

Ball State University
R. Wayne Estopinal College of Architecture and Planning
Department of Urban Planning
Urban Planning
Bachelor of Urban Planning and Development

Self-Study Report
for the
Planning Accreditation Board

6/15/2021

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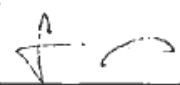
PART I – SIGNATURES AND CONTACT INFORMATION

These signatures attest to the validity of the application and to the institution’s support for the accreditation of the planning Program. Original signature page should be sent to PAB with the final SSR.

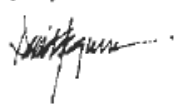
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Degree Name: Bachelor of Urban Planning and Development

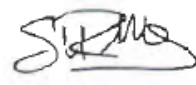
1. PLANNING PROGRAM ADMINISTRATOR and REPORT AUTHOR

Name: Scott Truex Phone: 765-285-5188
Title: Chair Email: struex@bsu.edu
Mailing 2000 W. University Date: 6/15/21
Address: Muncie, IN 47306 Signature: 

2. DEAN OR OTHER HIGHER ADMINISTRATOR

Name: Mr. Dave Ferguson Phone: 765-285-5861
Title: Dean Email: dferguson@bsu.edu
Mailing 2000 W. University Date: 6/25/21
Address: Muncie, IN 47306 Signature: 

3. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name: **Dr. Susana Rivera-Mills** Phone: 765-285-1333
Title: Provost Email: sriveramills@bsu.edu
Mailing 2000 W. University Date: 6/28/21
Address: Muncie, IN 47306 Signature: 

4. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name: **Mr. Geoff Mearns** Phone: 765-285-5555
Title: President Email: gsmearns@bsu.edu
Mailing 2000 W. University Date:
Address: Muncie, IN 47306 Signature: 

PLANNING STUDENT ORGANIZATION

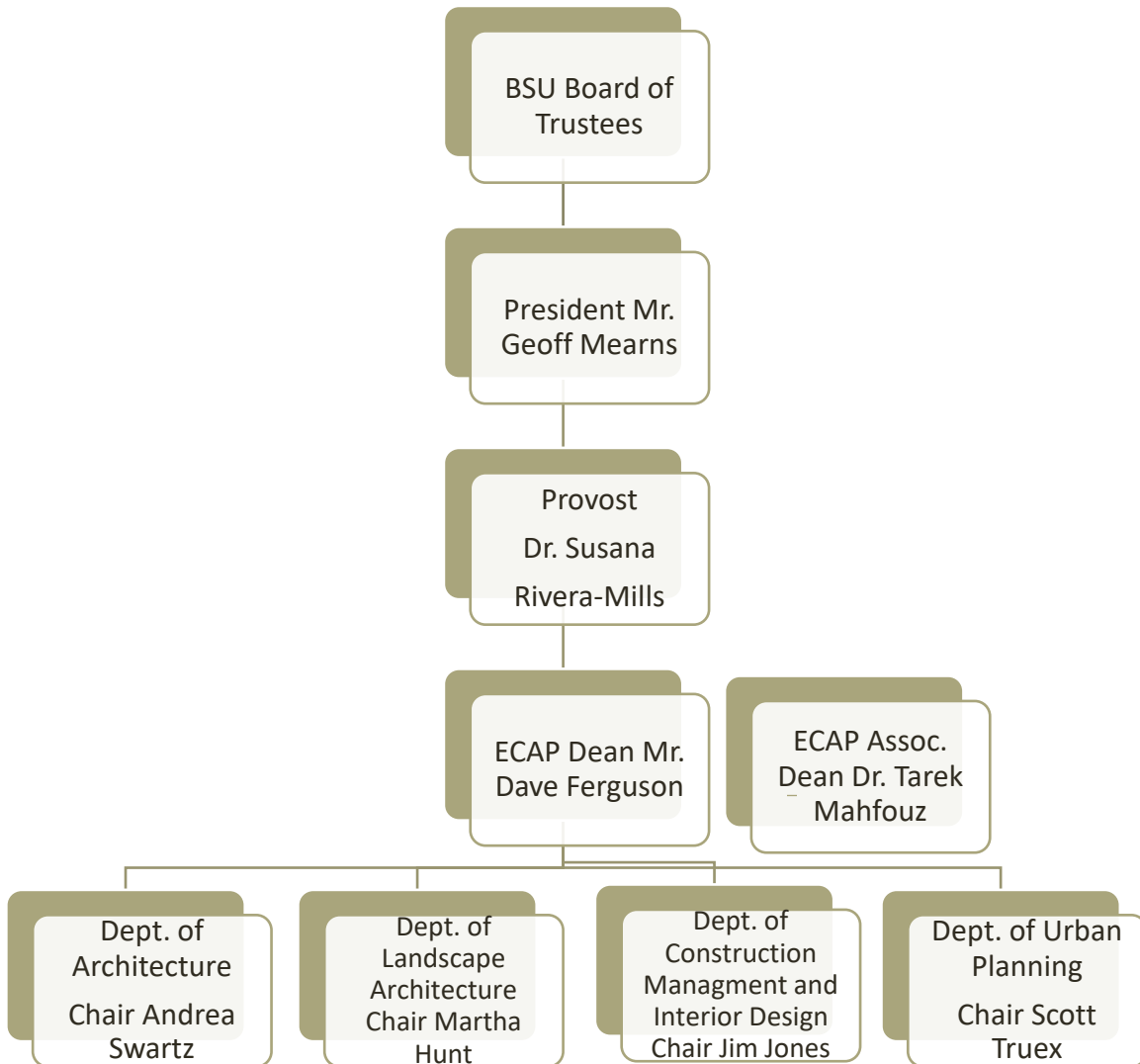
Organization: Student Planning Organization
Student Name: Elise Jones Phone: 260-445-4293
Title: President Email: ejones4@bsu.edu

LOCAL APA CHAPTER REPRESENTATIVE

Indiana Chapter
Name: Abby Wiles Phone: 574-235-9810
Title: Immediate past president Email: awiles@sjcindiana.com

1. DEGREE PROGRAM AND INSTITUTION

- A. **Degree Title:** *Bachelor of Urban Planning and Development*
- B. **Name of Planning Program or Unit:** *Department of Urban Planning*
- C. **Number of Credits Required for Graduation:** *120*
- D. **Calendar System (Check One):** **Semester** **Quarter**
- E. **Institutional Structure:** (See “other evidence” in Part IVC: SSR Evidence for a complete university-wide chart.)



2. OTHER PLANNING PROGRAM OFFERINGS

A. Other Degrees:

The department has an accredited master's degree. A fast-track 36-hour master's program is available to graduates of the BUPD or another planning degree accredited by the PAB.

- B. Non-Degree Programs:** The department has minors in real estate development and in planning and offers a graduate-level certificate in real estate development. None of these offerings are accredited.

3. PROGRAM HISTORY

Institutional History

The College of Architecture and Planning was established in 1965. It immediately created an undergraduate "special area" in planning. The first class of 11 graduated in 1968 with Bachelor of Science degrees in Urban and Regional Planning. The first class of architects graduated in 1971 with B.Arch. degrees. Institutional barriers kept CAP from continuing to offer undergraduate degrees in planning, since the College of Science and Humanities within the university laid claim to the field through an existing Urban and Regional Studies major. Within a few years the major was moved to the College of Sciences and Humanities, becoming an undergraduate urban studies program. Although not a professional degree program, the URS major did graduate planners, including several who became leaders in the profession both within the region and at the national level. In 1982, the URS program was transferred to the College of Architecture and Planning, and work began on designing an undergraduate professional degree program to take its place, BUPD.

The Bachelor of Urban Planning and Development (BUPD) degree at Ball State University was approved in 1984 and implemented starting in September 1985. Once the BUPD program was initiated in 1985, the URS program was gradually phased out and no longer exists. The college established a graduate planning program in the 1970s; that program is discussed in a separate self-study document.

The first group of students potentially eligible to earn the BUPD entered the College of Architecture and Planning common first-year program in the fall of 1985. A year later, the first three students from that class entered the Planning Department as BUPD majors, followed by seven in fall 1987, 19 in fall 1988, and 22 in fall 1989. The first students graduated from the BUPD program in May of 1990, followed by six more in May of 1991. For more than a decade, the BUPD was a five-year program that operated essentially in lockstep with the five-year B.Arch. and B.L.A. degrees. In 1999, the faculty proposed to change the program to a four-year degree program, adding the accelerated one and one-half year master's program as an option at the same time; both the change to the undergraduate program and the new, accelerated graduate program were approved.

On June 12, 2019, the Ball State University Board of Trustees approved renaming the college to the R. Wayne Estopinal College of Architecture and Planning after former trustee Wayne Estopinal, a 1979 CAP graduate, who passed away in 2018.

Degrees

As of May 2021, 497 students have graduated with the Bachelor of Urban Planning and Development degree, and many others have graduated with minors in urban planning. An additional 16 students graduated with the environmental design BS degree, which was obtained at the end of the fourth year of study in the BUPD program until 1999. The department offers minors in urban planning and in real estate development and a certificate in real estate development at the graduate level.

Faculty History

The department began with three faculty members. In 2020-2021, it had eight tenured or tenure-track positions; two part-time instructors; and two adjunct faculty members, professionals contracted to teach single courses. As indicated elsewhere in the report, the faculty size reflects not only the needs of the graduate and undergraduate programs but also the department's participation in teaching in the common first-year program in the College of Architecture and Planning.

Accreditation History

The BUPD program was first accredited by the PAB in January 1995 with the last reaccreditation taking place in 2016.

4. STUDENT DATA

Table 1. STUDENT ENROLLMENT DATA

Institution's census date is Aug. 31. Please note students are admitted to a common first-year program and declare a major (planning, architecture, landscape architecture) at the end of that program of study.

Academic Year *		2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
#Applications Reviewed for Admission to CAP FY		212	237	290	326	332	407	446
#Applicants Admitted to CAP FY		191	195	273	293	318	351	304
# Applications Reviewed for Admission to Planning		15	17	10	9	17	9	10
# Applicants Admitted to Planning		15	17	10	9	17	9	10
# New Students Admitted who Enrolled	Fulltime	15	17	10	9	17	9	11
	Part-time	0	0	0	0	0	0	0
# Total Students Enrolled	Fulltime	43	41	39	39	32	30	31
	Part-time	0	2	0	0	1	0	0

Table 2. STUDENT COMPOSITION

Students - Race and Ethnicity		Enrollment Status and Gender						Total
		Full-time			Part-time			
		Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	14	12					26
	Black or African American		1					1
	American Indian or Alaska Native							
	Asian	1	1					2
	Native Hawaiian and Other Pacific Islander							
	Some Other Race Alone							
	Two or More Races	1			1			2
	Unknown							
	Total US Citizens and Permanent Residents Only	16	14					
	International Students							
Total Students		16	14		1			31
Ethnicity - US Citizen and Permanent Residents Only								
Hispanic or Latino		5	0	0	0	0	0	5
Not Hispanic or Latino		12	14					26

*Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

5. FACULTY DATA

Table 3. FACULTY COMPOSITION

Faculty - Race and Ethnicity		Faculty Status and Gender								Total		
		Full-time			Part-time			Adjunct				
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female		Non-Binary	
U.S. Citizens and Permanent Residents Only	White	4						2	2		8	
	Black or African American	1	1**								2	
	American Indian or Alaska Native											
	Asian	1	1								2	
	Native Hawaiian and Other Pacific Islander											
	Some Other Race Alone											
	Two or More Races											
	Unknown											
	Total US Citizens and Permanent Residents Only											12
	International Faculty											
Total Faculty		6	2					2	2		12	
Ethnicity - US Citizen and Permanent Residents Only												
Hispanic or Latino												
Not Hispanic or Latino		6	2					2	2		12	

* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. **Dr. Teresa Jeter has filled this slot for two years on a contract basis; however, the faculty slot she held is Scott Truex's tenure-line position, so we have included her in the full-time category to represent the college and the university's commitment to an eight-member faculty slate.

