develop a portfolio that embodies and communicates their work product during their education, and the values that propelled that work. Students also are asked to identify firms that engage design issues aligned with their own. The curricular location of this course is intended to facilitate each student's consideration of their unique professional ambitions and the best academic path toward that goal – either a professional undergraduate degree (B.Arch), a pre-professional "major" in architecture (BA/BS), and/or the potential pursuit of a graduate degree in architecture or other discipline. This course also re-introduces students to NCARB's AXP and the paths toward licensure, information initially shared with students when they "declare" their interest to pursue an undergraduate degree in architecture after their "common" first-year in CAP.

The Bachelor of Architecture program requires a professional internship in the 4th undergraduate year. ARCH 455 is a zero credit, required, paid, semester-long (fall or spring plus summer potential) work experience with a licensed architect or allied design professional. To assist students seeking positions, CAP's Executive Coordinator of Professional Initiatives organizes a yearly job/internship fair in the college during spring semester to connect students with potential employers. The most recent fair in February 2020 had 65 architecture-related firms (out of over 83 total firms) visit, all of whom were looking for interns or graduated architecture students (Section 4 – file F in Box). This Coordinator of Professional Initiatives, working with the department's Internship Director, just initiated a fall firm/student interview "fair" in fall 2019. This effort specifically targeted 4th year students seeking spring 2020 internships; we will continue this. Both (fall/spring) fairs provide students opportunities to connect with interested professional firms for summer, fall, and spring internships, as well as post-graduation employment. Students are also encouraged to connect with faculty members for advice regarding internship aspirations, and/or network with alumni, professionals, reviewers, or lecturers. The job fair is also expanding its role to help prepare students with the soft skills necessary for successful interviews and employment. In addition to portfolio and resume development (part of required coursework for ARCH 320), the University's career center helps students prepare for their work futures.

While the department and college support the job-seeking process (portfolio and resume preparation, professional network connections, job postings) ultimately it is up to the student to secure a position in the firm of their choice. Once employed, this internship experience is overseen by a faculty Internship Director who frames structured/required mentorship interactions between student and their professional mentor in the office. The internship provides the student lessons regarding stakeholders, professional teamwork, project management, business practice, legal responsibilities and professional conduct, and ensures that students connect with professional practices as a formal aspect of their education, providing work experience prior to graduation (Section 4 – File G in Box). Students can also choose to work full-time for a related non-profit (Habitat for Humanity) with AXP supervision from a faculty member who is NCARB certified, and the Internship Director.

The Department values and supports student participation in professional organizations, typically stemming from the student organizations (AIAS, NOMAS, EGB). The Department's AIAS chapter is traditionally an active voice in the Department's (and CAP's) culture. AIAS Leadership (along with the faculty mentor) organizes student opportunities for professional engagement for all students including 'firm crawls' (both fall and spring semesters) in adjacent metropolitan areas of Indianapolis and Fort Wayne; supports student participation in AIAS Quads and Grassroots and activities with the Indianapolis chapter of the Young Architects Forum. The department financially supports student engagement in professional AIA activities.

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

D. Stewardship of the Environment

Environmental stewardship is a pillar of our College and Department ethos as evident in our strategic plan. The Department recognizes the significant impact of architecture (and the allied environmental design disciplines) on the future health of our world, and local to global communities. Environmental stewardship defines the concern that will most dramatically influence our students' professional careers. We, therefore, affirm our responsibility for preparing students to become architects who meaningfully contribute to the world's environmental health, and this topic frames our responsibility in shaping an effective educational experience. The curriculum, faculty, and culture of the program strive to provide the knowledge and values that will develop individual abilities to effectively collaborate with others to make positive advances in the complex, interconnected problems of global environmental wellness. Design decisions integrating the influence of energy consumption and production is a component of the third-year studios and environmental systems courses. First introduced in second year, and reinforced in third, fourth, and fifth years, design studios require the integration of environmental strategies to minimize carbon footprints. The Department supports the University's Minor in Sustainability and the student group Emerging Green Builders (EGB/USGBC) and an ASHRAE student chapter; both are active in the school and provide opportunities for students to engage environmental concerns beyond the classroom. 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, Professor Robert Koester, is a faculty member in the Department teaching in third and fifth year Bachelor of Architecture studios. 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.

Finally, 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 country and an excellent educational resource that is discussed and toured by all our architecture students in ARCH 373 Environmental Systems 2.

E. Community and Social Responsibility

The Department is committed to providing an education connecting students with community and social responsibility. Our Strategic Plan includes goals dedicated to supporting community and social responsibility, particularly through community based projects. The interdisciplinary CAP first year curriculum introduces students to these concerns as critical aspects of all the design disciplines. First year students and faculty share in several community volunteer days, participating in activities such as cleaning the White River – a unique community asset. For architecture majors, the impact of design on issues of social and environmental equity is embedded in a required 2nd year course: ARCH 251 – Social and Environmental Justice in Design. This course further develops student awareness of the social context for design, the necessity for the ethical practice of architecture, and the influence society and cultural issues have on the whole of architecture past, present, and future. 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.

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

Our Studio Culture Policy affirms the importance of ethical behavior for architecture students and the

importance of their individual contribution to our collective educational community and, ultimately, the ethical responsibilities architects have in their professional service to communities around the globe. The Freedom by Design student group emphasizes community service to improve the lives of local residents; ecoREHAB is a department faculty initiated non-profit involved in turning abandoned properties into affordable housing with student participation. Students are also active participants in local Habitat for Humanity efforts, most recently contributing to the designed renewal of the 8twelve Neighborhood Coalition. Muncie Makes Lab, a downtown Muncie BSU/CAP-owned building, as well as MADJAX, are places where students and faculty share their work with the community during the city's monthly First Thursdays. As the Boyer Report advocated for over twenty years ago, 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've continued this pursuit.

I.1.5 LONG RANGE PLANNING

In the spring of 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 new 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 then began to prepare (spring 2019) their own strategic 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 shape our collective pursuit to provide an exemplary professional education to our students:

Core Values: established culture of excellent, innovative, 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 a new strategic plan in collaboration with faculty, student, and stakeholder ideas and input. The department's resulting strategic plan (Section 4 – H) 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 Coordinator is currently reviewing progress on these action goals for reporting to the university (Section 4 – File H in Box). 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 undergraduate Bachelor of Architecture degree program and align with strengthening our identity detailed in our defining perspectives: collaboration + leadership; design; professional opportunity; stewardship of the environment; community and social responsibility. Specifically:

- ***Collaboration + Leadership*** *– culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.* Departmental action plan priorities under Goal 1.5 of Strategic Plan - Integrate multi-disciplinary student experiences in studios; establish opportunities AND funding to consistently integrate other disciplinary expertise into undergraduate studios
- ***Design*** *– developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value*. Departmental action plan priorities under Goal 1.3 of Strategic Plan – Increased emphasis on writing as integral part of a successful design process; increasing student participation in community based applied learning experiences with community partners; integrate multi-disciplinary student experiences in studios; and Goal 4 – use Design Innovation Fellowship program to attract innovative, cutting-edge researchers in the discipline of architecture.
- ***Professional Opportunity*** *– educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.* Departmental action plan priorities under Goal 2.3 of Strategic Plan -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 student as well as the working professional (micro-credentialing); identify (eventually provide) micro-credentialing opportunities in programs. Goal 2.4 - Explore potential to offer professional development courses (such as distance asynchronous education and IPAL seminars for registration exam preparation); Part of Goal 1.6 support internship program's reach/diversity; initiate internships with community service organizations; increase job fair participation, and provide portfolio prep assistance.
- ***Stewardship of the Environment*** *– developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.* Related departmental action plan priorities under Goal 1.4 of Strategic Plan - Consistently integrate environmental stewardship in design studio experiences at all year levels; establish one NET ZERO design exploration for all UG students; Goal 3.2 - Undergraduate and graduate studio design + build (solar decathlon local build) program – connect with

Muncie (undergraduate) and Indianapolis near eastside neighborhood (graduate).

- ***Community and Social Responsibility*** *– developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional member of society and to act ethically on that understanding.* Related departmental action plan priorities under Goal 3.1 of Strategic Plan: 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. Goal 3.2 Undergraduate and graduate design + build program – connect student work effort with Muncie and Indianapolis communities; Goal 3.3 – first Thursday participation showcasing CAP student and faculty work. Part of Goal 1.6 - Increase student participation in outward focused applied learning experiences with actual community partner(s) – minimum one consistent opportunity in UG professional curriculum; increase opportunities for undergrad students to experience different cultures and communities both local and study abroad.

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 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 Coordinator 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 (Section 4 – File I in Box).
- **Faculty:** Program trajectories and improvements are discussed in bi-monthly faculty meetings. The Department encourages faculty participation and leadership in ACSA, AIA and NCARB organizations as a means to keep current in issues faced by architectural education and practice, consistently striving to offer support for faculty development to keep our planning objectives relevant and current to the ongoing and evolving discourse in the discipline.
- **Students**: Monthly meetings between the Department Chair and student council are used as an opportunity to share current events, program/building concerns, and longer term discussion topics. Issues raised by students can be discussed further with faculty.
- **Professional**: The Department's Professional Advisory Board includes accomplished architects and related professionals, alumni and non-alumni, that have a vested interest in the success of the program meet bi-annually to identify strategic areas of interest. Sub-committees are formed to facilitate focus sessions addressing issues of potential and/or concern in the programs.
- **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 propose plans to address needs identified in the VTR.

I.1.6 ASSESSMENT

A. Program Self-Assessment

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 imbedded in successfully accomplishing our strategic plan. Annually, the college's Assessment and Accreditation Coordinator 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 is included in Section 4 – File H in Box. 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 next meeting. 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 products that demonstrate accomplishment of assigned NAAB SPCs. 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 student performance criteria addressed in that class as identified on master syllabi, explore opportunities for connections between courses. Clarity and collective agreement on overall objectives as shared by all faculty is the goal. Faculty teaching in studio sections at each year-level are being asked to share project descriptions and grading rubrics as a way to make assessment of diverse project explorations more consistent in light of the assigned SPCs. 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.

NAAB Annual Reports and accreditation visits provide the most significant opportunity for self-assessment, prompting changes and enhancements to the architecture program. The most recent NAAB accreditation visit for our accredited 4+2 M.Arch program indicated deficiencies in areas of professional practice education. One resulting action to address that assessment was to add an Introduction to Professional Practice course (ARCH 320) into the third year of the undergraduate program to further address the student learning outcomes in that area. This course is also strategically located in the BS/BA + B.Arch program to facilitate student decisions on their personal professional path trajectory. Both professional programs (B.Arch + M.Arch) have an additional professional practice course later in the curriculum.

The recent NAAB candidacy visit, preparation of the APR-IC, team room, and resulting Visiting Team Report also provided multiple opportunities to assess the current program offerings. Clarification and consistency of effective pedagogical methods to address student performance criteria is an ongoing discussion at 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 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.

Curriculum Committees – the department supports two separate curriculum committees, one for undergraduate and one for the graduate program. (See more detail in section B. below.)

Chair's Student Council has representation from each year level as well as student organization leadership. Students meet with the Department Chair on a monthly basis to 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.

College's Accreditation and Assessment Coordinator 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 (Section 4 – File 11 in Box). 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 (Section 4 – File 11 in Box) 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, he 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 + 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.

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.

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 (Section 4 – File 6 in Box) 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 work-force; what we are overlooking, and what we might need to consider further for incorporation into our unit planning.

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.

B. Curricular Assessment and Development

Department, College + University Curriculum Committees – Membership, Roles, 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 is the Undergraduate Program Director. The professional Undergraduate Advisor for our department, Julie Maugherman, 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

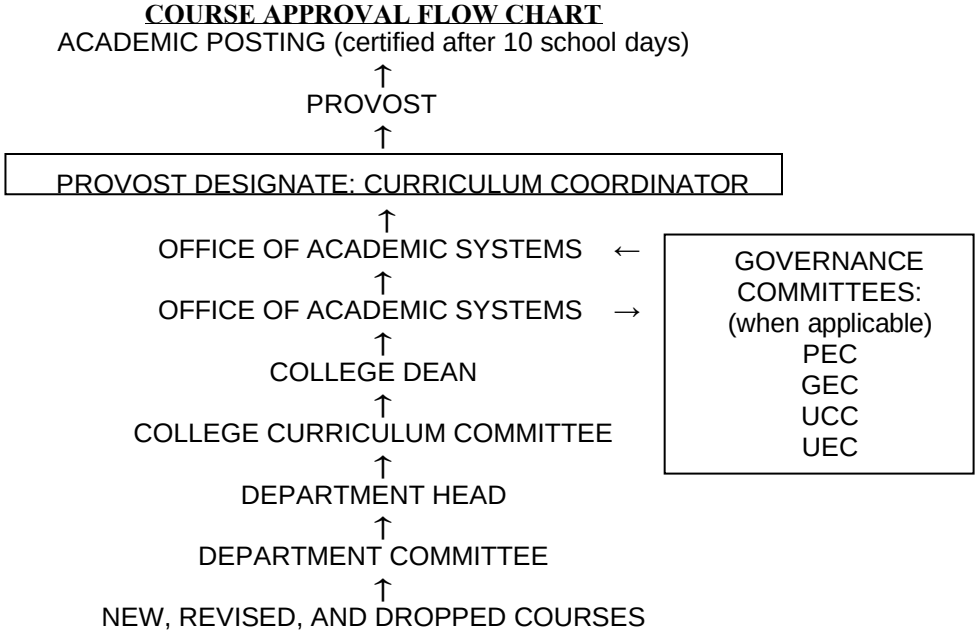
The collection of self-assessment information as described above in Program Self-Assessment, is used to set curricular agendas and initiatives. Through discussion with department faculty, this process for curricular assessment and development is guided by the Department Chair in concert with the elected 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 on next page.

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.

Course Approval Flow Chart follows:

COURSE APPROVAL FLOW CHART



SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

Initial Candidacy Visiting Team Report [Nov. 3-6, 2018]

In fall 2018, the NAAB team visited to assess our B.Arch's application for Initial Candidacy. The team concluded that "*the program has made substantial progress towards their Plan for Achieving Initial Accreditation*." At that time fall 2018, coursework in years one through three of the program had been offered to the first cohort of Bachelor of Architecture students who will graduate this Spring (2020). The VTR-IC notes, *It is clear the program enjoys the full support from administration, faculty, staff, students and the professional community toward the shared goal of re-establishing a quality B.Arch degree program. With the already established M.Arch degree program, Ball State University and CAP already have many if not all of the financial, physical, human, and other resources in place that will be necessary for this additional B.Arch program. With new curricular and coursework review models in place, it is clear the faculty and leadership are putting this new program on a course for success. (p. 2 VTR-IC)*

The VTR-IC did not identify any "Not Met" conditions. but did identify 16 "**Not Yet Met**" Student Performance Criteria. As these SPC were primarily or partially emphasized in coursework that hadn't yet been offered, the team concluded, however, that "*the program appears on track to address all required NAAB student performance criteria (SPC) and all other NAAB Conditions for Accreditation by the time of their anticipated Initial Accreditation visit, currently slated for the Fall of 2020 in their Plan for Accreditation*." (p. 4)

Additionally, there was team commentary in the report that will also be referenced and discussed. In the introduction to the IC-VTR the team notes that *"one issue the team did discover in reviewing the coursework identified to evidence SPC outcomes, is that in some cases not all sections of a course demonstrated student achievement at the prescribed level. The team encourages the program to find ways to coordinate SPC and learning outcomes to ensure that all students are able to demonstrate the required level of achievement." (p. 4)*

Program response: The department faculty have discussed this observation, recognizing the need for consistency in student learning outcomes. The department is addressing this observation address through more systematic pre-semester and post-semester year-level faculty review of plans and outcomes. Faculty review the assigned SPC's, share effective methods for addressing the SPC's, as well as discuss and assess student work examples from different sections of the same course relative to the demonstrated student learning outcomes. Faculty also affirm the shared belief that the diversity of faculty approaches to teaching, when extended over the full course of the students' architectural educations, provides them with a greater breadth of opportunities to discover their own values and voices within the vast tapestry of our discipline.

Section IV of the Visiting Team Report reviews compliance with the 2014 Conditions for Accreditation.
Part One: Institutional Support and Commitment to Continuous Improvement
Section I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

While the Visiting Team Report noted the Department of Architecture's Studio Cultural Philosophy document *"explains the importance of the school's community of learning, value of studio, adaptation & evolution, iterative work, and time management"* along with the roles and responsibilities of all community members, the team also noted: *"The Studio Culture Philosophy document does not include plans for implementation, dissemination, evaluation, and continuous improvement. Although recently approved in the spring of 2018, most students were not aware of the document at the time of the visit."* (p. 6)
Program response: studio culture policy is currently being reviewed and revised to address the process of implementation, dissemination, evaluation, and continuous improvement.

Additionally the VTR-IC notes that although *"the department provides robust opportunities for students to participate in extra-curricular activities including student chapters of professional organizations, annual studio field trips, trips hosted by student groups, design competitions, social events, guest lectures and exhibits,"* discussions during the team's visit also revealed that *"some students cannot afford the added cost associated with studio field trips and must make alternative plans to study on their own locally while their classmates and faculty are away during field trip week. This inequity causes concern within the CAP community."* (p. 6)
Program response: This is a continuing concern in the department and college. In some year levels (3rd and

4th) field trips during the fall semester are varied and faculty discuss lower-cost options as part of the offering to all students. Students can participate in other studio section field trips if cost is an issue. Additionally, the College Executive Advisory Board (Dean's office) has initiated a fund-raising campaign to provide financial support to students who wish to travel but are unable due to their financial situation.

Section I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.
In this section, the NAAB Initial Candidacy Visiting Team Report for noted a concern that *"The school of architecture faculty espouse diverse academic interests but the racial and gender composition of the faculty is less than would be expected from the policies presented. The university has developed faculty search procedures that encourage more diverse applicant pools."* (p. 7)
Program response: The department, with university support, advertises all job postings in a diverse array of venues that connect with academic organizations that represent under-represented groups. Our current faculty search (two tenure line positions at the rank of Assistant Professor) has a diverse pool of candidates, several of whom were shortlisted. We are committed to addressing this issues. Also, strategic full-time contract faculty hires over the last few years have also addressed this issue.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM – CONDITIONS FOR ACCREDITATION
SECTION 1 – Student Performance – Educational Realms and Student Performance Criteria
The following 16 SPC were assessed by the Visiting Team as "Not Yet Met":

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media both with peers and with the general public. ***[X] Not Yet Met***
VTR-IC COMMENT: *2018 Team Assessment: Evidence of student achievement at the prescribed level for representational media was found in the ARCH 263: Digital Design and CAP 162: Design Communications Media 2 coursework, however the team did not find evidence of the ability to write and speak effectively in the student work presented for either course (no writing or verbal presentation work was presented). The program's SPC matrix also identifies ARCH 403: Architecture Design Studio (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.*
Program response: The department, through discussion with faculty, revised the assignment of this SPC to **ARCH 320** Introduction to Professional Practice, **ARCH 424** Research + Programming Methods and **ARCH 404** Architecture Final Project Studio.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards. ***[X] Not Yet Met***
COMMENT: *2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in the ARCH 263: Digital Design coursework. The coursework presented demonstrates the use of abstract ideas and interpretation of information that seems to be on the right track, however design thinking skills at the Ability level are not fully present in this work. The program's SPC matrix also identifies ARCH 404: Architecture Final Project Studio (not yet taught, delivered in the spring of 5th year) as a course that addresses this SPC.*
Program response: The department, through discussion with faculty in ARCH 263, concluded that this was best represented elsewhere. This SPC was moved to student work introduce in ARCH 201, 202, and demonstrate in **ARCH 403** and **ARCH 404**.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects. ***[X] Not Yet Met***
COMMENT: *2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for some sections of ARCH 201 and ARCH 202, but it is unclear from the evidence presented that students in all sections of these courses achieve this ability. The program's SPC matrix also identifies ARCH 424: Research & Program Methods (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.*
Program response: Through discussion, more consistent effort was made by all faculty in **ARCH 201** to collect evidence of this SPC. **ARCH 340** Introduction to Historic Preservation demonstrates this SPC as does **ARCH 424** in precedent research that serves as the foundation of student's final thesis project in ARCH 404.

