Plan to Correct

Ball State University
College of Architecture and Planning
Department of Architecture

Master of Architecture

June 30, 2024

National
Architectural
Accrediting
Board, Inc.

NAAB National Architectural Accrediting Board

Plan to Correct for Continuing Accreditation

2020 Conditions and Procedures

Institution	**Ball State University**
Name of Academic Unit	
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ **Bachelor of Architecture** Track: ☒ **Master of Architecture** Track I: Undergraduate Degree with architecture Major + 57 graduate semester credit hours Track II: Undergraduate degree with non-architecture major + 99 graduate semester credit hours ☐ **Doctor of Architecture** Track: Track:
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Master of Architecture Program Co-Directors Zachariah Michielli, Ph.D. (Muncie) Emile Dixon (Indianapolis)
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	College Dean: David Ferguson Department Chair: Olon F. Dotson
Chief Academic Officer of the Institution	Provost: Anand Marri, Ph.D.
President of the Institution	President: Geoffrey Mearns
Individual submitting the APR	Department Chair: Olon F. Dotson
Name and Email Address of Individual to Whom Questions Should Be Directed	Olon F. Dotson, Ph.D. Professor and Chair Department of Architecture College of Architecture and Planning Ball State University Muncie, Indiana 47306 765.285.1904 odotson@bsu.edu

INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.
- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.

Plan to Correct Form
2020 Conditions and Procedures

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	**Corrective Actions** *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	**Timeline** *List the timeline for all corrective actions, including actual or planned start and completion dates.*
5.5. Social Equity, Diversity, and Inclusion *(Not Demonstrated)*	**Program Narrative**: In accordance with correspondence received from NAAB on December 4, 2023, and in response to a previously submitted *Plan to Correct*, the program did not provide sufficient evidence to meet the requirements of this Condition. "The program provided sufficient evidence of compliance with 5.5.3, 5.5.4, and 5.5.5. The Board noted that the program needs to provide evidence of a commitment to diversity and inclusion as it relates to physical resources (5.5.1) and a plan with benchmarks for maintaining or increasing diversity of faculty and staff (5.5.2)." Therefore, the determination of the Team was that **5.5 Social Equity, Diversity, and Inclusion was "Not Demonstrated"** or as per the Team Assessment, the condition was "not met" in its entirety. It is the intent of this narrative response to not only demonstrate a commitment to social equity, diversity, and inclusion as it relates to physical resources, and a plan with benchmarks for maintaining or increasing diversity of faculty and staff; but to also provide evidence of results produced under the implementation of our plan. As mentioned in our previous *Plan to Correct,* it should be noted that during the following year, our undergraduate program was visited by NAAB and 5.5: Social Equity, Diversity and Inclusion was **"Met with Distinction."** This is due to the fact that the plan discussed herein (applicable to both our undergraduate and graduate programs), is being implemented with great success. Nevertheless, we acknowledge and respect the positions of NAAB in this regard; the fact that the determination is based on an evaluation conducted by a different team and for a different program; and most importantly, NAAB has discontinued such recognition of criteria. For what it is worth, the following, was from the 2023 NAAB VTR. *5.5.2 The program plans to increase diverse faculty is through hiring adjunct faculty from professional ranks. 12 new faculty have been recruited, eight of which are African American faculty.*	Corrective actions began immediately following the Spring 2022 NAAB Visit and were implemented in Fall 2022 and Spring 2023. The program will continue to improve any and all conditions under modifications as determined by assessments conducted in the future.

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	continued The Department of Architecture is determined to continue building a diverse faculty and staff; however, the accomplishments thus far are not based solely on adjunct faculty from professional ranks. Of the three tenure-track hires employed since the 2022 visit, all have been women from underrepresented populations. Sadly, one of the three died during the Spring Semester of 2024. In sessions held with NAAB subsequent to the 2023 determination, it was clarified that regardless of the successes outlined in our *Plan to Correct,* a plan with clearly articulated benchmarks is needed to meet the criteria. It is understood increasingly, that programs supporting the premise of social equity, diversity, and inclusion are under assault throughout the United States of America. This is particularly evident in public colleges and universities where there are numerous cases of programs that have been dismantled altogether. The dismantling of programs committed to addressing social equity, diversity, and inclusion has accelerated rapidly since the 2022 NAAB Team Visit. Unfortunately, it is likely that NAAB will be forced to revisit the criteria as elected officials in almost every state of this nation, persist with this assault. NAAB's ongoing emphasis on this critically important aspect of architectural education is much appreciated. Ball State University has chosen to double-down on its commitment to social equity, diversity, and inclusion by maintaining its Office of Inclusive Excellence and strongly encouraging its colleges and departments to follow. Despite rapidly spreading legislative resistance, and recent legislation passed in Indiana, the university's Inclusive Excellence program continues to recognize social equity, diversity, and inclusion as an integral endeavor to fulfill the University's mission and strategic plan. Under the Inclusive Excellence program, Ball State University continues to recruit, support, and retain a diverse population of students, faculty, and staff. The University pledges to keep Inclusive Excellence at the highest level of institutional importance and as a foundation to its mission. What is particularly challenging will be how to maintain statistical evidence of progress in a legislative environment where such statistics are no longer permitted to be collected.	

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	continued Indiana is not unique in this regard. A primary strategy that has enabled Ball State University, its College of Architecture and Planning, and is Department of Architecture to expand the definition of inclusiveness as a commitment "to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions." The definition of diversity in this regard, recognizes the full gamut/broad spectrum of experiences and unique differences of all members of the community. The Ball State University, College of Architecture and Planning, Department of Architecture, continues to celebrate diversity in all of its dimensions as it endeavors to sustain an inclusive academic environment through benchmarks and goals. As strongly encouraged, the Department has adopted the three phase benchmarks of the university's Inclusive Excellence Plan, and utilizes and "Inclusive Excellence Tool Kit" *(see attached).*to guide and conduct periodic assessments of its capacity toward achievement of the following goals and benchmarks: **Goal 1: Recruitment** *Achieve a more diverse and culturally representative graduate student body, faculty, and staff. The goal is to have a campus that is accessible and equitable and that is representative of the rich diversity in our communities.* The benchmarks for this goal will be to ultimately have an enrollment and requisite faculty and staff that is representative of the current metropolitan populations of urban centers in Indiana in terms of the social constructions of race, ethnicity, gender, and accessibility needs. Our primary urban center recruitment basis for graduate students are Indianapolis and Fort Wayne, Indiana in statistical relevance. It should be noted that there has been exponential growth in interest by students from international communities as well. **Benchmark 1:** To create a more diverse graduate student body a) Enhance our strategies to recruit a diverse graduate student population	

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	continued b) Establish one or more pipeline programs to ensure diverse students are able to graduate and proceed further on their flight paths (i.e., getting a PhD or beginning their careers). This includes support for IPAL. **Benchmark 2** To create a more diverse staff and faculty a) Increase recruitment strategies that attract underrepresented and diverse groups when hiring new faculty and staff **Goal 2: Retention** *The Department of Architecture is committed to maintaining an atmosphere that will lead to retention of diverse faculty and staff, increase graduation rates for diverse students and to identify and eliminate biases and practices that hinder the retention of diverse faculty, staff, and students.* The College of Architecture and Planning, with the Department of Architecture being its largest unit in terms of faculty, staff, and student enrollment, has consistently maintained the highest retention rate of all of the colleges and departments on the Ball State Campus. The primary tracking of students with respect to retention at the university is centered around its undergraduate programs. For our graduate programs, the primary benchmark lies with a representation of faculty commensurate with an increasingly diverse body of students. This benchmark inherently increases comfort level among our graduate students, and contributes to higher retention rates. **Benchmark 1** To ensure the academic success of diverse graduate students a) Connect graduate students with faculty and alumni mentors via the PhD Pathways Program and/or similar initiatives	

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	continued b) Create opportunities for diverse graduate and professional students to connect with future research and employment opportunities via career fairs, networking opportunities, and professional conferences c) Increase graduate student awareness of and participation in a broad range of available services and resources d) Adapt a student exit survey to ensure alignment with our inclusive excellence plan and practices e) Identify specific barriers (i.e., financial, cultural/climatic, academic, social, etc.) to the academic progress and achievement of diverse students **Benchmark 2** To retain a more diverse faculty and staff a) Continue faculty and staff mentoring programs and create new mentoring initiatives/priorities based upon feedback and assessment from participants b) Assess whether there are barriers or biases in the promotion and tenure process and make changes if needed c) Assess the review process for faculty and staff complaints and reports of bias and discrimination in the workplace d) Implement and encourage faculty and staff exit surveys and use the results for identification of issues and opportunities for continuous improvement **Goal 3: Rewards and Recognitions** *In the spirit of "rewards reflecting our values" Ball State University recognizes and celebrates the contributions of those who work toward the goals of Inclusive Excellence.* As an Inclusive Excellence award recipient, recognized by the University for working toward the goals of Inclusive Excellence, the Chair of the Department of Architecture, Dr. Olon F. Dotson is uniquely qualified to share and emphasize the Architecture Department's Commitment to social equity, diversity, and inclusion.	