Table 4. FACULTY AICP MEMBERSHIP

Full-time Faculty (A)	1
Part-time in Faculty (B)	
Adjunct/Contract/Non-tenure track Faculty (C)	1
Total	2

Faculty Listing

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

Table 5. FACULTY LISTING: CAPFY (College first-year program) UG (undergraduate teaching) GR (graduate teaching)

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2019- 2020	% of Time to Program* 2020- 2021
A Faculty								
Burayidi, Michael	Professor Tenured	2009	PhD MEDes B.Sc	1993 1990 1987	Urban and Public Affairs, Urban and Regional Planning, Developmt. Plan	University of Louisville, KY University of Calgary, Canada University of Science and Technology, Ghana	25% UG 41.7% GR 33.3% non teaching	12.5% UG 25 % GR 62.5% non teaching (sabbatical one semest)
Deeg, Lohren	Assoc Professor Tenured	2010	M.Arch B.Arch B.Sc (Hons)	2004 1999 1999	Architecture Architecture Environ Design	Ball State U Ball State U Ball State U	62.5% CAPFY 18.8%UG 18.8 GR	75% CAPFY 25% UG 12% GR (overload)
Frankel, Bruce	Professor Tenured	2002	PhD MCP BA	1974 1970 1968	Planning, Econ City Planning Political Sci	U of Pennsylvania U of Pennsylvania Rutgers U	45.8% UG 20.8% GR 33.3% non teaching	45.8% UG 20.8% GR 33.3% non teaching
Jeter, Teresa**	Asst Teach Prof	2019	PhD MURP BS	2017 1995 1992	Public Policy and administration Urban Planning Public Health	Walden U Ball State U Indiana-Purdue at Indy	43.8% UG 18.75% GR 37.7% non teaching	25% CAPFY 50% UG 25% GR
Perera, Nihal	Professor Tenured	1995	PhD MS BS	1995 1987 1984	Hist and Theory of Urban Form, Arch Urban Dev Plan Arch	Binghamton U, SUNY U of London U of Sri Lanka	on sabbatical all year	25% UG 25% GR 50% non teaching
Truex, Scott	Assoc Professor Tenured	1987	MA B.Arch BS	1981 1980 1980	Architecture Architecture Environ Design	Ball State U Ball State U Ball State U	25% CAPFY 8.3% UG 67.7% non teaching	25% CAPFY 12.5% UG 62.5% non teaching

West, John	Assist Professor Ten Track	2015	PhD MA MA BA	2016 2012 2007 2003	Urban Planning Philosophy Urban Planning Soc, Modern Lang, Literature	Columbia U Columbia U U of Illinois Kenyon College	25% UG 25% GR 50% non teaching	25% UG 12.5 GR 62.5 non teaching (sabbatical one semest)
Yoo, Sanglim	Assoc Professor Tenured	2014	PhD MCP ^[ys1] BS	2012 2002 2000	Enviro & Natural Resources Policy City Planning Horticultural Stud.	State U of NY, Syracuse Seoul National U Seoul National U	37.5% UG 25% GR 37.5% non teaching	62.5% UG 37.5% GR
C Faculty								
Banning, Mary	Instruct	2019	MURP BUPD	2018 2016	Urban Planning Urban Planning	Ball State U Ball State U	12.5% FTE CAPFY	37.5% FTE CAPFY
Gregg, Kelly	Asst teach prof	2019	PhD MUD MURP BLA	2019 2012 2012 2007	Urban Planning Urban Design Urban Planning Landscape Arch	U of Toronto U of Michigan U of Michigan Penn State U	87.5% CAPFY 6.25% UG 6.25% GR	NA
Palladino, Chris	Instructr	2011	MBA B.sc	2001 1995	Finance Urban Planning	Butler U Ball State U	19% FTE UG 7% FTE GR	19% FTE UG 7% FTE GR
Reynolds, Catherine	Instructr	2020	MURP BUPD	2020 2012	Urban Planning Urban Planning	Ball State U Ball State U	37.5% FTE CAPFY	87.5% FTE CAPFY
Stevenson, Neil	Instructr	2019	BUPD	2008	Urban Planning	Ball State U	25% FTE	25% FTE

* For the most recent two years: Include percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (e.g. administrative duties, research, university service, etc).

**Dr. Teresa Jeter has filled this slot for two years on a contract basis; however, the faculty slot she held is Scott Truex's tenure-line position, so we have included her in the full-time category to represent the college and the university's commitment to an eight-member faculty slate.

6. PRECONDITIONS TO ACCREDITATION

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

1. Program Graduates

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

As of May 2021, 497 students have graduated with the BUPD degree.

2. Accreditation Status of the Institution

The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

Ball State University is accredited through the Higher Learning Commission through the 2023-2024 academic year.

3. Program and Degree Titles

Formal titles of programs and degrees shall contain the word "planning."

The official title of our undergraduate degree is Bachelor of Urban Planning and Development (BUPD).

4. Length of Program

Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

The BUPD is a four-year program requiring 120 credits. A typical student enters the R. Wayne Estopinal College of Architecture and Planning First-Year Program during his/her first year on campus and then becomes a student of the Department of Urban Planning in the fall of the second year. By taking summer courses and moderately heavy loads in some semesters (or transferring in dual high school/college credits), some students graduate from the program in December, 3 ½ years after starting the program. Others complete the degree in the typical four-year course of study. We have noticed an increase in students transferring credits earned in high school or at a community college to Ball State.

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Although we do not have an express residency requirement, in a typical year we may offer just one summer online course, so it would be essentially impossible to earn a degree without spending at least seven semesters on campus. In the atypical year we have just experienced, Covid-19 concerns and restrictions forced all classes to be moved off campus in spring 2020 and a hybridization model in the academic year 2020-2021. We anticipate a return to normalcy, including residency on campus and in-person classes in fall 2021.

Incidentally, the Ball State Undergraduate Catalog (Academic Programs > Residence Credit Requirements) requires that 30 of the last 40 credits earned toward an undergraduate degree must come from Ball State; those can be either on-campus or distance education classes. For reasons noted in the previous paragraph, that has little practical effect on our students.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.

Our fast-track graduate program meets PAB guidelines and requires 36 credit hours instead of 48. Our undergraduate degree requires 120 credit hours, with 48 of them in the department.

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

Ball State does not offer dual degrees at the undergraduate level. Students may elect to double major, and in such cases, their curriculum would be carefully aligned by their professional advisors to allow for such a program to be completed in the shortest time possible.

5. Primary Focus

The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

“The mission of the Department of Urban Planning is to prepare professional planners, competent to assist communities to improve the quality of life in Indiana and around the world responsibly, through planning in the public, private and non-profit sectors. Our faculty engage in academic and applied research that advances planning thought and practice and contributes to enhancing quality of place.

As a public research university, we educate students to be future practicing professionals in the field of planning. Disciplinary knowledge is integrated with application so students gain both knowledge that is immediately useful in their careers and the skills to learn and grow over time. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.”

The ECAP common first-year program establishes a unique environmental design context for our students, giving them a foundation of design thinking and problem solving that distinguishes them in the career world. You can find the curriculum in Part IVC: SSR Evidence.

PART III – ACCREDITATION STANDARDS AND CRITERIA

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

Consistency in our procedures has been interrupted by multiple changes in leadership since our last accreditation visit in 2016. Three individuals served as interim chair during this time. Scott Truex was appointed as interim chair in spring 2019 and elected to a three-year term starting in the fall of 2019. During this transitional period, the university requested departments participate in a university-wide strategic plan, Destination 2040: Our Flight Plan. The plan covers long-term goals and short-term strategies. Each semester, the department chair updates the strategic plan based upon the department’s activities and progress toward these goals.

1A. Prior Strategic Plan and Accreditation Review: The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

[The section on the prior strategic plan is identical in both reports for the BUPD and the MURP except for the chart outlining studio and classroom community involvement. The section on compliance in meeting accreditation standards addressed during the last visit is the same for many items except in the cases when an item addressed one degree program specifically.]

From our 2016 STRATEGIC PLAN

	1 Provide distinctive, high quality educational experiences*	2 Become a recognized leader for educational and disciplinary education*	3 Contribute to the creation of an increasingly vibrant and integrated university community*	4 Advance Indiana through student engagement & faculty expertise*
(A) STUDENTS	RECRUIT STUDIO CBP INTERN MUNCIE	STUDIO CBP APA	CBP INTERNATIONAL FAMILY COMMUNITY BSU MUNCIE	CBP STUDIO RESEARCH COMM-ED
(B) FACULTY	PROF-FAC FACDIVER	Write and make presentations about: CBP STUDIO Common first year	COMMUNITY FAMILY MUNCIE BSU	MUNCIE ADVANCE APA OTHER ORGS COMM-ED
(C) ALUMNI	FAMILY STUDIOS	Link to successful alums IBJ 40 under 40, Blogs	FAMILY Activities at Indianapolis Center	Invite alumni involvement in CBP and field STUDIOS
(D) PROFESSION	STUDIOS COMM-ED APA	RESEARCH COMM-ED REFLECTIVE OTHER ORGS	COMM-ED	RESEARCH COMM-ED REFLECTIVE APA OTHER ORGS
(E) COMMUNITY	COMM-ED STUDIO	RESEARCH	NA	COMM-ED

Our progress updates are as follows:

(RECRUIT) Recruitment of study body (A1)

Goal: Continue to recruit high achieving students with a diversity of background and experience.

We have worked with the ECAP Student Support Services manager to increase awareness of urban planning as a profession option for those being recruited to the First Year Program. An important part of this awareness was enhancing our social media presence and developing material that highlight the impact our alumni are making in communities and the wide array of careers available with the BUPD.

(CBP) Community-Based Projects (A1, A2, A3, A4, B2, C4)

Goal: Continue our strong tradition of community-based projects where all studio projects take on a project that addresses a community need.

(MUNCIE) (A1, A3, B3, B4)

As shown in the chart below, our studios have focused on partnerships with communities and a variety of state, regional and local organization and groups. A variety of core and elective courses also had community engagement through workshops, reports, and specific projects to assist these partners as well.

