

**Ball State University**  
**R. Wayne Estopinal College of Architecture and Planning**  
Department of Urban Planning  
**Urban Planning**  
**Masters of Urban and Regional Planning**

**Self-Study Report**  
**for the**  
**Planning Accreditation Board**

**6/15/2021**

**TABLE OF CONTENTS – PARTS I TO III MURP**

<u>Part I – Signatures and Contact Information</u>	<b>3</b>
<u>Part II –Background Information and Preconditions to Accreditation</u>	<b>4</b>
<u>Table 1. Student Enrollment</u>	<b>6</b>
<u>Table 2. Student Composition</u>	<b>7</b>
<u>Table 3. Faculty Composition</u>	<b>8</b>
<u>Table 4. Faculty AICP Membership</u>	<b>8</b>
<u>Table 5. Faculty Listing</u>	<b>9</b>
<u>Part III – Accreditation Standards and Criteria</u>	<b>13</b>
<u>Standard 1 – Strategic Planning and Progress</u>	<b>13</b>
<u>Table 6. Student Retention Rates</u>	<b>28</b>
<u>Table 7. Graduation Rates</u>	<b>28</b>
<u>Table 8. Number of Degrees Awarded</u>	<b>28</b>
<u>Table 9. Student Employment Data</u>	<b>29</b>
<u>Table 10. AICP Exam Data</u>	<b>30</b>
<u>Standard 2 – Students</u>	<b>32</b>
<u>Standard 3 – Faculty</u>	<b>35</b>
<u>Table 11. Teaching Faculty FTE &amp; Student/Faculty Ratio</u>	<b>36</b>
<u>Table 12. 7-Year Summary of Faculty Scholarship</u>	<b>39</b>
<u>Table 13. 7-Year Summary of Faculty Professional Involvement</u>	<b>41</b>
<u>Standard 4 – Curriculum and Instruction</u>	<b>42</b>
<u>Table 14. Curriculum Listing</u>	<b>44</b>
<u>Table 15: Curriculum Map</u>	<b>45</b>
<u>Table 16: Curriculum Map – Areas of Specialization</u>	<b>46</b>
<u>Table 17. Curriculum Map - Electives</u>	<b>47</b>
<u>Standard 5 – Governance</u>	<b>55</b>

## 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.

**Institution Name:** Ball State University  
**Degree Name:** Masters of Urban and Regional Planning

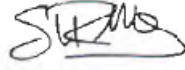
### 1. PLANNING PROGRAM ADMINISTRATOR and REPORT AUTHOR

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 Name: Student Planning Association  
Student Name: Elise Jones Phone: 260-445-4293  
Title: President Email: [enjones4@bsu.edu](mailto:enjones4@bsu.edu)

### LOCAL APA CHAPTER REPRESENTATIVE

Indiana Chapter  
Name: Abby Wiles Phone: 574-235-9810  
Title: Immediate Past President Email: [awiles@sjcindiana.com](mailto:awiles@sjcindiana.com)

PART II –BACKGROUND INFORMATION AND PRECONDITIONS TO ACCREDITATION

1. DEGREE PROGRAM AND INSTITUTION

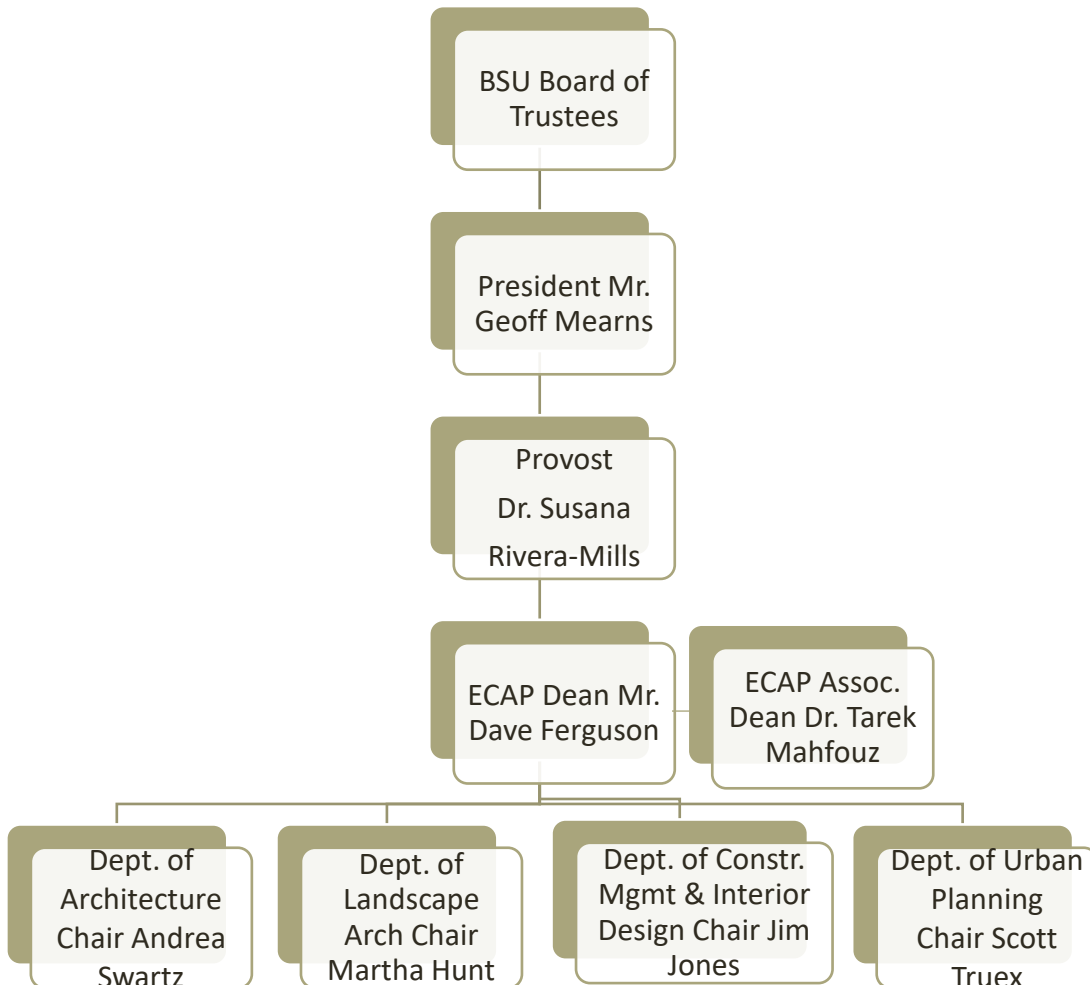
A. **Degree Title:** *Masters of Urban and Regional Planning*