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	continued Other forms of recognition within the department are acknowledged and celebrated through Promotion and Tenure, and Salary and Merit provisions. **Benchmark 1** To acknowledge and reward students, faculty, and staff who contribute to inclusive excellence on behalf of the Department of Architecture. a) Promote scholarships, awards, and recognition events b) Provide an opportunity to celebrate diversity-related scholarship and creative projects at an end-of-the-year celebratory event c) Collaborate with the Ball State Foundation to seek and secure funding to support scholarships and recognitions **Benchmark 2** To acknowledge and engage alumni and community members who strive to contribute to inclusive excellence at Ball State University or in their respective communities a) Identify and recognize community partners and alumni who have made contributions to inclusive excellence b) Support community-based inclusive excellence and diversity recognition events in the community **Goal 4: Inclusive Excellence Training, Development, and Curriculum.** *Through its adoption of the Inclusive Excellence Plan, the Department of Architecture has direct access to Inclusive Excellence training, development, intergroup dialogue, and pedagogies under provisions made available through the College of Architecture and Planning. The goal is to equip and prepare the department (students, faculty, and staff) to be visionary in an increasingly diverse and complex world.*	

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	continued The College of Architecture and Planning provides physical and financial resources, upon request and approval, to the Department to support Inclusive Excellence Training, Development and Curriculum. With respect to curriculum development, the Department of Architecture has led by example through its development of the undergraduate minor and graduate certificate in Social and Environmental Justice (SEJ). As indicated in the APR, this is the first program in SEJ in a design school in the U.S., and to our knowledge, in the world. Within this framework, a benchmark is to expand Social and Environmental Justice offerings and curriculum to other units in the College. As a result, the first dual appointment in Social and Environmental Justice has been created (see attached). The department, with support from the college and its support from the university's Inclusive Excellence Program offerings, will continue to lead the campus and the community in inclusive excellence development, intergroup dialogue, and pedagogies. The goal is to equip and prepare participants to be visionary in an increasingly diverse and complex world. **Benchmark 1** To offer inclusive excellence training, development, and strategies to students, faculty, staff, and the community when applicable a) Provide training opportunities and experiences for the department, college, and community focused on handling diversity, equity, inclusion, implicit bias, bullying, Living Beneficence, and cross-cultural/intergroup communications b) Support other academic units within and beyond the College of Architecture and Planning in the creation and maintenance of unit diversity plans/inclusive excellence plans c) Promote inclusive excellence through community and campus partnerships to provide speakers, forums, and films d) Utilize assessments and evaluations to gauge the success of training and development initiatives for department faculty members and administrators and adjust format and content based upon feedback	

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	continued **Benchmark 2** To offer courses, curricula, and learning strategies/opportunities at the undergraduate and graduate levels that achieve diversity and inclusion learning goals within the department and beyond a) Work with faculty and administrators to select and implement pedagogical strategies that enhance engagement, motivation, and learning of diverse and underrepresented students b) Develop opportunities that help faculty and staff assess the achievement of diversity-related learning outcomes in class or extracurricular experiences c) Support innovative and inclusive scholarship, research, teaching, and administration through faculty, manager, and administrator development programs like the department's programs in Social and Environmental Justice d) Internally develop or access the "master list" of learning opportunities, trainings, and workshops available across campus with regard to inclusive excellence **Goal 5: Culture and Climate of Inclusion** *The goal of the Department of Architecture is to create an open and inclusive environment that values the intrinsic worth of all students, faculty, and staff. This involves the establishment and maintenance of a climate and culture where all students, faculty, and staff experience a sense of belonging and engagement – a place where everyone's wellbeing is supported through respectful, authentic, and engaged relationships with each other.* The benchmark for this goal is to maintain and enhance a culture and climate of inclusion, mutual respect, and empathy in an academic environment where areas of specialization have become increasingly prevalent. During the Spring Semester of 2023, a Faculty Retreat was held at the CAP: IC (primary physical location for the M. Arch programs in Indianapolis). The primary focus of the retreat was to discuss how the department can enhance its Culture and Climate of Inclusion (see attached)	

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	continued The Department of Architecture is committed to maintaining an open and inclusive environment that values the intrinsic worth of all students, faculty, and staff. The department will continue to maintain and seek ways to improve a climate and culture where all student, faculty, and staff members experience a sense of belonging and engagement — a place where everyone's well-being is supported through respectful, authentic, and engaged relationships with each other. **Benchmark 1** Engage in ongoing and continuous assessment of our departmental climate, culture, and community a). Distribute a Climate Survey and use the results to create reinforce these benchmarks for improvement **Benchmark 2** Support an open and affirming departmental community that is supportive, that is respectful, and that values differing perspectives and experiences a) Help establish affinity groups for ethnically, culturally, and diverse populations in order to build community, form allies and mentorships, and inspire collaborative scholarship **Goal 6: Inclusive University Policies, Systems and Infrastructure** *The Ball State University, Inclusive Excellence Program maintains in institutional infrastructure available to the College of Architecture and Planning and its Department of Architecture that effectively supports progress in achieving the Inclusive Excellence goals outlined in the University's Strategic Plan.* *As the College of Architecture and Planning and its Department of Architecture has adopted the Inclusive Excellence Plan and incorporated into its internal Strategic Plan, the systems policies, and procedures facilitate diversity, inclusion, transparency, and accountability.*	

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	continued *Following the evolution of applicable aspects of the plan, the Department of Architecture will evaluate, revise, and communicate changes in policies and protocols that will facilitate reports of bias and discrimination, improve clarity, provide transparency, promote fairness, and enhance accountability.* **Benchmark 1** To ensure that University wide policies, systems, and infrastructure support the Department's commitment to inclusive excellence a) Participate (faculty, staff, and students) in the College of Architecture and Planning's Inclusive Excellence Task Force and encourage service to the cause of Inclusive Excellence b) Review and amend departmental policies, procedures, and systems to ascertain if they are inhibiting inclusive excellence or potential inequities c) Participate in University wide accessibility discourse d) Enhance public awareness of the department's commitment to diversity and inclusion **Benchmark 2** When possible, and within the limitations of departmental procurement regulations, provide economic inclusion opportunities for diverse suppliers in the community, state and region by increasing our engagement and stewardship of diverse suppliers a) When possible, within the limitations of departmental procurement regulations, develop, implement, and maintain a diversity spending plan to partner with minority, women, and veteran-owned businesses throughout the state and the region. **Benchmark 3** To ensure that faculty and staff feel supported in reporting biased incidents a) Review and update policies and procedures related to bias reporting for faculty and staff	

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	Supporting Evidence: On Page 118 of the Department of Architecture APR for the Graduate Programs, it was indicated that "since the last APR (2013), the demographic of the faculty and students, has slowly changed mostly in terms of gender." This is consistent with the evolution of the academy and profession in terms of gender at a national level. With respect to the diversity of our faculty and staff, the APR indicated that "all searches within the last four years have been assessed as excellent in their 'diversity' of applicant pools by Ball State Human Resources metrics." This development was acknowledged by the NAAB Team. It is understood however, that a more creative, progressive, and frankly aggressive means of truly achieving diversity among faculty and staff has been implemented in order to begin to approach the level of diversity that is present under the goals and benchmarks defined above. We can provide charts and graphs *(and indeed we have – herein),* to discuss our Inclusive Excellence initiatives at the college and university level (and in theory, our Inclusive Excellence programs are "excellent" as indicated in the APR and acknowledged by the Team). We can employ all of the buzzwords that generate approval among auditors, reviewers, and visiting teams. Or, as with our undergraduate and graduate programs in Social & Environmental Justice, we can engage in a degree of activism through administration, with faculty and staff support, that exceed goals and benchmarks, not only at Ball State University, but as a model for design schools nationwide. As with other sectors of the profession, said goals never seem to be met. There may be programs that demonstrate commitment to diversity and inclusion among current and prospective faculty, staff, and students though goals and nomenclature; but not withstanding historically Black colleges and universities (HBCUs) there is a general lack of evidence that *ANY* program in the sphere of NAAB accreditation can truly demonstrate actual achievement in meeting such goals. This is increasingly challenged by the abovementioned national "assault" against social equity, diversity, and inclusion initiative. Nevertheless, the Department of Architecture will continue its efforts, regardless of the legislative environment in which we find ourselves.	