BUPD Studio and Class Community Involvement	
Fall 2016	Spring 2017
100: White River Cleanup	100: Muncie Mission Walk a Mile in My Shoes
302: East Central Neighborhood (Muncie) action plan and Rushville neighborhood plan	202: Studio Mounds Greenway and Greenline Dev
401: Downtown Portland (Ind.) redevelopment plan	303: student-led economic development projects in Anderson, New Castle, and Pendleton (Ind.)
Fall 2017	Spring 2018
100: White River Cleanup	100: Muncie Mission Walk a Mile in My Shoes
203: Brownfields to Brightfields solar potential analysis for Delaware County, Ind.	303: student-led economic development projects in Gary and Kokomo (Ind.)
302: Anthony Neighborhood (Muncie) action plan	498: elective in participatory action research completes program evaluation of Eight-12 Coalition project in partnership with (Muncie) Habitat for Humanity
401: Noble County (Ind.) redevelopment plan	
Fall 2018	Spring 2019
100: White River Cleanup	100: Muncie Mission Walk a Mile in My Shoes
203: Brownfields to Brightfields solar potential analysis for Delaware County, Ind. (with Sierra Club)	202: design and dev plans for sites in Anderson (Ind.)
302: Old West End Neighborhood (Muncie) action plan	303: student-led economic development projects in Richmond and Fort Wayne (Ind.)
401: Chicago Stockyards reuse project (in collaboration w/ ECAP firm in residence, SmithGroupJJR)	
598: Abandonment elective studying landbanks and housing solutions in Muncie, laying the foundation for 2 major initiatives	
Fall 2019	Spring 2020
202: design and dev plans for sites in Anderson (Ind.)	203: Assessing sustainability for Muncie

302: Southview and Whitely Neighborhood Plans (Muncie) 401: Resilience Plan for Muncie	303: student-led economic development projects in Alexandria and Whitestown (Ind.)
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Fall 2020	Spring 2021
202: design reuse plans for the site of a former elementary school in Muncie	203: Brownfields to Brightfields solar potential analysis for Delaware County, Ind. (with Sierra Club)
302: Industry Neighborhood (Muncie) analysis and plan	303: student-led economic development projects in Indianapolis and Fort Wayne
401: Muncie/Delaware County comprehensive plan groundwork	482: Grant Writing elective students produced grants for 14 nonprofit agencies

Goal: Continue to make Muncie and Delaware County – our front door and our backyard – very high priorities for our efforts to advance Indiana.

As indicated above, most of our community engagement projects were in Muncie/Delaware County. We opened in August of 2020 a storefront studio at the Muncie Mall to provide continuous exposure for the projects at a physical location to compliment the on-line presence of the information. The storefront provided a safe community gathering place for community engagement and served as an outpost to for our community education goals.

Faculty and student involvement through studio projects and class projects continue to inform local elected officials and community leaders. Additionally, we have leveraged our ECAP guest lecture series to invite thought leaders from around the country and created community engagement events through the local community and economic development organizations, making these experts available for chamber breakfast business luncheons and dinner events with the university president.

Goal: As a department and as individuals within it, continue to play a leadership role in the community of Ball State University, participating in its governance, its planning, its greening and its diversification.

Objective: To accomplish this goal, we will have faculty members from the department serving at college and university committees and providing a leadership role in these areas.

Urban Planning faculty have continued to be activity serving in university senate and other campus wide committees and task forces created for COVID response as well as special topics such as summer pay and online teaching. At the college level, we have participation on curriculum, P&T, and other committees. At the college level, we have focused on leadership in the first-year ECAP curriculum (a common first-year program for students who plan to study architecture, landscape architecture, or urban planning; explained more fully elsewhere in this report) and on the diversity and equity committee. Teresa Jeter has been an active volunteer at the university level.

(STUDIO) (A1, A2, A4, B2, C1, C4, D1, E1)

Goal: Continue the use of studio-based education throughout the curriculum, involving alumni and other professionals as jurors and resource people for all our studios.

Objective: Each studio review will require jurors to evaluate the level of competence of our students in meeting the studio's goals and objectives.

(APA) American Planning Association (A2, B4, D1, D4)

Alumni engagement in studio reviews and final presentations has continued to increase. Significant increases were achieved through the integration of ULI UrbanPlan in Plan 100 which provides three review sessions with student teams and professionals per semester.

Goal: Maintain strong connections to alumni and the professional community at large through student and faculty participation in Indiana Planning Association activities and significant representation at the APA national conference.

We have a strong relationship with APA Indiana as the department chair serves as the faculty rep to the board and SPA selects a student to serve as well. We actively participate in the APA IN fall conference by helping host, provide speakers and sessions, support student participation, and sponsorship.

Our involvement in the APA national conference continued to be strong (pre-Covid) as student groups attended the conferences in New Orleans, New York, and San Francisco. Student projects have been selected for poster sessions, faculty have made presentations, and the department has sponsored booths in New York and San Francisco where faculty, alumni, and students met up and networked. We also participate in sponsoring an alumnus gathering at each national conference in partnership with APA IN. APA IN also provides scholarship funds to support our student travel to national conferences.

(OTHER-ORGS) Other Organizations (B4, D2, D4)

Goal: Faculty members in the department will establish and maintain leadership and substantive roles in planning-related organizations beyond APA.

Scott Truex is active in ULI and has been active in Muncie's sustainability planning. John West is founder of the Muncie Land Bank. Michael Burayidi is active in leading accreditation site visits for the PAB.

Goal: Maintain a faculty that includes both scholars and practitioners, with a specific strategy of having at least half of our faculty members maintaining AICP status.

Objective: The department will provide offering such as a seminar, workshop, lecture, or course each year that will qualify for AICP certificate maintenance.

We have continued to leverage the ECAP guest lecture series as CEU for speakers sponsored by the department, partnering with the Indiana APA to offer credits for lectures by Juli Kaufmann of Milwaukee INVESTS and others. Dr. Burayidi also provided a lecture for CEU credits this past year.

(COMM-ED) Community Education (D2, D3, D4, E1, E4)

Goal: Continue to contribute broadly to professional and community education.

Objective: Faculty members will contribute to but not limited to following during the year: community charrettes and workshops; op-ed pieces, both invited and volunteered; (professional) continuing education programs; on-line and print publications targeted at a general audience; creation of emerging and blended media educational tools; and general social media.

Numerous op-ed, articles (Burayidi, West, Truex, Frankel), appearances on podcasts and broadcast media (Truex, Perera, Burayidi), and faculty being quoted in numerous print media articles.

(REFLECTIVE) (D2, D4)

Goal: Faculty will engage in advance planning practice through scholarly contributions in the tradition of the “reflective practitioner,” bridging theory and practice as required in the department’s faculty document.

Objective 1: Each faculty member will make such contributions in the form of but not limited to internally published e-books, monographs or other forms of media; professional and technical reports published by others; articles in publications aimed at professionals and interested citizens; and appropriate contributions to more traditional scholarly journals.

A few highlights: Dr. Burayidi in 2019 edited The Routledge Handbook of Urban Resilience and has studied Midwest shopping mall reuse extensively and provided research at conferences and in a journal article. Dr. Perera edited a special edition of Bhumi in 2016 and has written multiple book chapters and journal articles on Asian cities. Dr. Yoo has written or co-written five journal articles and a book chapter since 2016. Dr. Frankel provides much research to the Indiana Housing and Community Development Authority, as you will see in his CV. Profs. Truex and Deeg operate SCI, Sustainable Communities Institute, which provides community planning documents and educational materials.

In regard to the unmet and partially met standards and criteria related to the BUPD program, please find below those points and our efforts at remediation.

Criterion 1D/Measurable objectives:

We have transitioned our departmental strategic plan into the university’s strategic plan outline “Destination 2040: Our Flight Path: 2019-24 Plan.” Each semester the chair updates this document, documenting progress in the university’s software program, called Cascade. Our updated progress in Cascade is provided in Part IVC: SSR Evidence.

Criterion 2D/Student advising, services, and support:

Undergraduate student advising has been standardized by the university with the hiring of professional advisors who communicate frequently and reliably with their students, providing updated four-year plans each semester and ensuring students stay on track. Our students are advised by Julie Maugherman who is located in our building and is a guest at both our second-year “welcome to the program” meetings and our third-year portfolio/internship prep meetings. Students have access to the university’s award-winning Career Services department as well as ongoing information from the department office about available internships and the processes for securing positions. The program has almost no financial aid available. Nearly all aid comes from the university. Our assistance would come in the way of reducing field trip costs for all students, for example, and is not sufficient to provide other economic benefits.

Criterion 4.A.1.b/Planning theory:

This criterion appears to apply only to the graduate program, so we will simply note here that theory is taught in PLAN 220, 221, and 401 at the undergraduate level.

Criterion 4A.2.f/Leadership:

Our collaborative studio format naturally raises issues of leadership and engagement. Instructors report discussing leadership with students explicitly in second, third, and fourth year studios as well as in our history and theory of planning courses. Students have opportunities to participate in real estate competitions each year which provides excellent leadership potential. They see and practice leadership during their internships as well. Prof. Truex's participation in teaching the ULI UrbanPlan workshops has provided further leadership opportunities for our students as well.

Criterion 4C/Instructional delivery and scheduling:

Most core classes are taught by fulltime planning faculty. We often have a professional planner teach one of our second-year studios, and we have occasionally used a lawyer who specializes in planning law to teach our law classes. Sometimes we will offer an elective taught by a professional. Courses are offered at times and in formats to assure students can complete their work in a timely fashion, and we work individually with any students who slip off track to ensure they can complete their degree in the most timely fashion.

An example of how the differing standards for graduate and undergraduate students are met can be found in Part IVC: SSR Evidence.

Criterion 7D/Public information:

We have worked diligently to ensure that this information is provided each year by the date required, doubly down on our efforts since the issues was highlighted here. We believe we are meeting compliance targets and look forward to any suggestions for improvement.

1B. Current Strategic Plan: The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

The strategic plan must address: The Program's vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

[Information about the current strategic plan is identical in both the BUPD and MURP reports.]

The following outline is the Department of Urban Planning Strategic Plan that was developed as part of the BSU Destination 2040 Strategic Plan in the spring of 2019, as Scott Truex began as Interim chair. The first phase of that plan is “Our Flight Path: 2019-24.

1) ***Mission Statement:*** The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.

The mission of the Department of Urban Planning is to prepare professional planners, competent to assist communities to improve the quality of life in Indiana and around the world responsibly, through planning in the public, private and non-profit sectors. Our faculty engage in academic and applied research that advances planning thought and practice and contributes to enhancing quality of place.

As a public research university, we educate students to be future practicing professionals in the field of planning. Disciplinary knowledge is integrated with application so students gain both knowledge that is immediately useful in their careers and the skills to learn and grow over time. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.

2) ***Program Goals and Measurable Objectives:*** The Program’s strategic plan shall identify goals and measurable objectives that advance the Program’s mission. The goals shall identify the Program’s future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program’s intent to achieve and maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

Goals, objectives, and assessment are included in this narrative:

Goal 1: Our University provides the premier on-campus undergraduate experience.