B. **Name of Planning Program or Unit:** *Department of Urban Planning*

C. **Number of Credits Required for Graduation:** *48 credit hours for the standard two-year program; we have a 36-hour fast track program for students who have already earned a planning degree accredited by the PAB*

D. **Calendar System (Check One):** Semester Quarter

E. **Institutional Structure:** (See “other evidence” in IVC: SSR Evidence for a complete university chart.)



## 2. OTHER PLANNING PROGRAM OFFERINGS

- A. **Other Degrees:** *We have an accredited Bachelor of Urban Planning and Development degree.*
- B. **Non-Degree Programs:** *We have a graduate-level Certificate in Real Estate Development.*

## 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.*

*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.*

*The first Master of Urban and Regional Planning degree was awarded in June 1977. The MURP program changed from 88 quarter hours to 55 semester hours in 1988. It was modified and reduced to 48 hours in 1999, and a new fast-track 36-hour option, open only to graduates of accredited undergraduate planning degrees, became effective in 2001.*

*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, 265 students have graduated with the Master of Urban and Regional Planning degree.

## Faculty History

The department began with three faculty members. In the last year of the reporting period, it had six tenured faculty members (one just earning tenure in 2020); one full-time tenure-track faculty member, one full-time contract faculty member; and three adjunct faculty members, professionals typically contracted to between three and nine hours. In a downsizing move in 2020, we were not able to replace a contract faculty member who resigned. We have filled that position with a part-time instructor who teaches in the common first-year CAP program. 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.

## 4. STUDENT DATA

**Table 1. STUDENT ENROLLMENT DATA**

Institution's census date: Aug. 30.

Academic Year *		2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
# Applications Reviewed for Admission		34	36	36	23	30	23	57
# Applicants Admitted		23	29	22	17	22	20	38
# New Students Admitted who Enrolled	Fulltime	12	22	17	10	11	7	7
	Part-time	0	0	0	0	0	0	1
# Total Students Enrolled	Fulltime	26	27	28	21	20	15	17
	Part-time	0	0	0	0	0	0	1

The university's definition of full-time is six credit hours at the graduate level, so we count students enrolled in just three credit hours as part-time students. We do not count students working only on their thesis/creative project/or research paper as part time students if they are not enrolled in any credit hours. Thus, while we have quite a few students working on these final projects, we do not count them in our part-time numbers, as many of them enroll over multiple semesters in MAST 600, a zero-credit-hour place holder that lets them maintain student status and library access, and cause us no resources.

**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	7	3					10
	Black or African American	2	1					3
	American Indian or Alaska Native							
	Asian							
	Native Hawaiian and Other Pacific Islander		1					1
	Some Other Race Alone							
	Two or More Races							
	Unknown							
	<b>Total US Citizens and Permanent Residents Only</b>							
	International Students		4		1	1		6
	<b>Total Students</b>	<b>9</b>	<b>9</b>		<b>1</b>	<b>1</b>		<b>20</b>
<b>Ethnicity - US Citizen and Permanent Residents Only</b>								
	Hispanic or Latino	2						2
	Not Hispanic or Latino	7	5					14

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

## 5. FACULTY DATA

For PAB accreditation purposes, faculty are defined as follows: **(A) Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; **(B) Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and **(C) Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi-year and annual contracts.

**Table 3. FACULTY COMPOSITION**

Faculty - Race and Ethnicity		Faculty Status and Gender									
		Full-time			Part-time			Adjunct			Total
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	4						1	1		6
	Black or African American	1	1**								2
	American Indian or Alaska Native										
	Asian	1	1								1
	Native Hawaiian and Other Pacific Islander										
	Some Other Race Alone										
	Two or More Races										
	Unknown										
	<b>Total US Citizens and Permanent Residents Only</b>	<b>6</b>	<b>2</b>					<b>1</b>	<b>1</b>		<b>10</b>
	International Faculty										
	<b>Total Faculty</b>	<b>6</b>	<b>2</b>				<b>1</b>	<b>1</b>		<b>10</b>	
<b>Ethnicity - US Citizen and Permanent Residents Only</b>											
	Hispanic or Latino										
	Not Hispanic or Latino	6	1					1	2		10

\* 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)	
<b>Total</b>	<b>1</b>



## 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**

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
<b>A Faculty</b>								
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% non teaching	12.5 % UG 25% GR 62.5% non teaching (sabbatical one semester)
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	2015	PhD MA	2016 2012	Urban Planning Philosophy	Columbia U Columbia U	25% UG 25% GR	25% UG 12.5% GR

	Ten Track		MA BA	2007 2003	Urban Planning Soc, Modern Lang, Literature	U of Illinois Kenyon College	50% non teaching	62.5 non teaching (sabbatical one semester)
Yoo, Sanglim	Assoc Professor Tenured	2014	PhD  MCP 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
<b>C Faculty</b>								
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	Instruct	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

\* 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. (CAPFY is the common college first-year program. UG is undergraduate, and GR is graduate.)