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	continued We are committed to continuing to build a foundation for a truly diverse academic environment that at a minimum, is reflective of the increasingly diverse population of students served. Since the 2022 NAAB visit, thirteen (13) new faculty members have been hired in various capacities. These opportunities are the direct result of retirements and other forms of transition, combined with growth of undergraduate and graduate student enrollment. Of the thirteen new faculty, eight (8) were faculty of color and from under-represented populations. Of the eight, six (6) are African American. Of the thirteen-faculty mentioned herein, seven (7) teach in our Graduate Programs. Of the seven additional faculty, five (5) are faculty of color from under-represented populations. Of the five (5), one (1), Emile Dixon, has been designated as the co-director of our Graduate Program(s) in Architecture (M.Arch Programs). The Chair of the Department, also African American, teaches courses in our Graduate Program in Architecture. Thus, the total number of African American faculty members teaching in our Graduate Program is six (6). Whether tenure-track, full-time contract, or adjunct, the composition of instruction in the Department of Architecture has been dramatically altered with respect to the demographics of the faculty. In addition to our Inclusive Excellence initiatives, myriad of progressive tools have been, and will continue to be used to achieve our objectives. We did not have the opportunity to share our unique approach(s) with the NAAB Team during the virtual visit as the tools were being developed at the time of the assessment. We also did not adequately summarize our benchmarks in the previous Plan to Correct. However, in regard to the designation as “not demonstrated” or “not met” by the NAAB Team, we certainly hope that the following adequately summarizes techniques employed thus far. As we continue to address decades of disparity, we are devoted to being progressive and creative while simultaneously assuring that our practices are in strict accordance with all policies, legal parameters, and hiring metrics.	

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	continued ■ Not only shall we continue to advertise for positions in a wide range of publications, journals, and other platforms (as indicated on Page 118 of the APR), it is imperative that we actively recruit and encourage prospective and highly qualified applicants from diverse backgrounds (with particular emphasis on individuals from under-represented populations) to consider our program and apply. This requires research, networking, and attendance in regional and national conferences including, but not limited to the annual National Organization of Minority Architects (NOMA) Conference ■ Establish formal relationships with minority owned, operated, and staffed design firms. Approach principals in these (and other) firms about the critical importance of inspiring aspiring architects of color through representation in the academy. Our first attempt at developing such a relationship has been with Indianapolis-based Meticulous Design + Architecture. This is by far, the most diverse Indiana-based Architecture firm and is led by alumni of our program with a particular understanding of the detrimental aspects of lack of representation for students from under-represented populations in a predominantly white institution (PWI). https://www.meticulousda.com/people/ ■ In addition to expressing willingness to offer principal staff to serve as faculty in our undergraduate and graduate degree programs, it should also be noted that as of Spring 2023, the Meticulous office is now headquartered and share physical space with the CAP:IC in Indianapolis. The firm shares resources with our Graduate Program and students and faculty share the facility and resources with Meticulous. This provides convenient access for Meticulous personnel to offer instruction, inspiration, and a pipeline to professional experience including our Integrated Path to Licensure (IPAL) Program.	

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	continued Currently, three (3) Meticulous personnel serve as faculty in our Department of Architecture. Principal, Damon Hewlin, AIA, NOMA and recent CAP Outstanding Alumni recipient, delivered the commencement address at the Spring 2023 CAP Commencement. His inspiring speech contained content consistent with the mission of the 5.5. Social Equity, Diversity, and Inclusion criteria as well as the goals and benchmarks discussed herein. ■ Foster an academic environment that enables, encourages, and supports faculty from under-represented populations to develop and evolve from adjunct faculty, to full-time contract faculty, to tenure-track faculty, and to tenured faculty. We understand that there is a limited pool of candidates, for the profession and the academy has a dismal record in developing a critical mass of students, graduates, practitioners, and women educators and educators of color. We can no longer rely on the excuse that "we can't find . . ." we must endeavor to "create." As an academy ground in principles of creation and innovation, it is our collective responsibility to be creative and innovative toward social equity, diversity, and inclusion. The benchmarks *discussed* herein and in the attached spreadsheet (prepared for the original 2022 submission) are designed to direct the Department of Architecture and its M.Arch program toward a level of diversity and inclusion that is comparable to that of society in general (inclusive of the ratios present in the above-mentioned Indiana urban population centers discussed above in terms of the social construction of race and gender). Only then can we express any degree of satisfaction, or honestly suggest to our accrediting body that our goals and benchmarks have been reached. In the meantime, we will continue the use of creativity as indicated herein by example to first, have parity with the diversity of students enrolled, then with society in general.	

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	continued In conclusion, the Team Assessment states that "the university is currently building a new Multicultural Center in the heart of campus." As a minor correction-of-fact, and as indicated in our APR on Page 119, in 2021, "the university ***built*** a new Multicultural Center in the heart of the campus in an effort to enhance diversity and inclusion of under-represented student populations." It should be noted that the delivery of the Multicultural Center was led by a young African American designer who has been hired to serve as a full-time faculty and administrator in our department and is now Co-Director of our Graduate Program. This highly regarded faculty member is only the second African American to serve as a full-time member in the Department of Architecture in its nearly sixty (60) years of existence (the current Department Chair being the first). This is no longer an acceptable statistic and the Ball State, College of Architecture and Planning, Department of Architecture is committed to addressing social equity, diversity, and inclusion by means and goals described herein. In the Fall semester of 2024, the Department of Architecture will be blessed with the full-time presence of the *Next Great Architect*, Kionna Louise Walker, AIA. https://nextgreatarchitects.com/ Ms. Walker is the 5th African American woman to become a licensed architect in the State of Indiana. She represents all that we strive to be in the Ball State University, College of Architecture and Planning, Department of Architecture in terms of Social Equity, Diversity, and Inclusion. He dedication and devotion to young people (as demonstrated) and her full-time presence in the Department of Architecture provides exemplary evidence, consistent with all of the goals, benchmarks, and supporting evidence offered to NAAB for consideration. **Additional Supporting Evidence:** The following tables and charts contain previously submitted demographic for information compiled from the department, college, university, city, and state. The data demonstrate general environment with respect to the social construction of race and gender for informational purposes only.	

Inclusive Excellence Toolkit[1] 2019-2024

BACKGROUND

At Ball State University, we recognize inclusive excellence as an integral endeavor to fulfill our University's mission and our strategic plan. We recruit, support, and retain a diverse population of students, faculty, and staff. We encourage and reward diversity of thought. We promote a work environment that encourages and rewards innovation and creativity. We pledge to keep inclusive excellence at the highest level of institutional importance and as a foundation in all that we strive to do. As such, the Office of Inclusive Excellence has established a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity and inclusion on our campus. Our overarching goal for Inclusive Excellence is to adopt a university-wide inclusive excellence approach to academic, business, and service functions of the university. We believe Inclusive Excellence must be intentional and infused in every step we take.

Inclusive Excellence (IE) was developed by experts at the Association of American Colleges and Universities (AAC&U) as a way to re-imagine diversity and inclusion as the active process of making excellence inclusive and the responsibility of everyone. They note, "The action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change."