1.1 Create programs to introduce urban planning to middle- and high-school students, develop a dual credit introductory course, improve understanding of the profession among the public, and introduce a state-wide competition focused on issues of sustainability, climate change, social justice, and both the natural and the built environments.

a) *Developed pilot rollout of Urban Land Institute (ULI) UrbanPlan for 180 freshman in PLAN 100. Provided insights on how to develop workshops and dual credit courses. UrbanPlan is a realistic, engaging exercise in which participants—high school students, university students, or public officials—learn the fundamental forces that affect development in our communities. Participants experience challenging issues, private and public sector roles,*

complex trade-offs, and fundamental economics in play when proposing realistic land use solutions to vexing growth challenges. (ULI website)

- b) Received “Discover UrbanPlan” funding from BSU Discovery Women’s Group to develop pilot workshops and classes for ECI high school students beginning in the summer of 2021. UP students will be hired to help develop and implement the program. Adjunct faculty member Mary Banning will be assisting in leading this effort.*
- c) Partnering with Center for Energy Education (C4EE), North Carolina – working with Michael Terronez, BUPD 2020, Community Engagement & Education Manager – in Dublin, OH office. UP students will be assisting in the delivery of workshops in Indiana – June 28- July 1st (seven counties)*
- d) Developed draft high school curriculum to include:*
 - Civic Engagement and Change – Dr. John West (lead) and Dr. Michael Burayidi - an intro course to how communities work and function and our role as participants. High School and BSU freshman.*
 - Intro to GIS –course to introduce mapping and online GIS content for high school kids – Dr. Sanglim Yoo lead*
 - Computer gaming course to introduce planning issues using Cities Skylines. Objective to create a statewide/regional “cities of the future” competition.*
 - Energy and My Community – partnering with the Center for Energy Education (C4EE) workshops and classes developed with C4EE.*
 - My Community, My Vision – initiated efforts to partner with ICEDA*
 - PLAN 105 – Problem Solving and Design Thinking for Planners – developing the full syllabus, problem statements, and lectures for a course similar to the AEP program which would accelerate a student into the 2nd year UP program. Being developed by existing FY faculty – Lohren Deeg, Catherine Reynolds, and Mary Banning. Patterned after PLAN 605 which we use to introduce graduate students to design thinking.*
 - PLAN 100 – Introduction to Urban Planning 3 credit hour class under development.*

(1.1.d) The high school curriculum will focus on guiding students into ECAP and the Urban Planning program by offering dual-credit and BSU credits that would facilitate a student’s entry directly into the BUPD program with curriculum

1.2 Explore and develop a parallel entry into urban planning while increasing the presence of planning in the CAP FY curriculum.

- a) *To target existing BSU students three classes have been identified as class to facilitate an alternative entry into the Urban Planning Program:*
 - *PLAN 100 – Introduction to Urban Planning*
 - *PLAN TBD - Civic Engagement and Change*
 - *PLAN 105 - Problem Solving and Design Thinking for Planners*

- b) *Continuing efforts to influence the CAP FY program through the curriculum committee advocating for topics aligned with planning issues:*
 - *projects that better emphasis city design*
 - *Integration of studio and design communication courses reducing faculty load and freeing up credit hours*
 - *Expand field trip experiences- introducing FY Justice Journey*

1.3 Create a PLAN 101 as a 3-credit hour option for core curriculum. Market how planning impacts the environment and how critical thinking is linked to inclusion and justice

- a) *Working to link PLAN 100 with new PLAN 105 course as part of alternative entry options into UP.*

1.4 Collaborate with CAP leadership to present engaging and diverse cultural experiences through field trips and study abroad opportunities.

- a) *Developed Justice Journey field trip for CAP staff and faculty WITH Architecture Professor Olon Dotson as pilot field trip for CAP. Trip interrupted by COVID in Spring of 2020*

- b) *Conducted class and fieldtrip focused on immigration issues visiting with organizations in El Paso, Texas.*

- c) *Working with Professor Nihal Perera to develop a CAP Asia Center that would offer an international certificate for both BSU/US students and global students who participate in the program. These international students become perspective BSU UP student through the program.*

1.5 Finalize alumni advisory board and form agenda to increase engagement and collaboration. Agenda to include curriculum review and executive education offerings, among others.

- a) *Continued the engagement of the newly formed UP alumni advisory board – 38 members participated in multiple conference calls. The group began breaking into sub-committees to address direct curriculum and directed content.*

- b) *In June of 2020 generate an UP Diversity and Inclusion Task Force comprised of alumni. Tammy Board and Teresa Jeter have provided leadership in organizing the group. Initial input was solicited for a department/PLAN 100 reader and what role the alumni group could have in evaluating the culture and atmosphere.*

- c) *Developed publication focused on highlighting the department, alumni, and current students. Christine Rhine, print editor and Lohren Deeg graphics editor.*

1.6 Evaluate our curriculum to ensure that learning outcomes clearly emphasize sustainability/resilience, interdisciplinary matters, and social justice.

- a) *Developed “master syllabus” for each required course along with matrix for evaluating outcomes and objectives as required for AICP knowledge requirements. (Bruce Frankel assisted)*

1.7 Enhance the undergraduate experience by strengthening portfolio production and encouraging independent creative projects leading to a potential capstone course.

- a) *Updated materials for portfolio reviews (student handbook), revised presentation to students and evaluated PLAN 261 materials for portfolio development.*
- b) *No progress on adopting capstone course for BUPD, curriculum committee action needed.*

1.8 Enhance student preparation for AICP exam.

a) Working with APA Indiana Professional Development Officer, Phillip Roth and Dr. Frankel to update content and determine the best delivery method for exam preparation and relationship between APAIN and BSU in delivering content.

- c) *Dr. Frankel has conducted an inventory of all course contents for covering the AICP exam materials.*

Goal 2: 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.

2.1 Provide leadership in development of a CAP research center targeting Indiana communities and post-industrial cities.

- a) *Developed proposal for President’s Strategic Imperative Fund grant – “An Agile and Engaged Urban Planning Program: Reorganizing the Masters of Urban and Regional Planning to be a community-engaged, low residency program” – continued discussion. Focused discussion on partnering with 8/12 Coalition, Muncie Office of Community Development, and Building Better Neighborhoods.*

- b) *Initiated partnership with Independent Colleges of Indiana (ICI) to offer dual credit classes to ICI students as a feeder program to the MURP program. (Efforts delayed by COVID as ICI schools are struggling financially)*

2.2 Increase online certificate offerings (possibly in collaboration with Ball State University departments) and explore offering our graduate degree as a low residency program.

- a) *Exploring a certificate program that builds on the CapAsia program and Dr, Perera’s extensive network in Southeast Asia. Certificate would be part of a Center that would provide opportunities for US students as well as being a portal to BSU degree programs.*
- b) *Exploring a partnership with Urban Land Institute for certificate that would be a Midwest focused program merging three sectors – community development, real estate development, and economic development. Building on the work with Emens Professorship program with Jeff Kingsbury and David Ferguson, Dean CAP.*

Goal 3: As a community-engaged institution, our University is internationally recognized for mobilizing and leading partnerships that revitalize and sustain our city and our region.

3.1 Organize a focused and strategic outreach agenda in Muncie to reflect the goals set by community organizations and leaders.

- a) *Developed storefront studio at the Muncie Mall in partnership with Muncie Delaware Plan Commission (MDPC) to assist in the development of the new Comprehensive Plan for Delaware County. Received funding from MDPC, City of Muncie, Ball Brothers Foundation, Community Foundation of Delaware Council, BSU Building Better Neighborhoods.*
- b) *Fall Neighborhood Planning studio partnered with Urban Light CDC to develop strategic plan for Industry Neighborhood, used the storefront for public engagement. Class directed by Teresa Jeter.*
- c) *Fall Site Development studio worked with Mayor’s office to assist in developing ideas for the reuse of the former Storer School Site with exhibit and presentation at Muncie Mall. Under the direction of Neil Stevenson and Lohren Deeg.*
- d) *Spring second year studio work with Mayor’s office providing information on conversion of Brownfield to Bright Fields (solar farms) led by Dr. Sanglim Yoo.*
- e) *Third year Economic Development spring studio engaged two with Fort Wayne and Indianapolis with redevelopment plans for critical community sites. Presentation made in both cities under the direction of Dr. Bruce Frankel.*
- f) *Graduate students developed master Plan for Koontz Lake in northern Indiana under the direction of Dr. Burayidi in PLAN 630 studio in spring semester.*

3.2 Collaborate with external partners to implement a regional plan to improve population health and wellbeing as it relates to community planning.

- a) *worked with Indianapolis Metropolitan Planning Organization to develop workshop for Indianapolis Public Schools (IPS) for to offer summer workshop in 2020 using ULI’s Urban Plan. Event cancelled due to COVID*

b) See G1.1c

Goal 4: 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.

4.1. Increase focus on providing research related opportunities for students and rewarding scholarly work that includes students

a) Development of capstone studio for graduate program to increase faculty engagement in student final project. Providing great interface for publication and research activities.

4.2. Develop a coordinated research agenda and CAP communication plan to share scholarship and societal impact successes

a) Alumni Voices created and highly successful as publication providing the ground world for and additional publications and scholarship activities.

b) Partnered with APA Indiana to offer CEU programs to members as an effort to better connect faculty research with professional planners.

Goal 5: Our University is distinguished for institutional effectiveness and inclusive excellence across all dimensions of our work and for our positive and vibrant culture of wellbeing that helps our faculty and staff lead engaged and meaningful lives.

5.1 Create and maintain better assessment mechanisms of Student Learning Outcomes and map them through different curricula

a) See 1.5b

5.2. Advance the work of the CAP Diversity Task Force to include social climate assessment, micro-aggression, implicit bias training and culture-building activities.

a) See 1.5b

1C. Programmatic Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

The department's strategic plan is integrated with the university's plan, Destination 2040: Our Flight Path, which require updates and progress reports to be made to the dean and posted on the website

that is monitoring the progress and implementation of the goals established by the department. These updates are in January and June of each year. In addition, the initiatives are monitor by the department chair who is the person assigned to implement the plan.

- 1) *Graduate Satisfaction:* The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

We conducted a survey in spring 2021 2021 of alumni who graduated between two and five years earlier. Students were asked 12 to 13 questions to gauge their level of satisfaction. Results are in the table below.

Survey of BUPD graduates 2015-2020	
Survey conducted spring 2021. 14 respondents. 5 = strongly agree; 4 agree; 3 neutral; 2 disagree; 1 strongly disagree	
Please rank the degree to which you agree with the following statements.	
I am satisfied ...	
with the teaching ability of faculty.	4
with the professional expertise of faculty.	4.1
with opportunities for interaction with faculty.	4.6
with the availability of required courses in my major.	3.7
with information provided about internships.	3.7
with opportunities to participate in meaningful projects.	4
that courses in the department prepared me for employment.	3.4
that courses in the department prepared me for graduate school.	3.4
with the fairness of grading in departmental classes.	4.3
with feedback from instructors about my academic progress.	4.3
with opportunities to learn computer applications related to my major.	4
with opportunities for evaluation of classroom instruction.	3.6
with opportunities to receive advice about planning my career.	3.6

- 2) *Graduate Service to Community and Profession:* The Program shall provide evidence of graduates’ contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

This is difficult to quantify, but we can report that two of our young BUPD graduates who also earned the fast-track MURP are in leadership positions now as members of the Indiana APA. Paige Story is

membership committee chair and Ty Adley is an at-large board member representing the northern region of the state.