COMMENT: Realm A. General Team Commentary: *The team found sufficient evidence that 5 of the 8 SPC under the Realm of Critical Thinking and Representation are met. Of the three SPC's Not Yet Met, the team found that evidence was inconsistent in the coursework identified in the program matrix, so it was uncertain that every student was demonstrating achievement at the prescribed level. These Not Yet Met SPC were also noted by the program to be addressed in courses not yet taught. The team encourages the program to continue to review the curriculum and coordinate learning outcomes and documentation of student work across all sections of courses to ensure that SPC are achieved regardless of what section a student may be enrolled in.*
Program response: Above noted realignment of SPC's as necessary and year-level faculty discussions on methods of project writing and collection of work to fully address SPC's in Realm A.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design. *[X] Not Yet Met*
COMMENT: 2018 Team Assessment: *Evidence of student achievement that addresses climate and building orientation at the prescribed level was found in student work prepared for ARCH 273: Environmental Systems 1, however the team did not see evidence of other aspects of this SPC. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, delivered in fall of 5th year) as courses that addresses this SPC.*
Program response: A more concerted effort in **ARCH 202** (rural site) when ARCH 273 is also taken by students addresses this SPC, in addition to **ARCH 400** (urban site). For ARCH 403/404 a landscape architecture professor was hired to work with all B.Arch 5th year students in developing their site response. This faculty member advises all students in **ARCH 403** and ARCH 404, along-side architecture studio faculty.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations. *[X] Not Yet*
COMMENT: 2018 Team Assessment: *The beginnings of evidence of student achievement were found in student work prepared for ARCH 301: Architectural Design 3 and ARCH 302: Architectural Design 4, but not yet to the prescribed level. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) as a course that addresses this SPC.*
Program response: Continued introduction of this SPC in **ARCH 301**, with demonstration in **ARCH 302** and **ARCH 400** offered for first time Fall 2018.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. *[X] Not Yet Met*
COMMENT: 2018 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 314: Building Technology 2 (the Camp Lakeview Cabin project addressed almost all aspects of this SPC particularly well), however the team found no evidence of Outline Specifications in the student work presented, so this criterion is Not Yet Met. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation and ARCH 418: Structural Systems 3 (both being instructed at the time of visit) as courses that address this SPC.*
Program response: In revised SPC matrix this SPC is again assigned to **ARCH 314** Building Technology 2 as well as **ARCH 400** Comprehensive Architecture Studio. After the VTR-IC, ARCH 314 has incorporated an outline spec in the *deliverable* requirements for the Cabin Project.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system. *[X] Not Yet Met*
2018 Team Assessment: *The beginnings of evidence of student achievement were found in student work prepared for ARCH 218: Structural Systems 1 and ARCH 318: Structural Systems 2, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 418: Structural Systems 3 (being instructed at the time of visit) as a course that addresses this SPC.*
Program response: While ARCH 218 Structural Systems 1 introduces this, ability is demonstrated in **ARCH 318** Structural Systems 2, **ARCH 302**, and **ARCH 418** Structural Systems 3.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction

scheduling, operational costs, and life-cycle costs. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, offered in fall of 5th year) as courses that address this SPC.*
Program response: **ARCH 340** Introduction to Historic Preservation introduces lessons on financial *pro formas* for the semester project (adaptive reuse design). **ARCH 420** Professional Practice (first offered after candidacy visit) addresses this SPC in coursework. **ARCH 403** students did cost estimating introduced by Construction Management faculty for their final project preparation (submitted in final Thesis Proposal).

Realm B. General Team Commentary: *The team found sufficient evidence that five of the ten SPC were met. The remaining SPC found to be Not Yet Met were identified by the program to be addressed either fully or partially in courses that were being instructed at the time of the visit or have not yet been taught. In some cases, most aspects of an SPC were addressed in the student work shown, however there were one or more aspects not evident in student work. The team encourages the program to use these findings to ensure that all aspects of each SPC are evident in the student work presented at the next visit.*
Program response: More discussion and assessment of appropriate curricular alignment for SPCs results in successful address of these as evident in student work samples.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level for a single research methodology (pertaining to the study of architectural history) was found in student work prepared for ARCH 329: History of Architecture 2. However, the team did not find evidence at the prescribed level of other research methods used during the design process, so this SPC is not yet met. The program's SPC matrix also identifies ARCH 424: Research & Program Methods in Architecture and ARCH 404: Architecture Final Project Studio (both not yet taught, delivered in the 5th year) as courses that address this SPC.*
Program response: ARCH 329 Architecture History 2 introduces research methods for architecture students. **ARCH 340** Introduction to Historic Preservation introduces applied research methods related to the project for adaptive reuse of historical structures. **ARCH 424** introduces the wider scope of research methods, work which is evident in final thesis project ARCH 404.

C.2 Evaluation and Decision Making: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 404: Architecture Final Project Studio (not yet taught, offered in spring of 5th year) as courses that address this SPC.*
Program response: ARCH 400 and **ARCH 404,** courses first offered after NAAB visit address this SPC.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
[X] Not Yet Met
2018 Team Assessment: Evidence of student achievement at the prescribed level was not found for this criterion. At the time of the visit the ARCH 400: Architectural Design 5 course (identified in the program matrix as a course that addresses this SPC) was being delivered for the first time. The team did see the beginnings of evidence towards this criterion present in some of the coursework prepared for ARCH 302: Architectural Design 4, but not to the prescribed level.
Program response: ARCH 302 continues to introduce this SPC that is then demonstrated in **ARCH 400** and **ARCH 403**.

Realm C. General Team Commentary: *The team found the three SPC in Realm C were not yet met. The student work available for review in the team room showed the beginnings of evidence towards some of the aspects of these SPC, but evidence provided did not yet address all aspects of the SPC to the prescribed level.*

It is the team's impression from the student work presented during this visit and the program's SPC matrix that the program is on track to address all aspects of Realm C by the time of the next visit.
Program response: The coursework in the final two years of the program address the Realm C SPCs.

D.1 Stakeholder Roles in Architecture: Understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 410: Critical Practice. The team found evidence of an understanding of the architect stakeholder, but no evidence of student understanding of the other stakeholders in the student work presented. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation (being taught at time of visit) as a course that addresses this SPC.*
Program response: ARCH 320 (renumbered and renamed from prior ARCH 410 Critical Practice to ARCH 320 Introduction to Professional Practice, same course content) assignments and deliverables adjusted to more effectively address this SPC. Additionally, the program revised the alignment of this SPC after discussion with faculty. **ARCH 100**, Introduction to Architecture, introduces the roles of different stakeholders that contribute to the design of the built environment, and the responsibility of the architect in this process. **ARCH 455**, Architectural Internship, overseen by the department's Internship Director requires students to initiate and document interactions with firm leadership that addresses Stakeholder Roles, project Management, Business Practice, Legal Responsibilities, and Professional Conduct.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.*
Program response: This SPC is addressed in coursework that was first offered after the last NAAB visit. **ARCH 420** Professional Practice addresses this SPC. **ARCH 455**, Architectural Internship, overseen by the department's Internship Director requires students to initiate, document, and discuss (closed on-line discussion forum) interactions with firm leadership that addresses Stakeholder Roles, project Management, Business Practice, Legal Responsibilities, and Professional Conduct.

D.3 Business Practices: Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism. ***[X] Not Yet Met***
2018 Team Assessment: *The beginnings of evidence of student achievement were found in student work prepared for ARCH 410: Critical Practice, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.*
Program response: ARCH 320 (ARCH 410 was renamed to ARCH 320, same course description) assignments and deliverables adjusted to more effectively address this SPC. **ARCH 420** Professional Practice addresses this SPC. **ARCH 455**, Architectural Internship, overseen by the department's Internship Director requires students to initiate and document interactions with firm leadership that addresses Stakeholder Roles, project Management, Business Practice, Legal Responsibilities, and Professional Conduct.

D.4 Legal Responsibilities: Understanding of 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. ***[X] Not Yet Met***
2018 Team Assessment: *Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 340: Intro to Historic Preservation and ARCH 420: Professional Practice (both being taught at time of visit) as courses that address this SPC.*
Program response: In re-aligned SPC matrix, this SPC was taken off of expectations for ARCH 340. **ARCH 420** Professional Practice addresses this SPC. **ARCH 455**, Architectural Internship, overseen by the department's Internship Director requires students to initiate and document interactions with firm leadership that addresses Stakeholder Roles, project Management, Business Practice, Legal Responsibilities, and Professional Conduct.

D.5 Professional Ethics: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct. ***[X] Not Yet Met***

2018 Team Assessment: *Evidence of student achievement at the prescribed level was not found in work for ARCH 410: Critical Practice. The team found evidence of the architect's ethical obligations but no student work demonstrating an understanding of the NCARB Rules of Conduct and the AIA Code of Ethics. The program's SPC matrix also identifies ARCH 455: Internship (being taught at time of visit) as a course that addresses this SPC.*

Program response: ARCH 100 Introduction to Architecture introduces ideas of Professional Ethics to all first-year design students in CAP. **ARCH 320** (ARCH 410 was renamed to ARCH 320, same course description) assignments and deliverables adjusted to more effectively address this SPC. **ARCH 455**, Architectural Internship, is overseen by the department's Internship Director. Students on internship are required to initiate and document conversations with firm leadership that addresses Stakeholder Roles, project Management, Business Practice, Legal Responsibilities, and Professional Conduct.

Realm D. General Team Commentary: *The team found the five SPC in Realm D were not yet met. The student work available for review in the team room showed the beginnings of evidence towards some of the aspects of these SPC, but evidence provided did not yet address all aspects of the SPC to the prescribed level. Based on the program's SPC matrix, the majority of courses that address these criteria were being taught at the time of the visit, so sufficient evidence was not yet available for review.*

Program response: Coursework from the assigned courses that primarily occur in the third and fourth undergraduate year will demonstrate these SPC's.

SECTION 3: COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources and Human Resource Development 30

I.2.2 Physical Resources 49

I.2.3 Financial Resources 64

I.2.4 Information Resources 68

I.2.5 Administrative Structure & Governance 74

II.1.1 Student Performance Criteria 82

II.2.1 Institutional Accreditation 88

II.2.2 Professional Degrees & Curriculum 89

II.3 Evaluation of Preparatory Education 95

II.4 Public Information 97

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

III.1.1 Annual Statistical Reports 98

III.1.2 Interim Progress Reports (N/A)

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

The Bachelor of Architecture program uses the same team of faculty and staff that currently support the Department of Architecture's bachelor's program and NAAB accredited master's program. Faculty qualifications are appropriate. The student to instructor ratio provides students with opportunities to work closely with peers and faculty in studio and seminar courses. Teaching and service assignments for faculty are similar to assignments at schools of architecture located at universities with a teaching focus. The teacher-scholar model embraces a variety of scholarly pursuits which offer faculty flexibility to pursue interests that complement their teaching. Faculty take advantage of the support available for professional development that is provided by the department and the university. It includes a New Faculty Academy, grants, travel funds, leaves-with-pay and other on-campus professional development programs. Professional development opportunities for non-teaching staff vary according to their roles. They include a variety of on-campus training programs and opportunities to attend meetings of professional associations and visits to peer institutions. Student support services include campus-wide programs that promote academic and personal success as well as discipline-specific support such as an academic advisor, an ALA (Architectural Licensing Advisor), scholarships, career fairs, conference attendance funds, technology support and active engagement of alumni and architects in the region.

Faculty

The Department of Architecture consists of 22 full-time tenured or tenure-track faculty and 7 full-time contract faculty (AY 2019-2020); total faculty FTE including part-time contract faculty is approximately 32 (see chart that follows this page). Faculty with a terminal degree (professional master's degree or professional bachelor's degree + masters in related post-professional discipline) are eligible to teach in both the graduate and undergraduate programs and most do so. Minimum class size in the undergraduate program is 10. Typical undergraduate studio size in architecture is 14:1. Undergraduate lecture courses are 37-42 students/section; undergraduate seminars/electives are 10-15 students. Typical teaching load for a full-time faculty member is a studio and one seminar/lecture course per semester. Ball State is a teaching-focused University. Teaching workload typically comprises 75% of a tenure line/tenured faculty load; other loading is Research and/or Administrative/Service. Faculty members teaching in the Master of Architecture program are members of the University's Graduate Faculty and must reapply for graduate faculty status every six years per Departmental policy.

Faculty Scholarship

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

As affirmed by the founding Dean of the College, Charlie Sappenfield, and embedded into the Department's policies and procedures, professional practice and creative endeavors are incorporated as meaningful scholarship in the promotion and tenure process in addition to traditional research. The Departmental promotion and tenure policy, in seeking a "*necessarily diverse faculty*" defines achievement in one or more areas of scholarly activity and creative endeavors including both theoretical and applied research as well as various design activities. This scholarship and creative endeavor "*may occur in contexts not typically classified as 'research,' and that if results are presented in a form or forum that is different from that typically found in the social sciences or the humanities does not detract from its excellence.*" With the expectation of rigorous peer review, examples of scholarship in the Department of Architecture "*include, but are not limited to: (1) initiating and directing research grants or applied community projects which are recognized as excellent through outside peer review; (2) publication of books, articles, software, or other sources, as appropriate to the intended audience, which are recognized as excellent through outside peer review; (3) professional practice, consulting, or artwork (painting, sculpture, photography, graphics, etc.) which are recognized as excellent through outside peer review; and (4) awards and honors."* (Section 4 – File 11 in Box).

This inclusivity and advocacy for exemplary practice, creative work, community projects, and traditional research has influenced the ethos of the Department and its programs. Faculty are recognized for their contributions in the areas of their interests and successes. The success of this inclusivity is noted in the

diverse yet significant accomplishments of faculty (see Faculty one-page CV's on-line, Section 4 File 1 in Box). The impact of this on the vibrancy of the Department and its "necessarily diverse faculty" is also noted. We are educators who seek to impart diverse ideas and interests to our students in the successful formation of their own disciplinary values and interests as they navigate their own path into the profession of architecture. We also recognize that we would not be successful without the dedicated and excellent contributions of the Department and College staff.

TENURED + TENURE-LINE FACULTY 2019-2020

FACULTY NAME		TITLE	POSITION	FTE
Barry	**Kristin**	Assistant Professor	Tenure Track	1.00
Bilello	**Joseph**	Professor	Tenured	1.00
Burns	**Sean**	Assistant Professor	Tenure Track	1.00
Coggeshall	**Joshua**	Associate Professor	Tenured	1.00
Collins	**Thomas**	Assistant Professor	Tenure Track	1.00
De Brea	**Ana**	Professor	Tenured	1.00
Dotson	**Olon**	Associate Professor	Tenured	1.00
Eggink	**Harry**	Professor	Tenured	1.00
Gray	**Timothy**	Professor	Tenured	1.00
Grondzik	**Walter**	Professor	Tenured	1.00
Hall	**JP (James)**	Assistant Professor	Tenure Track	1.00
Harwood	**Pamela**	Professor	Tenured	1.00
Keddy	**Karen**	Associate Professor	Tenured	1.00
Kerestes	**James**	Assistant Professor	Tenure Track	1.00
Klinger	**Kevin**	Associate Professor	Tenured	1.00
Koester	**Robert**	Professor	Tenured	1.00
Mounayar	**Michel**	Professor	Tenured	1.00
Overbey	**Dan**	Assistant Professor	Tenured Track	1.00
Spodek	**Jonathan**	Associate Chair, Professor	Tenured	1.00
Swartz	**Andrea**	Chair, Professor	Tenured	1.00
Underwood	**Rod (James)**	Professor	Tenured	1.00
Wilson	**Matthew**	Assistant Professor	Tenure Track	1.00
			TOTAL TL FTE	**22.00**

FULL-TIME CONTRACT FACULTY 2019-2020

Battaglia	**Chris**	Design Innovation Fellow	Full-Time Contract	1.00
Cruz	**Cesar**	Assistant Teaching Professor	Full-Time Contract	1.00
Keogh	**Sarah**	Assistant Teaching Professor	Full-Time Contract	1.00
Phillippe	**Megan**	Assistant Teaching Professor	Full-Time Contract	1.00
San Miguel	**Miguel**	Assistant Professor of Practice	Full-Time Contract	1.00

Shimizu-Coggeshall	**Janice**	Assistant Professor of Practice	Full-Time Contract	1.00
Tursky	**Richard**	Assistant Teaching Professor	Full-Time Contract	1.00
			TOTAL FTC FTE	**7.00**

PART-TIME CONTRACT FACULTY 2019-2020

Corbin	**Carla**	Instructor	Part-Time Contract	0.500
Costello	**Tony**	Instructor	Part-Time Contract	0.125
Dixon	**Emile**	Instructor	Part-Time Contract	0.500
Ellsworth	**Ryan**	Instructor	Part-Time Contract	0.250
Hess	**Jonathan**	Instructor	Part-Time Contract	0.125
Keramida-Strahl	**Adriana**	Instructor	Part-Time Contract	0.500
Kestner	**Patrick**	Instructor	Part-Time Contract	0.125
Kunce	**Clete**	Instructor	Part-Time Contract	0.125
Reinhart	**Chris**	Instructor	Part-Time Contract	0.125
Risting	**Steven**	Instructor	Part-Time Contract	0.125
Stafford	**Dick**	Instructor	Part-Time Contract	0.500
White	**Alex**	Instructor	Part-Time Contract	0.125
			TOTAL PTC FTE	**3.000**
			TOTAL FACULTY FTE	**32.13**

Architect Licensing Advisor
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.

Staff
The Department has two full-time non-professional staff: Programs Assistant (Sherry Clark) and the Administrative Coordinator (Tammy McCord). Additionally, the Department is supported by a new professional staff position at the college level, an Assessment and Accreditation Coordinator (Julie

Kratzner) who is also located in the Department of Architecture main office. Other College professional staff support the efforts of the Department in undergraduate advising (Julie Maugherman), Director of CAP Digital Engagement for web page updates and revisions (Denise Jones), Senior Manager of Student Support Services who oversees first year admissions, recruitment, and outreach/engagement (Lori Pence), and Executive Coordinator of Professional Initiatives who oversees the job and internship events (Tracy Hendricks). See complete College of Architecture and Planning support staff listing.

Student Enrollment
In AY 2019-2020 there are 246 undergraduate students (architecture and environmental design) in years 2 through 5 (B.Arch). There are also currently and 48 graduate students in the two Master of Architecture programs (3+ year track and +2 year track) for a total of 294 total architecture students in the department. Currently there are 36 students in the 3rd year class that are pursuing the Bachelor of Architecture degree, and 30 that are pursuing a 4-year Bachelor of Arts or Science with a major in architecture. Approximate undergraduate architecture class size is 70; approximate graduate architecture class size is 25.

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

FACULTY DEVELOPMENT AND SUPPORT
The University's Office of the Provost and Vice President for Academic Affairs offers structured access to resources for faculty to support their continued growth while maintaining currency in the discipline and practice of architecture. Perhaps the most substantive support for faculty development is 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 (Section 4 File 11 in Box) 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 with the exception of 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 (Section 4 – File 11 in Box).

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. For 2019-2020, 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. This is reduced by approximately 50% from 2018-2019 due to budget cuts at the university level. This is 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, page 231 of the 2019-2020 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 blends [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. 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.

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. A complete listing of Faculty Productivity since the last NAAB accreditation visit (2013) is in Section 4 Files J, K, L, and M in Box for Presentations, Exhibitions, Publications, Funded Research and Creative work, Awards.

PLEASE NOTE:

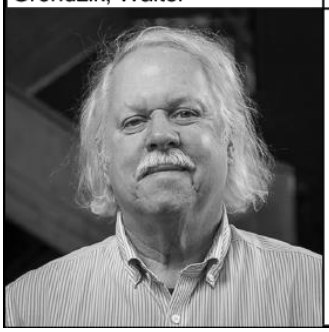
- **2019-2020 DEPARTMENT FACULTY + STAFF OVERVIEW** follows this page
- **FACULTY RESUMES** (NAAB template form) – **see Section 4, file 1 in Box**

  For all full-time faculty and adjuncts/visiting professor in **2018-2019** and **2019-2020**;
- **FACULTY MATRIX** (NAAB template form) – **see Section 4, file 2 in Box**
  For all full-time faculty for EACH of 2018-2019 AND 2019-2020*
  *Note: update of to be provided to team for **Fall 2020,** 30 days prior to fall visit dates.*
- **FACULTY PRODUCTIVITY** – Research + Creative Endeavors since last NAAB Accreditation Visit **see Section 4, files J, K, L, and M in Box**

HUMAN RESOURCES - Faculty		
Faculty member	**Summary of expertise, recent research, or experience**	**Courses taught Fall 2018 - Spring 2020:**
Barry, Kristin		
	Assistant Professor. Ph.D., Penn State in art history. Dr. Barry specialized in interdisciplinary research with focus on archaeological site interpretation through technology and cultural architectural heritage.	ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 229 History of Architecture 1; ARCH 329 History of Architecture 2; ID 400 Immersive Learning Experiences
Battaglia, Christopher		
	Assistant Research Professor and Design Innovation Fellow. M.Arch, Cornell University. Exhibit Columbus 2019 University Design Research Fellow	ARCH 302 Architectureal Design; ARCH 401 Architectural Design; ARCH 402 Architectural Design; ARCH 601 Community Engaged Applied Learning Design Studio; ARCH 581 Design Computation and Fabrication Core Projects; ARCH 624 Applied Architectural Building Design Technology; ARCH 634 Advanced Fabrication
Burns, Sean		
	Assistant Professor. M.Arch, University of Pennsylvania with specialization in Design and Theory. Registered Architect (New York); background in practice and teaching.	ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 218 Structural Systems 1; ARCH 318 Structural Systems 2
Coggeshall, Joshua		
	Associate Professor; M.Arch SCI-Arc, B.E.D. Texas A+M University, Principal; Shimizu + Coggeshall Architects. Scholarship involves design practice, accessibility, fabrications and curation.	ARCH 301 Architectural Design; ARCH 304 Architectural Design Studio; ARCH 502 Environmental Design and Site Context Studio; CAP 161 Design Communication Media 1; CAP 162 Design Communications Media 2; CAP 498/598 Special Projects in the College of Architecture + Planning

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Collins, Tom		
	Assistant Professor, AIA, LEED AP, Ph.D. M.Arch from University of Oregon, B.Arch RPI; Teaching specialty in design and environmental systems. Research focuses on building performance, indoor environments, and occupant behavior. Registered Architect Massachusetts.	ARCH 400 Comprehensive Architecture Studio; ARCH 501 Comprehensive Architecture Studio; ARCH 600 Graduate Workshop; ARCH 273 Environmental Systems 1; ARCH 373 Environmental Systems 2
Corbin, Carla		
	Instructor of Architecture (Adjunct) B.Arch VaTech, MLA with distinction, Harvard GSD. Associate Professor, Landscape Architecture [ret.]. Teaching/research: ordinary landscapes, memorial design, modern landscapes. Current teaching: landscape as context for architecture.	ARCH 403 Architecture Design Studio; ARCH 404 Architecture Final Project Studio
Costello, Anthony		
	Anthony J. "Tony" Costello, FAIA, Irving Distinguished Professor Emeritus; M.Urban Design Columbia University, B.Arch Pratt; principal of Costello + Associates.	CAP 498/598 Special Project in the College of Architecture + Planning
Cruz, Cesar		
	Assistant Teaching Professor, M.Arch UNM, Ph.D. Illinois. Teaches Architectural Design and Structural Systems. Has also taught foundation design and graphics, and history/theory at BSU.	CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design & Planning 2; CAP 161 Design Communications Media 1; CAP 162 Design Communications Media 1; ARCH 318 Structural Systems 2