This Toolkit is intended for the Ball State campus to begin the discussion, exploration, and practice of embedding inclusiveness throughout the campus and areas of responsibility.

INCLUSIVE EXCELLENCE

In using the toolkit, it is important to keep in mind several key ideas:

- Inclusiveness and excellence are conceptualized as one and the same - to practice inclusiveness is excellence.
- IE shifts the responsibility for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. One person can drive the process; but the responsibility for change and inclusiveness is assumed by every person in an office, division or the campus.
- IE changes the way the university has historically conceptualized diversity - as a numerical goal (numbers only) of diverse faculty, staff, and students. Instead, under IE, numbers continue to be important, but the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution.
- IE employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of a community.

One of the assumptions supporting Inclusive Excellence is that diversity is an integral asset to the mission of the University. Diversity is not an occasional element to be considered on special occasions or measured simply by numbers. Nor is it an "issue" to be managed, contained and problem-avoided. Rather, diversity is a constant benefit to be actively, intentionally, and consistently engaged with the objective of achieving numerous learning and organizational outcomes. Stated differently, the gifts, talents, histories, traditions, worldviews, and cultures that our diverse the diverse communities bring to the University is a form of "gold" that can be "mined" to produce a multiplicity of educational outcomes and improve the climate for inclusiveness at the University. These diverse communities include but are not limited to: Race, Ethnicity, Religious Groups, Gender, and Sexual Orientations. Inclusive Excellence is the method by which you mine that gold and use of this toolkit represents the beginning of that process.

Thoughtful policies and procedures are important forces for breaking down barriers to inclusion, but it is the daily work of individuals that builds community. This toolkit and assessment are consistent with the spirit of the **Beneficence Pledge** and are designed to foster an inclusive culture on our campus and in our community. The ultimate goal is to make inclusiveness a habit practiced by everyone at the university.

Keeping the above in mind, we invite you to use the following worksheets to help you in practicing and implementing Inclusive Excellence!

USING THE TOOLKIT

This toolkit consists of a three-phase set of worksheets to help your unit improve its practice of Inclusive Excellence: 1) Inventory/Assessment, 2) Analysis, and 3) Action.

[1] The Ball State Inclusive Excellence Toolkit was adapted, with permission, from the University of Denver Inclusive Excellence Toolkit by Treviño, Walker & Leyba (2009).

PHASE ONE: ASSESSMENT

Taking stock of how your unit is doing in implementing Inclusive Excellence.

Use the tables below to think through an overview of inclusiveness in your unit in each of the 6 areas that correspond with the **Ball State Inclusive Excellence (IE) Plan Goals of: Recruitment; Retention; Rewards & Recognition; Inclusive Excellence Training, Development, and Curriculum; Campus Culture, Climate, and Community; and Systems, Policies and Procedures.**

- By "unit," we mean the division or your department. It is important to be clear on what specific area you are describing, so that you outline the strengths and change areas for which you are actually responsible and in which you can actually make change. (Considering the entire campus for some questions, and a specific department for others will greatly skew your description, and ultimately your action plan!)
- Challenge yourself (selves) to be honest about whether, on the whole, your area is or is not described by the question. Answering "no" does not mean you/your area is bad, any more than answering "yes" means there isn't more that could be done.
- In the last column, describe some of the reasons for your response. Be specific and honest, as the details will help you continue/improve.
- Some of the areas may not apply to your unit; you can skip these (mark "NA"), and/or consider how your unit does/can have an impact on the larger organizational structures of which you are a part. Use broad definitions when considering the applicability to your unit.
- Feel free to add additional measures (one blank row is provided) as they apply to your specific area.

IE GOAL 1 – RECRUITMENT	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Do employees actively assist in efforts to recruit and retain diverse undergraduate and graduate student populations?					
Is the unit's diversity/inclusive excellence statement prominently displayed on all job applications, job advertisements, and other HR documents?					
When hiring new employees, does the unit have policies and procedures designed to diversify the pool of qualified applicants?					
Is the safety, comforts, and needs of diverse students considered in planning orientation? (e.g., LGBTQ students, Students of Color, Students with Disabilities, Jewish or Muslim students, etc.)					
Are multiple individuals from diverse groups represented within the unit's leadership and management?					
Are multicultural competencies (i.e., attitudes, knowledge, and skills) a hiring criterion for new employees?					

IE GOAL 1 – RECRUITMENT, cont.	Yes	No	In Progress	NA	Evidence of completion (e.g., numbers, documents, programs, etc.)
Are marketing materials inclusive of diverse students, faculty, or staff?					
Does the unit have a history of including members of diverse groups in the selection processes for students, faculty, and staff?					
Are open positions being advertised to a diverse audience?					
Is inclusive excellence, as one of many responsibilities, embedded in all employee position descriptions? (i.e., everyone in the unit has responsibility for diversity and inclusive excellence).					
Is inclusive excellence an integral part of employee orientation in your unit?					
Notes:					
IE GOAL 2 – RETENTION	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Does a clearly defined advocate/special services position exist within the unit to address the needs and concerns of diverse students/faculty/staff (e.g. persons with disabilities, older persons, religious and racial/ethnic minority persons, various genders) albeit with a clear understanding that advocacy and support is the responsibility of multiple units across campus.					
Is the unit's diversity/inclusive excellence statement provided to all incoming students and/or student employees?					
Are staff and faculty being mindful of not using language, strategies, microaggressions, or stereotyping that could potentially impede students' success?					
Is there an in-house program designed to train and prepare graduate students for future research and employment opportunities?					
Is there an in-house program designed to train and prepare employees and faculty from different backgrounds for promotions in higher level positions?					
Is there a current retention plan in place for diverse faculty and staff?					
Is there a current retention plan in place for diverse students?					

Is the unit aware of field-specific barriers to the academic progress and achievement of diverse students?					
Notes:					
IE GOAL 3 Rewards and Recognition	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Is inclusive excellence embedded in the evaluation, promotion, and/or merit process? Are employees recognized and valued for their contributions to mentoring diverse students/employees; teaching diversity courses; embedding diversity into their courses/training; and other diversity activities?					
Does the unit have annual awards that recognize individuals for their contributions to diversity and inclusive excellence?					
Are employees recognized and valued for their contributions to mentoring diverse students/employees?					
Are there individuals from diverse backgrounds who made contributions to the unit and who are no longer with the unit included in the history?					
Are incentives for professional development in the areas of diversity and inclusiveness available for employees?					
Does the unit support related community-based inclusive excellence and diversity events?					
Notes:					
IE GOAL 4 – INCLUSIVE EXCELLENCE TRAINING, DEVELOPMENT, & CURRICULUM	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Has leadership participated in diversity training along with other employees, giving a message to the rest of the unit of the importance of learning about and understanding diversity and inclusiveness?					
Is inclusive excellence embedded in the project evaluation process?					
Are students in your unit provided with the skills and knowledge to successfully manage and deal with diversity? (e.g. how to discuss issues of diversity using civil discourse, skills or interacting with individuals who are different, etc.).					

IE GOAL 4 – INCLUSIVE EXCELLENCE TRAINING, DEVELOPMENT, & CURRICULUM cont.	Yes	No	In Progress	NA	Evidence of completion (e.g., numbers, documents, programs, etc.)
Do employees of the unit possess multicultural competencies appropriate for their role and function?					
Are diversity and inclusiveness professional development workshops and opportunities available to employees?					
Has the unit identified student learning outcomes and concepts related to diversity? (i.e. cultural)					
Are intern and practicum students trained in and evaluated on multicultural competencies?					
Is there a diversity training requirement for the unit?					
Does the training cover a wide range of social identities, groups, or concepts? (e.g. African American, Women, LGBTQ, racism, disability, etc.,)					
Are staff knowledgeable of the resources on campus available to support diverse students?					
Are staff trained to address issues of diversity/inclusive excellence and work with diverse populations?					
Is there a diversity/inclusive excellence training or information provided to new students and/or student employees?					
Are there equitable courses curriculum, or learning opportunities for diverse students to achieve their academic goals?					
Notes:					
IE GOAL 5 – Culture and Climate of Inclusion	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Does the unit foster and support affinity groups? (e.g., African American Employees, LGBTQIA+ Student Groups, etc.)					
Does the Unit have a diversity or inclusive excellence statement as part of their mission, values, and goals that clearly espouses the value of inclusive excellence?					
Are goals within the unit examined and evaluated annually with regard to multiculturalism?					
Does management and leadership in the unit meet periodically with diverse employees to determine how they are doing and to offer support?					