3) **Student Retention and Graduation Rates:** The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to the program enrollment and to targets set by the program.

Our retention and graduation rates in the BUPD program are strong. (One statistical exception was the class that entered our program fall of 2017. The small cohort included two students who suffered traumatic health events and saw one student drop out of the university.) We are working hard to increase the number of students in our undergraduate program and have begun using ULI’s UrbanPlan workshop in PLAN 100 classes, where we have our only real chance to present planning to first-year students. The engaging program lets students role play as developers presenting an infill project for a fictional city. They are forced to consider the needs of competing stakeholders and budgetary constraints as they do so. Chair Scott Truex won a \$24,000 grant this spring to present the workshop to Indiana high school students; through this we hope to expand the numbers of students coming into CAP already interested in urban planning, whereas in the past, we were limited to changing the minds of students who nearly all arrived at Ball State wanting to become architects.

Table 6. STUDENT RETENTION RATES

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 – 21
Retention Rate*	Fulltime	93%	100%	100%	63%	100%	100%	91%
	Part-time	0	0	100%	0	100%	0	0

*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2nd year. Retention rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

Table 7. UNDERGRADUATE STUDENT GRADUATION RATES

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020– 2021
# New Students Admitted who Enrolled*	Fulltime	15	17	10	9	17	9	10
	Part-time	0	0	0	0	0	0	0
Graduation Rate 4-year	Fulltime				93%	100%	100%	63%
	Part-time				0	0	100%	0
Graduation Rate 5-year	Fulltime					93%	100%	100%
	Part-time					0	0	100%

Graduation Rate 6-year	Fulltime		93%	100%
	Part-time		0	0

* These figures should match what is provided in Part II Table 1.

Table 8. NUMBER OF DEGREES AWARDED

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Degrees Awarded	25	22	14	15	8	7	14

4) *Graduate Employment:* The Program shall document the percentage of fulltime graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

We are very proud of our employment data. Students leave us with real-world studio projects, internship experience, and professional portfolios of their work. Successful alumni in the field have provided us with a strong reputation which increases the value of our new graduates.

TABLE 9. STUDENT EMPLOYMENT DATA

Graduation Years Ending		July 2016	July 2017	July 2018	July 2019	July 2020
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	9	9	5	6	3
	Percent	41%	64%	33%	75%	43%
Graduates who pursue further education within 1 year of graduation.	Number	3	3	7	2	2
	Percent	15%	21%	47%	25%	29%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	1	1	2	0	
	Percent	5%	7%	13%		
Graduates with unknown employment status	Number	9	1	1	0	2
	Percent	41%	7%	7%		29%
Total	Number	22	14	15	8	
	Percent	100%	100%	100%	100%	100%

5) *Graduate Certification:* The Program shall document the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 7 years of graduation. If the program believes that alternative

credentials are meaningful to its goals and objectives, the program may supplement its AICP data.

The numbers of students taking the AICP exam remain low, and we have not yet seen the expected bump in numbers accompanying the Candidate Pilot Program.

Table 10. AICP EXAM DATA

Graduation Years Ending	July 2010	July 2011	July 2012	July 2013	July 2014
# who take exam	1	1	3	7	4
% of takers who pass exam	100%	0	66%	43%	75%

6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan.

Nothing further to add here. Please see information above and in Part IVC: SSR Evidence.

1D. Student Learning Outcomes Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

One important way we gauge how well our students are learning is through the portfolio review process which requires students in the spring of their third year to submit a portfolio of their work along with a professional resume and cover letter. Students are prepared for this process in their second year, being coached to save their best work in preparation. A third-year workshop preps them further for how to put together a professional portfolio that showcases their work in the areas of writing, analytical work, and design. A three-member faculty panel then conducts an interview with each student, requiring them to dress professionally and present an elevator pitch before we critique their portfolio to assist them in presenting their very best to potential employers. The process is timed to set students up for success as they search for internships in the spring of their junior year.

Students also learn during their internship which usually occurs during the summer between junior and senior years. We require students to consider their learning objectives before embarking on an internship and require an assessment afterward by both student and employer to see what they have learned. Employer feedback helps us determine if our curriculum is meeting the needs of the profession.

Additionally, the chair has been attending studio presentations and providing feedback to faculty. Our third-year economic development studio uses outside jurors every year and provides us with a historical record of juror feedback. Finally, all of our studios and several other classes make presentations each

semester at which they are critiqued and questioned by members of the public who often compare our student work to that of professionals. These constant sources of feedback give us a semester by semester feedback loop from the public.

1E. Strategic Issues for the Next 5-7 Years: The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

Stability in leadership is a top goal for the department so that we can follow through with the strategic plans in place.

Undergraduate enrollment is our highest priority. The university's new budget model, in which enrollment will be driving all primary decisions, makes it critical that we stabilize a strong cohort of students interested in planning before then enter the ECAP first-year program. By providing alternative entry methods (either by reaching high school students or providing an entry point to undecided students already taking classes at Ball State) we will increase our presence in Indiana communities as well as advancing the overall profession of urban planning and the diversity of careers it presents.

Utilizing the experience of our alumni is another goal. We already have an active committee working on social justice and inclusion issues. Our goal is to have at least three more committees working on curriculum, initiatives and funding, and lifelong learning goals.

1F. Public Information: The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

- 1) *Student Achievement:* student achievement as determined by the program;
- 2) *Cost:* the cost (tuition and fees) for a full-time student for one academic year;
- 3) *Retention and Graduation:* student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years;
- 4) *AICP Pass Rate:* the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 7 years of graduation; and
- 5) *Employment:* the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

[The information for both programs is found on the left-hand side of this page.](#)

STANDARD 2 - STUDENTS

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the planning profession's future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.

Roughly 16 percent of our undergraduate students claim minority status (not including ethnicity status). Statewide, 15 percent of Hoosiers check the same boxes. So while we would like to see more diversity, we are in line with the population we serve and with the percentage of minorities admitted to the CAP first-year program from which we draw our planning students (see 2A, below, for explanation of first-year program).

*Our efforts to be diverse and inclusive include highlighting the achievements of a number of our graduates of color in our newsletters, social media posts, and on our pages on the university website. The department purchased 250 copies of *Life on the Color Line: The True Story of a White Boy who Discovered He was Black* which it loaned to all students as a common reader in fall 2020. The author, Gregory Williams, grew up in Muncie and delivered a virtual lecture to our students. The college has a webpage devoted to inclusivity and diversity as well.*

2A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution's policies and the Program's goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

The Department of Urban Planning participates in the first-year program of the R. Wayne Estopinal College of Architecture and Planning, commonly called CAP FY. Admission to this program is determined by a committee that includes all three chairs. (Average GPA of incoming students over the past four years is 3.55.) All students coming into the college to study architecture, landscape architecture, or urban planning are required to participate in the CAP FY two-semester sequence totaling 18 hours. As they near completion of 18 hours, students declare a major and apply to the department of their choice. In most years, 90 percent of CAP FY students have already pre-declared architecture as their intended major before setting foot on campus. Most do not veer from this plan, but we present planning as an exciting and diverse field with many opportunities, and hope for the best.

Students who declare an interest in planning, submit portfolios and letters of intent. Our policy for admission reads

The Department of Urban Planning will review applications for entry into the program at the end of the student's first year. Students with a 2.75 GPA or higher and a well-designed portfolio are granted admission with no restrictions. Students with a 2.74 or lower GPA and/or with a substandard portfolio may be granted provisional admission; such students will be required to improve their GPA and demonstrate competence in their course work within the second year. If provisional admission is granted, factors to be considered will include: overall academic performance to date, performance in PLAN 100 and any other planning courses taken to date, a writing sample from PLAN 100, a recommendation from at least one faculty member in a studio or project-based course, or any additional materials or recommendations a student may wish to submit. The entry review process is intended to ensure that students enrolling in the professional degree program have the ability to perform advanced work in the field and a sincere interest in urban planning.

The average GPA of our incoming sophomore class is 3.72; the average GPA of all BUPD students this fall is 3.42.

2B. STUDENT DIVERSITY: consistent with applicable law and institutional policy, the program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the program's graduates generally serve. The program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

A current emphasis is on building strong alumni relationships as we see them as integral partners who can recruit for us and provide a voice in minority-area community planning efforts. We also expect to market a high school curriculum to diverse populations.

2C. Student Advising, Services, and Support: The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program's strategic goals for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

Advising for undergraduate students is provided by the university. Julie Maugherman, a professional with two decades of experience in advising, is advisor to our students and is conveniently located in our building. In regard to other types of counseling, the university noted in 2018 that student stress levels were rising; in response we invited two professionals from the university's counseling center to share tips for coping with stress and information about their resources during our "welcome back" fall

program in 2019. Pandemic restrictions kept us from offering that same program in 2020, so we had to be content with emailing students to let them know about university services.

The department provides students with individual assistance in finding a job via our portfolio review process which occurs in the spring of students' third year. The process includes critique of resume and cover letter, along with a portfolio of work showcasing skills in writing, working with data, and design. The university's Career Services provides more in-depth assistance for students who want to practice interviews. Internship and job assistance is provided by many alumni and partner institutions that share openings with us; these are posted outside the department office. Jobs are also posted on our Facebook groups page for both students who are about to graduate and for alumni. Internships are emailed to eligible student groups. The college holds a job and internship fair annually, including a virtual fair in spring 2021 when Covid restrictions meant we could not use the next-door arena for the event. Most students were successful in finding internships, even during the pandemic summer; Chair Scott Truex was able to use grant funding to hire two students who still needed positions to assist with a city project. We have an extensive alumni list which we frequently use to assist students looking for contacts in particular fields or geographical areas.

The university provides financial aid for students. Our department occasionally has a little money to assist, but our funds are quite limited. The college last year established a fund to aid minority students suffering during the pandemic, and we used personal contacts at a local church last year to provide additional help to one student.

2D. Student Engagement in the Profession: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

[This information is identical in both BUPD and MURP accreditation reports.]

Our student planning organization has been active most years, holding professional development sessions and events, and our students have held leadership in the local chapter of NOMAS in three of the past five years as well. We have encouraged students to participate in the Indiana APA conferences as well, although those numbers have been low in the past several years. This past spring, sensing a pandemic-fueled deficit in alumni contact, we organized a series of four alumni chats via Zoom.

In most years the department takes students to the national APA conference:

In spring 2017, Profs. Truex and Deeg traveled to the conference in New York with 25 undergraduates and six graduate students. We were able to sponsor a booth at this conference and again in 2019, providing a great place for students and alumni to hang out between sessions, compare notes, and network.