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Culp, Jeff		
	Instructor of Architecture, M.Arch U of Michigan; expertise in energy conscious design and supports the environmental systems sequence and assists with design studios.	ARCH 403 Architecture Design Studio; ARCH 404 Architecture Final Project Studio
de Brea, Ana		
	Professor, Diploma in Architecture, FADU UBA, author, architect as well as a critical observer of the contemporary and modern design world. Research focuses on the meaning of 'identity' in architecture through collective, international (written or physical) ventures	CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design and Planning 2; CAP 161 Design Communications Media 1; CAP 162 Design Communications Media 2
Dixon, Emile		
	Instructor of Architecture (adjunct). M.Arch Florida A+M; BS (Architecture) Ball State. Prior faculty position at Tuskeegee Institute. Associate at RGCollaborative architects in Indiapolis.	ARCH 301 Architecture Design; ARCH 302 Architectural Design
Dotson, Olon		
	Associate Professor, Associate Principal, Dorsey Architects, Ph.D. American Studies, Purdue University, MS Real Estate Development, Columbia University; BARCH/BS, Ball State University BA, Tuskegee Institute. Research: Fourth World Theory, Social and Environmental Justice.	ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 601 Architecture Topics Studio; ARCH 602 Final Architecture Project Studio; ARCH 251 Introduction to Social and Environmental Justice in Design; ARCH 407/507 Fourth World Theory

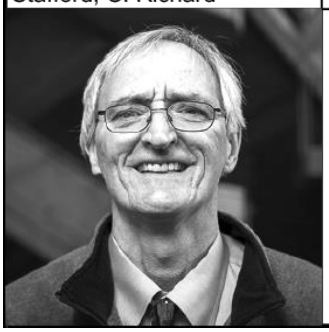
Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Eggink, Harry		
	Professor of Architecture/Urban Design, MUD Harvard. Registered/practicing architect with research focus in Aero-Architecture, the reuse of decommissioned airliners, and Urban Design, pedestrian/bicycle urban transportation systems, and case studies in The Netherlands.	ARCH 302 Architectural Design; ARCH 401 Architectural Design; ARCH 501 Design Thinking and Foundations Studio; CAP 161 Design Communications Media 1; ARCH 214 Architectural Building Technology 1
Ellsworth, Ryan		
	Instructor of Architecture (adjunct). M.Arch, Ball State University. Licensed Architect (IN). Architect with GEA Architects. Project experience in commercial and mixed-use urban development with over 14 years of experience working in the mid-west and abroad.	ARCH 301 Architectural Design
Gray, Timothy		
	Professor, architect, educator and environmental advocate. M.Arch UC Berkeley; Since arriving in Muncie from the California College of the Arts in 2004, he has led multiple Design Build studios which have resulted in a variety of award winning and widely published projects.	ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 601 Community Engaged Applied Learning Design Studio; ARCH 214 Architectural Building Technology 1; ARCH 314 Architectural Building Technology 2; ARCH 498/598 Special Project in Architecture; ARCH 624 Applied Architectural Building Technology
Grondzik, Walter		
	Professor, PE; MS Washington University; architectural engineer; high-performance buildings and environmental systems; 40 years teaching experience; active author and ASHRAE volunteer.	ARCH 273 Environmental Systems 1; ARCH 373 Environmental Systems 2; ARCH 498/598 Special Project in Architecture; ARCH 570 Introduction to Environmental Systems; ARCH 571 Application of Environmental Systems; ARCH 618 Applied Systems Technology; ARCH 633 Advanced Technology for Green Building

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Hall, James P		
	Assistant Professor - Historic Preservation, MSHP, Ball State, BA IUPUI. Former Regional Director for Indiana Landmarks, largest statewide historic preservation organization in the country.	ARCH 340 Introduction to Historic Preservation for Architects; ARCH 440/540 Introduction to Preservation; ARCH 441/541 Preservation Policy; ARCH 473/573 Current Issues in Preservation; ARCH 498/598 Special Project in Architecture; ARCH 506 Preservation Professional Project; ARCH 607 Preservation Studio 1
Harwood, Pam		
	Professor. M.Arch, Minnesota. Research in community engagement, phenomenology, and the assessment, planning and design of high-performing education facilities considering teaching pedagogy and interior/exterior spatial environments.	ARCH 601 Community Engaged Applied Learning Design Studio; ARCH 602 Final Architecture Project Studio; ARCH 603 (637) Final Project Preparation; ARCH 604 Independent Final Project Studio
Hess, Jonathan		
	Instructor of Architecture (adjunct). M.Arch University of Illinois Urbana Champain. Registered architect. Principal and CEO Browning Day Mullins Dierdorf Architects.	ARCH 602 Integrated Architecture Design Studio
Keddy, Karen		
	Associate Professor. Ph.D. UW-Milwaukee. Teaching and scholarship focuses on social justice: feminism, racism, classism, and disability issues in design. Recent scholarship focus on Halifax Explosion disaster amputee survivors.	ARCH 604 Independent Final Project Studio; ARCH 251 Introduction to Social and Environmental Justice in Design; ARCH 598 Special Project in Architecture; ARCH 636 (503) Research Methods in Architecture; ARCH 641 Citizenship, World Views, and the Public Sphere

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Keogh, Sarah		
	Assistant Teaching Professor. M.Arch, Ph.D. UWM. Scholarship focus on built landscapes and sustainable cognition. Teaching focus on foundational design, research methods, and programming.	ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 498/598 Special Project in Architecture; ARCH 424 Research and Programming Methods in Architecture
Keramida-Strahl, Adriana		
	Instructor of Architecture (Adjunct) BA (Architecture) UC Berkeley + MA (Architectural History + Theory the Bartlett (UCL). Research focused on creative methodologies, representations of the city, and design pedagogy.	CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design and Planning 2; CAP 162 Deisgn Communications Media 2
Kerestes, James		
	Assistant Professor and Director of HIVE: Design Collaborative. M.Arch 2 (post-professional) Pratt, B.Arch Syracuse; Teaching focuses on the exploration of architectural geometry through emerging media.	ARCH 402 Architectural Design; ARCH 601 Architecture Topics Studio; ARCH 602 Final Architecture Project Studio; ARCH 603 Multi-Disciplinary Design Knowledge Studio; ARCH 263 Digital Design; ARCH 593 Design Computation and Fabrication Applications; ARCH 647 Applied Theory and Representation
Kestner, Patrick		
	Instructor of Architecture (adjunct). BSED and B.Arch Ball State University; Registered architect (IN) and Senior Project Manager at One 10 Studio Architects in Indianapolis.	ARCH 602 Integrated Architecture Design Studio

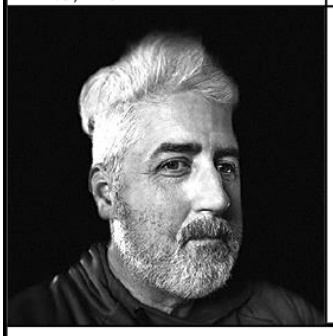
Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Klinger, Kevin		
	Associate Professor M.Arch Univ. Illinois, Former President of ACADIA, international organization devoted to advances in architecture resulting from influences of digital technology. Founder of the Institute for Digital Fabrication. Committed to engaging local industry and community partners.	ARCH 601 Architecture Topics Studio; ARCH 602 Final Architecture Project Studio; ARCH 603 Multi-Disciplinary Design Knowledge Studio; ARCH 604 Independent Final Project Studio; ID 400/695 Immersive Learning Experiences; ARCH 498/498 Special Project in Architecture
Koester, Robert		
	Professor, AIA LEED AP, M.ARCH Rensselaer; Director of CERES; teaching expertise in Design-for-Sustainability, Vital Signs POE and DaylectricTM studios. His sustainability advocacy and leadership in architecture and higher education is recognized internationally.	ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 403 Architectural Design Studio; ARCH 404 Architecture Final Project Studio
Kunce, Clete		
	Instructor (adjunct). B.Arch Iowa. Licensed Architect (IN). Founding Principal of One10 Studio Architects in Indianapolis; multiple AIA design awards.	ARCH 602 Integrated Architecture Design Studio
Mounayar, Michel		
	Professor; M. Arch, Ball State, architect, author, and award-winning designer. Research focuses on community-based urban design, and communication theory. Formerly Associate Dean, President of ARCC.	ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 403 Architecture Design Studio; ARCH 404 Architecture Final Project Studio; ARCH 163 Arch. Communications Media; ARCH 498/598 Special Project in Architecture; CAP 498/598 Special Projects in the College; ARCH 561 Visualization and Communication

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Overbey, Daniel		
	Assistant Professor, AIA, LEED Fellow, WELL AP, M.Arch UNLV; professional practice educator. NCARB Architectural License Advisor. Director of Sustainability at Indianapolis-based firm. >1 million SF of LEED experience; published on performance modeling; AIA Indiana Executive Board.	ARCH 602 Integrated Architecture Design Studio; ARCH 455 Architectural Internship; ARCH 320 Intro. To Professional Practice; ARCH 420 Professional Practice; ARCH 373 Environmental Systems 2
Phillippe, Megan		
	Assistant Teaching Professor (full-time) MA Architectural History from UVA, B.Arch. degree from Ball State. Licensed architect (IN and VA) with 18 years professional experience. Graduate study specialization in modern architecture - North American late 19th and early 20th centuries.	ARCH 201 Architectural Design; ARCH 301 Architectural Design; ARCH 302 Architectural Design; ARCH 424 Reseaqrch and Programming Methods in Architecture; ARCH 646 Urban Design
Reinhart, Chris		
	Instructor (adjunct). M.Arch Ball State University, BS (Architecture) Ball State University. Living Future Accredited Professional. Volunteer Ambassador for the Innternationnal Living Future Institute. Sustainability Director Cripe Architects.	ARCH 273 Environmental Systems 1
Risting, Steve		
	Instructor (adjunct). M.Arch from Harvard University. Teaching Professional Practice with over 30-years of experience from Boston to Indianapolis. Recognized for design excellence. Founding Design Principal of atelierRisting.	ARCH 620 Professional Practice

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
San Miguel, Miguel		
	Assistant Professor of Practice, AIA is a practicing architect who has been integrally involved with $1,500,000 square feet of total space with construction costs over $200,000,000.	CAP 101 Environmental Design and Planning 1; CAP 102 Environmental Design and Planning 2; ARCH 100 Introduction to Architecture; CAP 161 Design Communications Media 1; CAP 162 Design Communications Media 2; ARCH 314 Building Technology 2 (summer)
Shimizu, Janice		
	Assistant Professor of Practice, M.Arch SCI-Arc. Research focus: process of design, construction of architecture, and its agency in the world. CAP Makes Muncie Makes programming initiative, Exhibit Columbus Associate Curator.	ARCH 400 Comprehensive Architecture Studio; ARCH 420 Professional Practice; ARCH 498/598 Special Project in Architecture; CAP 498/598 Special Projects in the College of Architecture and Planning
Spodek, Jonathan		
	Professor; M.Arch + BS UIUC; Teaching, research, and practice focused on bridging the values of historic preservation, sustainability, and architecture.	ARCH 606 Documentation Studio; ARCH 340 Introduction to Historic Preservation for Architects; ARCH 447/547 Preservation Technology; ARCH 442/542 Preseration Research Methods;
Stafford, C. Richard		
	Instructor, M.Arch + BS University of Michigan. Registered and practicing Architect. Founding Principal of C.R. Stafford & Associates in 1987. Member CSI and ALA.	ARCH 214 Building Technology 1; ARCH 314 Building Technology 2

`

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
Swartz, Andrea		
	Professor, AIA, Chair, M.Arch + BA, Yale University. Design/creative work on tectonic influence in design and making processes; awarded competition entries regional through international. Registered Architect Rhode Island and Indiana	ARCH 403 Architecture Design Studio; ARCH 404 Architecture Final Project Sudio; ARCH 202 Architectural Design
Tursky, Richard		
	Assistant Teaching Professor, Design Innovation Fellow. M.Arch and MS, University of Michigan. Teaching and research focuses on Design Computation/Fabrication and material culture.	CAP 101 Environmental Design and Planning 1; ARCH 203 Architectural Design Studio; ARCH 400 Comprehensive Architecture Studio; CAP 161 Design Communications Media 1; ARCH 263 Digital Design; ARCH 498/598 Special Project in Architecture; ARCH 514 Introduction to Architectural Building Technology
Underwood, James R		
	Professor of Architecture. BSCE from Purdue University and B.Arch with honors, Ball State University. Co-author of Structural Design, A Practical Guide for Architects	ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 418 Structural Systems 3; ARCH 498 Special Project in Architecture
Wilson, Matthew		
	Assistant Professor. Ph.D. History, University of London. MA Landscape Urbanism with distinction, Architectural Association. Research focuses on intellectual history, utopianism, ethics, and the built environment.	ARCH 201 Architectural Design; ARCH 202 Architectural Design; ARCH 229 History of Architecture 1; ARCH 329 History of Architecture 2; ARCH 251 Introduction to Social and Environmental Justice in Design; ARCH 428/528 History of Architecture in the Built Environment; ARCH 498/598 Special Project in Architecture

Faculty member	Summary of expertise, recent research, or experience	Courses taught Fall 2018 - Spring 2020:
White, Alex		
	Instructor (Adjunct). B.Arch + B.Science degree from Ball State. Registered Architect (IN) 31 years experience in traditional and corporate architecture. Graduate studies integrating students within the many areas of practice as an architect.	ARCH 598 Special Project in Architecture
HUMAN RESOURCES - Departmental Staff		
Clark, Sherry		
	Programs Assistant, Architecture. BS IU East. Primary liason between students and department, addressing course offerings and enrollment. Provides support to Graduate Program Directors (Architecture + Historic Preservation) for marketing, applications, enrollment.	
McCord, Tammy		
	Administrative Coordinator, Architecture Department. At Ball State University since May 2009. Provides support to the Chair of the Department, faculty members, department graduate assistants, and students, making sure the office functionality runs smoothly.	

STUDENT SUPPORT SERVICES

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 student 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 provides assistance 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 to all architecture students, is on the fifth floor of the Architecture Building in AB508. The College of Architecture and Planning's Professional Initiatives staff member (Tracy Hendricks) organizes an annual Job and Internship Fair every spring semester. The list of attendees from the past two years is also available on our website.

The Office of Admissions publishes annual tuition and room and board rates. In-state undergraduate tuition and fees total approximately $10,000 per academic year; out-of-state undergraduate tuition and fees is 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 industry 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. See Section 4, File N for listing of visiting professionals.

The Department provides financial support to students who are involved in conference presentations or national competitions. This has included funding for student travel, lodging, and registration for the following (full list also included in Section 4, File O in Box):

- **ASHRAE Lowdown Showdown**, 2019 in Denver – travel support for M.Arch student + recent grad
- **NOMA** conference (university support) – previous three years
- **NOMAS** Design Competition (departmental and college support)
- **NCMA** (National Concrete Masonry Association) Unit Design Competition
- **AIAS Grassroots** (all years)
- **AIAS Forum** (all years)
- **AIA Regional Conference** student design "hackathon" competition – 2019 in Cincinnati, OH
- **ACSA National** 2018, Denver (with Professor Pam Harwood) – paper presentation on design build
- **Community Built Association**, 2018 in Clemson – presentation (w/ Prof. Pam Harwood) –

design build studio

- **Race to Zero** 2017, 2018, 2019, 2020 (now **Solar Decathlon Design**) Competition, Golden Colorado (with Assistant Professor Dr. Tom Collins, Professor Walter Grondzik, Assistant Professor Dan Overbey)
- **Critical Mass** 2016, 2017, 2018, 2020 – one graduate student participant, UNC – Charlotte, Charlotte, NC
- **Living Future** 'unConference' 2016, Seattle, WA – Chris Reinhart (M.Arch student, paper presentation)
- **AIA Leadership Conference** (Indianapolis) travel support and registration
- **ASHRAE National Conference** – attendance, Luke Kamp, 2017
- **Mars City Design workshop** (2016), Los Angeles, CA, Matt Jennings – M.Arch student

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.

I.2.2 PHYSICAL RESOURCES

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

The "Architecture Building" (AB), excluding the contiguous Center for Energy Research, Education, and Service, constitutes a total area of 70,000 square feet, 22,000 square feet of which are dedicated to studio space. Constructed in two phases beginning in 1972 (tower) and 1982 (studio bar + atrium) there have been a few modifications to the physical space of the building since phase two was completed. One renovation that recently occurred roughly ten years ago was the addition of the CNC + Robot lab in the basement on the north side of the building adjacent to the loading dock area. 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.

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 Center for Energy Research Education and Service (CERES), the Architecture Library, the Drawing and Documents Archive, and the Institute for Digital and Intermedia Arts (IDIA). Other dedicated spaces include the CAP Wood Shop, Digital Fabrication Labs, Computer SIM Lab (for VR simulation), Historic Preservation Lab, and Design Build Lab (catty-corner from CAP to the northwest). The Communication Resource Center provides student, 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. Faculty offices are made available to all full- time faculty and primarily exist in the 'tower' portion of CAP (the 1972 building) to the west.

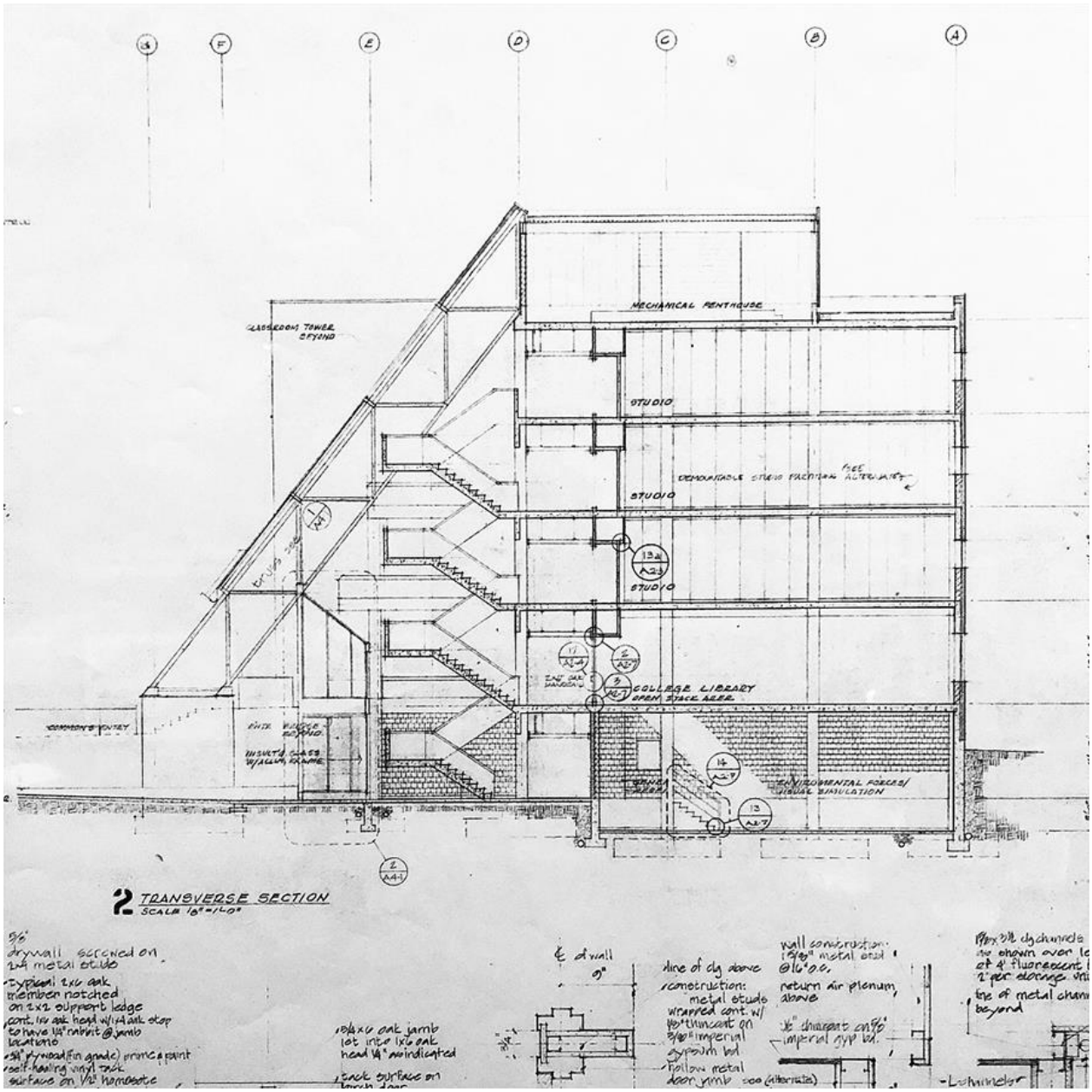
All students enrolled in the College's programs are assigned a dedicated desk and locker for their use. Capacity indicated on the floor plans in this section are determined by existing furniture dimensions/. Capacity can increase with different furniture footprints – something the college is exploring currently. The Lecture Hall (AB 100) can be connected with 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 class rooms but are not restricted to that use (meetings and seminars also occur in these spaces). Collaboration space exists within studios as well as the main multi-story atrium. The atrium also houses an social area on the second floor with vending machines located in the basement. Student organization offices are located on the fifth floor.

The College of Architecture and Planning continues to engage its students, faculty, and staff through committee work in an on-going process of facility improvements. The College underwent a $1.3 million renovation in 2018 focusing on the primary community spaces in the building to increase collaboration spaces for students and faculty as well as provide more tack space and daylighting to locations in the building. Additionally, the University has plans for a more comprehensive renovation/expansion of the CAP building. Ball State's 2017-19 Legislative Request identified the College of Architecture's expansion and renovation as second in a list of five prioritized capital projects for the biennium (page 7 of report), behind the request for the new College of Health facility. The state approved the College of Health appropriation request and construction of that new facility was

recently finished, for the start of classes fall semester 2019. CAP's needs continue to move to the front of the line. The university is grateful for *"the state's continued investment in Ball State University, (allowing the university) to remain an accessible higher education option for Hoosier students and their families. This does not occur unless ICHE, the Indiana General Assembly, and Ball State are aligned on matters of workforce development, student success, and sound fiscal stewardship."* (page 8 of report)

All students entering the second year of the undergraduate program (declaring architecture) are required to purchase their own computer. Computer specifications for entering second year architecture students are available on the Department's website and are updated annually.