IE GOAL 5 – Culture and Climate of Inclusion, cont.	Yes	No	In Progress	NA	Evidence of completion (e.g., numbers, documents, programs, etc.)
Do student activities include the systematic development of leadership skills in people who are female, members of an ethnic/racial minority, physically disable, and members of other underrepresented student groups?					
Does your unit provide an area for prayer or a private area for nursing mothers, etc.					
Is the unit's diversity/inclusive excellence statement prominently displayed in or on your marketing materials, website, job applications, wall art/posters, and other unity materials?					
Does the unit assess whether diverse students, staff, and faculty feel welcome in your unit?					
Do staff, administrators, and students have an active role in maintaining and improving the climate for diversity?					
Are staff undertaking outreach to diverse students? (e.g., presentations at student organization meetings, involvement in multicultural events and activities).					
During public and in-house speaking opportunities, does leadership within the unit express the value of diversity and inclusiveness?					
Does leadership practice diversity/inclusive excellence? (e.g. the value of diversity and inclusiveness is supported through actions)					
Has leadership participated in diversity training?					
Has leadership participated in diversity training along with all other employees, giving a message to the rest of the unit of the importance of learning about and understanding diversity and inclusiveness?					
Have leaders allocated or shifted new or existing resources to support diversity and inclusiveness initiatives?					
Has leadership become accessible to and meet on a regular basis with diverse groups in their area or on campus to listen and learn about their experiences?					
Are women, persons of color, and members of other underrepresented populations in positions of leadership within the unit?					
Do all employees (in particular employees representing diverse groups) receive a strong and regular message that they are valued in the unit?					

IE GOAL 5 – Culture and Climate of Inclusion cont.	Yes	No	In Progress	NA	Evidence of completion (e.g., numbers, documents, programs, etc.)
Do students, staff, faculty, alumni, and members of the public from different backgrounds feel welcome in working, studying, and visiting the unit?					
Does the unit have a Diversity Officer or Committee who is responsible for taking a lead on diversity and holds everyone else accountable for diversity and inclusiveness?					
Is the climate of inclusiveness of the unit welcoming to members of diverse groups?					
Are staff, students, and administrators encouraged to participate in on-campus service by mentoring and supporting individuals from diverse populations?					
Is the relationship between employees positive and respectful?					
Does the unit have a history of excluding members of diverse groups?					
Does the unit promote opportunities for all students and employees to come together as one unit and have significant contact and interaction with each other?					
Does the “hidden” or unofficial culture support diversity in the unit? (You could have an official culture that expresses the value of diversity and simultaneously have an unofficial culture that filled with racist, sexist, and heterosexist jokes, behaviors, and traditions.)					
Are the traditions and celebrations of the unit inclusive?					
Do employees in the unit actively support and attend campus events and celebrate diversity?					
Is your unit multiculturally sensitive when developing printed materials, such as advertisements, flyers, and all on-line material?					
Has the unit conducted a diversity climate assessment or survey?					
Is community service with diverse communities recognized and valued?					
If your unit offers activities/programs, are student activities planned and designed to meet the co-curricular needs of a diverse student population?					
Does artwork, posters, and other visual displays reflect an appreciation for diversity?					

Are individuals from diverse backgrounds with diverse perspectives included in the planning of new projects or initiatives?					
Notes:					
IE GOAL 6 – Inclusive University Policies, Systems, and Infrastructure	**Yes**	**No**	**In Progress**	**NA**	**Evidence of completion (e.g., numbers, documents, programs, etc.)**
Is diversity and inclusiveness included in the strategic planning and decision-making process?					
Does the unit adapt the spaces available for students, faculty, or staff with diverse needs?					
Does the budget include financing for diversity projects and initiatives?					
Does the unit develop and distribute to all students, faculty, and staff clearly articulated policies and procedures relevant to diverse student population, (e.g., HIV, AIDS, sexual assault, sexual harassment, bias incidents, nondiscrimination on the basis of race ethnicity, religion, age, sexual orientation, nationality, etc.)?					
When new projects or initiatives are introduced to the unit, is inclusive excellence part of the project and process?					
Does the unit have the organizational structures and procedures for addressing departmental climate issues? (e.g., bias response protocol, education campaign, etc.)					
Are grants pursued in order to finance diversity initiatives?					
Are infringements of the code of conduct viewed as signals for ongoing assessment, dialogue, and intervention with regard to valuing diversity?					
Are diversity initiatives and projects adequately financed? (comparable to other priorities in the unit)					
Have leaders allocated or shifted new or existing resources to support diversity and inclusive excellence initiatives?					
Are offices, spaces, and nearby areas used by the unit physically accessible (both inside and outside)?					
Is the unit plan in alignment with the Inclusive Excellence plan?					

IE GOAL 6 – Inclusive University Policies, Systems, and Infrastructure, cont.	Yes	No	In Progress	NA	Evidence of completion (e.g., numbers, documents, programs, etc.)
Does the unit consider diversity in the membership of committees and taskforces?					
Are employees expected to adhere to the code of conduct?					
Does the student code of conduct clearly prohibit engaging in racist, sexist, biased, sexually harassing, or sexually or physically assaultive behavior?					
Are program/activities offered by the unit physically accessible and provide interpreters for hearing-impaired persons and bilingual translators when appropriate?					
Are there aspects of the inclusive or exclusive history of the unit (positive or negative) that need to be made more transparent or acknowledged?					
Is this checklist or a similar instrument reviewed, discussed, and updated annually within the unit?					
Have leaders allocated or shifted new or existing resources to support diversity and inclusive excellence initiatives?					
Notes:					

Once you have completed the inventory above, AND discussed it with others from your area, proceed to Phase Two: Analysis.

PHASE TWO: ANALYSIS

How well is your area practicing and implementing Inclusive Excellence?

Use the questions below to review the inventory you conducted in Phase 1, and to further analyze the "state" of inclusiveness in your unit and what it could be. (In Phase Three, you'll work on the specifics of ***how*** to move forward. In this section, your goal is to see ***what*** needs to be done.)

When using this document reflect on "diversity." What does diversity mean for you and your unit? What diverse voices will help your unit to be more representative of the diversity in the community? Reflect on who's not at the table?

Our Strengths:

- Where are our areas of strength? Where is inclusiveness being practiced?
- How can we maintain or enhance those areas?
- How can we celebrate and publicize those successes that have led to greater inclusiveness?

Where Can We Improve?

- In which areas do we need to improve? (i.e., areas where inclusiveness needs to be embedded)
- Are there some areas that could quickly and effortlessly be changed to be more inclusive? (i.e., "low-hanging fruit")?
- What resources do we have and/or need to do so?
- Are there some areas that will take longer to change?
- What resources do we have and/or need to do so?
- What areas/items would have the most far-reaching and/or long-lasting impact?

Once you have completed the inventory above, AND discussed it with others from your area, proceed to Phase Three: Action.

PHASE THREE: ACTION

How will you move forward in practicing and implementing Inclusive Excellence?

Use the matrix below to lay out a priority and detailed plan for how your area will implement Inclusive Excellence. (See generic example.)

Action Item	**Action Step**	**Who's Responsible**	**Timeline/Deadline**	**Priority** (ease and/or significance of impact)
EXAMPLE *IV.D. Are the traditions and celebrations of the unit inclusive?*	*Rename annual "Christmas Party" to "Holiday Party," explicitly acknowledging multiple celebrations at that time of year.*	*"Office Social Team," the volunteer committee members who have historically organized holiday and birthday observances for the unit.*	*For this fall/winter's holiday season.*	*High (relatively simple to do!)*

Glossary:

*This is a companion of terms for the **Inclusive Excellence Toolkit** to help clarify some of the terminologies and wording contained in the document. Please contact the Office of Inclusive Excellence with any questions you might have.*

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*Please note, the terms "diversity" and "diverse" are used throughout the **Inclusive Excellence Toolkit**. Our definition of diversity recognizes the full gamut/broad spectrum of experiences and unique differences of all members of our community. We celebrate diversity in all of its dimensions as we endeavor to create and sustain an inclusive campus environment.*

Affinity Group: An association of faculty and or staff that come together to give a voice to underserved populations. These participants are usually a member of the community or an ally of the community.