\*\*\**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, 265 students have graduated with the Master of Urban and Regional Planning 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 graduate program is Masters in Urban and Regional Planning.*

### 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 standard MURP program is a two-year, 48-hour degree.*

*Our fast-track program for students with an undergraduate degree accredited by the PAB is a 36-hour three-semester program.*

**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.

*Like institutions worldwide, we moved classes online when Covid struck in spring 2020. Classes were delivered in a hybrid fashion during the academic year 2020-2021. This is not the norm; however, and we expect to return to on-campus delivery in fall 2021. A typical MURP student will study on campus for four semesters and perhaps have one or two online or hybrid courses.*

**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.

*The fast-track program originally developed as part of the curriculum change from a 5-year Bachelor's program with an Associated Degree in Environmental Planning to the current four-year BUPD program. The Fast-Track program was designed to transition Muncie-based BUPD students to the CAP Indy center that would host the program primarily for BSU BUPD grades who wanted to receive a Master's degree and begin their career focus in the specific areas of interest. Through graduate assistantships with a variety of Indy planning and community development organizations students in the Fast-Track program.*

*The Indy Center established GA positions with several 501 C3 organizations as well as public planning and development agencies, state and local. This program was attractive to a number of our students enabling them to launch a career-focused in specific areas of interest.*

*In recent years this program development has not been a priority as the department became less involved in the Indy Center, especially with the development of the Masters of Urban Design has now become interconnected with the center. The department needs to examine the opportunities Indy represents to promote the fast-track program and the community partners available in Indianapolis as the home of many statewide organizations.*

*Students in our fast-track program take many of the same courses as the two-year students, although they do not take introduction to planning or design and communications classes, both of which they learned sufficiently in their undergrad years with us, or planning law, which they have already taken. They take all the research-oriented classes, complete individual projects or reports, and have room to add approved electives to individualize their graduate degree. In recent years, some fast-track students have done six-hour theses, taken advanced GIS classes, charrette graphics, and sometimes opted for planning-related courses in political science and other areas outside the department. Curriculum for both the two-year and fast-track programs is in IVC: SSR Evidence.*

**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.

*Each dual degree student's plan is carefully constructed by the graduate director to ensure that essential planning skills are learned. According to university rules, the MURP can accept up to 15 double-counted courses. MURP curriculum already allows for 12 hours of electives. We are usually able to find one course that we can substitute for a core course to allow students the maximum number of double-counted courses. Most often the dual degrees our students have chosen have paired planning with urban design. Dual degrees are still fairly new to the university, and more students are exploring the options.*

## **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 secondary purpose, distinct from our BUPD degree, is to accord a higher level of analytical skills.*

## **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 Path. 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.]**

**From our 2016 strategic plan:**

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

*[The chart below is different from that in our BUPD report]*

<b>MURP Studio and Class Community Involvement</b>	
<b>Fall 2016</b>	<b>Spring 2017</b>
<b>632:</b> Charles Street corridor study (Muncie)	<b>629:</b> neighborhood handbook for Minnetrista and McKinley neighborhoods (Muncie)
<b>Fall 2017</b>	<b>Spring 2018</b>
<b>630</b> urban revitalization plan for Waterloo, Ind. <b>598:</b> Abandonment elective begins research on land banking and Muncie community housing needs, laying the foundation for 2 major initiatives	<b>629:</b> Old West End and Thomas Park neighborhoods (Muncie) <b>598:</b> elective in participatory action research completes program evaluation of Eight-12 Coalition project in partnership with (Muncie) Habitat for Humanity
<b>Fall 2018</b>	<b>Spring 2019</b>
<b>598:</b> Abandonment elective continues  no studio	<b>630:</b> downtown plan for Montpelier, Ind. <b>613:</b> begins work with 8Twelve Coalition (Muncie) to address renters' rights
<b>Fall 2019</b>	<b>Spring 2020</b>
<b>629:</b> Brownfields to Brightfields analysis, Muncie	<b>613:</b> continues work on renters' rights, collects stories, develops scorecards, and holds Fair Housing Summit for east-central Indiana <b>630:</b> comprehensive plan for Knox, Ind.
<b>Fall 2020</b>	<b>Spring 2021</b>
<b>629:</b> sustainability assessment project, Muncie	<b>630:</b> Koontz Lake comprehensive Plan (Ind.)

*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.*

*(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 a booth in New York and San Francisco. 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.*

*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. 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 MURP program, please find below those points and our efforts at remediation.***

**Criterion 1D/Measure 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:**

*Graduate advising is provided by a faculty member who receives three hours loading for the task. Nihal Perera and John West have served as recent advisors. Students are made aware of who their advisor is and how to contact him via emails from the department and from the advisor himself, introductions at the beginning of the school year, and via the MURP handbook. The department gets frequent job announcements from all over Indiana and beyond, and these are shared with students via Facebook and posting on the wall outside the department office. 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.*

*In regards to financial aid, the department has a number of graduate assistantships and has worked hard to maintain relationships with non-profits outside of the university who can sponsor our graduate students by paying their stipend. The application for an assistantship is on the department's Ball State web pages. Under the university's new budget model, which shifts the cost of graduate assistants' tuition from the university to the college, we may struggle to continue providing this level of aid to students.*

*The program has almost no other 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:**