[Existing building floor plans with current programming follow this page.]

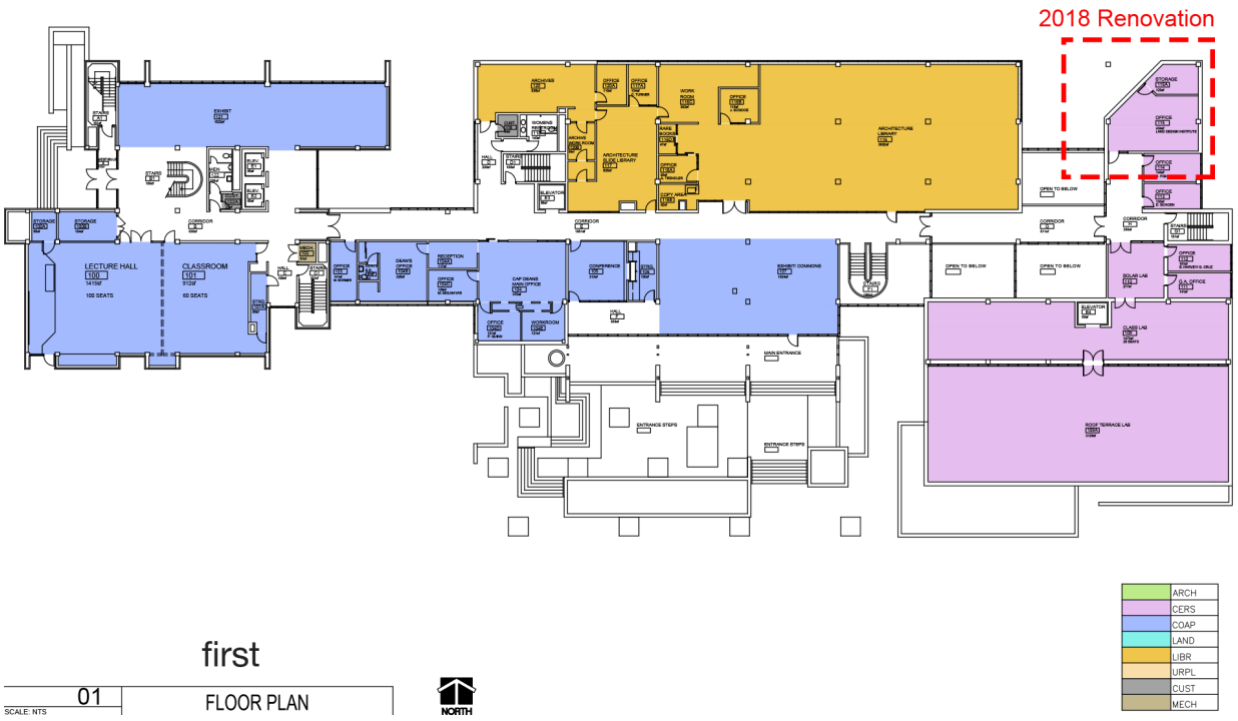


Transverse section of CAP from original working drawing set in CAP Drawings + Documents Archive Crumlish/Sporleder & Associates, South Bend, IN

.

basement

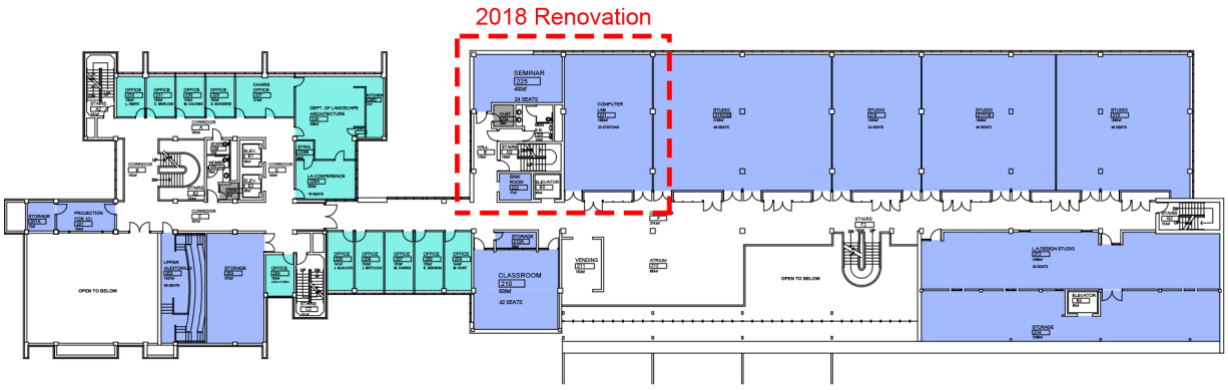
00 FLOOR PLAN



first

01 FLOOR PLAN

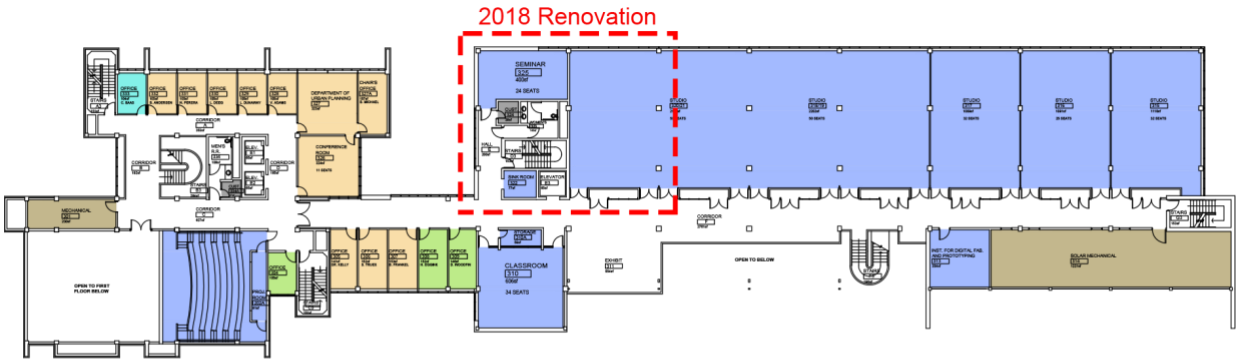
SCALE: NTS



second

02 FLOOR PLAN

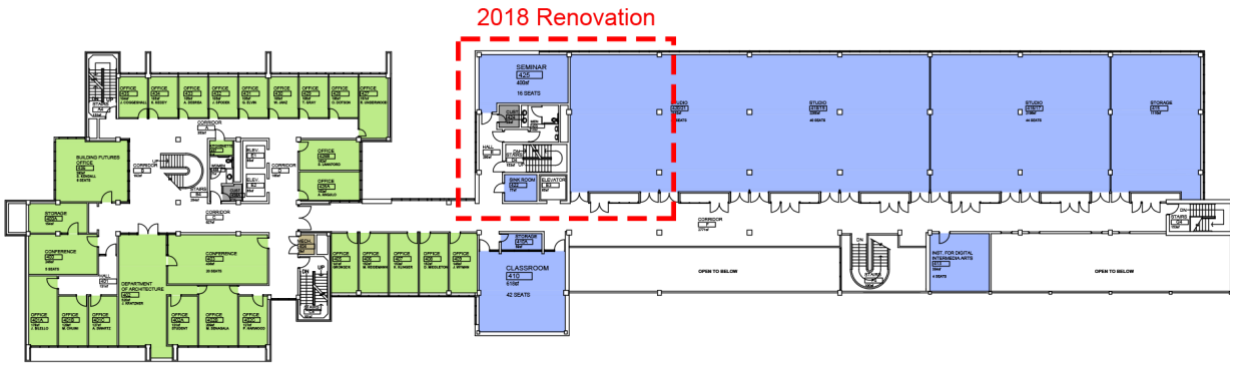
NORTH



third

03 FLOOR PLAN

NORTH

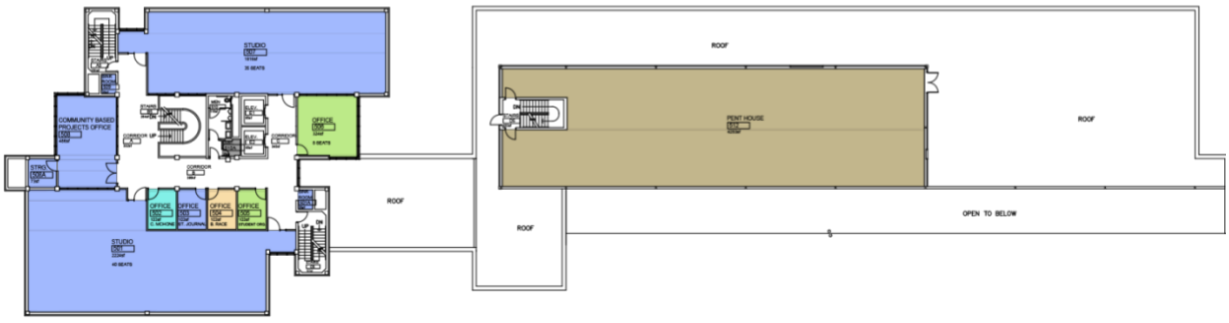


fourth

04 FLOOR PLAN

SCALE: NTS

NORTH

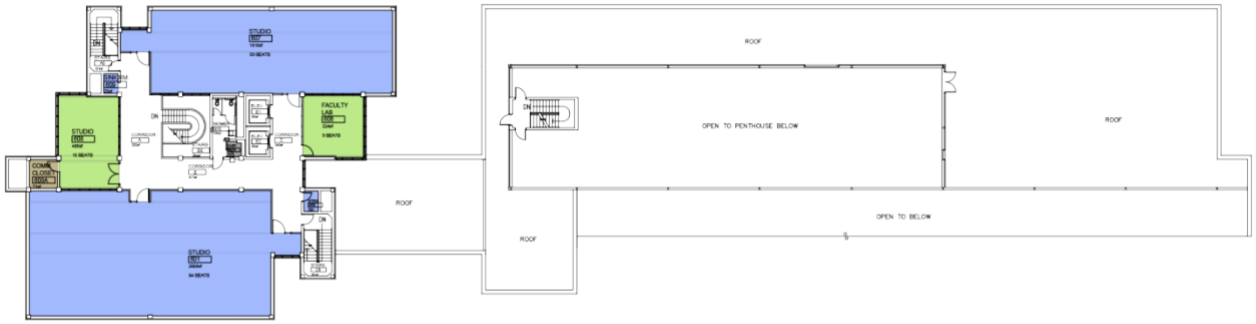


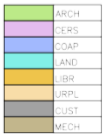
fifth

05 FLOOR PLAN

SCALE: NTS

NORTH



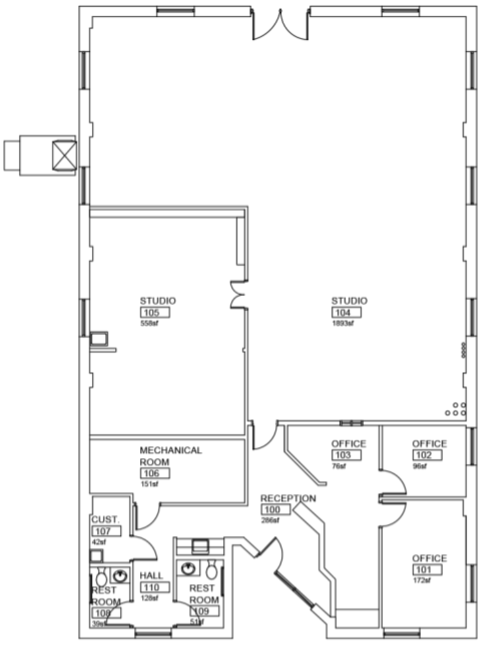


sixth

06 FLOOR PLAN

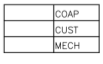
SCALE: NTS

NORTH



CAP design build lab

01 FLOOR PLAN



CAP Renovation 2018

A "Blue Ribbon" Panel convened by the Ball State University President in 2015-2016 to assess the College's programs, identified upgrading the physical resources of the College as an important goal. Alumni on the review panel suggested the studio environment could more effectively accommodate contemporary furniture and spaces that were akin to the work environments of professional practice.

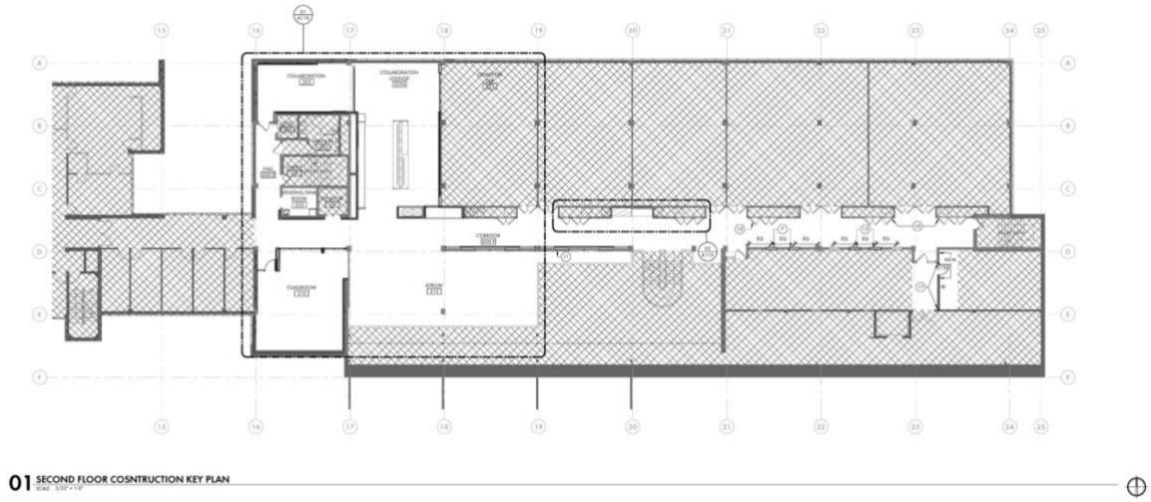
The College of Architecture and Planning began its 2016-2017 discussion of a $1.5 million renovation with this charge in mind and also within the context of efforts across campus to engage Interactive Learning though space redesign. Ball State's commitment in recognizing the influence of educational space design on teaching and learning is made evident in the university's Interactive Learning Space Initiative which strives to support learning though pedagogy, learning space design, and technology. The initiative supports pedagogy that moves away from the traditional lecture based course to an engaged learning course. In this environment, the course focus moves from content to application while supporting the implementation of engaged learning methodologies such as Inquiry Based Learning, Team Based Learning, and Problem Based Learning. Some of the funding for the renovation came from this program.

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

CAP's redesign process included a year of planning by a student/faculty/staff committee. A survey was conducted regarding priorities for the redesign and over 400 responses were received. The priority spaces chosen for the project included the main lecture spaces on 2nd, 3rd and 4th floors, and adjacent public spaces and studios. The design concept, developed with consultant Axis Architecture & Interiors, opened up walls and reconfigured one adjacent studio bay on each floor to encourage flexible space use and easy pedestrian flow. Technology will be included that allows a plug and play critique space. Meeting and learning spaces will be available that accommodate small and large groups and can be easily reorganized.

In addition, a virtual critique space (see Remote Review Facility under CERES in following pages) was designed for the 1st floor of the building that will allow remote interface with professionals around the world, and will include a variety of cameras and connections to accommodate a wide range of jury experiences with off campus partners.

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



01 SECOND FLOOR COSNTRUCTION KEY PLAN

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. 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.

2019 - 2020 Schedule:

WOOD SHOP		LASER LAB	
Monday - Thursday	10 AM to noon + 1 PM - 5 PM + 6 PM - 9 PM	Monday - Thursday	10 AM to noon + 1 PM - 10 PM
Friday	10 AM to noon + 1 PM - 5 PM	Friday	10 AM to noon + 1 PM - 5 PM
Saturday Sunday	CLOSED 4 PM – 8 PM	Saturday Sunday	CLOSED 3 PM – 10 PM

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

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

The KUKA robotic arm is primarily a research tool and is used by students in the context of classes or

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

Software: GAs use Rhino and RhinoCAM to set up jobs for the CNC mill. Both RhinoCAM and Mastercam are available to interested students on select computers in the Architecture Library and the Sim Lab. The robot is programmed using tools including RoboDK, Octopuz OLP and the KUKA|prc plugin for Rhino/Grasshopper, which are available to students through the faculty member associated with their class or through the Digital Fabrication Services Manager.

Digital Fabrication Services Team: Since CAP is home to digital fabrication equipment that requires various degrees of training to operate, a Digital Fabrication Services Team, consisting of 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.
Digital Fabrication Services Manager: Dan Eisinger, 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 (also in Section 4, File P in Box) 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 AB005 at the following times each week. 2019-2020 AY hours:
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

In-Studio Resources, AB 415, 416, 417
Graduate students have access to 3D printers in the M.Arch studio 24/7. The following resources are currently available:
- Makerbot Replicator + 3D Printer (AB 415)
- Makerbot Replicator + 3D Printer (AB 417)

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
Hours: 9-6 M-F 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: http://idiarts.org/
Hours: 9-6 M-F

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

These include in 2019-2020 AY:

Printers – large format
(1) HP PageWide XL5000
(1) HP Designjet Z6200
(1) HP Designjet Z5200ps

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

Printers – small format
(3) HP Color Laserjet CP5525

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

Scanner – large format
(1) WideTEK 36

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

An array of material and tools are also available in the center for checkout and sale. Sale items include items such as: acrylic, cardboard, chip board, mat board, foam core, museum board, bond sheets, vellum sheets, Mylar sheets, Bristol sheets, watercolor sheets, trace paper, cardstock, transparency sheets, 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 forgo 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 2019-2020 AY are:
Monday to Thursday: 10:00an – 9:00pm
Friday: 10:00am – 6:00pm

Design Resources Manager, Helen Turner: (765) 285-9168; hturner@bsu.edu

CAP Design Build Lab

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 work tables for 16 to 24 students.
- 18' x 24' metals working / welding area
- 25' x 28' wood working area
- 15' x 15' flexible assembly / staging area

The lab has a variety of hand tools, powered hand tools, as well as stationary tools. The classroom / tool room has surveying equipment, cordless and corded drills, sanders, saber saws, powered hacksaws, powered hand shears, routers, circular saws, powered hand planers, Sawsalls, angle grinders, abrasive cut off saws, etc. The metals area has a pedestal grinder, wire wheel / buffer, horizontal band saw, sheet metal brake, foot powered shear, a plasma cutter, and various types of welders (MIG, TIG, GMAW, Stick), 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 2019-2020 AY are:
Monday - Friday, 7:00 AM to 12:00 PM and 1:00 PM to 4:00 PM.
Digital Fabrication Trainer and Specialist, Roger Whitted: (765) 285-5855

CAP:INDY

25 N Pine Street, Indianapolis, IN. 46204

An extension of Ball State's R. Wayne Estopinal College of Architecture and Planning, the Ball State CAP: INDY:

- serves as a community resource for neighborhoods, organizations, and local government by providing technical assistance in the planning, design, development, and construction fields through the Center of Civil Design (CCD)
- serves as a hub of engagement for the largest concentration of Ball State alumni, faculty, students, and design, construction, and planning professionals in Indiana
- offers visioning support, planning facilitation, and community outreach, providing students with real-world experience while fulfilling a need in the Indianapolis area
- serves as an urban laboratory for students by facilitating Indianapolis-based studio design projects
- offers graduate-level courses (Master of Urban Design (MUD) and Master of Architecture (M.Arch) throughout the academic year (Section 4, File 12 in Box for NAAB's Branch Campus Questionnaire)
- promotes the value of design and planning in Indiana through conferences, exhibits, and public education

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.

CAP:INDY hours:
It is open to students and faculty with digital key cards, 24-7.

It is open to the public M-F 8 AM – 5 PM.
Administrative Contact Information for CAP:INDY:
Dr. Tarek Mahfouz, Associate Dean of R. Wayne Estopinal College of Architecture and Planning Professor of Construction Management
Ball State CAP:INDY: (317) 829-1025
Muncie Main Campus: (765) 285-5859, (765) 285-4210
Cell: (317) 645-5611
Fax: (765) 285-3726
Email: tmahfouz@bsu.edu

PHYSICAL RESOURCES DETAIL: UNIVERSITY MANAGED RESOURCES

Architecture Library AB 116

The Architecture Library is a branch of the University Libraries and it 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 other 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).