In spring 2018, Profs. Truex and former instructor Lisa Dunaway traveled to the conference in New Orleans with 12 undergraduates and eight graduate students.

In spring 2019, Profs. Truex, Deeg, and Dunaway traveled to the conference in San Francisco with 17 undergraduates and six graduate students.

In spring 2020, when Covid was at its newest and messiest point, we shared information with our students about the virtual conference, but we were unable to catalog whether students attended. The conference had conflicted badly with the university's finals week, so interest was already low.

In spring 2021, we shared information with students about both the local and the national conferences, emphasizing the lower cost and the high value of having access to many interesting and knowledgeable presenters.

In addition to the national APA conference, we participate in the Indiana APA conferences. In fall 2018 we took 20 students to Cincinnati to attend the Ohio-Kentucky-Indiana APA conference and to tour both Cincinnati and Louisville. Specific classes also sometimes take trips; in spring 2019, for example, Scott Truex took eight students in his Urban Agriculture class to attend a food symposium in Cincinnati.

Graduate students developed a fair housing conference which was attended by approximately 40 east-central Indiana professionals across a range of fields.

We also have an annual field trip week in early fall, a highlight of the year for students, and a tradition sorely missed during the pandemic. A good example of one of our largest field trips was a fall 2017 trip to Seattle, Vancouver, and Portland. Professor Frankel led 12 undergraduates and seven graduate students on this seven-day event. Our students met other university students, took metro rides to sites, participated in walking tours, met with alumni, and visited planning departments. A smaller trip has been called the "rustbelt tour" or the "Mid Wes' Distress" tour which Prof. West has taken along with some architecture faculty members in support of the college's social justice minor. Typically six to eight students participate in these tours and meet-ups in such cities as Gary, Detroit, and St. Louis.

STANDARD 3 – FACULTY

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

The planning faculty is one of the more diverse faculty on campus, and certainly in our college. The faculty team is also diverse in educational backgrounds as well as professional experience. We take pride in having a faculty cohort that can deliver our program which is based on community engagement

and experiential learning through our studios and applied research activities that connect the faculty directly to the program goals.

A review of faculty CV's will show this diversity of experiences, education, and expertise. We continue to advance the department based on these strengths.

3A. Faculty Quality: The fulltime and adjunct faculty of the program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program's mission and capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service.

Five faculty hold PhDs in planning or a closely related field. One is an extremely experienced community development professional and another an award-winning artist and charrette expert. Alumni with targeted areas of expertise in areas such as development, housing, and transportation round out the expertise.

3B. Faculty Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

Indiana lacks great diversity, and Ball State struggles to attract diverse faculty to Muncie; however, we were very pleased to have two full-time Black faculty and two full-time Asian faculty. Since the last site visit, we have proudly added Dr. Sanglim Yoo to our tenured ranks as she completed her successful tenure review one year early and earned that distinction in 2020. We have two women teaching in the first-year CAP program as well.

3C. Faculty Size: The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

We are well within the acceptable ratios. The university considers a class with 10 undergraduates or 6 graduates to be fully loaded, so we must strive to meet this bar. It is possible this university number will change as the new budget process is rolled out.

Please provide the Program’s definition/formula for a full-time teaching load: 12 hours per semester is a full-time load.

Table 11. TEACHING FACULTY FTE :

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE CAPFY	TEACHING FTE BUPD	TEACHING FTE MURP
1	Michael Burayidi	A	0	.25	.5
2	Lohren Deeg	A	.75	.25	.13
3	Bruce Frankel	A	0	.46	.21
4	Teresa Jeter	A	.25	.5	.25
5	Nihal Perera	A	0	.19	.31
6	Scott Truex	A	.25	.13	0
7	John West	A	0	.5	.25
8	Sanglim Yoo	A	0	.56	.44
9	Mary Banning	C	.75	0	0
10	Chris Palladino	C	0	.19	.06
11	Catherine Reynolds	C	.88	0	0
12	Neil Stevenson	C	0	.5	0
	TOTAL TEACHING FTEs		2.88	3.53	2.15

Student / Teaching Faculty Ratio BUPD = 8.8

Student/Teaching Faculty Ratio MURP = 9.3

Part-time Student FTE, including calculation (if applicable): *Not applicable at this time.*

Student/Teaching Faculty Ratio, including calculation:

BUPD calculation is 31 students to 3.53 FTE = 8.8

MURP calculation is 20 students to 2.15 FTE = 9.3

(Burayidi and West each had one semester sabbatical last year, so their FTE is based on one semester rather than two. Deeg had an overload one semester.)

3D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

Informally, faculty mentor and advise students frequently. Bruce Frankel in particular is a good example of a faculty member who takes an active role in nurturing students, mentoring competition teams and taking students on hikes to provide team bonding time. Both Michael Burayidi and Sanglim Yoo have served as mentors in the Pathways Project which provides mentorship for marginalized student groups. Scott Truex invites students each fall to participate in the city’s White River Cleanup and in the spring to

take part in the Muncie Mission's Walk a Mile in My Shoes fundraiser. Our field trips, typically held each fall, and strong record of conference attendance are other engagement opportunities.

3E. Research, Scholarship and Other Creative Activity: Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

Dr. West's research into land banking, and his success in starting a landbank in Muncie, is of particular pride as it fits so clearly into the university's and the programs' goals of using our expertise to partner with the community for community benefit. The land bank he started and currently chairs has already begun selling properties to the community, resulting in better looking, safer, and more user-friendly neighborhoods. We look forward to his continued contributions to this field, both for the benefit of Muncie and the for the scholarly world as well.

Dr. Perera's well-earned respect in Asia is another area of research we hope to capitalize on. Meetings are underway this summer to explore a Ball State center in Asia, building on his connections and status as an author and a well-known speaker in that part of the world.

The department's P&T document specifies expectations for all faculty in the areas of teaching, scholarship, and service.

Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Full-time in Planning Unit (A)										
Michael Burayidi	professor	3	1					8	\$58,458	3
Lohren Deeg	associate professor		4	1	7	7		1	\$700	9
Bruce Frankel	professor		1					2	\$240,000	9
Teresa Jeter**	instructor									1
Nihal Perera	professor	2	5	4		4	2	2	\$80,030	9
Scott Truex	chair					2		10	\$200,793	10
John West	assistant professor		5	3	1	1	1	11	\$367,791	15
Sanglim Yoo	associate professor		5	1		2	1			14
Part-time in Planning Unit (B)										
Adjunct/Contract/Non-tenure track (C)										
Mary Banning (CAP first-year)	instructor									
Kelly Gregg	instructor		3					3	\$6,500	6
Chris Palladino	instructor									4
Catherine Reynolds (CAP first-year)	instructor									
Neil Stevenson	instructor					1				

***Dr. Teresa Jeter has filled this slot for two years on a contract basis; however, the faculty slot she held is Scott Truex's tenure-line position, so we have included her in the full-time category to represent the college and the university's commitment to an eight-member faculty slate.*

3F. Professional Involvement and Community Outreach: Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

In fall 2020, the department leased space in the Muncie Mall after Chair Scott Truex secured numerous grants and partnerships to make the idea a reality. The large storefront has been the site of many community meetings for each of our cohorts, providing much opportunity for community education.

Truex has received training from the ULI to become a presenter of its UrbanPlan workshop. He's built the class into PLAN 100 and arranged training of one of our graduates and several of our students who will be able to take this program on the road to Indiana high schoolers, beginning here in Muncie and surrounding school districts. A \$24,000 grant supports the work, and our partnership with ULI Indiana and our alumni involved in that organization has grown strong over the past two years since Truex began the venture.

*John West is founder and board president of the Muncie Landbank, created shortly after the state passed enabling legislation and after a daunting round of meetings with many, many local officials. The land bank sold its first properties this spring and looks forward to making a positive impact on the community for years to come. He also worked with students in his graduate classes to create *The Renter's Handbook*, a guidebook to help renters understand their rights. His partnerships with PathStone Inc. and Habitat for Humanity have resulted in numerous other projects – including the state's first tenant/landlord mediation program to help both parties avoid court and eviction proceedings – and also sponsorships for graduate assistants in our program.*

Sanglim Yoo is in her third semester of teaching second-year students how to evaluate sites for solar potential. She has secured multiple university grants which have provided funding to help students present their work at national conventions of the APA and the American Association of Geographers.

Table 13. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL INVOLVEMENT

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
Michael Burayidi	professor	6	1	1		3
Lohren Deeg	associate professor	18			1	4
Bruce Frankel	professor					2
Teresa Jeter**	assistant teaching professor				2	
Nihal Perera	professor		10			3
Scott Truex	chair	6		1		
John West	assistant professor	6	3		1	1
Sanglim Yoo	associate professor					1
Part-time in Planning Unit (B)						
Adjunct/Contract/Non-tenure track (C)						
Mary Banning (CAP FY)	instructor					
Kelly Gregg	instructor					
Chris Palladino	instructor	7			7	
Catherine Reynolds (CAP FY)	instructor					
Neil Stevenson	instructor	5			1	

***Dr. Teresa Jeter has filled this slot for two years on a contract basis; however, the faculty slot she held is Scott Truex’s tenure-line position, so we have included her in the full-time category to represent the college and the university’s commitment to an eight-member faculty slate.*

3G. Professional Development: Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

The university provides a wide array of programming for faculty, including a writing workshop popular with some faculty, instruction in Canvas and other software, and a series dedicated to online teaching pedagogy. The college allocates money for faculty who are presenting at conferences each year, although money is typically reserved only for those presenting.

In fall 2019 and spring 2020, the department organized a series of meetings for faculty on the topics of online teaching, trends in graduate program delivery, counseling center services and professional advice for handling difficult situations, and immersive learning opportunities and grant applications.

STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program’s mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program’s mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

One of the strengths of our department is having a studio-based program. Our five studios are strategically placed to allow the integration and application of materials covered in the lecture courses. As an example, we have integrated the site development studio (PLAN 202) and the graphic communications course (PLAN 261) at the same time the history and theory course (PLAN 220) introduces cities and their past planning efforts. Studio professors have the opportunity to apply the theories into the design and planning work undertaken by students. In the third year our studios allow

students to apply analytical and statistical material they are learning in other courses to their neighborhood studio and economic studio. The neighborhood studio also gives students the opportunity to practice community engagement and leadership. The fourth-year studio is a comprehensive studio, building on previous studies. It is also a capstone course in the university core curriculum. The goals of that core curriculum are listed below.

Through their core curriculum courses, students will develop the ability to:

- engage in lifelong education by learning to acquire knowledge and to use it for intelligent ends
- communicate at a level acceptable for college graduates
- clarify their personal values and be sensitive to those held by others
- recognize and seek solutions for the common problems of living by drawing on a knowledge of historical and contemporary events and elements of the cultural heritage surrounding those events
- assess their unique interests, talents, and goals and choose specialized learning experiences that will foster their fulfillment.