*Theory is covered in four required courses: 606 (introduction to planning), 613 (qualitative methods and social justice), 630 (comprehensive studio), and 637 (impact analysis). We have offered a specific course entirely devoted to theory, but students do not select it in sufficient numbers for us to offer it, so weaving theory content into existing courses works to ensure that students have exposure and experience with theory.*

**Criterion 4A.2.f/Leadership:**

*Our collaborative studio format naturally raises issues of leadership and engagement as do classes like PLAN 613 which sends students out to work with community members. Most of our graduate students have assistantships which means they are working professionally either in a nearby city or town or for a nonprofit agency or for one of our professors. Assistantships require students to develop and practice leadership responsibilities. 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.*

**Criterion 4B.1/Areas of specialization and electives:**

*We have dropped our concentrations as we simply could not sustain enough enrollment to offer them. Students have room for 12 hours of electives which is enough time to allow them to create a specialization if they wish. Some have taken sustainability courses from the university, earned our Certificate in Real Estate Development alongside their degree, or chosen to take a variety of classes from within our department and outside.*

**Criterion 4C/Instructional delivery and scheduling:**

*Most core classes are taught by fulltime planning faculty. 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.*

*The university implemented rules about cross-listed courses so that no graduate student could complete a degree with more than half of his/her classes being cross-listed courses. The only required graduate course that is cross listed is planning law. Please see Part IVC: SSR Evidence for an example of how Dr. Frankel, who teaches planning law, differentiates between requirements for undergraduates and graduates in this cross-listed course.*

**Criterion 6B/Student learning and achievement:**

*We have consolidated the data collection for entrance and exit exams and standardized the exams and will be studying it this summer. We expect to have data for the site visit team in fall.*

**Criterion 7A/Progress towards goal attainment:**

*See above, Standard 6/Progress.*

**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 their 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 that contributes to enacting the 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 that 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 freshmen 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 1<sup>st</sup> (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 2<sup>nd</sup> 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.*

*1.7.1.1 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.*

Currently faculty teams working on specific goals meet during the semester and with the department chair to review progress and establish steps and strategies forward.

- 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 of alumni who graduated between two and five years earlier. Students were asked 12 to 13 questions to gauge their level of satisfaction. The charts below show the results for both the standard two-year track and the fast-track programs.

<b>Survey of MURP graduates 2015-2020</b>	
<b>Please rank the degree to which you agree with the following statements.</b>	
<i>Survey conducted spring 2021. Sample size is ten students. 5 strongly agree; 4 agree; 3 neutral; 2 disagree; 1 strongly disagree</i>	
<b>I am satisfied ...</b>	
with the teaching ability of faculty.	4.1
with the professional expertise of faculty.	4
with opportunities for interaction with faculty.	4.9
with the availability of required courses in my major.	3.9
with information provided about internships.	4
with opportunities to participate in meaningful projects.	4.2
that courses in the department prepared me for employment.	3.9
with the fairness of grading in departmental classes.	4.6
with feedback from instructors about my academic progress.	4.6
with opportunities to learn computer applications related to my major.	4.4
with opportunities for evaluation of classroom instruction.	4.3
with opportunities to receive advice about planning my career.	4.1

<b>Survey of students who completed both BUPD and MURP</b>	
<b>Please rank the degree to which you agree with the following statements.</b>	
<i>Survey conducted spring 2021. Sample size is four students. 5 strongly agree; 4 agree; 3 neutral; 2 disagree; 1 strongly disagree</i>	
<b>I am satisfied ...</b>	
with the teaching ability of faculty.	4
with the professional expertise of faculty.	3.25
with opportunities for interaction with faculty.	4
with the availability of required courses in my major.	4.25

with information provided about internships.	4
with opportunities to participate in meaningful projects.	4
that courses in the department prepared me for employment.	3
that courses in the department prepared me for graduate school.	4.25
with the fairness of grading in departmental classes.	3.25
with feedback from instructors about my academic progress.	4
with opportunities to learn computer applications related to my major.	3.5
with opportunities for evaluation of classroom instruction.	3.25
with opportunities to receive advice about planning my career.	2.75

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.

*Four young MURP graduates are among seven of our graduates serving in leadership roles for the Indiana Chapter APA. Paige Story is membership committee chair; Brittanie Redd is diversity, equity, and inclusion committee chair; Ty Adley is an at-large board member representing the northern region of the state, and Abby Wiles is president. (Paige and Ty are both fast-track graduates who also completed our BUPD program.)*

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.

*We typically lose one or two students each year. Reasons given for leaving the program include illness, a job offer, a switch to a different program, and sometimes finding graduate-level work to be too difficult or time consuming to continue.*

*Since the last accreditation visit, we noticed a growing number of our graduate students failing to graduate. The common denominator was easy to identify: They were leaving campus with much work remaining on their thesis/research paper/creative project and struggling to complete the needed work while navigating the working world. We reach out multiple times each semester to remind this group of students of how to complete their work and the deadlines and processes to complete. This has been somewhat successful: We found one student, for example, who was stuck because his library access had expired, and we were able to get him reconnected to that service and help him to graduate. While we continue to help those who have left campus with research undone, we have changed our curriculum to replace the formal thesis/research paper/creative project requirement (a formal university program that imposed early deadlines and strict format adherence) with an in-house capstone class that will see students doing similar work but with more time to finish, clearly marked class time in which to do the work, greater supervision, and final format flexibility. This new class will be offered for the first time in spring 2022.*

**Table 6. STUDENT RETENTION RATES**

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020–2021
Retention Rate*	Fulltime	77%	77%	89%	85%	89%	89%	100%
	Part-time	NA	NA	NA	NA	NA	NA	NA

\*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2<sup>nd</sup> year. Data shows 48-hour students only, not fast-track students.