Students have access to computers, printers, and scanners in a number of CAP and University facilities including Bracken Library, the main library 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 – 10:00 PM
Friday 7:30 AM – 6:00 PM
Saturday 9:00 AM – 6:00 PM
Sunday 12:00 PM – 10:00 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 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, 8:00am – 5:00pm
Curator: Bradley Johnston (765) 285-5865

Drawings and Documents Archive – (Archives & Special Collections) 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, site, 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 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 or searchable by geographic location/address. The Archive has 80 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 a number of 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 Drawings and Documents Archive hours for 2019-2020 AY:
Monday-Thursday: 8AM-5PM Friday
Summer: by Appointment Only
Archivist for Architectural Records: Rebecca Torsell (765)-285-8441

Center for Energy Research, Education, Service (CERES) – AB 018
CERES is a University supported Center whose Director, Professor Robert Koester, is a tenured faculty in the Department of Architecture. Jeff Culp is the Operations Manager of the resources there. 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 modeling 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 persons 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:
M-F 8 AM – 5 PM, by appointment
Operations Manager, Jeff Culp (765) 285-1917

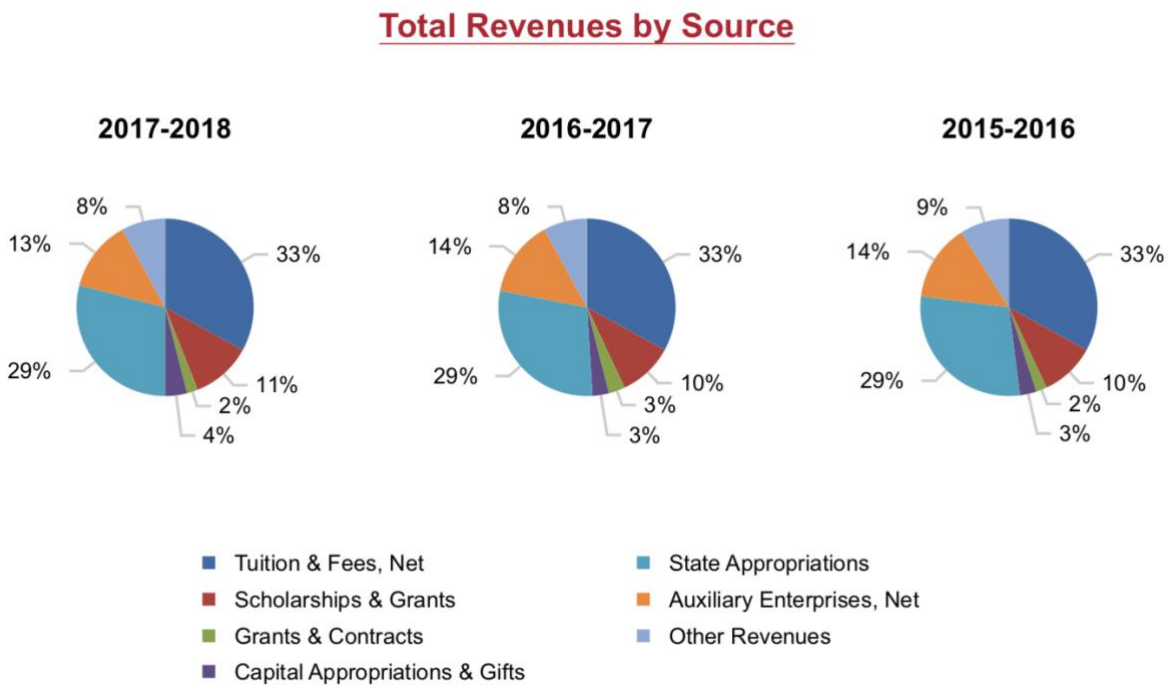
I.2.3 FINANCIAL RESOURCES

Ball State's summary record of University Finances including annual Financial Reports (tab in upper right corner – accessible via BSU ID) is available on the Ball State website. Financial operations of the University are primarily supported by student tuition and fees, appropriations from the State Legislature, and scholarships and grants. Overall, he University maintains sound financial footing as shown on page 10 of the most recent (2018) Financial Report.

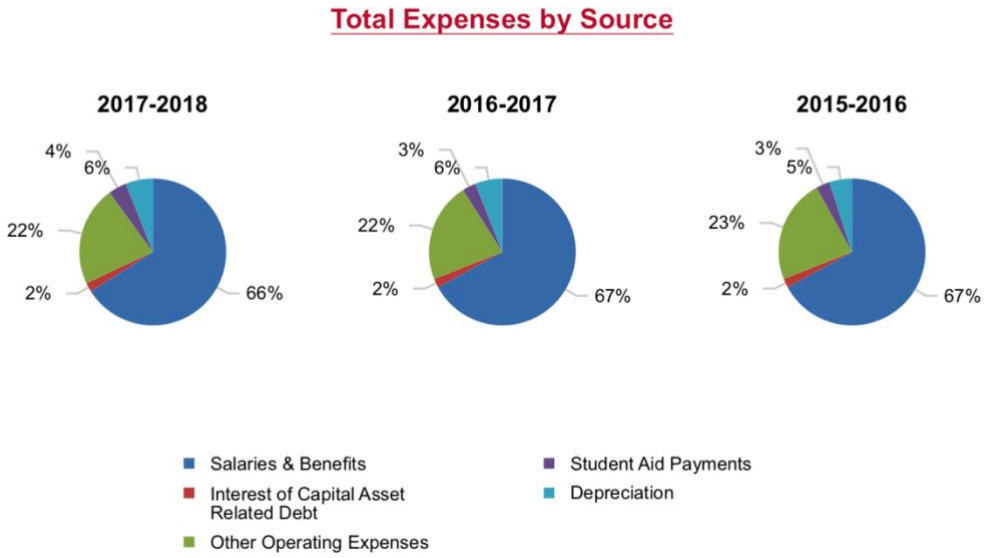
Changes in Net Position
Years Ended June 30, 2018, 2017, 2016

	2018	2017	2016
Operating Revenues	$ 274,775,505	$ 274,006,946	$ 265,002,481
Operating Expenses	483,568,353	493,066,361	481,846,017
Net Operating Income/(Loss)	$ (208,792,848)	$ (219,059,415)	$ (216,843,536)
Net Non-Operating Revenues	232,342,886	213,822,564	220,356,991
Other Revenue – Capital Appropriations and Gifts	9,125,282	7,679,369	7,991,003
Increase in Net Position	$ 32,675,320	$ 2,442,518	$ 11,504,458
Net Position - Beginning of Year	727,304,852	724,862,334	713,357,876
Change in Accounting Policy	(48,778,348)	—	—
Net Position - End of Year	$ 711,201,824	$ 727,304,852	$ 724,862,334

Ball State University's most recent percentile distribution overview of revenues and expenses is diagrammed below, Tuition and Fees providing the majority of the operating revenue for the university:



Ball State's greatest expenditure is Salaries and Benefits as seen on the chart that follows. The university is a self-insured institution and has made every effort over the past three years to keep the employee portion of health benefits stable.



The Dean is the administrative officer for the Estopinal College of Architecture and Planning. 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 this current year (2019-2020) is providing the basis for planning, and next year (2020-2021) will initiate the new budget model – a "hold-harmless" year that will used to "test-out" the system

In 2019-20 the Department of Architecture received total institutional support of $3,548,165 plus enhancement support via program fees of $67,000. Program fees are distributed by the Provost's office in consultation with the Dean of the College. The Department's general fund operating expenditures are faculty/staff salaries, student wages and graduate assistantship stipends, benefits, supplies/expenses, travel, and enhancement.

Budget Summaries						
Department of Architecture - General Fund Operating Expenditures						
		2019 -2020*	**2018-19**	**2017-18**	**2016-17**	**2015-16**
		** estimated*				
Faculty & Staff Salaries	Tenured/Tenure Track	$ 1,891,542	$ 1,824,316	$ 1,901,265	$ 1,942,858	$ 1,848,343
	Contract/Overload	$ 444,484	$ 434,304	$ 415,282	$ 445,944	$ 469,607
	Summer	$ 125,000	$ 126,379	$ 159,216	$ 131,026	$ 127,804
	Staff	$ 69,951	$ 74,940	$ 65,049	$ 75,013	$ 75,714
Subtotal Faculty & Staff Support		**$ 2,530,976**	**$ 2,459,940**	**$ 2,540,812**	**$ 2,594,840**	**$ 2,521,468**
Student Wages and Graduate Assistantship Stipends	Student Wages	$ 7,429	$ 7,078	$ 6,034	$ 6,159	$ 6,593
	Graduate Assistantships	$ 91,000	$ 106,096	$ 102,829	$ 83,809	$ 110,606
Subtotal Student Wages		**$ 98,429**	**$ 113,175**	**$ 108,863**	**$ 89,968**	**$ 117,199**
Benefits	Employee Benefits	**$ 870,818**	**$ 870,818**	**$ 891,001**	**$ 897,215**	**$ 904,891**
Supplies and Travel	Supplies	$ 22,410	$ 24,612	$ 18,865	$ 24,030	$ 17,988
	Travel	$ 25,532	$ 28,019	$ 36,346	$ 47,763	$ 33,072
Subtotal Supplies and Travel		**$ 47,942**	**$ 52,631**	**$ 55,211**	**$ 71,793**	**$ 51,060**
Total Institutional Support		**$ 3,548,165**	**$ 3,496,563**	**$ 3,595,887**	**$ 3,653,816**	**$ 3,594,617**
Enhancement (Lectures, Reviewers, Addt. Ga's)	Program Fees	**$ 67,000**	**$ 68,000**	**$ 113,000**	**$ 118,751**	**$ 74,113**

The expense categories that are covered by the general fund over which the program has either direct control or influence are:

- supplies + equipment
- faculty salaries
- travel
- enhancement funds (for studio review expenses, invited lecturers, workshops, etc.)
- student wages

The Department has some control or influence on the revenue category of CAP Program Enhancement Fees.

The CAP Program Enhancement Fee is paid by all students in the College of Architecture and Planning. It has been in effect since 2006 and currently generates an average of nearly $625,000. Currently, the University withholds 30% of the funds, the Provost holds a 5% contingency and 65% (approximately $415,000) is allocated to the College. The 65% of the program fee funding is spent for student enhancement across the College. These funds are used to award graduate assistantships, fund a guest lecture series, support student workshop needs, support CAP labs through student employment positions, 3D Printing supplies, lab equipment, and various other student enhancement initiatives.

The Architecture Department also has several foundation accounts (listed in the graph below). These are primarily dedicated to program support and student scholarships. The account summary for 2019-2020 (to date) has available funds for program support of $72,050 and available funds for student scholarships of $140,802. Each foundation account contributing to these totals has donor defined restrictions on how funds are distributed and for what purpose. 2019-2020 (to date) donor contributions to these two categories of foundation accounts was $10,042 for architecture program support and $14,216 for architecture student scholarships. For the last completed fiscal year, 2018-2019 (small chart below), donor contributions were $17,889 for program support and $53,020 for scholarships.

FISCAL YEAR JULY 1 2019 - JUNE 30 2020 (Not full year)												
PROGRAM SUPPORT FUNDS	BEGINNING BALANCE	CONTRIBUTIONS /EXPENDABLE EARNINGS	EXPENSES/(can include encumbered)	FEES	AVAILABLE	ENDOWED BEGINNING BALANCE	REVENUE	PRINCIPAL EARNINGS	TRANSFERS / EXPENSES	ENCUMBERED	ENDING BALANCE
607 - Architecture General	$ 29,220	$ 4,825	$ (1,944)	$ (310)	$ 31,792	$ -	$ -	$ -	$ -	$ -	$ -
609 - History Preservation	$ 8,238	$ 3,550	$ (1,384)	$ (71)	$ 10,333	$ -	$ -	$ -	$ -	$ -	$ -
613 - World	$ 2,470	$ 200	$ -		$ 2,670	$ -	$ -	$ -	$ -	$ -	$ -
618 - BSA LifeStructures	$ 17,170	$ 467	$ -	$ -	$ 17,637	$ 76,042	$ 1,000	$ 467	$ -	$ -	$ 77,509
631 - In Situ Hands On Learning	$ 12,325	$ 1,000	$ (4,851)	$ (20)	$ 8,453	$ -	$ -	$ -	$ -	$ -	$ -
633 - Michael A. McKay Family	$ 1,000	$ -	$ -	$ -	$ 1,000	$ 20,000	$ -	$ -	$ -	$ -	$ 20,000
4415 - Institute for Digital Fabrication	$ 165	$ -	$ -	$ -	$ 165	$ -	$ -	$ -	$ -	$ -	$ -
Totals:	**$ 70,587**	**$ 10,042**	**$ (8,179)**	**$ (401)**	**$ 72,050**	**$ 96,042**	**$ 1,000**	**$ 467**	**$ -**	**$ -**	**$ 97,509**
SCHOLARSHIP											
614 - Costello Family Fund	$ 4,166	$ 1,500	$ 150	$ (510)	$ 5,306	$ 25,781	$ -	$ 150	$ -	$ -	$ 25,930
637 - Sean Michael Murray Historic	$ 1,000	$ -	$ -	$ -	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -
654 - Glen Sabados Memorial Scholarship	$ 48,668	$ 1,000	$ -	$ (20)	$ 49,648	$ (327)	$ -	$ -	$ -	$ -	$ (327)
655 - David Hermansen Scholarship	$ 4,846	$ 214	$ -	$ -	$ 5,060	$ -	$ -	$ -	$ -	$ -	$ -
657 - MKM architecture + design, inc.	$ 2,534	$ 1,000	$ -	$ -	$ 3,534	$ -	$ -	$ -	$ -	$ -	$ -
658 - Estopinal Group Master's Project	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
661 - Schmidt Associates Scholarship	$ 9,491	$ 2,321	$ -	$ -	$ 11,812	$ 91,492	$ -	$ 3,182	$ (1,021)	$ -	$ 93,653
665 - CSI/Pella Design Competition	$ 1,650	$ -	$ -	$ -	$ 1,650	$ -	$ -	$ -	$ -	$ -	$ -
668 - Andrew Zabel Scholarship	$ 10,792	$ 1,791	$ -	$ -	$ 12,582	$ 63,554	$ 600	$ 2,431	$ (813)	$ -	$ 65,771
672 - Gresham Smith & Partners	$ 558	$ -	$ -	$ -	$ 558	$ -	$ -	$ -	$ -	$ -	$ -
676 - Kevin W. Theobald Memorial Scholarship	$ 3,038	$ 307	$ -	$ -	$ 3,344	$ -	$ -	$ -	$ -	$ -	$ -
678 - CRIPE Architects & Engineers	$ 6,212	$ -	$ -	$ -	$ 6,212	$ -	$ -	$ -	$ -	$ -	$ -
682 - Carl & Marjorie Strohm Scholarship	$ 4,181	$ 617	$ -	$ -	$ 4,798	$ 56,500	$ -	$ -	$ -	$ -	$ 56,500
683 - A. E. Sonne Palmer Scholarship	$ 1,150	$ -	$ -	$ -	$ 1,150	$ -	$ -	$ -	$ -	$ -	$ -
685 - The Estopinal Group Architecture Competition	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
686 - Browning Day Mullins Dierdorf	$ 9,114	$ 1,396	$ -	$ -	$ 10,510	$ 51,604	$ -	$ 1,913	$ (614)	$ -	$ 52,903
690 - IHLA Hardwood Architecture Design Comp.	$ 4,787	$ -	$ (4,000)	$ -	$ 787	$ -	$ -	$ -	$ -	$ -	$ -
695 - TEG Architects Design Prize	$ 18,455	$ 1,886	$ -	$ -	$ 20,341	$ 49,590	$ -	$ 2,151	$ (690)	$ -	$ 51,050
696 - Barnes Architecture Scholarship	$ -	$ 1,000	$ -	$ (20)	$ 980	$ -	$ -	$ -	$ -	$ -	$ -
30266 - Patricia Tollens Fund	$ 2,952	$ 1,185	$ (2,608)	$ -	$ 1,530	$ 235,727	$ -	$ 1,185	$ -		$ 236,912
Totals:	**$ 133,593**	**$ 14,216**	**$ (6,458)**	**$ (550)**	**$ 140,802**	**$ 573,920**	**$ 600**	**$ 11,011**	**$ (3,138)**	**$ -**	**$ 582,393**

FISCAL YEAR JULY 1 2018 - JUNE 30 2019											
PROGRAM SUPPORT FUNDS	BEGINNING BALANCE	CONTRIBUTIONS/EXPENDABLE EARNINGS	EXPENSES (can include encumbered)	FEES	AVAILABLE	ENDOWED BEGINNING BALANCE	REVENUE	PRINCIPAL EARNINGS	TRANSFERS / EXPENSES	ENCUMBERED	ENDING BALANCE
607 - Architecture General	$ 24,260	$ 6,888	$ (1,562)	$ (365)	$ 29,220	$ -	$ -	$ -	$ -	$ -	$ -
609 - History Preservation	$ 8,634	$ 250	$ (641)	$ (5)	$ 8,238	$ -	$ -	$ -	$ -	$ -	$ -
613 - World	$ 2,470	$ -	$ -	$ -	$ 2,470	$ -	$ -	$ -	$ -	$ -	$ -
618 - BSA LifeStructures	$ 16,257	$ 913	$ -	$ -	$ 17,170	$ 74,129	$ 1,000	$ 913	$ -	$ -	$ 76,042
631 - In Situ Hands On Learning	$ 5,706	$ 9,808	$ (2,994)	$ (196)	$ 12,325	$ -	$ -	$ -	$ -	$ -	$ -
633 - Michael A. McKay Family	$ 1,000	$ -	$ -	$ -	$ 1,000	$ 20,000	$ -	$ -	$ -	$ -	$ 20,000
4415 - Institute for Digital Fabrication	$ 136	$ 30	$ -	$ (1)	$ 165	$ -	$ -	$ -	$ -	$ -	$ -
Totals:	**$ 58,462**	**$ 17,889**	**$ (5,197)**	**$ (567)**	**$ 70,587**	**$ 94,129**	**$ 1,000**	**$ 913**	**$ -**	**$ -**	**$ 96,042**
SCHOLARSHIP - TOTALS	**$ 117,467**	**$ 53,020**	**$ (40,874)**	**$ (20)**	**$ 129,593**	**$ 626,185**	**$ 10,413**	**$ (5,212)**	**$ (3,885)**	**$ (1,561)**	**$ 625,941**

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

Additionally:

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

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

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

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

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

Finally, the Department’s “new” Bachelor of Architecture new program option is fully supported by the university. As noted in the supplemental information provided to NAAB in August, 2017, the Dean, Provost, President, Board of Trustees, and ultimately the Indiana Commission of Higher Education (ICHE) all approved the new program proposal in spring 2017; the proposal included a detailed “Needs Assessment” (required per ICHE submission) to run the program that was discussed by the Board of Trustees prior to approval. See Section 4, File R in Box for Indiana Commission of Higher Education Needs Assessment summary of this support for the new B.Arch program.

I.2.4 INFORMATION RESOURCES

Institutional Context and Administrative Structure of The Library and Archive
The Architecture Library, which includes the Visual Resources Collection, is a branch of the University Libraries and it is managed by the Architecture Librarian, a professional librarian who reports to the Assistant Dean for Public Services for the University Libraries. The Drawings and Documents Archive is administered by the University Libraries and 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. 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 [attached] guides the Architecture Librarian in selecting materials and the policy allows for responsiveness to changes in the curriculum. Faculty and student requests also help grow the collection and identify new interest areas such as architectural activism or pop-up urbanism. The librarian meets annually with Department chairs or their Departmental library representatives to review purchases, discuss future collecting priorities, and analyze the current periodical subscriptions.

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

The collections budget for the University Libraries is made up of two basic components: library budgets assigned to each of the University's academic Departments used to fund subscriptions to periodicals and one-time purchases such as monographs and DVDs, and library general funds, which are used to purchase databases, monographs, and other resources.

In fiscal years 2016 through 2018 the Architecture Department's library budget has remained the same: $19,115, although total expenditures was slightly reduced in that same time period.

Library Allocations and Expenditures for Department of Architecture:

Fiscal Year	**2016**	**2017**	**2018**
Departmental Allocation	**$19,115**	**$19,115**	**$19,115**
Periodicals	$9,528	$8,457	$8,643
Classified serials	$5,028	$4,224	$5,406
Monographs	$3,831	$3,801	$3,497
Audiovisual materials	$564	$453	$257
Monographic series and sets	$0	$90	$90
Images	$2,700	$750	$0
Approval non-continuing	$4,747	$4,890	$3,089
Library general funds non-continuing	$332	$1,937	$1,339
Foundation funds non-continuing	$1,903	$1,916	$1,183
Total Expenditures	**$28,633**	**$26,518**	**$23,504**

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 of the University's academic Department library budgets and is not unique to the Architecture Department. Greater reliance on interlibrary loan, open access scholarship and online archival resources are providing additional resources as increases to the University Libraries collections budgets are being pursued. The University Libraries Collection Development Policy is in Section 4, File 8 in Box.

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 the rare occasions when a material sample is only available for a fee, but most often samples are sent by the manufacturers free of charge.

At the Drawings and Documents Archive, students have ready access to over 130,000 unique, original architectural plans and documentation dating from the 19th century to the present that are unique to the Archive at Ball State University. The collection contains drawings and plans for buildings, landscapes, urban design, and documentation of historic structures in Indiana. There are 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 (see, for example, the guides for a CAP 101 assignment).

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 publically 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 in 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 drawings types. Customized instructional sessions are also offered that can be tailored to individual classes to help faculty achieve specific curriculum objectives.

Staff

The Architecture Library is staffed by the Architecture Librarian (professional staff position), the Architecture Library Coordinator (paraprofessional), and 7-8 student assistants (2.075 FTE). The present Architecture Librarian, Amy Trendler, has been in the position for 15 years. In addition to a Master's of Science in Library Science, Ms. Trendler holds a Master's of Art in Art History. She focused on architectural history while pursuing her M.A. and has a broad knowledge of the subject. Before coming to the Architecture Library, Ms. Trendler worked for nearly six years as Catalog/Reference Librarian and later Senior Reference Librarian in the Ryerson and Burnham Libraries at the Art Institute of Chicago. She is an active member of the following professional organizations: the Association of Architecture School Librarians (AASL), the Art Libraries Society of North America (ARLIS/NA) and the local Midstates

chapter of that organization, and the Association of College and Research Libraries (ACRL). Ms. Trendler has published several articles on topics in art and architecture librarianship, she 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's 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 by the Archivist for Architectural Records (and 1 College graduate assistants (.25 FTE) and 5-6 student assistants). The present Archivist for Architectural Records, Rebecca Torsell, has been in this position for two years and holds a Master's of Science in Historic Preservation. Before coming to the Drawings and Documents Archive, Ms. Torsell worked as a Project Manager/Conservator specializing in architecture and sculpture conservation for a firm in Philadelphia, PA. She has worked on some of our nation's greatest historic treasures including the Grant Memorial, The Second Bank of the United States, and the Cooper-Hewitt Smithsonian Museum of Design. Ms. Torsell's background in architectural preservation combined with her research experience performing over 300 intensive level architectural surveys on buildings, sites, and structures, made her a prime candidate for this position. Ms. Torsell also holds a Bachelor of Arts in Management and World Culture and an Applied Associates of Science in Building Restoration and Preservation Technology. She is an active member of the following professional organizations:
American Institute for Conservation of Historic and Artistic Works (AIC)-Professional Membership Accreditation, the Society of Indiana Archivists (SIA)-member of the Educational Committee, and has recently joined the board of Indiana Landmark's Affinity group, Indiana Modern.