Table 14. CURRICULUM LISTING -- UNDERGRADUATE PROGRAM

COURSE NUMBER AND TITLE*	FALL 2019 FACULTY**	SPRING 2020 FACULTY**	FALL 2020 FACULTY**	SPRING 2021 FACULTY**
COURSES REQUIRED OF ALL STUDENTS				
PLAN 100 Intro	Truex	Truex	Truex	Truex
PLAN 202 Site Plan Studio	<i>Stevenson</i>		<i>Stevenson</i>	
PLAN 203 Regional Studio		Yoo		Yoo
PLAN 220 Hist/Theory 1	West		West	
PLAN 221 Hist/Theory 2		West		Perera
PLAN 240 Plan & Private Dev	<i>Palladino</i>		<i>Palladino</i>	
PLAN 261 Comm & Present Techs	Deeg		Deeg	
PLAN 302 Neighb Studio	<i>Jeter*</i>		<i>Jeter</i>	
PLAN 303 Econ Dev Studio		Frankel		Frankel
PLAN 320 Quant Methods		Yoo		Yoo
PLAN 401 Field Studio	Burayidi		Truex	
PLAN 421 Land Use Planning		Burayidi		Burayidi

PLAN 452 Plan Law	Frankel		Frankel	
PLAN 498 Econ (Subs For Econ 201)	Frankel		Frankel	
Elective Courses				
<i>PLAN 411 Property Law</i>	Frankel		Frankel	
<i>PLAN 412 Intro to GIS</i>			Yoo	
<i>PLAN 430 Housing and Comm Dev</i>		<i>Jeter</i>		<i>Jeter</i>
<i>PLAN 458 Intro to Multiculturalism</i>			Perera	
<i>PLAN 482 Grant Writing</i>	<i>Jeter</i>	<i>Jeter</i>		<i>Jeter</i>
<i>PLAN 490 Immigration + El Paso</i>	Truex			
<i>PLAN 490 Competitions (HEEF and/or NAIOP)</i>		Frankel		
<i>PLAN 498 Engaging Comm of Color</i>			<i>Jeter</i>	<i>Jeter</i>
<i>PLAN 498 Mobility, St Design, Autos</i>	<i>Gregg</i>			
<i>CAP 498 Charrette Graphics</i>		Deeg		Deeg

**Please note that Teresa Jeter is a contract instructor; however, she is holding Prof. Truex's tenure-track seat.*

Table 15. CURRICULUM MAP – UNDERGRADUATE DEGREE

Curriculum Map Courses Required of All Students	100 Introduction to Planning	202 Site Development studio	203 Regional Analysis studio	220 History & Theory 1	221 History and Theory 2	240 Plan & Private Dev	261 Comm/Present Techniques	302 Neighborhood studio	303 Economic Dev studio	320 Quantitative Methods	401 Field Studio	421 Urban Land-use	452 Planning law	498 Economics of Planning
A. Required Knowledge, Skills and Values														
A1 General Planning Knowledge														
a) Purpose and Meaning of Planning	x	x		x	x	x	x	x			x	x		X
b) Planning Theory				x	x						x			
c) Planning Law		x				x					x	x	x	X
d) Human Settlements and History of Planning	x	x		x	x	x	x							
e) The Future	x	x		x	x	x	x	x			x	x		
f) Global Dimensions of Planning	x			x	x									
A2 Planning Skills														
a) Research		x	x	x		x	x	x	x	x	x	x		
b) Written, Oral and Graphic Communication	x	x	x	x	x	x	x	x	x	x	x	x		
c) Quantitative and Qualitative Methods	x	x	x	x	x	x	x		x	x	x			
d) Plan Creation and Implementation		x	x				x	x	x		x	x		
e) Planning Process Methods		x	x		x	x		x	x		x	x	x	
f) Leadership		x	x	x	x	x		x			x			
A3 Values and Ethics														
a) Professional Ethics and Responsibility			x		x	x		x			x	x	x	
b) Equity, Diversity and Social Justice	x	x		x	x			x			x		x	
c) Governance and Participation		x		x	x	x		x			x	x	x	X
d) Sustainability and Environmental Quality	x	x	x	x	x	x	x	x	x		x			
e) Growth and Development	x	x		x	x	x		x			x	x		
f) Health and Built Environment		x				x		x			x	x		

**498 Economics of Planning was a two-year substitute for ECON 201, an experiment to see if we could better meet the needs of our students who were experiencing difficulty in ECON 201.*

Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION

Area of Specialization: Real Estate Development	411 Property Law	452 Planning Law	485 Intro to Comm Dev	486 Methods of Public Int
Knowledge				
related property and contract law	x			
cooperative corporate form	x			
government and individual rights		x		
land use controls		x		
related case law		x		
real estate dev compared to planning			x	x
market analysis by use and location			x	x
financial feasibility analysis			x	x
quantitative methods				x
Skills				
formulate AOS contract of mutual, fair benefit	x			
apply various ownership forms to real estate	x			
formulate case for developments by land use		x		
how interpretation of law can change judgement		x		
retail capacity			x	x
housing affordability			x	x
financial underwriting			x	x
market and operational underwriting			x	x
legal underwriting			x	x
required subsidy calculation			x	x
project management			x	x
site assessment			x	x
skills required for areas of disinvestment			x	x
Values				
fairness	x	x		
legality	x	x		
cogent argumentation	x	x		
creative problem solving			x	x
equity			x	x
precise measures				x

Related to our real estate development specialization is participation in competitions, an elective headed up by Dr. Frankel with good results.

NAIOP-ULI RE Challenge by Year, Project Site & Neighborhood Served	
2015	Two significant sites in downtown Indianapolis - winner
2016	Coke Bottling Plant, Massachusetts Ave., Indianapolis – runner-up
2017	Circle Center Mall, Downtown, Indianapolis – runner-up
2018	Lafayette Square Mall, International District, Indianapolis – runner-up
2019	Broad Ripple High School, Broad Ripple, Indianapolis - winner
2020	Competition cancelled due to Covid 19
2021	Ditto for spring, pending for fall

HEEF Intercollegiate Competition by Year, Project Site	
2020	Moody’s College Properties, Loop, Chicago – runner-up
2021	Woodlawn neighborhood adjoining Obama Presidential site, South Chicago – pending September 2021

Table 17. CURRICULUM MAP - ELECTIVES

Curriculum Map Electives	412 Intro to GIS	413 Advanced GIS	430 Housing and Comm Dev	458 Intro to Multicultural Plan	482 Grant Procurement	490 NAIOP Competitions	490 HEEF Competitions	490 ULI UrbanPlan	498 Mobility, Street Design	498 Engaging Com of Color	498 Immigr Issues/ElPaso	CAP 498 Charrette Graphics
B2 Electives												
Exposure to other professions												
architecture, landscape arch, urban design				x				x				x
public policy, politics, administration	x	x		x				x			x	
real estate, appraisals, taxes			x					x				
worker training, child development, social work					x						x	
geography, environmental sciences	x	x										
development			x	x		x	x	x				
activism										x	x	

Exposure to specializations												
urban development	x	x				x	x	x		x		
public health	x	x									x	
environmental planning	x	x		x								
social justice and race relations				x						x	x	
funding agencies					x						x	
illustration and delineation												x
qualitative methods and ethnography				x								
public participation				x				x	x	x	x	x
map making	x	x		x								x
conflict mitigation				x				x			x	
affordability and demographics			x			x	x	x		x	x	
sustainability and climate change									x			x
Emerging trends and issues												
network analysis	x	x										
gentrification & inner-city issues			x					x		x		
Asian dominance				x								
environmental changes				x								
happiness as development				x								
re-entry training programs					x							
pedestrianization, cycling, complete streets, autonomous vehicles								x	x			x
digital public participation												x
immigration law and issues											x	
NIMBY-ism												x

Other Learning Activities:

The CAP guest lecture series brings professionals to campus in normal times or via Zoom to share experiences and advice, as do our alumni chat sessions, also held via Zoom. (The former brings nationally-known speakers to students usually eight to ten times each year. The alumni chat session was a four-session informal series we held in spring 2021 to give our students a chance to talk with alumni in four areas of specialization to ask questions and get a glimpse of the range of professions available. Alumni participated from the fields of city planning/tourism, real estate development, historical preservation, and transportation planning.)

*Our portfolio review process, described more fully in **1D. Student Learning Outcomes Assessment**, is another non-course event that provides a learning and growing opportunity for our students. The mandatory internship provides a further learning experience for the student, and we require them to consider their learning objectives for that experience beforehand and to evaluate both themselves and their employer afterward.*

Via Truex's involvement with ULI's UrbanPlan workshops, we've been able to provide leadership opportunities for students who choose to assist in the classroom; those opportunities will expand over the summer and during the 2021-22 academic year, and we look forward to sharing more with you during the site visit.

Finally, our field trip week during fall semester takes students out into the world to meet planners and sometimes alumni and to experience first-hand how other cities meet their planning challenges.

4A. Required Knowledge, Skills and Values of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

Knowledge required of all students forms the backbone of our core curriculum. The purpose and meaning of planning, planning theory, human settlements, and the future are tightly woven throughout.

4A.1. General Planning Knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.

The presentation of general planning knowledge begins in PLAN 100, required of all students, and continues throughout the planning curriculum that students enter in their second year.

a) Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

*This topic is covered beginning in **PLAN 100** in the ECAP first-year program. We expand upon it as students progress, covering the topic in **220 and 221 (history and theory), 261 (communications and presentation techniques) 302 and 401 studios, and 421 (urban land-use planning)**. When we have taught **PLAN 498 economics** in place of **ECON 201**, we also devote time to this issue.*

b) Planning Theory: behaviors and structures available to bring about sound planning outcomes.

Planning theory is addressed in 220 and 221 (history and theory) and in the 401 field studio.

c) Planning Law: legal and institutional contexts within which planning occurs.

Planning law is the topic of PLAN 452 Planning Law. Instructors in 240 (planning and private dev), 401 studio, and 421 (land use) devote considerable time to law as well.

d) Human Settlements and History of Planning: growth and development of places over time and across space.

PLAN 220 and 221 (history and theory), 240 (planning and private dev) and 261 (communications and presentation techniques) all deal with human settlements and the history of planning.

e) The Future: relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

PLAN 220 and 221 (history and theory), 240 (planning and private dev), 261 (communications and presentation techniques, 302 and 401 studios, and 421 urban land use all focus on this issue.

f) Global Dimensions of Planning: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

PLAN 220 and 221 (history and theory I and II) is where we teach about the global dimension of planning. Student can choose an elective on international planning issues with Dr. Perera or a semester-long trip to learn even more.

4A.2. Planning Skills: The use and application of knowledge to perform specific tasks required in the practice of planning.