**Table 7. GRADUATE STUDENT GRADUATION RATES**

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2000–2021
# New Students Admitted who Enrolled*	Fulltime	12	20	17	10	12	7	7
	Part-time							1
Graduation Rate 2-year	Fulltime		50%	41%	47%	22%	25%	43%
	Part-time							
Graduation Rate 3-year	Fulltime			58%	64%	59%	22%	33%
	Part-time							
Graduation Rate 4-year	Fulltime				64%	64%	71%	33%
	Part-time							

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the end of the academic year. For example, students in the fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

*The university's definition of full-time is six credit hours at the graduate level, so we count students enrolled in just three credit hours as part-time students. We do not count students working only on their thesis/creative project/or research paper as part time students if they are not enrolled in any credit hours. Thus, while we have quite a few students working on these final projects, we do not count them in our part-time numbers, as many of them enroll over multiple semesters in MAST 600, a zero-credit-hour place holder that lets them maintain student status and library access, and cause us no resources.*

**Table 8. NUMBER OF DEGREES AWARDED**

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 – 2021
Degrees Awarded	11	12	11	15	6	4	7

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.

*Our students have been very successful in finding jobs. Internships and graduate assistantships working with our partners in the field are keys to this success, we believe. One success story: Two of our graduates, Matt Nowlin and Unai Miguel Andres, work for the Polis Center in Indianapolis. The center is affiliated with Indiana University, yet it sponsors graduate assistants from our department at Ball State. Two years ago, we were able to pair alumnus Keith Broadnax with MURP student Natalee DeJohnette who sought to combine her undergraduate degree in economics with an urban planning perspective. Cinnaire, the non-profit where Broadnax works, sponsored DeJohnette for two years and offered her a job before she'd even completed her degree.*

**TABLE 9. STUDENT EMPLOYMENT DATA**

Graduation Years Ending		July 2015	July 2016	July 2017	July 2018	July 2019
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	8	7	9	9	2
	Percent	73	58	82	60	33
Graduates who pursue further education within 1 year of graduation.	Number			1	1	1
	Percent			9	7	16
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	1			3	3
	Percent	9			20	49
Graduates with unknown employment status	Number	2	5	1	2	
	Percent	18	41	9	13	
Total	Number	11	12	11	15	6
	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 our students taking the exam remain low. We expect to see this climb as the AICP candidate program gathers momentum.*

**Table 10. AICP EXAM DATA: MURP**

Graduation Years Ending	July 2012	July 2013	July 2014	July 2015	July 2016
# who take exam	1	0	0	3	4
% of takers who pass exam	100%			67%	76%

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 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 to submit a portfolio of their work along with a professional resume and cover letter. Students are prepared for this process in PLAN 605 where they study design and communications skills and see examples of strong portfolios from years past. Students submit 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 first year.*

*Students also learn during their internship, and 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 is reviewed and 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. 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.

1. *Stability in leadership is a top goal for the department so that we can follow through with the strategic plans in place.*
2. *Improving graduate rates is a top priority. As you've seen earlier in our report, these have suffered as of late which students leaving campus without finishing their final research/creative project/or thesis requirements. We've determined the best way to help our students is to build class time into their schedule and to give them the full semester to finish. (The graduate school deadlines eliminate a full month of work time and add the onus of formatting and completing paperwork.)*

*We have created a new class, PLAN 692 Capstone Studio for Planning with this catalog description: Culminating course that enables students to apply the skills they learned in the graduate planning program by working to complete a capstone project. The project enables students to gain important practical experience and to demonstrate their academic and professional competence. In addition, the capstone experience facilitates student reflection on the knowledge and values acquired in the graduate planning program.*

*Simply creating something new, however, is not enough. We will be evaluating how the class operates and the results it produces to make sure it achieves our goals.*

3. *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 1 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 is on the left-side of this web 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.

*Our graduate students come from a variety of backgrounds which adds to the quality of the program and the experiences our students have in the program. One of our recruiting strengths is the diversity of our faculty and the exposure they provide for the program. Professor Perera's work and lecturing in Southeast Asia attracts numerous students each year to the program. Dr. Burayidi's established expertise in downtown redevelopment and shopping mall reuse have also attracted a diverse student pool.*

*Another important attraction to our program is our alumni. Because they are a diverse and successful group, we benefit from their leadership in professional organizations, presence in communities, and networks that provide exposure and applications to the program.*

*We also have strong relationships with Indiana planning organizations that also have been a great partner in creating graduate assistantships and projects that result in many applications.*

**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's admissions standards match the university's:*

*Students must meet the following minimum Graduate School criteria to be considered for admission to graduate study toward a master's degree:*

- *A baccalaureate degree from Ball State University or an equivalent degree from an institution accredited by its regional accrediting association is a prerequisite for admission to graduate study for a master's degree. An applicant with a baccalaureate degree not considered the equivalent of that of Ball State University may be considered for probationary admission to a master's program.*



- *An undergraduate cumulative grade point average (GPA) of at least 2.75 on a 4.0 scale on credit hours earned from the degree granting institution.*
- *Meet departmental or program admission requirements.*
- *Departments may recommend to the graduate dean that students with a latter half undergraduate GPA of a 3.0 be granted regular admission to their program.*

*The department accepts students who enter on probation; according to university standards, these students take no more than 9 credit hours in their first semester and must earn a 3.0 GPA to be taken off probation.*

*Of course, few of our students enter graduate school on probation. The average GPA of our 2020 entering class was 3.58.*

---

**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.

*Our master’s program is quite diverse, more diverse than any other program in the College of Architecture and Planning. (The college includes Hispanic students in its minority reports and gives the MURP at 50 percent rate of minority enrollment. While this is not the same metric the PAB uses, it does provide a comparison among CAP programs.) Dr. Perera is able to recruit foreign students to join the program during his CapAsia field studies program. We do our best to provide assistantships and other aid to needy students from diverse backgrounds.*