Beneficence Pledge: The Ball State Beneficence Pledge is an adopted code of conduct for all Ball State University members that lay out the basic ideals the Beneficence represents. Find the pledge here: https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence

Bias Incident Reporting: The procedure implemented whenever a bias incident is perceived to have occurred. For more information visit: https://www.bsu.edu/campuslife/multicultural-center/bias-incident-reporting

Disabilities: This refers to a physical or mental condition that limits a person's movements, senses, or activities.

Diversity: The condition of having or being composed of differing elements: variety; different types of people.

Field-Specific Barriers: These are things that will stop students of diverse cultures from succeeding either academically or professionally when it comes to their major or area of intended work.

In-house trainings: These can either be trainings specific to your area or unit or trainings offered by Ball State University.

Inclusion: the action or state of including or of being included within a group or structure.

Inclusive Excellence: This means that an institution has adopted a cohesive, collaborative, and comprehensive approach to diversity and inclusion. This allows everyone to have the same voice as any other person during the discussion. It employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of a community.

International: Students, faculty, or staff that are not native born to the United States or its protectorates.

Latinx: The gender-inclusive language to refer to people from Latin American decent, instead of specifically stating Latino or Latina, this includes both genders and any non-binary individuals.

LGBTQ: Stands for Lesbian, Gay, Bisexual, Transgender, and either Queer or Questioning. This is an acronym for sexual and gender minorities that is an umbrella term. Another version of this phrase is GSRM or Gender, Sexuality, and Romantic Minorities.

Microaggressions: A term used for brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, particularly culturally marginalized groups.

Multicultural Competencies: obtaining the awareness, knowledge, and skills to work with people of diverse backgrounds in an effective manner.

Multiculturally Sensitive: Understanding the issues that can arise from being a member of a minoritized community and take that into account when teaching and or working.

Retention: The process to keep those students, faculty, and staff that you have.

Rewards and Recognition: Recognize and celebrate the contributions of those who work toward the goals of Inclusive Excellence. This can just be through small comments or through an actual recognition event.

Student Learning Outcomes: Clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire from an educational experience. For more information on this visit: https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/student-learning-outcomes

Students of color: This includes anyone who is not Caucasian. Other phrases include POC, People of Color and BIPOC or Black, Indigenous, and People of Color.

Unit: The division, department, or school that you are a part of.

FAQ:

Not every question applies to us what do we do? This is a general toolkit for multiple areas so if the questions do not apply to you, just select NA.

We are a small department and can't always do some of the items what do we do? You are allowed to utilize opportunities available elsewhere on campus, such as outside trainings or the University Diversity Office.

How do we do a climate survey in our area and keep it confidential? You can utilize the campus wide campus climate survey and look at the results from your general area (expected to be debuted Spring 2021).

We do not have a "history" per se, what can we do about this? This is for areas that have named rooms or collections and may not be applicable to your area.

What if we aren't an area that works with students in person? You can either skip these questions or you can try to adjust them to fit the area you deal with specifically.

We are a small department and don't have someone who is defined as being an advocate for diverse persons, what can we do? The Office of Inclusive Excellence will be offering an opportunity for employees to be trained as Inclusive Excellence Champions, and this person could be used as this person. Please also note that the Office of Inclusive Excellence serves the Ball State campus and can serve and support you in this area, as well.

How can we embed inclusive excellence in our project evaluation process? Make sure that what you're planning is accessible to a diverse population. Questions to consider are: Is there any group that this presentation might make uncomfortable? Are there inclusive voices at the table during the planning and implementation stages? Do we use inclusive language in our program? Have we considered access needs for members of our community who are disabled?

ARCHITECTURE GRADUATE STUDENTS

	2014		2018		2021	
Gender	F	M	F	M	F	M
American Indian or Alaskan Native						
Black or African American	2%	1%	5%	1%	3%	2%
Non Resident Alien	14%	15%	13%	4%	10%	5%
Asian			1%	1%	2%	
Hawaiian or Other Pacific Islander					1%	
Two or More Races			1%	1%	2%	1%
Hispanic	1%	2%	1%	1%	1%	5%
Unknown	2%	3%	1%	1%	1%	1%
White	22%	39%	30%	36%	32%	32%
Historically Underrepresented Race	18%	22%	22%	12%	21%	15%

DEPARTMENT OF ARCHITECTURE FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender	24%	76%	22%	78%	26%	74%
American Indian or Alaskan Native		3%			3%	
Black or African American		6%		6%		3%
Non Resident Alien						
Asian	3%		3%		3%	
Hawaiian or Other Pacific Islander						
Two or More Races		3%				
Hispanic	3%			6%		5%
Unknown						
White	18%	65%	19%	66%	21%	67%
Historically Underrepresented Race	6%	12%	3%	12%	6%	8%

COLLEGE (CAP) FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender	30%	70%	29%	71%	31%	69%
American Indian or Alaskan Native		2%			1%	
Black or African American		3%		6%		4%
Non Resident Alien						
Asian	5%	3%	3%		2%	2%
Hawaiian or Other Pacific Islander						
Two or More Races		2%				
Hispanic	2%			3%		2%
Unknown						
White	23%	60%	26%	62%	28%	60%
Historically Underrepresented Race	7%	10%	3%	9%	4%	8%

BALL STATE UNIVERSITY FACULTY

	2014		2018		2021	
	F	M	F	M	F	M
Gender			52%	48%	53%	47%
American Indian or Alaskan Native						
Black or African American			2%	1%	2%	2%
Non Resident Alien					1%	1%
Asian			4%	3%	4%	3%
Hawaiian or Other Pacific Islander						
Two or More Races			1%	1%	1%	1%
Hispanic			1%	1%	1%	1%
Unknown						
White			43%	41%	44%	40%
Historically Underrepresented Race			8%	7%	9%	7%

DEPARTMENT OF ARCHITECTURE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	33%	67%	37%	63%	30%	70%
American Indian or Alaskan Native						
Black or African American						5%
Non Resident Alien						
Asian		7%				
Hawaiian or Other Pacific Islander						
Two or More Races						
Hispanic						
Unknown						
White	33%	60%	37%	63%	30%	65%
Historically Underrepresented Race		7%				5%

COLLEGE (CAP) ARCHITECTURE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	38%	62%	41%	59%	43%	57%
American Indian or Alaskan Native						
Black or African American		2%			1%	1%
Non Resident Alien						
Asian	2%	2%	2%	2%	1%	
Hawaiian or Other Pacific Islander						
Two or More Races						
Hispanic		4%		2%		1%
Unknown						
White	36%	53%	39%	56%	38%	55%
Historically Underrepresented Race	2%	8%	2%	4%	4%	2%

BALL STATE STAFF

	2014		2018		2021	
	F	M	F	M	F	M
Gender	57%	43%	56%	44%	57%	43%
American Indian or Alaskan Native						
Black or African American	3%	2%	3%	2%	3%	2%
Non Resident Alien						
Asian		1%			1%	1%
Hawaiian or Other Pacific Islander						
Two or More Races			1%		1%	
Hispanic	1%			1%	1%	1%
Unknown			1%		2%	
White	52%	40%	51%	40%	50%	39%
Historically Underrepresented Race	4%	3%	5%	3%	6%	4%

2020 DELAWARE COUNTY CENSUS

					2020	
	F	M	F	M	F	M
Gender					51.80%	48.20%
American Indian or Alaskan Native					.040%	
Black or African American					7.20%	
Non Resident Alien						
Asian					1.30%	
Hawaiian or Other Pacific Islander					0.10%	
Two or More Races					2.40%	
Hispanic					2.60%	
Unknown						
White					86.60%	
Historically Underrepresented Race					14%	

2020 INDIANA CENSUS

					2020	
	F	M	F	M	F	M
Gender					50.70%	49.30%
American Indian or Alaskan Native					.040%	
Black or African American					9.0%	
Non Resident Alien						
Asian					2.60%	
Hawaiian or Other Pacific Islander					0.10%	
Two or More Races					2.20%	
Hispanic					7.30%	
Unknown						
White					78.40%	
Historically Underrepresented Race					23%	

Architecture Department Faculty/Staff Retreat Notes
April 18, 2023

Objectives:

- To provide an opportunity for faculty and staff to gather and get to know each other better
- To provide an overview to all faculty and staff about the extent of the department's current work and state of affairs
- To discuss who currently does what and why it matters
- To reflect on the Architecture Department's Mission, how it delivers Architectural Education to its undergraduate and graduate students, and how we can continue to serve as one of the best architecture programs in the nation

State of the Department + Discussions

What Do We Do Well?