Miss Torsell is actively engaged in community revitalization efforts and provides continual community programming that pertains to the discovery and interpretation of the built environment.

Facilities – (see also Section I.2.2 Physical Resources)
The Architecture Library, Visual Resources Collection (VRC), and Drawings and Documents Archive are conveniently located on the first floor of the Architecture Building in close proximity to the classrooms, studios, faculty and administrative offices, and other support facilities for the College of Architecture and Planning. Bracken Library, the main library on campus, is located directly across from the Architecture Building, and the many resources of this collection 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 expansive desktop for working on their projects. Seven of the workstations have 11 x 17 flatbed scanners ideal for scanning large drawings or illustrations. The library also features two Alienware workstations provided by the College. These machines, like all the equipment in the library, 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 University's cloud-based printing solution, PrintSmart. Students each have a $30 printing balance that renews every semester they are enrolled. Their print balance can be used to print 8 ½ x 11, 11 x 17, or color print jobs in either size at the rates of 5¢, 10¢, and 25/50¢ respectively. Students may also send their print jobs to PrintSmart from a laptop or mobile device. Equipment that can be checked out of the library includes flash drives, phone and laptop chargers, and scientific calculators.

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

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

I.2.5 ADMINISTRATIVE STRUCTURE & GOVERNANCE

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

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

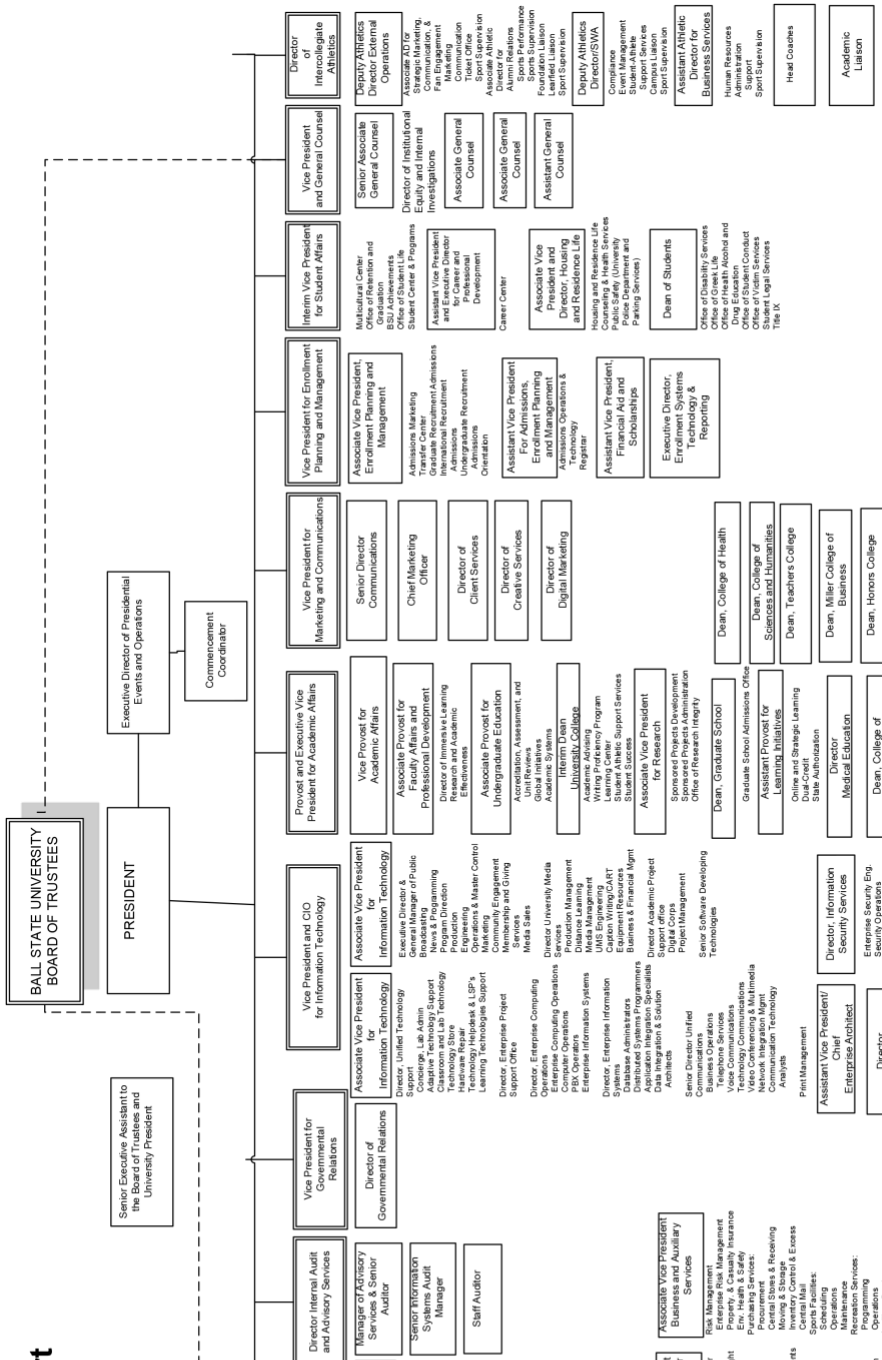
The President, Geoffrey S. Mearns, oversees the administration of the University. President Mearns leads Ball State under the guidance of the Board of Trustees. President Mearns also receives input and advice from the President's Cabinet, a senior leadership team comprised of seven Vice Presidents of 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—also play key roles in consultation with the President regarding the strategic direction of the University. The university administration organizational chart follows these pages.

The Provost and Executive Vice President for Academic Affairs oversees all academic aspects of the seven Colleges of the University, including the R. Wayne Estopinal College of Architecture and Planning. The organizational chart for Academic Affairs follows this section.

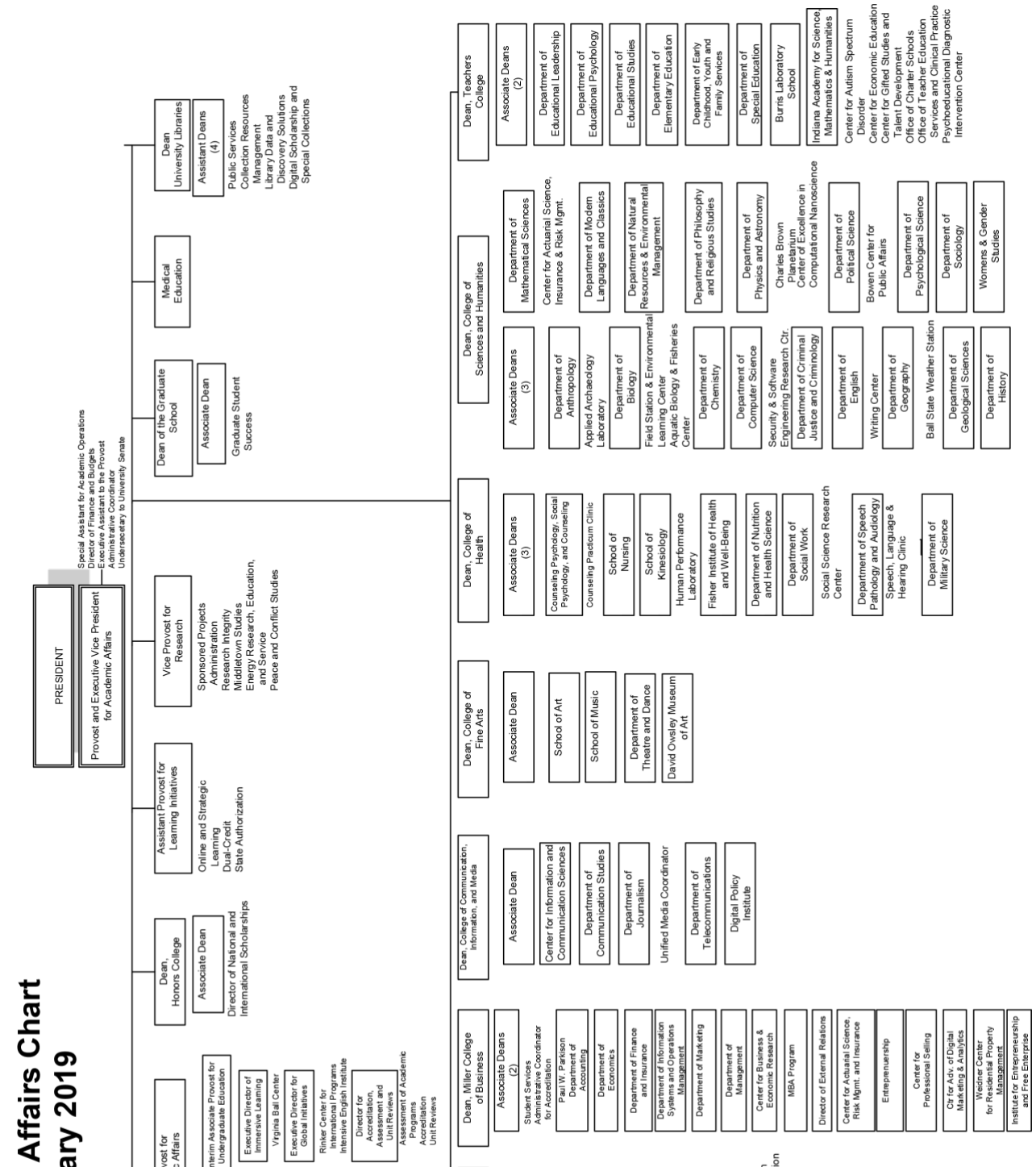
The College's four Departments (Architecture, Landscape Architecture, Urban Planning, Construction Management Interior Design) are each administered by a faculty-elected Department Chair. The executive officer of the College is the Dean who oversees matters of policy, budget, promotions, and appointments.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

The Department of Architecture leadership is comprised of the elected Chair, appointed Associate Chair, and appointed program directors: Undergraduate Program Director (B.Arch, BA/BS), Graduate Program Director (M.Arch), and Graduate Program Director (MSHP). Undergraduate students are advised by a University supported Professional Advisor assigned to CAP students – Julie Maugherman. Departmental committee membership is through annual elections by the Department faculty. Year level coordinators are appointed. The Chair also communicates directly with the Chair's Student Council, comprised of leadership in student organizations as well as representative members voted in by students in each year level of all programs. See the Department of Architecture's organizational chart (follows).

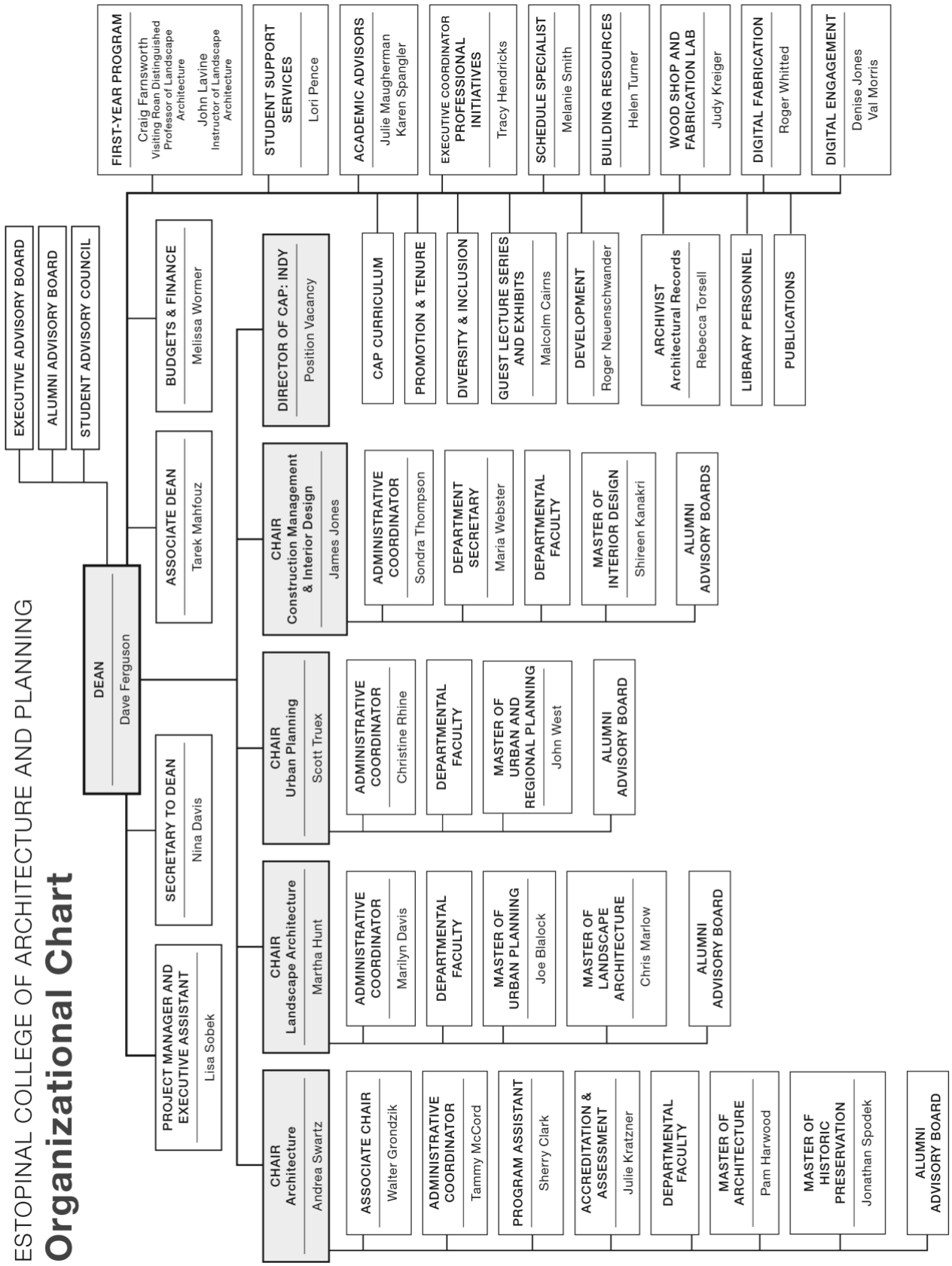
BSU Administrative Chart (p. 283 of Faculty and Professional Personnel Handbook)



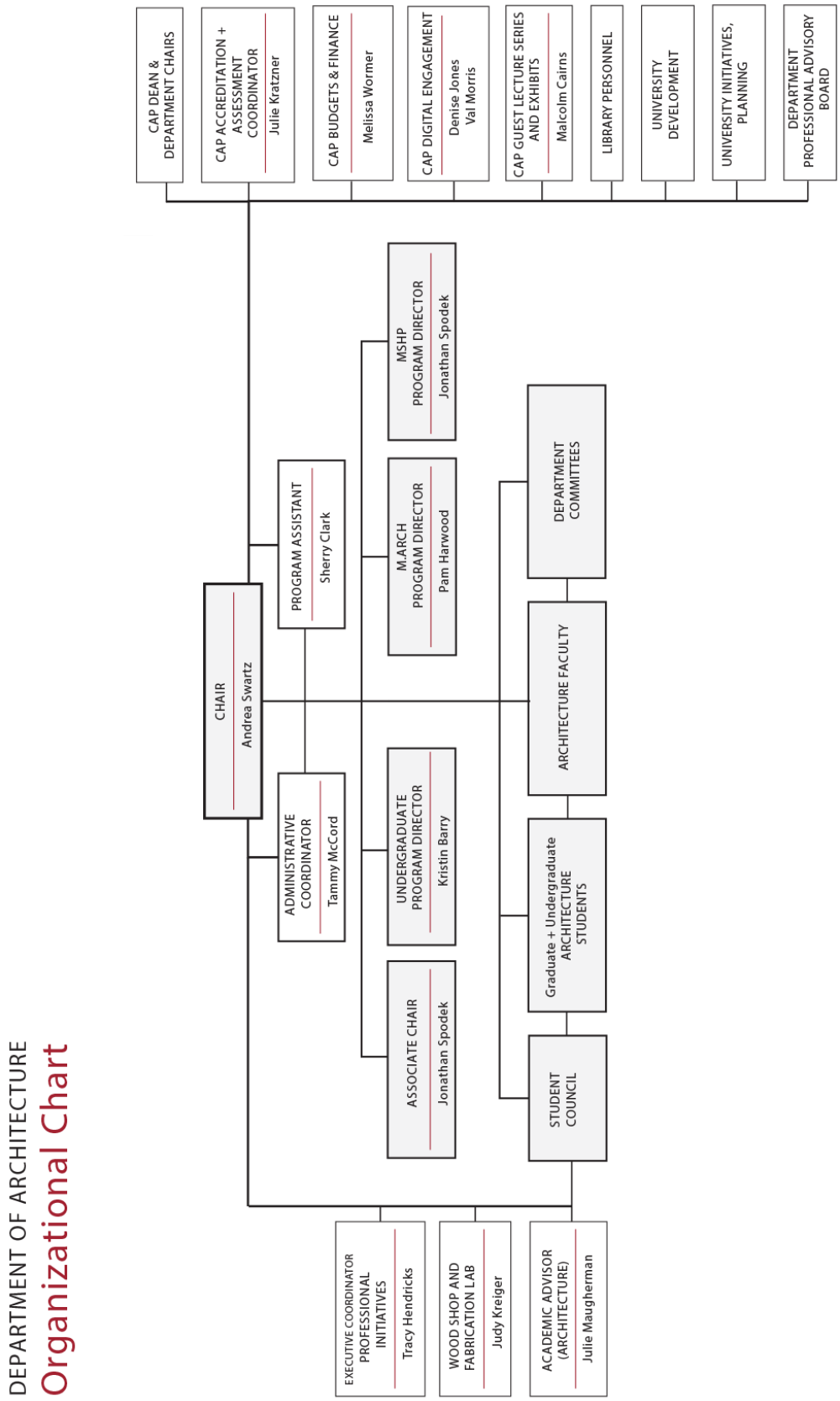
Academic Affairs Organizational Chart



R. Wayne Estopinal College of Architecture and Planning Organizational Chart



Department of Architecture Organizational Chart



Departmental and College Committee Membership
In addition to the Senate and sub-committees (Senate has Departmental representative) all Colleges contribute to faculty representation on the following University Committees. CAP representation is not always a Department of Architecture faculty member.

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

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

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

- *CAP Curriculum Committee***:** the Department has two members on the College committee; policy states that the Department Undergraduate Curriculum Committee appoints one member to the College committee and the Department Graduate Curriculum Committee appoints the second member to the College committee. Typically these are the chairs of the GCC and UCC (i.e., M.Arch program director and Undergraduate Program Director).

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

- *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

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.

Undergraduate Curriculum Committee: Consists of four elected members who serve staggered two-year terms, and an appointed committee chair (the Undergraduate Program Director). 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; disciplinary diversity is inherent in the election process; the committee is chaired by the undergraduate program director. The Department Chair and the University Academic Advisor are ex-officio members.

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

Salary + Merit Committee - Tenure-Line Faculty: 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 ll.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.