---

**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.

*The department provides a graduate director to dispense academic advising. Progress appraisal comes via check sheets sent by the administrative coordinator at least annually. The university has counseling available for students struggling academically, in mental health distress, or looking for career and job-finding strategies. A number of outside partners send us jobs and internships; internships are posted outside the office and sent to cohorts by email. Jobs are emailed, posted on Facebook, and posted on*

*the wall outside the office as well. The department has very little financial aid available. When we know of needy students, we assist if we are able, often by helping them access the right office at the university or a community resource they were unaware of. At the graduate level, we have a number of graduate assistantships, and we weigh the awarding of each carefully, taking into consideration the strength of the student's application materials.*

**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 the BUPD and MURP reports.]**

*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.*

*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 are 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.*

**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.*

*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
<b>TOTAL TEACHING FTEs</b>			<b>2.88</b>	<b>3.53</b>	<b>2.15</b>

**Student / Teaching Faculty Ratio BUPD = 8.801**

**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.

*Faculty all serve as advisors for students interested in working in particular fields. We have an extensive database of alumni contacts as well, and frequently Scott Truex will use his own contacts to connect students with internship or job prospects. Additionally, all tenure and tenure-track faculty serve on committees for theses, creative projects, and research papers. Even when we implement our new capstone planning class and formal committee are no longer required, students will still be encouraged to work with a faculty expert on their project.*

*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.*

*Dr. Yoo engages in research into urban heat islands, sustainability, and resiliency issues. Dr. Frankel provides continuing research to multiple Indiana agencies. Dr. Burayidi is a respected editor and researcher of downtowns and shopping mall reuse. Hardly a year goes by without Lohren Deeg winning a prize for illustrations. He and Truex have collaborated on several award-winning creative projects.*

*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
<b>Full-time in Planning Unit (A)</b>										
Michael Burayidi	professor	3	1					8	\$58,458	3
Lohren Deeg	associate professor		4	1	7	7		1	\$700	9
Bruce Frankel	professor		7					2	\$240,000	15
Nihal Perera	professor	2	5	4		4	2	2	\$80,030	9
Scott Truex	chair					4			\$200,793	13
John West	assistant professor		5	3	1	1	1	11	\$367,791	15
Sanglim Yoo	Associate professor		4	1	4	3	1			16
<b>Part-time in Planning Unit (B)</b>										
<b>Adjunct/Contract/Non-tenure track (C)</b>										
Kelly Gregg	instructor		3					3	\$6,500	6
Teresa Jeter	instructor									1
Chris Palladino	instructor									

---

**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.*

*Other faculty accomplishments are noted in CVs, while their commitments to community outreach are covered above in the chart of studio and classroom activities.*



**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
<b>Full-time in Planning Unit (A)</b>						
Michael Burayidi	professor	6	1	1		3
Lohren Deeg	associate professor	18			1	4
Bruce Frankel	professor					2
Nihal Perera	professor		10			
Scott Truex	chair	5	4	1		
John West	assistant professor	6	3		1	1
Sanglim Yoo	associate professor					4
<b>Part-time in Planning Unit (B)</b>						
<b>Adjunct/Contract/Non-tenure track (C)</b>						
Kelly Gregg	instructor					
Teresa Jeter	instructor				2	
Chris Palladino	instructor	7			7	

**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 Office of the Provost supports a New Faculty Academy to train tenure-track faculty in both pedagogy and university resources, policies, and practices. 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.**

*As a department we have undated our curriculum map to reflect current content covered and to provide master syllabi to assure that baseline content delivery for faculty assigned to courses is consistent. Recent changes in loading assignments due to sabbatical and chair appointment changes, along with university loading modifications due to the new budget model, mean that some faculty are teaching classes new to them. The master syllabi will ensure that material is all covered. Curriculum can be found in PART IVC: SSR Evidence.*

**Table 14. CURRICULUM LISTING -- GRADUATE PROGRAM**

<b>COURSE NUMBER AND TITLE*</b>	<b>FALL 2019 FACULTY**</b>	<b>SPRING 2020 FACULTY**</b>	<b>FALL 2020 FACULTY**</b>	<b>SPRING 2021 FACULTY**</b>
<b>COURSES REQUIRED OF ALL STUDENTS</b>				
<i>510 Plan Law</i>	<b>Frankel</b>		<b>Frankel</b>	
<b>605 Design Comm</b>	<b>Deeg</b>		<b>Deeg</b>	
<b>606 Intro to Plan</b>	<b>Burayidi</b>		<b>Perera</b>	
<b>607 Land-Use</b>		<b>Burayidi</b>		<b>Burayidi</b>
<b>613 Qualitative &amp;SJ</b>		<b>West</b>		
<b>614 Quantitative</b>		<b>Yoo</b>		<b>Yoo</b>
<b>629 Analysis Studio</b>	<b>Yoo</b>		<b>Yoo</b>	
<b>630 Comp Studio</b>		<b>Burayidi</b>		<b>Burayidi</b>
<b>+ 693 Capstone Studio</b>				
<b>694 Research Meth</b>	<b>West</b>		<b>West</b>	
<b>ELECTIVE COURSES</b>				
<i>511 Property Law</i>	<b>Frankel</b>		<b>Frankel</b>	
<i>512 Intro to GIS</i>			<b>Yoo</b>	
<i>513 Adv Gis</i>				
<i>530 Housing &amp; Comm Dev</i>		<i>++Jeter</i>		<i>Jeter</i>
<i>558 Intro to Multic</i>			<b>Perera</b>	
<i>582 Grant Writing</i>	<i>Jeter</i>	<i>Jeter</i>		<i>Jeter</i>
<i>598 Engaging Comm of Color</i>			<i>Jeter</i>	<i>Jeter</i>
<i>598 Mobility, St Design, Autos</i>	<i>Gregg</i>			
<i>CAP 598 Charrette Graphics</i>		<b>Deeg</b>		<b>Deeg</b>

\*Distinguish among the course prefix and number with the following text effects:

*Italics = courses where undergraduate and graduate sections are combined*

+will be offered for the first time in spring 2022

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

\*\*Distinguish among the appointment status of the faculty with the following text effects:

**Bold = full-time in the planning program (A in table 5.C.)**

Normal text = part-time in the planning program (B in table 5.C.)