Planning skills are taught in all five of our required studios as well as throughout other courses such as PLAN 261 (communications and presentation techniques). Skills in analytical thinking, graphics, and writing are also thoroughly examined for each student during the portfolio review process, outlined on page 29.

a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

The importance of research and research skills is demonstrated throughout our curriculum with the following classes all emphasizing it: PLAN 203, 220, 240, 261, 302, 303, 320 (quantitative methods), 401, and 421 all stressing research tools.

b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

With the exception of planning law and economics of planning, communications skills are a key component of every class in our core curriculum.

c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

*You'll find methods covered in **PLAN 202 studio, 203 studio, 220 and 221 (history and theory), 240 (planning and private dev), 261 (communications and presentation techniques), 303 studio, 320 (quantitative methods), and 401 studio.***

d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

*Each of our studios has this focus: **202 (site dev), 203 (regional analysis), 302 (neighborhood), 303 (economic dev), and 401 (field); the topic is also part of 261 (communications and presentation techniques) and 421 (urban land use).***

e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

*Each of our studios has this focus: **202 (site dev), 203 (regional analysis), 302 (neighborhood), 303 (economic dev), and 401 (field); the topic is also part 221 (history and theory II), 240 (planning and private dev), 421 (urban land use), and 452 (law).***

f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

*Leadership is a topic in **203, 302, and 401 studios, PLAN 220 and 221 (history and theory), and in 240 (planning and private dev).***

4A.3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum, including:

*This topic is introduced in **PLAN 100 and in the history and theory sequence** as well as being woven throughout other courses.*

a) Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

Studios 202, 203, 302, and 401 cover ethics and responsibility as do multiple other classes: 221 (history and theory II), 240 (planning and private dev), 421 (land use) and 452 (law.)

b) Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

This is covered in PLAN 220 and 221 (history and theory), 302 and 401 studios, and 452 law.

c) Governance and Participation: the roles of officials, stakeholders, and community members in planned change.

This is covered in PLAN 220 and 221 (history and theory), 240 (planning and private dev), 302 and 401 studios, 421 (land use), 452 (law) and in our economics of planning class when we teach that in place of ECON 201.

d) Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.

This is a major topic for us, covered in all studios, both history and theory classes, and in 240 (planning and private dev), 261 (communications and presentation techniques).

e) Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

PLAN 220 and 221 (history and theory), 240 (planning and private dev), 302 and 401 studios, and 421 (urban land use) cover growth and development.

f) Health and Built Environment: planning's implications on individual and community health in the places where people live, work, play and learn.

PLAN 240 (planning and private dev), 303 (neighborhood studio), 401 (field studio), and 421 (urban land use) discuss health and the built environment.

4B. Areas of Specialization and Electives: The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

We believe our core curriculum has good depth, and we strive to add quality with elective content.

4B.1. Specializations: When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.

Specializations are not required, but an overlapping minor in real estate development is available. The curriculum is included in the appendix.

4B.2. Electives: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

We have a range of electives that include multicultural planning, methods of public interest, grant writing, housing and community development, GIS, engaging communities of color, charrette graphics, and sometimes urban agriculture and transportation planning electives.

More information is provided below: [Most, but not all, of this information is the same as in the MURP document. NAIOP and the two 490 classes were undergraduate-only courses, the first due to contest rules and the second two simply because graduate students did not select them.]

412 and 413: Our GIS courses provide exposure to the professions of geography, environmental science and management, public policy and administration. Specializations include urban development, public health, environmental planning. Emerging trends and issues include network analysis, site selection, suitability analysis, and model builder.

430 Housing and Community Development exposed students to a multitude of professions: real estate, appraisers, developers, federal housing and rehab, state tax credits, etc. Housing affordability and demographics were discussed. Students held a debate about gentrification and the effects of development.

458 Intro to Multicultural Planning introduces students to architecture, urban design, policy making, politics, and development. Specializations include social justice, environmental justice, qualitative methods, ethnography, public participation, race relations, conflict mitigation, mapping and cartography, and production of space. Emerging issues include Asian dominance, social change, planetarity, environmental changes, epistemic shifts, and happiness as development.

482: Grant procurement in spring 2021 was an immersive learning class in which each student was assigned a nonprofit to work with; this taught them about many professions (child development, worker training programs, tutoring centers). Students learned about such specializations such as funding agencies like foundations. Emerging trends and issues included child health and training programs for fathers reentering the workforce after prison.

490 NAIOP Competition is an intercollegiate real estate development competition sponsored by NAIOP and ULI centered on the Indianapolis metropolitan area. Competitors are both planning and business schools, with participatory emphasis on the former. Specializations is given location, all of the requisite features of the development process by way of legal, market, financial, asset management, and design review. On occasion the land use will be the given and location a variable to be found as most suited. Award goes for competency and creative features, and thus emerging trends; e.g., equitable development.

490 HEEF is an intercollegiate real estate development competition sponsored by the Eisenberg Foundation [HEEF] and ULI centered on the Chicago metropolitan area. Competitors are both

planning and business schools, with participatory emphasis on the former. Specializations is given location, all of the requisite features of the development process by way of legal, market, financial, asset management, and design review. Award goes for competency and creative features, and thus emerging trends; e.g., equitable development.

490 UrbanPlan is a program developed by Urban Land Institute (ULI), the following is their definition: UrbanPlan is a realistic, engaging exercise in which participants—high school students, university students, or public officials—learn the fundamental forces that affect development in our communities. Participants experience challenging issues, private and public sector roles, complex trade-offs, and fundamental economics in play when proposing realistic land use solutions to vexing growth challenges. <https://americas.uli.org/programs/urbanplan/>

The course we offer introduces undergraduate student to this initiative and includes receiving volunteer training from ULI national trainers. (Professor Truex is one of the two Indiana ULI UP trainers). The student receives this training within the first four weeks of the semester and become mentors to the freshman in PLAN 100 who are also working in teams participating in the UrbanPlan curriculum for college students.

The upper level students also participate in the UrbanPlan workshops that have been developed and funded to introduce high school students to the field of urban planning and development. Students learn about real estate and economic development, urban design, advocacy planning, historic preservation, mobility planning and issues such as homelessness, mixed-use development, density, market absorption, and affordable housing.

490 Immigration Issues and El Paso is an introductory class exploring issues associated with immigration on our southern border and the procedures in place, and the organizations and agencies representing the United States Government involved in the day-to-day monitoring of the border. Meet and engage with individuals working daily with immigrants to hear first-hand the stories associated with this issue. Students are exposed to political science, social work, sociology, community development, immigration law, social services, international development, philanthropy, immigration policy, and political policies.

498 Engaging Communities of Color introduced students to activists working on the water crisis in Flint and with Hispanic neighborhoods in Indianapolis. Inner city issues were heavily discussed.

498 Charrette graphics introduces students to architecture, landscape architecture, and urban design; addresses specializations of illustration/delineation, public participation, and graphic software methods; and notes the trends of digital public participation and NIMBY-ism.

498 Mobility, Street Design, and Automobiles analyzed emerging trends such as pedestrianization, cycling, complete streets, and autonomous vehicles.

4C. Instructional Delivery and Scheduling: Courses shall be taught by qualified faculty, and appropriate instructors shall be assigned for required, specialized and elective courses. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

Our classes are all taught by professionals with the appropriate training and education. Most faculty are employed full-time in the planning department, although PLAN 202 site development studio has been taught by a practicing professional and PLAN 240 planning and private development is taught by an experienced professional as well. Our schedules are created to allow students to complete the work in four years, and those degree plans are readily available in multiple formats to students. We have no required classes during the last semester of senior year, so students who took summer classes or brought credits from high school into college are able to graduate a semester early, a cost-saving factor for many.

4D. Facilities: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program’s mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

We have sufficient space for our programs and enjoy a building with lots of exhibit space and breakout rooms which make classes and small collaboration groups manageable. An on-site library and print shop are other amenities of our building. The social distancing required during the pandemic created a space problem for us which we were able to solve by moving some classes to the Muncie Mall.

4E. Information and Technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program’s mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

We are fortunate to have a department computer lab, but the money to provide upgrades is scarce. Sanglim Yoo has used her personal grant funds to purchase some of the things we need. The computers in the department office are also the responsibility of the department to replace, and our budget is such that we are uncertain how we will pay for those upgrades when the time comes.

STANDARD 5 – GOVERNANCE

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program’s faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program’s strategic plan.

5A. Program Autonomy: In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official faculty. The Program shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and

evaluation of its students. The planning faculty and students shall be involved in the development of the Program's Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

The planning department is headed by an elected chair who reports to the dean of the Estopinal College of Architecture and Planning. The chair is included in the university's academic leadership group where chairs and deans and a handful of others meet throughout the year with the provost and vice-president for academic affairs. The department designs its own curriculum and has an independent voice in the matters listed. Faculty have been involved in the development of the self-study report, although students have not, due to the difficulties imposed by Covid. The completed report will be shared with them, of course.

5B. Program Leadership: The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

<i>Michael Burayidi</i>	<i>Stepped down as chair in summer 2016.</i>
<i>Eric Kelly</i>	<i>Interim chair fall 2016 through summer 2017.</i>
<i>Nihal Perera</i>	<i>Interim chair fall 2017 through fall 2018.</i>
<i>Scott Truex</i>	<i>Interim chair spring 2019; elected chair summer 2019; current chair.</i>

We have been through multiple changes of leadership since our last site visit: After Michael Burayidi stepped down, Eric Kelly took over for one year before retiring, followed by Nihal Perera who took over for a year and a half before leaving for a semester abroad with the CapAsia field studies program and a year-long sabbatical. (Kelly holds a JD and formerly served as dean; both he and Perera are tenured faculty of the department, both well qualified for the role.) The current chair, Scott Truex, was elected in 2019. Truex is a tenured associate professor with more than 30 years' experience teaching and leading community participation efforts and hundreds of charrettes.

5C. Communication: The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program's goals and objectives and about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

We are active via email and social media (LinkedIn, Facebook, Twitter, and Instagram) and also communicate regularly through departmental newsletters and a new project called Alumni Voices which allows alumni to share their ideas and stories. These are promoted to alumni and other stakeholders by email, on the BSU website, and via social media.

5D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

Faculty meetings are held regularly during the academic year. The chair has an open-door policy with students, as chairs before him have also maintained, and has held meetings with students throughout his tenure, whether in person or via Zoom. Our experimentation with teaching planning economics separately from the economics department is one example of leadership listening to students and adjusting to meet their needs. Meetings with students involved in SPA have been common throughout the tenure of all chairs since our last accreditation visit.

5E. Promotion and Tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

The department has clear procedures which were written and voted on by faculty and are stored in the cloud for easy access 24/7.

5F. Grievance Procedures: The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Grievance procedures are covered in the Faculty and Professional Personnel Handbook and in the university's Student Handbook. Grievance procedures for faculty start with the chair and proceed to the dean, with a university-level committee to address issues that are not resolved within the college. Student grievance procedures generally begin with the faculty member for a course, then proceed through the chair and the dean and, if necessary, on to the university level. Ball State's Office of Student Conduct and the Office of the Vice Provost of Academic Affairs provide oversight.

5G. Online Integrity: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect

student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

Ball State's Student Academic Ethics Policy lays out university expectations in regard to academic misconduct, its definitions, and its punishments. Multiple policies outline student privacy issues. The university makes an optional software called Respondus Monitor available that allows faculty to administer Canvas exams using webcam and facial detection software to deter cheating.