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

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

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

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

United Way Representative: elected service position (Professor Pam Harwood)

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

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

AGGREGATE Student Journal Advisor: appointed service position (Assistant Professor Dr. Kristin Barry)

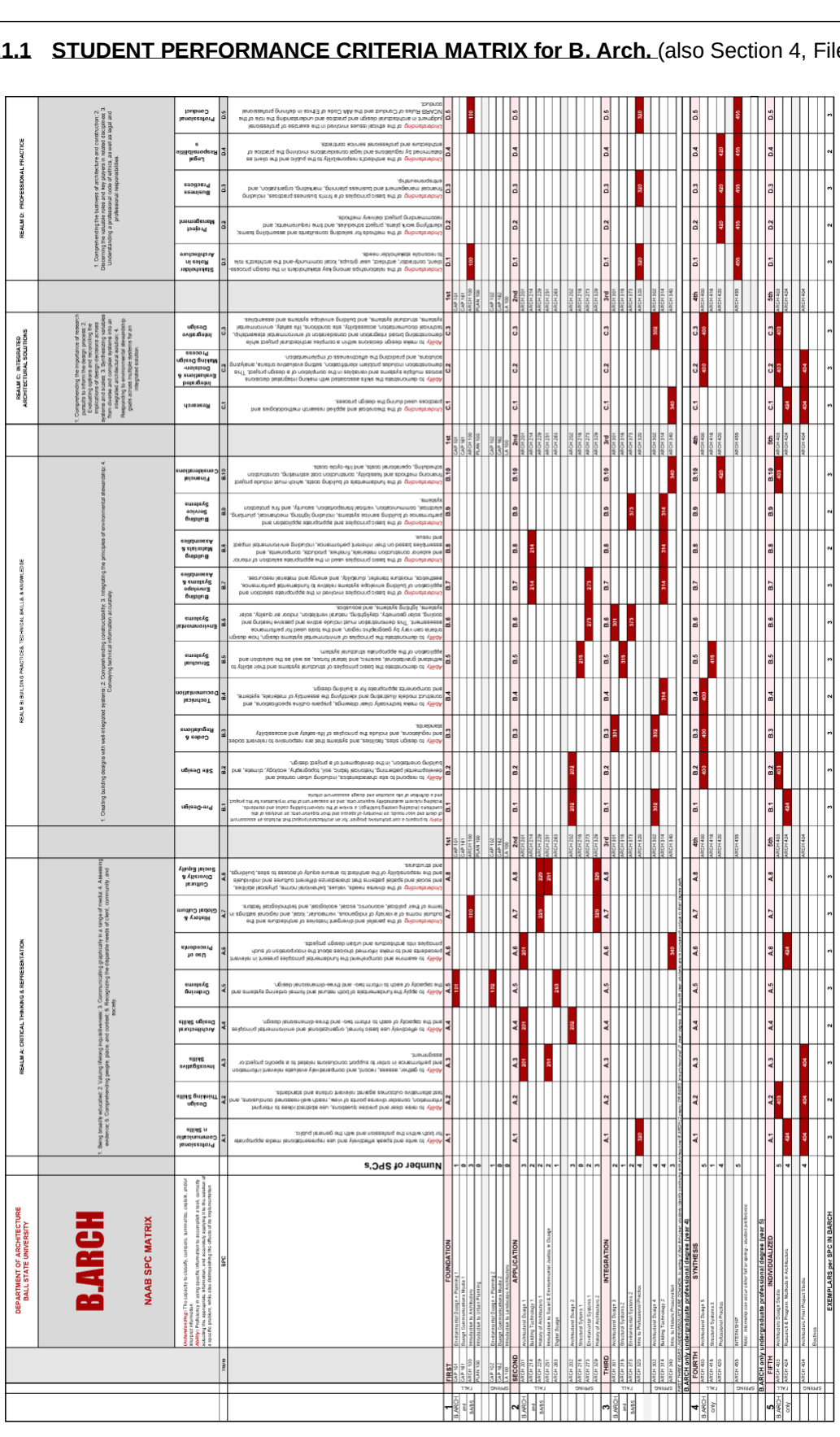
AIAS advisor: appointed service position (Assistant Professor Dan Overbey, AIA, LEED Fellow)

NOMAS advisor: appointed service position (Associate 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)

II.1.1 STUDENT PERFORMANCE CRITERIA MATRIX for B. Arch. (also Section 4, File S in Box)



II.1.1 STUDENT PERFORMANCE CRITERIA (narrative)

To enhance each faculty's passionate investment and continual improvement in the quality of their teaching, and to encourage faculty exploration of rich, innovative, and effective teaching methods that are continually evolving, the department values and supports the faculty's individual approaches to delivering course content in lecture, seminar, and studio courses. Because of this potential pedagogical diversity between different sections of a course or studio, collectively we are attentive to implementing a variety of strategies to assure that all students demonstrate the requisite abilities and understandings at the appropriate time, despite the rich variety of approaches. As previously discussed in the assessment section, faculty teaching the same course are asked to meet pre, and post-semester to discuss learning objectives plans to address the learning objectives. Faculty also explain their project assignments, expectations and deliverables that will demonstrate student ability or understanding of the assigned SPC's. Each year-level team is coordinated by a year-level coordinator who schedules routine meetings throughout the semesters, with all professors of year levels to confirm not only that SPCs are being appropriately addressed and met, but to also coordinate content between studios and core courses.

In studio, multiple sections of studio in undergraduate year-levels 2 and 3 have a common final year project that serves as a collective educational performance benchmark. The final project for both year levels is a studio-wide competition, with identical prompts, schedule, requirements, presentation deliverables, and end of project review assessment. In the subsequent year 4 (integrated design studio – B.Arch students only) all studio sections establish identical calendars, presentation expectations, and share course content delivery throughout the entire semester. Additionally, topical lectures and workshops by different studio faculty and outside experts are collectively delivered to the entire 4th year studio cohort. In year 5 (final thesis studios – B.Arch students only) all faculty share a common syllabus and schedule (both semesters) and, in addition, all faculty review all student work at the final review of fall semester, as well as mid-review and final review of spring semester to collectively assess each student's achievement of the SPCs as demonstrated in their work.

The department, through faculty discussion, has developed a summary outlining how SPCs are addressed in the curriculum, including the associated pedagogy, methods, and strategies employed by professors. Strategies may include assignments such as projects or papers, discussions, workshops, or other immersive learning techniques. This summary of teaching methods for all Realms (A, B, C and D) is included in Section 4, File T in Box. Pedagogy and methodology used to address Realm C is also included below, along with additional description of assessing student work as either "high achievement" or "achievement."

REALM C: PEDAGOGY AND METHODOLOGY FOR INTEGRATED ARCHITECTURAL SOLUTIONS
Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Students learning aspirations for this realm include:

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

The Bachelor of Architecture degree program is designed to engage these student learning expectations through a stepped curricular process, where concepts are introduced, reinforced, and then demonstrated as an ability. Topics are covered in multiple courses (both lectures and studio) to ensure that students are able to understand introductory material and its application in comprehensive design. As the B.Arch. curricular map diagrams, lecture course work in technology systems, history/theory, and communication, is methodically introduced in the first three years of the curriculum, facilitating student integration of these considerations in an integrated design process in the second half of the program (3rd through 5th years). Research is an ever-present expectation of the studio setting, with projects of increasing complexity; students substantiate their design approach and process through research into applicable areas.

C.1 Research: *Understanding of the theoretical and applied research methodologies and practices used during the design process*
Theoretical research methodologies are introduced and demonstrated in ARCH 329 History of Architecture 2 through traditional primary and second source research. This ability is repeated and expanded into applied

research methods through work undertaken in **ARCH 340 Introduction to Historic Preservation for Architects.** In an adaptive re-use design project, students engage theoretical research methods while also employing applied research strategies, such as stakeholder surveys and existing buildings assessments – all this in service to their adaptive reuse design proposal. Finally, the full breadth of research methods are reinforced through **ARCH 424 Research and Programming Methods** in Architecture taken in fall of the fifth and final year of the B.Arch program. Here, students must demonstrate their understanding of research methods in architecture as applied to the definition of their final, independently driven, design project proposal for their final semester (ARCH 404 Final Project Studio). ARCH 424 Research and Programming Methods in Architecture work, in parallel with ARCH 403 Architecture Design (6) studio results in each student's Final Project Proposal, incorporating research overview, thesis question, and design program "vehicle" definition for their final **ARCH 404 Architecture Final Project Studio** individual project. This final semester studio's mid-semester and final project presentations, along with the Final Project Report demonstrates the incorporation of research methodologies and the influence of research on the establishment of design objectives, and corresponding rigorous, idea-driven, design process resulting in "solutions" that are assessed in reference to these objectives.

C.2 Integrated Evaluations & Decision-Making Design Process: *Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.*

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 302 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. This ability is reinforced in **ARCH 400 Comprehensive Architecture Studio,** which 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. 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.

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. Students are asked to compile a written component (diary) of their studio notebook during the design process that reflects the initial situation/problem analysis, the criteria they identify as critical that are then used to evaluate design iteration appropriateness, and reflections on the flow of decision-making methods over the course of the studio.

Integrated Evaluations & Decision-Making Design Process is also demonstrated in **ARCH 403 Architecture Design (6) studio** and **ARCH 404 Architecture Final Project Studio,** where students produce a final project in architecture based upon individualized research in all categories associated with the design of architecture, demonstrating the ability to define objectives and integrate design decisions across multiple systems. Multidiscipline collaboration with students in other CAP disciplines is possible in ARCH 403 Architecture Design (6) studio as an opportunity to broaden their awareness of "problem identification" and assessment criteria. The final thesis report, compiled at the end of ARCH 404 Architecture Final Project Studio records this student performance criteria.

C.3 Integrative Design: *Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation,*

accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies

Integrative Design is introduced in the **ARCH 302 Architectural Design (4) studio**, where students are asked to integrate technology systems into their design project, assessing 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 technology solutions for a design. These same principles are practiced and reinforced the next semester during the **ARCH 400 Comprehensive Architecture Studio**, where students integrate the design of varied building systems into their design process and overall assessment of the architecture. Studio faculty have expertise in technical subject areas. Studio reviewers include architectural professionals, who provide practical critique on these SPC aspects. Students assemble a notebook demonstrating the design decision-making process as regards to environmental stewardship (energy modeling iterations as based upon evolving design decisions); site inventory, analysis, and design; analysis of accessibility and universal design standards; life safety considerations; structural and environmental systems considerations; and enclosure systems and assemblies. Technical documentation is incorporated into the project deliverables. Students again practice these proficiencies in **ARCH 403 Architecture Design (6) Studio**.

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

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

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

Sample evaluation rubric from ARCH 201: Exceptional (A)	Exceptional performance illustrating intentional design decisions based on excellent insight into the design process, precedent analyses, and is both logical and creative. "A" work constitutes polished design that shows a progression of ideas and thought, clear writing, integrated concepts from other associated courses, and work that goes above and beyond requirements. "A" work is rare; an exception, not the norm.
Accomplished (B)	Generally good work, which illustrates a good understanding of the subject matter, mostly intentional design thinking, and a solid grasp of the design process. "B" work is high quality and demonstrates and an active design agenda, and pursues constant improvement, meeting more than the minimum requirements.

Proficient (C)	Demonstrates a satisfactory understanding of design and produces the minimum requirements. “C” work represents an average standard of production, a baseline communication of design skill, and meets all requirements proposed.
Below Average (D)	Work that barely meets the acceptable standard for fulfilling requirements. “D” work is below average in thinking and intention, and suggests significant needed improvement in both understanding and effort.
Unsatisfactory (F)	Effort and production is unacceptable and does not meet the requirements set forth by the University for passing the course. “F” work is missing required components and demonstrates a lack of effort or understanding of course application.

An example of a gradated rubric (minimum to high achievement) as used in ARCH 404, final semester studio follows. In that final semester studio for the B.Arch., as discussed previously, assessment for minimum achievement and high achievement are done/discussed collectively by all studio professors.

DEPARTMENT OF ARCHITECTURE BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

ARCH 404, Architecture Final Project Studio, Spring Semester 2020
GRADING RUBRIC – SPRING 2020

NAAB SPC's: A.2 Design Thinking; A.3 Investigative Skills; C.1 Design Research; C.2 Integrated Evaluations and Decision-Making Design Process and Product
*Evaluation of content **and** presentation*

	Basic achievement	Accomplished achievement	Exemplary achievement
1. Design Question *(SPC A.2, C-2)*	A specific, to-the-point statement of inquiry	More developed + clarified since prior review/pin-up	Crafted final version, reflective of interim work, fully considered
2. Design Thesis *(SPC A.2, C.2)*	A specific, to-the-point introduction of the proposition	More articulate development of thesis proposition	Crafted final version, reflective of interim work, fully considered
3. Design Project *(SPC A.2, C.2)*	A specific, to-the-point selection of typology and users	Full development of building program; site program; user + space needs	Crafted final version, reflective of interim work, fully considered
4. Design Research • *Topical Content (SPC A.2, A.3, C-1)* • *Site/Cultural Context Analysis (SPC A.2, A.3, C.1)* • *Architectural Precedent Analysis + Integration (SPC A.2, A.3, C-1)*	Foundational account of content	Foundational account of content supplemented with new material discovery and documentation of same	Foundational account of content, supplemented with new material discovery and list of next steps – if time were available
5. Design Process • *Problem Identification (SPC A.2, A.3, C.2)* • *Setting Evaluation Criteria (SPC A.2, A.3, C.2)* • *Analyzing Solutions (SPC A.2, A.3, C.2)* • *Predicting Effectiveness (SPC A.2, A.3, C.2)* • *Integrating Decisions (SPC A.2, A.3, C.2)*	Foundational account of content	Foundational account of content even more developed + clarified since prior review/pin-up; more clearly presented. Clear evidence of exploration + discovery throughout process.	Foundational account of content since prior review/pin-up; in a well-crafted final form, reflective of all past work, fully considered. Breadth + depth of exploration + discovery supported by daily progress.
6. **Design Exhibits** • *Building Plans in **Site** Context (SPC A.2, A.3, C.2)* • *Building Sections in **Site** Context (SPC A.2, A.3, C.2)* • *Elevations and/or Experiential Views (SPC A.2, A.3, C.2)* • *Material Tectonics with Wall Section (SPC A.2, A.3, C.2)* • *Structural System integration (SPC A.2, A.3, C.2)* • *Environmental response diagrams* • *ECS Layout (SPC A.2, A.3, C.2)*	Foundational account of exhibits	Foundational account of content even more developed + clarified since prior review/pin-up; more clearly presented; more fully integrated and complete	Foundational account of content; more fully integrated and complete; in a well-crafted final form, reflective of all past work, fully considered, achieving a level of balanced resolution; a poetic embodiment
7. **Design Representation** *(reference STANDARDS FOR WRITTEN AND GRAPHIC WORK, p. 3-5 syllabus, SPC A.1)* • *Graphics (SPC A.1)* • *Physical Models (3 scales) (SPC A.1)* • *Clearly-presented verbally (SPC A.1)*	Foundational account of listed representation	Foundational account of listed representation Well-crafted; well organized; well labeled communication of ideas; use of professional conventions for representational and verbal presentation	The highest level of representational and verbal presentation of fully-resolved exhibits of executed work.

II.2.1 INSTITUTIONAL ACCREDITATION

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

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

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

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

NAAB Accredited professional degree programs offered at the College of Architecture and Planning:
"+2" Year M. Arch (pre-professional + 57 credits)
"3+" Year M. Arch (non-professional + 99 credits)
Next accreditation visit for all M.Arch programs: 2021

Proposed 5-Year B. Arch (154 credit hours)

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

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

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

Available Graduate Certificates in CAP:
Graduate Certificate in Real Estate Development
Graduate Certificate in Digital Fabrication
Graduate Certificate in Social and Environmental Justice
Graduate Certificate in Historic Preservation
[Graduate Certificate in High Performance Building – recently approved by University GEC – pending full approval]

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

Preparatory Requirements for 5-Year B. Arch. degree:
All students admitted to the College of Architecture and Planning are admitted to a common first-year program. The required first-year courses provide a foundation for theories and skills pertinent to later study in architecture, landscape architecture, and urban planning. At the end of the first year, students apply to the major (architecture, landscape architecture, planning) of their choice; admission is per committee review, with a GPA requirement of > 2.75 and a portfolio review.

All students in the architecture major take comprehensive coursework during Fall and Spring semesters of Year Two, and Fall of Year Three. In the Spring of Year Three, all architecture majors declare their degree program of choice (B.Arch, BS or BA with a major in architecture, BS in Environmental Design). Students' portfolios are also review in the introductory professional practice course (ARCH 320) in the fall semester of that third year of study as a method of connecting students to the faculty member in charge of the internship course required for all Bachelor of Architecture students, facilitating advisory discussions.

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

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

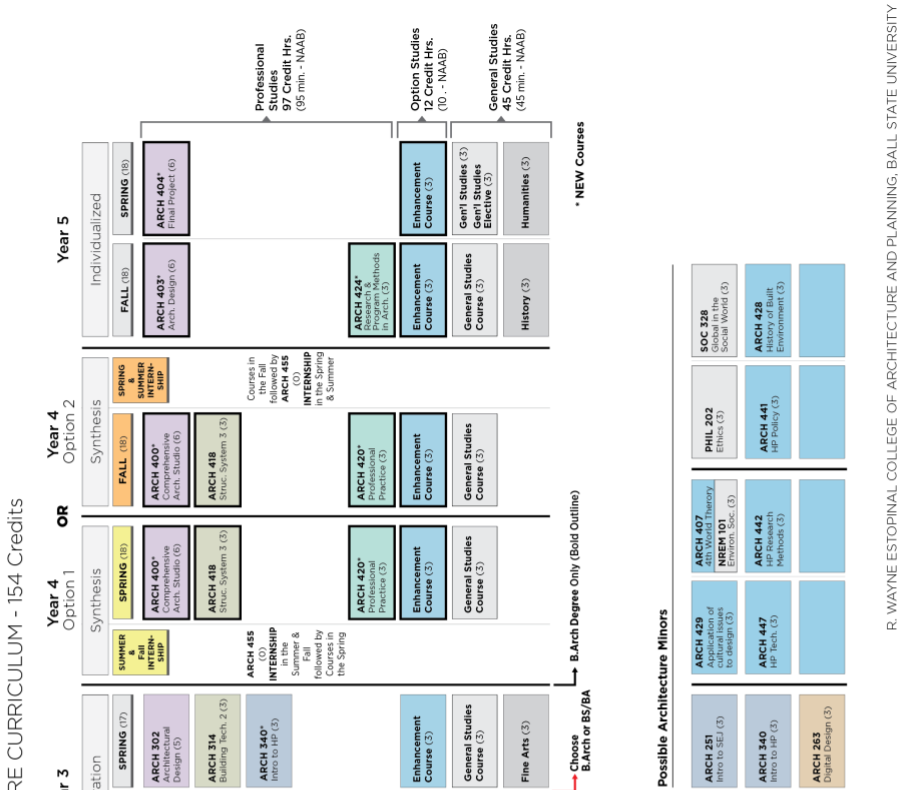
Degree Requirements for completing the 5-Year B. Arch. degree (154 credits):
In order to qualify for the 5-Year Bachelor of Architecture degree, a student must complete **97 credits** of professional studies distributed into subject categories (design studio, technology, history/theory, communication,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

Required Professional Studies	**97 credits**
Design Studios (42 credits)	**CAP 101** Environmental Design and Planning **CAP 102** Environmental Design and Planning 2 **ARCH 201** Architectural Design **ARCH 202** Architectural Design **ARCH 301** Architectural Design **ARCH 302** Architectural Design **ARCH 400** Comprehensive Arch. Studio **ARCH 403** Architectural Design **ARCH 404** Final Project
Technology (21 credits)	**ARCH 214** Building Technology 1 **ARCH 218** Structural Systems 1 **ARCH 273** Environmental Systems 1 **ARCH 314** Building Technology 2 **ARCH 318** Structural Systems 2 **ARCH 373** Environmental Systems 2 **ARCH 418** Structural Systems 3
History/Theory (18 credits)	**ARCH 100** Intro to Architecture **PLAN 100** Intro to Planning **LA 100** Intro to Landscape Architecture **ARCH 229** History/Theory of Architecture 1 **ARCH 251** Intro. to Social and Environmental Justice **ARCH 329** History/Theory of Architecture 2 **ARCH 340** Intro to Historic Preservation
Communication (7 credits)	**CAP 161** Design Communication Methods 1 **CAP 162** Design Communication Methods 2 **ARCH 263** Digital Design

Professional Studies (9 credits)	**ARCH 320** Intro. Pro. Practice **ARCH 420** Professional Practice **ARCH 424** Research and Programming Methods **ARCH 455** Internship (0 credits, required)
Enhancement Courses	**12 credits**
Student directed coursework	
Flexible General Studies	**15 credits**
Student directed non-architecture coursework	
Ball State Core Curriculum	**30 credits**
Ball State Core Curriculum (30 credits)	Written Communication I (3 credits) Written Communication II (3 credits) Oral Communication (3 credits) Natural/Social Sciences I (3 credits) Natural Sciences II (3 credits) Math (3 credits) Personal Finance (1 credit) Physical Fitness (2 credits) Fine Arts (3 credits) Humanities (3 credits) History (3 credits)
Total	**154 credits**

BSU B.Arch Curriculum Map follows this page and is available on Department website.

Bachelor of Architecture Curriculum Map



Descriptions of Department of Architecture Programs
The Department offers the following degree programs:

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

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

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

Master of Architecture
The existing, accredited, three-year and two-year professional Master of Architecture programs enable students to respond to and adapt within a rapidly evolving practice environment while earning their professional degree. Students with ANY undergraduate degree enter the 3+ program with a foundation year of studies that then merges in to the +2 program. Students with a pre-professional undergraduate education in architecture enter the +2 program to complete their professional education at the graduate level. Through comprehensive course content, the Department fosters learning environments that promote cross-disciplinary research and collective learning in support of research, innovative design, and problem solving. The final individually driven thesis delves into disciplinary knowledge "communities" with the objective of advancing disciplinary discourse in that area.

Master of Science in Historic Preservation
The Department's MS in Historic Preservation meets the standards established by the National Council of Preservation Education. The program aims to give students a broad-based education in the preservation field with the ability to focus on each students' unique interests. The Master of Science in Historic

Preservation program provides a solid foundation for a career in modern preservation. The MS in historic preservation meets the academic standards of the National Council for Preservation Education. The Department has just launched a one-year MSHP program for those with advanced standing.

II.3 EVALUATION OF PREPARATORY EDUCATION

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

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

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

- creative work such as sketching, drawings, paintings, photography, sculpture, crafts, gardening, 4-H craft work, poetry, newspaper articles, or other creative work;
- personal or academic work;
- writing samples;
- awards and certificates

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

As described previously in Section I.1.2 Learning Culture, the College has a "common" first-year where students are introduced to the professional design disciplines (architecture, landscape architecture and urban planning) in design studio, design communications and media courses, and survey courses. At the conclusion of the first year, students "declare" the area in which they wish to major. The Department Chair meets with all students interested in majoring in architecture to discuss the Department's application process and timing, the different program options, CAP's travel programs, the NCARB AXP program, AND introduce departmental staff. This introduction to the department occurs once in the spring for the fall entry CAP first year students and once in the summer for the spring entry CAP first year students. Students submit a portfolio of their first-year work in CAP as well as a writing sample.

This portfolio and writing sample are reviewed by an ad-hoc Departmental Admissions Task Group typically comprised of the Undergraduate Curriculum Committee or 2nd year faculty and the Department Chair. The students' GPAs (both all-University courses and all first-year CAP courses) are also included in this review. The Department requires a minimum all-CAP first year GPA of 2.75. Second year architecture has a maximum target capacity of 84 students (six sections of 14 students/faculty) and typically ranges between 65 and 84. The Department's Programs Assistant works closely with the admissions committee, and notifies students of acceptance or denial, and alternative options if denied. The CAP Advisor, Julie Maugherman, also advises students in other program options as needed. These alternatives can include the option to repeat courses to improve skills and/or grades and reapply. Students who are not accepted may also select another major within the College.