- Great Students Who Do Great Work
- Inspiring Students
- Project Based Learning
- Community Based Projects
- High Student Retainment
- Connection to Faculty
- Sending Ambassadors into The World Who Are Positively Impacting Humanity
- Travel
- Field Trip Week
- Study Aboard (Good but Can Also Be Difficult)
- Hands on Learning Experiences
- Beneficial Student/Faculty Relationships
- Students Are Not Isolated
- Studio Culture
- Foster Communities of Learners That Includes Students and Faculty
- Preparing Future Learners in Practice
- Work/Life Balance
- Passionate Faculty
- Invested in Students
- Leaders in Social and Environmental Justice

Questions/Concerns

- Teachers Overextended
- Students Across Different Years Disconnected
- How Does Growth in Enrollment Impact Quality of Delivery
- Delivery of Services – Associated Expenses
- Student/Teacher Ratio and How It Is/Isn't Conducive to Architecture/Design Learning
- Need to Maintain Studio Culture
- Faculty are Expected to Offer More with Fewer Resources
- Elimination of Core Curriculum
- Losing Tenure Lines (Replace with Multi-year Contract??)

- Make Contract Positions More Desirable
- Understanding the Budget Model Better and its Impacts
- Lack of transparency for Travel Money
- Dynamics of Who is Teaching First year and it Being Equitable
- Contempt for Muncie
- Campus Vs. Satellites
- How is First Year Integrated
- Diversity of Students/Faculty
- Compensation Levels
- Recruiting to Muncie
- Silos Created from Lack Of Resources

Most Important Role of the Department

- Quality Experiences
- Produce Citizen Architects
- Creating Critical Thinkers
- Lead, Inspire, Facilitate
- Education, Inclusion (respect)
- Supporting Students
- Encourage Critical Thinking
- Celebrate Accomplishments
- Inspire Leaders – Students/Faculty
- Educating Professionals
- Providing Support
- Foster Life-Time Learners
- Fostering Freedom of Ideas/Creativity
- Student Learning Environment
- Teaching/Community Partnerships
- Inspire Independent Learning
- Educate, Inspire
- Celebrate Current Expertise
- Impact Humanity Positively
- Highlighting Architecture's Breadth
- Growth Is in Size – Need Growth in Capacity
- Pairing Resources with Support Needed
- Self-Preservation Mode; more students = "punishment"

What Would Be Some Game Changers for the Department?

- More Faculty and Staff
- More Resources
- Fewer Silos
- Diverse Faculty/Equal Rights
- One CAP
- Money
- Move College to Indy
- Reflect Broader Society

- Fewer Adjuncts at Beginning Design Levels
- Research Dialogues
- Close CAP Indy
- Infrastructure
- Unity and Selflessness
- CAP Building Updates

Headlines from the Future (Headlines – 5 Years in the Future – Highlighting Something the Department/College is doing

Architecture is Now Fully Resourced
Department Wins McArthur Award
Architecture Continues to Receive International Recognition
Architecture Graduates Continue Receiving Multiple Job Offers
Department Has 100% Job Placement
Ball State CAP Wins Solar Decathlon Competition 2023 and 2025!
Tenure Line Appointments Have Tripled for CAP
CAP Builds Affordable Housing in Muncie
CAP to Rebuild Quonset Hut to House Expanding Program Offerings
CAP Opens Location in Downtown Muncie
CAP Ranked One of the Best Colleges in the Midwest
Ball State Architecture Faculty Members Publication "Fourth World Nation" Remains on NYT Best Seller List Despite the fact that is Banned in Florida, TX, OK, AL, MS, IN
CAP Celebrates 4 years in New Building - CAP Announces Expansion of CAP Facility
Harvard of IN – The Top Architectural College in the Eastern Region Produces Top Architecture Students in the Nation
CAP Rebuilds Quonset Huts to Expand Programming
The Glick Center Becomes Part of CAP
CAP/Architecture is Spearheading Immersive Collaborations with Industry Partners
Apologetic Administration Decides to Share Resources with Faculty
Madjax becomes Mad-ax as Makers Move Out
$300,000 Awarded to CAP Students in Hands on Learning Experience on Climate Change Mitigation
CAP Increases Salary of Faculty and Staff to Six Figures – Largest Endowed College in Country
Housing Declared a Human Right in Indiana
Ball State Establishes Ongoing Asia Center
Indiana Implements BSU Faculty Developed Human Behavior Predicting Tool for Sustainable Growth in Neighborhoods
BSU/CAP Faculty Contribute to Latest IPCC Report
Muncie works with CAP to Develop Community Design Center
CAP in Muncie Leads National Discourse for the Future

Headlines Selected for further Deliberation

1. CAP First Year Stops being a Common Year

Why Important?
Increase Student Enrollment in Arch Program

Eliminates Frictions Between Different Discipline Priorities
Advance Skills Specific to Our Discipline Earlier
Worst Reason to Continue Something is, because it's Always been done"
Minimize/Eliminate Competition for Students
Students arrive 2nd Year ill-prepared because discipline specific content is not equally delivered
College shouldn't deliver content; Dept. Should
Using 1st year as recruitment esp. Planning/LA
Reluctance to Decreasing Interdisciplinary overlaps
University = Risk Adverse

Barriers to Success:
Other CAP Departments Using for Recruitment
University/College Risk Adverse to Change
Need Leadership to Initiate Change
Legacy Program
Personalities Get in The Way- Change Happens One Funeral at a Time

Opportunities:
Increase Interdisciplinary Partnerships, Especially Upper Level
Decide After 1st Semester Instead Of 1st Year
New Leadership in Departments = New Conversations – Its Time
Disrupt Path Dependency
Retirements – Changing of The Guard

What might first year look like not being a common year:
Foundational Studio Goals
Teach Critical Thinking
More Current Readings
Drawing Techniques
Confront/Challenge Preconceptions
Three-Dimensional Thinking
Design Driven by Ideas

2. CAP Sees Highest Enrollment Ever with No New Faculty Hires – Adjunct Faculty Go on Strike

Why Important?
Attraction and Retention of Quality Faculty
Move Needle from Good to Great for Faculty/Students
Improve Predictability of Program
Improve Wellbeing of Faculty/Students
General Support Breeds Mediocrity

Barriers to Success:
Funding and Transparency of Budgets
BSU Approach Lacks Clarity Esp. Related to CAP Needs
Transparency with Program Budgets and Expenditures
Politics

Pressure to Increase Enrollment Without Corresponding Funding
Funding
Not Looking at Specifics of Each Program

Opportunities:
Rethinking Hiring Practices
Keep Up with Market Rates and Comprehensive Packages
Reward/Celebrate Employee Accomplishments
Commitment to Success for All, Recognize Unique Value Add of Each Area
Onboarding Practices and Ongoing Support Well Designed and Executed
Increase Pay

3. CAP Receives National Recognition for Student Design Projects

Why Important:
National Attention Leads to More Money/Resources
Helps with Recruitment
Increase Value of Diploma

Barriers to Success:
Time/Expertise
Resource to Promote Student Success
Extra Effort and Time Required
Resources to Support Projects and Community Work

Opportunities:
Leveraging A Vision (Ex. Rural Studio – Alabama)
Opportunities for Venues to Fund And Share Work (Ex: Community Partners)
Center for Design Pedagogy