*Italics = adjunct/contract/non-tenure track faculty (C in table 5.C.)*

**Table 15. CURRICULUM MAP – GRADUATE DEGREE**

Curriculum Map  Courses Required of All 2-year Students Courses in bold also required in fast-track program	510 Planning Law	605 Design and Graphic Comm	606 Intro to Urban Planning	607 Land-Use Planning	613 Qualitative & Social Justice	614 Quantitate Analysis	629 Plan Analysis Studio	630 Comprehensive Plan Studio	637 Impact Analysis	*692 Capstone Studio for Plan	694 Research Methods
<b>A. Required Knowledge, Skills and Values</b>											
<b>A1 General Planning Knowledge</b>											
a) Purpose and Meaning of Planning			x	x	x			x	x		x
b) Planning Theory			x		x			x	x		
c) Planning Law	x		x	x				x	x		
d) Human Settlements and History of Planning		x	x	x	x			x			
e) The Future		x	x	x	x			x			x
f) Global Dimensions of Planning					x			x			x
<b>A2 Planning Skills</b>											
a) Research		x	x	x	x	x	x	x		x	x
b) Written, Oral and Graphic Communication		x		x	x	x	x	x		x	x
c) Quantitative and Qualitative Methods		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	
f) Leadership	x				x		x	x	x	x	x
<b>A3 Values and Ethics</b>											
a) Professional Ethics and Responsibility	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		
d) Sustainability and Environmental Quality							x	x	x		
e) Growth and Development		x	x	x				x	x		
f) Health and Built Environment								x	x		

\* PLAN 692, Capstone for Planning, is a new class that will be offered for the first time in spring 2022 and will require students to do individual research or creative projects. It replaces the requirement for a thesis/creative project/research paper to be submitted to the graduate school. It does not replace PLAN 694, research methods. The class is included in the curriculum map above to show our aspirations for it.

**Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION**

<b>Area of Specialization: Real Estate Development</b>	511 Property Law	552 Planning Law	585 Intro to Comm Dev	586 Methods of Public Int
<b>Knowledge</b>				
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
<b>Skills</b>				
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
<b>Values</b>				
fairness	x	x		
legality	x	x		
cogent argumentation	x	x		
creative problem solving			x	x
equity			x	x
precise measures				x

**Table 17. CURRICULUM MAP – ELECTIVES**

<b>Curriculum Map Electives</b>	512 Intro to GIS	513 Advanced GIS	530 Housing and Comm Dev	558 Intro to Multicultural Pl	582 Grant Procurement	590 HEEF competition	598 Mobility, Street Design	598 Engaging Com of Color	CAP 598 Charrette Graphics
<b>B2 Electives</b>									
<b>A. Exposure to other professions</b>									
architecture, landscape arch, urban design				x					x
public policy, politics, administration	x	x		x					
real estate, appraisals, taxes			x						
worker training, child development					x				
geography, environmental sci	x	x							
development			x	x		x			
activism								x	
<b>B. Exposure to specializations</b>									
urban development	x	x			x	x		x	
public health	x	x							
environmental planning	x	x		x					
social justice and race relations				x				x	
funding agencies					x				
illustration and delineation									x
qualitative methods and ethnography				x					
public participation				x				x	x
map making	x	x		x					
conflict mitigation				x					
affordability and demographics			x			x		x	
sustainability and climate change							x		x
<b>C. Emerging trends and issues</b>									
network analysis	x	x							
gentrification & inner-city issues			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
digital public participation								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.*

*Students can opt to take part in competitions as well, an activity Dr. Frankel oversees each semester. Finally, our field trip week during fall semester takes students out into the world to meet planners and sometimes alumni 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 beginning with the first semester of classes: PLAN 606 Introduction to Planning, PLAN 605 Design and Graphic Communication, and PLAN 637 Impact Analysis. Studios taken second semester and in the second year give students room to apply these and other planning skills.*



---

**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.

*PLAN 606, a required class for all 48-hour students, provides a broad overview of planning for graduate students who come to us from a wide variety of backgrounds.*

---

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

*PLAN 606, the required introductory course, includes significant discussion of these issues. 607 (land use), 613 (qualitative methods and social justice), 630 studio and 637 (impact analysis) also address purpose and meaning of planning.*

---

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

*Theory is addressed in 606 (intro), 613 (qualitative methods and social justice), 630 studio and 637 (impact analysis).*

---

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

*Planning law, PLAN 510, is required for all students in the program. It covers a full range of issues and makes use of case studies. Other required classes that address law are 606 (intro) 607 (land use), 630 studio and 637 (impact analysis).*

---

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

*This is a topic in 605 (design and graphic communications), in 606 (intro), 607 (land use), 613 (qualitative methods and social justice), and 630 studio.*

---

**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.

*The future is discussed in 605 (design and graphic communications), in 606 (intro), 607 (land use), 613 (qualitative methods and social justice), and 630 studio.*

---

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

**613 (qualitative methods and social justice), and 630 studio** address global dimensions of planning as does the elective class in multicultural planning and our semester abroad field studies, CapAsia.