Undergraduate Advising
Undergraduate students are assigned freshman advisors who help students transition between their high school and College experiences. Upon completing 30 or more credit hours and declaring a major, students are assigned to an Academic Advisor (University professional staff position) in their major. All architecture majors have the same Academic Advisor whose office is on the fifth floor in the Architecture Building. The Advisor creates an academic plan for each student and tracks degree progress and completion of degree requirements; typically Julie Maugherman will meet with each architecture undergraduate at least once every year. The Department of Architecture also has a retention standard that is published in the

undergraduate catalog. This standard requires undergraduate B.Arch degree seeking students who receive grades below a C- in two consecutive, required professional studies (per NAAB) courses, to repeat both courses. The Advisor checks end of semester grades regarding this policy and informs the Department Chair and Programs Assistant should a student's performance fall into this category.

During the fall semester of the students' third year as part of the required ARCH 320 Introduction to Professional Practice course, students are required to submit a portfolio that is evaluated prior to that student registering for the required professional Internship in their fourth year: ARCH 455 (0) – a credit course (see curricular map).

II.4 PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees:
https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

II.4.2 Access to NAAB Conditions and Procedures (link FROM our website, this page):
https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

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

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

II.4.4 Public Access to APRs and VTRs are on our website:
https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

II.4.5 ARE Pass Rates are available via a link from that BSU Architecture web page and NCARB:
https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school
https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school

II.4.6 Admissions and Advising: the admissions process to the College is explained here:
https://www.bsu.edu/academics/collegesanddepartments/cap/applications-financial-aid/undergraduate
As part of first year curriculum, all first-year CAP students are instructed in the application process to the Departments towards the end of their first year. The admission standards to the Department of Architecture are indicated in the undergraduate catalog:
https://catalog.bsu.edu/2019-2020/Undergraduate-Catalog/Estopinal-College-of-Architecture-and-Planning/Architecture

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

II.4.7 Student Financial Information
Ball State Financial information is available to all students on the main website: https://www.bsu.edu/admissions/tuition-and-fees As noted, currently an in-state undergraduate year tuition is $8.014; with program fees this is around $10,000.

Undergraduate financial aid and scholarship opportunities are available to all students here: https://www.bsu.edu/admissions/financial-aid-and-scholarships and includes both need based and merit based scholarship awards. As noted in section I.2.3 Financial Resources, approximately 80% of Ball State students receive financial aid, either need based or merit based.

III.1.1 Annual Statistical Reports

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

Below is a memo from Dr. Sonia Brandon Associate Vice President for Institutional Research and Decision Support – the administrator in charge of the unit responsible for preparing and submitting statistical data. This memo affirms that all data submitted to the NAAB through the annual report submission system is accurate and consistent with reports sent to other national and regional agencies.

BALL STATE UNIVERSITY
Office of Institutional Research and Decision Support

MEMORANDUM

TO: National Architecture Accrediting Board

FROM: Sonia Brandon, Ph.D.
Associate Vice President for Institutional Research and Decision Support

DATE: January 22, 2020

SUBJECT: Statistical Reports

All information provided by Ball State University's Office of Institutional Research and Decision Support for use in BSU NAAB accreditation-related materials is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Educational Statistics.

III.1.2 INTERIM PROGRESS REPORTS – N/A

SECTION 4: SUPPLEMENTAL MATERIAL – TABLE of CONTENTS

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

NAAB Essentials

- Course description templates for all courses offered within the curriculum of the NAAB-accredited degree program (NAAB template) - **SEE Section 4, file 4 in Box**
- Faculty Resumes of faculty teaching in the accredited program (NAAB template) **SEE Section 4, file 1 in Box)**
- Faculty Matrix (NAAB template) - **SEE Section 4, file 2 in Box)**
- Faculty scholarship and productivity listing - **SEE Section 4, file J through M in Box)**
- Studio Culture Policy - **SEE Section 4, file 5 in Box)**
- SPC Matrix - **SEE Section 4, file S in Box)**

Self-Assessment examples

- Professional Advisory Board **SEE Section 4, file 6 in Box**
- Articles of Organization
- Sample Meeting Itinerary
- Executive Summary of SWOT analysis

- Department's End-of Semester Faculty Reviews and Discussion **SEE Section 4, file 6 in Box**
- December, 2017 – Course overview presentations and discussion – PPT example
- May, 2018 – Studio Objectives discussion
- December 2018
- May 2019
- December 2019

Departmental Policies for Promotion, Tenure, and Merit Assessment SEE section 4, file 11 in box

- Department of Architecture Promotion and Tenure Document
- College of Architecture and Planning Promotion and Tenure Document
- Department of Architecture Salary + Merit Policy

Institutional policies on human resource development

- University Special Leave policy
- Grants and proposal support

BSU policies and procedures relative to EEO/AA for faculty, staff, and students – SEE section 4 file 9 in Box

- EEO/AA policy
- Anti-Harassment Policy
- Faculty and Professional Staff Handbook (University P+T policies and procedures and other governance)
- Student Support – Disability Services
- Student Support – Financial Aid Resources

BSU Policies on academic integrity for students (e.g., cheating and plagiarism) – SEE section 4, file 11 in Box

Summary listing for reference on page 283 of the University Faculty and Professional Staff Handbook

- BSU Student Code of Rights + Responsibilities
- BSU Grade Appeal Process
- Beneficence Pledge

Supplemental Info GENERAL File name A - S (with this APR-IA original citation page referenced)

A. CAP Lectures & Exhibits (page 10)
B. Minor Course of Study Data (page 10)

C. Field Trip Week (past 5 years) (page 11)
D. Diversity Recruitment Methods (page 12)
E. Gender & Ethnic Diversity Data (page 12)

F. Job & Internship Fairs (page 14)
G. Internship Experience Sponsors & Locations (page 14)
H. Strategic Plan Progress Monitoring (page 17 & 19)
I. Committee Membership (page 18)

Scholarship and Productivity Listing:
J. Faculty Recognition & Awards (page 35)
K. Faculty Publications (page 35)
L. Faculty Presentations (page 35)
M. Faculty Funding & Grants (page 35)

N. Lunch Connection Professionals (page 47)
O. Student Supported Travel (page 47)
P. 3D Printing Procedures (page 57)
Q. In-Situ Hands-On-Learning (page 67)
R. ICHE Needs Assessment (page 67)
S. SPC MATRIX (page 82)
T. SPC Narrative for Realms A through D

Part II Section 4 – Public Information – WEB-LINK INDEX

List of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available.

A

- Academic Advising (page 95)
  https://www.bsu.edu/academics/advising
- Academic Affairs Organizational Chart (page 76)
  https://www.bsu.edu/-/media/www/departmentalcontent/provost/academic%20affairs%20org%20chart%202019.pdf?la=en&hash=6A27A52CB2329CB0CEF1C3CC356801D52593FD33
- Academic Excellence Grants (page 34)
  https://www.bsu.edu/news/press-center/archives/2015/8/president-ferguson-announces-academic-excellence-grants-recipients
- Academic Unit Review (page 20)
  https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/unit-reviews
- AIAS Freedom by Design (page 16)
  https://www.bsu.edu/academics/collegesanddepartments/architecture/student-experience/student-organizations
- Architecture Building (page 49)
  https://www.bsu.edu/map/buildings/campus/architecture-building
- Architecture Building Material Samples Collection (page 69)
  https://bsu.libguides.com/vrcsamples
- Architecture Library (page 49; 61; 68)
  https://www.bsu.edu/academics/libraries/research/architecture-library
- Architecture Library Pinterest Boards (page 71)
  https://www.pinterest.com/BSUarchlib/
- ARE 4.0 (page 21)
  https://www.ncarb.org/pass-the-are/pass-rates/pass-rates/are4-pass-rates-school
- ARE 5.0 (page 21)
  https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school

- Article Databases (page 68)
  https://bsu.libguides.com/az.php
- Aspire Internal Grant Program (page 34)
  https://www.bsu.edu/about/administrativeoffices/sponsored-projects-administration/aspire

B

- Bachelor of Architecture (page 93)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/5barch_curriculumchart_f20.pdf?la=en&hash=644C469663DDED6D38D8FDFC2E82DCC598A16F64
- Beneficence (page 7)
  https://www.bsu.edu/map/landmarks/beneficence
- Beneficence Pledge (page 7)
  https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence
- BS/BA in architecture (page 93)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/4babsarch_curriculumchart_f20.pdf?la=en&hash=39CC863A3C0C2733DC2AF93096D7E909E14314EE
- BSU news archives (page 12)
  https://www.bsu.edu/news/press-center/archives/2019/9/2019-enrollment-a-record-for-ball-state

C

- Campus Life (page 47)
  https://www.bsu.edu/campuslife
- CAP Design Build Lab (page 60)
  https://www.bsu.edu/map/buildings/campus/cap-design-build-lab
- CAPFABLAB DFAB Facilities (page 56; 57)
  http://capfablab.info/doku.php
- CAP First Year Program (page 8)
  https://www.bsu.edu/academics/collegesanddepartments/cap/academic-programs/first-year
- CAP Exhibit Gallery (page 49)
  https://www.bsu.edu/academics/collegesanddepartments/cap/news-events-publications/events-and-activities/gallery
- CAP:INDY (page 60)
  https://www.bsu.edu/academics/centersandinstitutes/cap-indy
- CAP 101 Assignment (page 71)
  https://bsu.libguides.com/c.php?g=41256&p=262910
- Career Center (page 14, 47)
  https://www.bsu.edu/about/administrativeoffices/careercenter
- CERES mission – Center for Energy Research/Education/Service (page 15)
  https://www.bsu.edu/academics/centersandinstitutes/ceres
- CERES facilities - (page 49; 62)
  https://www.bsu.edu/academics/centersandinstitutes/ceres/facilities
- Code of Student Rights and Responsibilities (page 11)
  https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/studentcode
- College of Architecture and Planning Support Staff (page 33)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/faculty-staff
- Commitment to Environmental Stewardship (page 15)
  https://www.bsu.edu/about/rankings/commitment
- Communication Resource Center (page 49; 58)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/communication-resource-center
- Computer SIM Lab (page 49)

https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs#tabd57bba9a-3603-45a5-a689-5ff5098e2e8a

- Computer Specifications (page 50)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/cap_architecture-department_computer-specs_2019-2020_v01jul19.pdf?la=en&hash=FF8103A5A0EFD8E1237E882DA64025892B49290C
- Continuing Institutional Accreditation (page 88)
  https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1176
- COTE – Council on the Environment (page 15)
  https://www.bsu.edu/academics/centersandinstitutes/cote
- Course Approval Flow Chart (page 22)
  https://www.bsu.edu/-/media/www/departmentalcontent/academicsystems/forms/course%20approval.pdf?la=en
- Curriculum Change Process (page 22)
  https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/curriculum-management
- Curricular Map (page 13; 83, 90; 91, 96)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/5barch_curriculumchart_f20.pdf?la=en&hash=644C469663DDED6D38D8FDFC2E82DCC598A16F64

D

- Database (Drawings and Documents Archive) (page 62)
  https://lib.bsu.edu/dda/index.php
- Design Build Lab (page 49)
  https://www.bsu.edu/map/buildings/campus/cap-design-build-lab
- Design Studio (page 13)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs
- Destination 2040: Our Flight Path: 2019-2024 (page 16)
  https://www.bsu.edu/-/media/www/images/strategicplan/ball%20state%20university%20strategic%20plan.pdf?la=en&hash=DBA31978DD2AA3661FBA16C2DB2F7B026E65D548
- Digital Collections (page 68)
  https://dmr.bsu.edu/digital/
- Digital Fabrication Labs (page 49)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs#tabd57bba9a-3603-45a5-a689-5ff5098e2e8a
- Digital Media Repository (Drawings and Documents Archive) (page 62)
  https://dmr.bsu.edu/digital/
- Digital Media Repository (page 69)
  https://dmr.bsu.edu/
- Digital Simulation Lab (page 58)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs
- Drawing and Documents Archive (page 49; 62; 68)
  https://www.bsu.edu/academics/libraries/research/drawings-documents-archive

E

- ecoREHAB (page 16)
  https://ecorehab.org/history/
- 80 Collections (Drawings and Documents Archive) (page 62)
  https://archivessearch.bsu.edu/repositories/3/resources?
- 8twelve Neighborhood Coalition (page 16)
  https://munciehabitat.org/strengthening-communities-in-muncie-indiana/

F

- Facebook – Ball State Libraries (page 71)
https://www.facebook.com/ballstatelibraries
- Faculty and Professional Personnel Handbook (page 11; 34)
https://www.bsu.edu/-/media/www/departmentalcontent/senate/2019-20%20handbook/20192020%20handbook%20110819.pdf?la=en&hash=E91D4ECA7B781E657482A6965910131C16F66B77
- Faculty Orientation (page 34)
https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/new-faculty-orientation
- Faculty Services (page 34)
https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services
- Field Trip Week (page 11)
https://www.bsu.edu/academics/collegesanddepartments/cap/current-students/field-trip-week
- Financial Aid (page 47)
https://www.bsu.edu/admissions/financial-aid-and-scholarships
- Financial Report (page 64)
https://www.bsu.edu/-/media/www/departmentalcontent/factbook/1819pdfs/2018%20financial%20report%20final112918.pdf?la=en&hash=157DF103311A1B6580699A71DA872A1A595D1C39
- Financial Reports (page 64)
https://www.bsu.edu/about/factbook

G

- Geothermal Energy Systems (page 15)
https://www.bsu.edu/about/geothermal
- Guide for Architecture (page 68)
https://bsu.libguides.com/arch

H

- Higher Learning Commission (page 21)
https://www.hlcommission.org/
- Higher Learning Commission (page 88)
https://www.hlcommission.org/About-HLC/about-hlc.html
- Historic Preservation Lab (page 49)
https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs#tabd57bba9a-3603-45a5-a689-5ff5098e2e8a
- History of the College (page 7)
https://www.bsu.edu/-/media/www/departmentalcontent/cap/pdfs/early_cap_history_jwyman.pdf

I

- Identity-Based Student Organizations (page 11)
https://www.bsu.edu/campuslife/student-life/programs-services#accordion_identitybasedorganizations
- Immersive Learning Projects (page 34)
https://www.bsu.edu/about/administrativeoffices/immersive-learning/current-projects
- Inclusive Excellence Plan (page 11)
https://www.bsu.edu/about/inclusive-excellence/university-plan
- Initial Candidacy Visiting Team Report (page 23)
https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/architecture%20pdfs/2018barchvtricreport.pdf?la=en&hash=7A3A41D0170432025283E8CBF4CF3EA08B9A10A6
- Institute for Digital and Intermedia Arts (IDIA) (page 49)
https://www.bsu.edu/academics/collegesanddepartments/cap/research-community-outreach/institute-for-digital-intermedia-arts
- Institute for Digital Intermedia Arts (IDIA) (page 58)

http://idialab.org/
- Interactive Learning Space Initiative (page 55)
  https://www.bsu.edu/about/administrativeoffices/online-and-strategic-learning/faculty-support/professional-development/interactive-learning-space-initiative
- IDIA Website (page 58)
  http://idiarts.org/
- Interlibrary Loan and Document Delivery Services (page 71)
  https://lib.bsu.edu/forms/ill.php

J
- Job/Internship Fair (page 14; 47)
  https://www.bsu.edu/academics/collegesanddepartments/cap/news-events-publications/events-and-activities/job-and-internship-fair

L
- Learning and Development (page 34)
  https://www.bsu.edu/about/administrativeoffices/humanresources/learning-and-development
- Learning Center (page 47)
  https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter
- Legislative Request Executive Summary 2017-2019 (page 49)
  https://www.bsu.edu/academics/collegesanddepartments/cap/news-events-publications/events-and-activities/gallery
- List of Attendees (page 47)
  https://www.bsu.edu/academics/collegesanddepartments/cap/news-events-publications/events-and-activities/job-and-internship-fair/firms
- List of Collections (page 68)
  https://archivessearch.bsu.edu/repositories/3/resources?

M
- MADJAX (page 16)
  http://www.cityofmuncie.com/Projects--MADJAX.htm
- Material Talks (page 61)
  https://bsu.libguides.com/vrcsamples
- Muncie Makes Lab (page 16)
  https://www.facebook.com/munciemakes/

N
- New Budget Model (page 65)
  https://www.bsu.edu/about/budget-model-planning
- New Budget Model Process (page 64)
  https://www.bsu.edu/about/budget-model-planning/documents-materials
- New Faculty Academy (page 34)
  https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/new-faculty-academy
- New Student Profile Fall 2019 (page 12)
  https://ballstate.app.box.com/s/ygaujzacmgjk69wwa457foe0z4rzihq8

O
- Office of Admissions (page 47)
  https://www.bsu.edu/admissions/tuition-and-fees
- Office of Disability Services (page 47)
  https://www.bsu.edu/about/administrativeoffices/disability-services
- Office of Immersive Learning (page 11; 34)
  https://www.bsu.edu/about/administrativeoffices/immersive-learning
- Office of Inclusive Excellence (page 11)

https://www.bsu.edu/about/inclusive-excellence
- Office of Institutional Research and Decision Support (page 21)
  https://www.bsu.edu/about/administrativeoffices/oirds
- Office of Student Affairs (page 12)
  https://www.bsu.edu/about/administrativeoffices/student-affairs
- Office of Student Life (page 47)
  https://www.bsu.edu/campuslife/student-life
- OneSearch (page 61)
  https://bsu.summon.serialssolutions.com/#!/search?ho=t&l=en&q=%22architecture%20building%20material%20samples%20collection%22
- On Line Research Guides (page 68)
  https://bsu.libguides.com/sb.php?subject_id=3879
- On Line Research Guides (page 71)
  https://bsu.libguides.com/archlib
- Organizational Chart for Academic Affairs (page 74)
  https://www.bsu.edu/-/media/www/departmentalcontent/provost/academic%20affairs%20org%20chart%202019.pdf?la=en&hash=6A27A52CB2329CB0CEF1C3CC356801D52593FD33

P
- Planning Process (page 16)
  https://www.bsu.edu/about/strategic-plan/planning-process
- President's Strategic Imperative Fund (page 34)
  https://www.bsu.edu/about/strategic-plan/strategic-imperative-fund
- Professional Advisory Board (page 15; 21)
  https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/advisory-board

R
- Research Guides (page 71)
  https://bsu.libguides.com/archlib

S
- Scholarships – College and Department (page 47)
  https://www.bsu.edu/academics/collegesanddepartments/architecture/applications-financial-aid/scholarships#accordion_kevintheobaldmemorialscholarship
- Scholarships – University (page 47)
  https://www.bsu.edu/admissions/financial-aid-and-scholarships/types/scholarships
- Searchable Database (page 68)
  https://lib.bsu.edu/dda/index.php
- Special Assigned Leave with Pay (page 33)
  https://www.bsu.edu/about/administrativeoffices/provost/facresources/specialleavepacket
- STARS – Sustainability Tracking and Rating System (page 15)
  https://www.bsu.edu/academics/centersandinstitutes/cote/sustainability/stars
- Strategic Plan (page 7; 11)
  https://www.bsu.edu/about/strategic-plan
- Strategic Plan Dashboard (page 21)
  https://www.bsu.edu/about/strategic-plan/executive-dashboard
- Student Course Evaluations (page 21)
  https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/course-evaluations
- Student Support Services (page 47)
  https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services
- Studio Culture Policy (page 10; 16)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/architecture%20pdfs/bsu_architecture_studio_

culture_policy_24apr18.pdf?la=en

- Study Abroad Programs (page 11)
  https://www.bsu.edu/academics/collegesanddepartments/cap/current-students/study-abroad
- Supplemental Application (page 95)
  https://www.bsu.edu/-/media/www/departmentalcontent/cap/pdfs/202021_programapplicationform.pdf?la=en&hash=1550EA337A24310A0C92D7197C50AE245197A4BC
- Sustainability Statement (page 15)
  https://www.bsu.edu/academics/centersandinstitutes/cote/sustainability/statement

T

- Talloires Declaration (page 15)
  https://www.bsu.edu/academics/centersandinstitutes/cote/sustainability/commitments/talloires
- Teacher-Scholar Research Grant (page 34)
  https://www.bsu.edu/about/administrativeoffices/immersive-learning/for-faculty/undergraduate-research-opportunities
- 3D Print Lab (page 57)
  http://capfablab.info/doku.php?id=3d_printing:3d_printing_fablab_protocol
- 3D Print Lab Procedures (page 57)
  http://capfablab.info/lib/exe/fetch.php?media=3d_printing:cap_fab_lab_3d_printing_policies_and_procedures_2019-10-11.pdf
- 2017 HEED Award (page 11)
  https://www.insightintodiversity.com/about-the-heed-award/
- Twitter – Libraries (page 71)
  https://twitter.com/BallStateLibs

U

- Undergraduate Application Process (page 95)
  https://www.bsu.edu/academics/collegesanddepartments/cap/applications-financial-aid/undergraduate
- University Finances (page 64)
  https://www.bsu.edu/about/factbook

V

- Visual Resources Collection (Architecture Library) (page 61)
  https://www.bsu.edu/academics/libraries/research/architecture-library#accordion_collections
- Visual Resources Collection (Architecture Library) (page 61)
  https://bsu.libguides.com/vrcsamples
- VTR-IC -Visiting Team Report - Initial Candidacy (page 23)
  https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/architecture%20pdfs/2018barchvtricreport.pdf?la=en&hash=7A3A41D0170432025283E8CBF4CF3EA08B9A10A6

W

- Wood Shop (page 49)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs#tabd57bba9a-3603-45a5-a689-5ff5098e2e8a
- Wood Shop and Laser Fab Lab (page 56)
  https://www.bsu.edu/academics/collegesanddepartments/cap/about/studios-labs
- Wood Shop and Laser Fab Lab Policies (page 56)
  https://www.bsu.edu/-/media/www/departmentalcontent/cap/pdfs/capwoodshop_spring2020.pdf?la=en&hash=A65FFCCDD64FAE8DD8EA795F199400B80A54CB0D

Y

- Young Architects Forum (page 15)
  https://yafindy.org/about/

[last page]