4. CAP Creates Unique Curriculum

Why Important:
Craft Unique Curriculum Not Offered in Other Colleges
Define and Focus on Goals and Strengths – Driven
Differentiate Form Competition
Developing Citizen Architects
Breaking Silos and Further Collaboration
Use Our Existing Strengths

Barriers to Success:
Funding and Resources
Faculty
Resistance to Change
Faculty Overcommitment
Infrastructure
Expected Volunteerism
Focus on Efficiency Only

Opportunities:
- Break Down Silos
- Connection to Faculty Scholarship
- Global Opportunities
- Pairing Students and Faculty
- Funding Opportunities
- Consider Role of GAships

5. CAP Fieldtrips Funded at No Cost to Students

Why Important:
- Student Learning
- Makes Student Learning More Equitable
- Part of Our Identity
- Budgets Hard to Predict
- Traveling Builds Connections
  - Between Faculty – Community – Students in a Cyclical Way
- Makes Us Unique as a Department
- On-Site Understanding to Be Successful
- Develops Travel Confidence/Life Skills
- CAPs Suburban Location

Barriers to Success:
- Money $$$
- Student/Faculty Inexperience
- Planning Coordination
- Diverse Cost of Travel
- Competing Interests
- Regional Safety
- Sexism
- University Apathy/Lack of Understanding
- Conflict of Interest
- Additional Cost of Rural Location
- Burnout

Opportunities:
- External Funding
- Alumni Interest/Relationships
- Professional/Academic Partnerships
- Part of Tuition/Student Loans
- Faculty Experience/Research
- Student Organizations

6. Dogs Allowed in Studio, Bring Joy to Faculty and Students

Why Important:
- Boosts Morale

Relieves Anxiety
Causes Laughter
Accommodating to Faculty

Barriers to Success:
Not Everyone Likes Dogs
Poorly Trained Dogs
Nasty People/Unreasonable
Allergies
Accidents

Opportunities to Leverage
ARF/Animal Shelters
Existing Dog Availability
Student Interests
Faculty Interest
Demonstrated Adorableness

<u>Others Issuers – Over-Arching Themes Moving Forward</u>

- Legacy Thinking at the College Level
- University is Risk Adverse
- First Year CAP Needs to be Reevaluated
- Money/Resource Limit = Problems
- People/Faculty Burnout
- Infrastructure in Building
- Graduate Students Teach and The Value That Could Have on Programs (GA's and TA's)
- Who Are Our Competitors and How Should We Position Ourselves Against Them?
    - Cincy
    - Miami
    - ND?
    - Purdue
    - IU
    - IU - Columbus
    - Bowling Green
- Recruiters Needed

Assistant Lecturer for Social and Environmental Justice for Architecture/Urban Planning

Posting Details

Position Information
Forbes has ranked Ball State University as the fourth-best midsized employer—and the only recognized education institution—in the State of Indiana. Learn More

Position Title

Assistant Lecturer for Social and Environmental Justice for Architecture/Urban Planning

About this Opportunity

Ball State University welcomes applications for Assistant Lecturer for Social and Environmental Justice for Architecture/Urban Planning.

Ball State University and Our Pledge for the Future

Destination 2040: Our Flight Path establishes Ball State University's ambitious goals for our second century:
• We pledge to provide a premier educational experience for every student.
• We pledge to partner with the community to improve the lives of our neighbors.
• We are dedicated to having a lifelong presence in the lives of our alumni.
And when we complement these promises with our commitment to our **enduring values**, we define that which makes our University and its culture distinctive.

Our faculty are collegial, collaborative, innovative, inclusive, and adaptive, both within and beyond one's home unit. These attributes include commitments to collaborative discourse, interdisciplinary inquiry, and enterprising learning practices.

Our faculty are expected to be innovative, adaptive, engaging teachers across modalities; producers of impactful creative and/or scholarly work; leaders in meaningful service activities to multiple communities. We seek faculty members who are strategic thinkers, engaging our dynamic communities. We are committed to student and faculty success, impact, and access, within an environment that prioritizes inclusive excellence. We inspire each other to be critical thinkers and responsible citizens, so that we can pursue fulfilling careers and meaningful lives.

Ball State University lives the values of Beneficence. We invite you to be part of our community.

Ball State University is located in Muncie, Indiana, on an attractive campus 45 miles northeast of Indianapolis. Approximately 20,000 graduate and undergraduate students enroll in one of eight academic colleges that offer 270+ undergraduate and graduate programs. Many of our master's, doctoral, certificate, and specialist degrees rank among the best in the nation. We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world.

Our Statement on Inclusiveness

At Ball State University, inclusiveness is one of the enduring values and informs all of our work. We define 'inclusiveness' as a commitment 'to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.' As such, this value incorporates a commitment to inclusive excellence and freedom of expression.

Benefits and Community

Ball State University offers an excellent benefits package for eligible positions. Click **here** to explore options.

- Affordable Healthcare
- Retirement
- Tuition Remission (For eligible employees, their dependents, and spouse)

- Paid Parental Leave
- Professional Development

To learn about other faculty opportunities at Ball State University, please visit the following link:	**Ball State Faculty Opportunities**
Live Near Your Work - If you are considering living near the Ball State area, please visit the following link to learn more about relocation and living in east central Indiana:	https://www.bsu.edu/about/live-near-your-work
There's more to discover IN Indiana! Visit the following link to learn more:	**IN Indiana**
Appointment Type	Non-Tenure-track/Contract
Length of Appointment	FT Academic Year
Description	The Department of Urban Planning seeks an Assistant Lecturer to teach courses in the Urban Planning and Architecture departments, within the Estopinal College of Architecture and Planning at Ball State University. The successful applicant will teach a 12-credit hour load (4 standard classes each semester) on the historical, social and environmental context of the built environment, as well as theoretical and practical frameworks for defining and achieving more just urban planning and architectural processes and outcomes. The teaching load will be a mixture of existing Urban Planning and Architecture classes some of which are required for the social and environmental justice minor and certificate programs. The successful applicant should have a professional or scholarly body of work that demonstrates competency in these topics, as well as a high level of motivation for excellence in teaching at the undergraduate and graduate levels.
Minimum Qualifications	A master’s degree in urban planning, architecture, or a related field from an accredited institution and a demonstrable competency in topics of social justice.
Authorization to work in the US	Candidates for searches must have current authorization to be employed in the U.S. without employer sponsorship.
Preferred Qualifications	
Required Certifications/ Licensures	
Pre-Employment Screening	Requires successful completion of a background check.
Position Title(s) Supervised	None.
EEO Statement	Ball State University is an Equal Opportunity/Affirmative Action employer that is strongly and actively committed to diversity within its community. Women, minorities, individuals with disabilities and protected veterans are strongly encouraged to apply. All qualified applicants

	will receive equal consideration for employment without regard to race, color, ethnicity, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, disability, protected veteran status or any other legally protected status.
Department	Urban Planning:200040
College/Department Information	
Department Email or Phone Number	planning@bsu.edu

Posting Detail Information

Posting Number	202401307F
Number of Vacancies	1
Desired Start Date	08/17/2024
Position End Date	05/03/2025
Posting Date	06/27/2024
Applications Accepted Through Date	
Open Until Filled	Yes
Consideration Date: to ensure full consideration, applications must be received by the date indicated here. (Applications will continue to be accepted after the full consideration date, until a sufficient applicant pool has been achieved or the position is filled. The closing date is subject to change without notice to applicants.)	07/10/2024
Information regarding transcripts	The option to upload transcripts is available. Original, official transcripts showing the highest related degree earned is required at the time of hire (even if obtained at BSU). Degree verification will be conducted.
Special Instructions Summary	
Information for Applications Requiring a Cover Letter	In support of your application for this position, please prepare and submit a cover letter that describes how your qualifications and experiences align with the elements of the position description (or leadership profile). In your cover letter, please also describe how you have demonstrated a commitment to our University's **enduring values**, including inclusiveness, which we define as a commitment 'to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.'
Search Committee Chair Name and Contact Information	

Supplemental Questions

Required fields are indicated with an asterisk (*).

Applicant Documents

Required Documents

1. Curriculum Vitae
2. Cover Letter

Optional Documents

1. Undergraduate Transcripts
2. Master's Transcripts