---

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

*Planning skills are taught throughout our curriculum. Core classes are dedicated to research, communication, and quantitative and qualitative methods. These are applied in required studio classes and a final project such as a thesis or creative project. Skills in analytical thinking, graphics, and writing are also thoroughly examined for each student during the portfolio review process, outlined on page 30.*

---

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

*Research is part of 605 (design and graphic communications), 606 (intro), 607 (land use), 613 (qualitative methods and social justice), 614 (quantitative analysis), both 629 and 630 studios, and 694 (research methods).*

---

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

*Communications is part of 605 (design and graphic communications), 607 (land use), 613 (qualitative methods and social justice), 614 (quantitative analysis), both 629 and 630 studios, and 694 (research methods).*

---

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

*Quantitative analysis is taught in PLAN 614, a required class. Qualitative methods are taught in PLAN 613, also required. Methods are also addressed in 605 (design comm), 637 (impact analysis) both 629 and 630 studios, and 694 (research methods).*

---

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

*Students are exposed to this topic in PLAN 606, the introductory course, and revisit it during the law class, PLAN 510. They apply this learning in studio courses and in 694 (research methods).*

---

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

**605 (design and graphic communications), 606 (intro), 607 (land use), both 629 and 630 studios, and 637 (impact analysis) address planning process methods.**

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

*Leadership is part of 510 (planning law), 613 (qualitative methods and social justice), both 629 and 630 studios, 637 (impact analysis), and 694 (research methods).*

**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:

*Values and ethics are extremely important and are part of nearly every core class we teach. Students apply the values and ethics they learn in their studio work.*

**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).

*This is a topic in PLAN 510 (law), PLAN 606, (intro), 607 (land use), 613 (qualitative methods and social justice), 630 studio, and 637 (impact analysis).*

**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 a major focus of PLAN 613, Qualitative Methods and Social Justice, a required course. Other classes with significant related content are PLAN 510 (law), PLAN 605 (design), PLAN 606, (intro), 629 and 630 studios, and 637 (impact analysis).*

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

*These issues are explored in both the introductory course, PLAN 606; and in planning law, PLAN 510, as well as 607 (land use), 613 (qualitative methods and social justice), 630 studio, and 637 (impact analysis).*

---

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

*Both 629 and 630 studios as well as 637 (impact analysis) cover these topics. An entire sustainability curriculum exists outside of our department and can be taken for elective credit if students wish.*

---

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

*PLAN 605 (design), 606 (intro), 607 (land use), 630 studio, and 637 (impact analysis) 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 630 studio and 637 impact analysis address 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 used to offer areas of specialization but had insufficient enrollment to offer the broad spectrum of classes needed. We instead concentrate on a strong core curriculum and interesting electives that challenge students to explore areas of interest. Graduate advisors work with students individually to determine areas of special interest and how to meet those needs, sometimes via internships, independent study, courses in other departments, and even on occasional transportation planning electives from another university.*

---

**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.

*The only specialization we offer is a certificate of real estate development which requires a number of electives that build on basic planning skills.*

---

**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.

*Contract faculty member Teresa Jeter has been able to expand our offers to provide a popular elective, Engaging Communities of Color. Prof. Perera offers electives in global studies that enrich students who enroll. Other faculty and alumni are able to offer classes in transportation planning or urban agriculture, for example. Grant writing and charrette graphics are offered annually.*

*More information on our electives: **[This information is also found in the BUPD document.]***

*512 and 513, Intro and Advanced GIS, provide exposure to geography, environmental science and management, and public policy and administration professions. Specializations addressed include urban development, public health, and environmental planning. Emerging issues include network analysis, site selection, suitability analysis, and model builder.*

*530 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.*

*558 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.*

*582: 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.*

*590 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.*

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

*598 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.*

*598 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.*

---

**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.

*All courses are taught by qualified faculty. Occasionally alumni or other professionals teach; all are vetted by the Graduate School to ensure their qualifications meet standards. In most semesters our full-time faculty teach all required courses with the only exception being that occasionally a lawyer specializing in planning law has taught the planning law class. Graduate classes occur on Tuesdays and Thursdays, providing consistency for commuters and those working. Students who stay on track can complete the degree in two years.*

*We have experienced a high rate of students leaving the university and taking jobs and not finishing their thesis, creative project, or research paper. To combat this, we have replaced that requirement with a final project, PLAN 692 Capstone for Planning class during which time frame students will complete a final project similar to a creative project or research project but without the extreme time constraints the Graduate School required (finishing by April 7, for example, an entire month earlier than the semester end). PLAN 692 will be offered for the first time in spring 2022 for the cohort that entered fall 2020. We are hopeful that this change meets the needs of today's students.*

---

**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.

*The CAP building provides sufficient space for classes, studio work, etc., and includes many nice places for students to do small group work. The building includes an art shop/printing facility and a library branch. During the pandemic, we were fortunate to lease space in the Muncie Mall for some of our classes.*

---

**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.

*The department has a computer lab with 17 stations. Money is not always sufficient; Sanglim Yoo has paid for some needed upgrades from grant money she's received from the university.*

## 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.

[Standard 5 – GOVERNANCE – is the same in both the BUPD and MURP reports.]

*The Department of Urban Planning is located within the R. Wayne Estopinal College of Architecture and Planning.*

**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 in 2016, 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 in Asia and a year-long sabbatical. (Kelly held a JD and former experience as a dean; both he and Perera are tenured faculty of the department, both well qualified for the role.) Our current chair, Scott Truex, was elected by faculty 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.*