

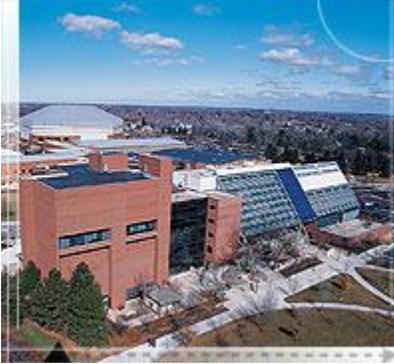


**GREEN
PAPER**
Summer 2008

COLLEGE OF ARCHITECTURE AND PLANNING

Green Paper on the Future of the College of Architecture and Planning (CAP), Ball State University

May, 2008



Building of the College of Architecture and Planning (CAP).

On who we are...

The College of Architecture and Planning at Ball State University is a community of life-long learners committed to providing a teaching/learning environment that addresses the challenges and opportunities of the 21st Century in architecture, landscape architecture, and urban planning.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.06				

At this point in our institutional history our own determination to make the leap from good to great is itself our main challenge. To do this we need to build further on our strengths and better define our emerging institutional uniqueness.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.31				

Through our immersive approach to education (e.g., studios and Community Based Projects), we are acknowledged as a positive force in the shaping of sustainable built environments. Through our commitment to new technologies (e.g., digital design and real-time intercontinental studios) we are a positive influence in redefining design and planning education here and abroad.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.77				

We are proud of our foundation in the classroom commitments of a teacher's college and excited about our emergence as a research intensive institution. Seeking recognition as leaders we embrace the responsibility of providing leadership.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.63				

On our mission...

CAP is the only state-assisted College of Architecture and Planning in Indiana. Our students are rooted in our regional context through “Community Based Projects” that place them in direct contact with local communities and their needs. At the same time, during one week every fall semester (Field Trip Week) almost 800 students of our College leave that regional context behind and travel to national and sometimes international destinations to study how regional issues relate to national and global conditions.

Furthermore, our students participate in a number of fall, spring, and summer study-abroad programs. For instance; in our *CAP-Italia* program students have measured and documented monuments such as the church of Santa Maria Antiqua in the Roman Forum. Such projects profoundly engage the ideas of global practice and heritage conservation, and help preserve unique sites. In our *CAP-Asia* program our students and faculty have helped design and rebuild Sri Lankan villages devastated by a tsunami. In our *CAP Americano-Sur* program students visit the most influential architects and designers of South America, and experience some of the most urbane cities on the continent. In our *PolyArk* program students go around the world studying diverse cultures and how they influence distinct built environments. These study-abroad programs are often life-changing experiences for our design and planning students.



CAP Faculty and Student in Utrecht, The Netherlands

Last but not least, we also offer virtual windows onto the world. The College of Architecture and Planning coordinates the *Las Americas Network*, which involves more than 30 schools of architecture and planning in North, Central, and South America. Through the use of real-time compressed videoconferencing technology we provide interaction among our students in this network in formal and informal settings. The *Las Americas Virtual Design Studio*, a transnational studio environment shared by 5 to 15 schools of architecture every fall semester.

-We are committed to serving the State of Indiana by studying built environments here, across the nation, and around the world.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.39				

Our school balances faculty with professional degrees and faculty with doctoral degrees. Some faculty hold both professional and doctoral degrees. As a consequence, our curricula address to an unusual degree both the scholarship of our disciplines and the necessary skills of our professions. Our students combine creative problem-solving and informed decision-making with highly developed abilities to communicate and command technical knowledge. Upon graduation, our students have the professional competence that places them in high demand by employers at the regional and national level.

Our programs are frequently ranked among the best at national level, and our faculty and former students have risen to positions of influence and leadership.

-We are committed to the intellectual development of our disciplines at the same time that we maintain our focus on the skills and knowledge required for professional practice.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.10				

It is our vocation as designers and planners to seek uniqueness in our work. Unlike engineers who seek the optimization of solutions to well-defined problems, we seek to resolve creatively often ill-defined problems. Uniqueness and creativity can generate added value, but we also address the requirements and hopes of our society.

Because of our responsibility towards future generations we emphasize the holistic sustainability of our design and planning solutions. Hence, many of our students have pledged that: "All my projects will be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels".



CAP student making sustainability pledge.

This commitment is also evident in our community service and immersive learning opportunities. Every semester we undertake a substantial number of projects that are community-based and provide assistance to social groups who cannot address their needs through any other means.

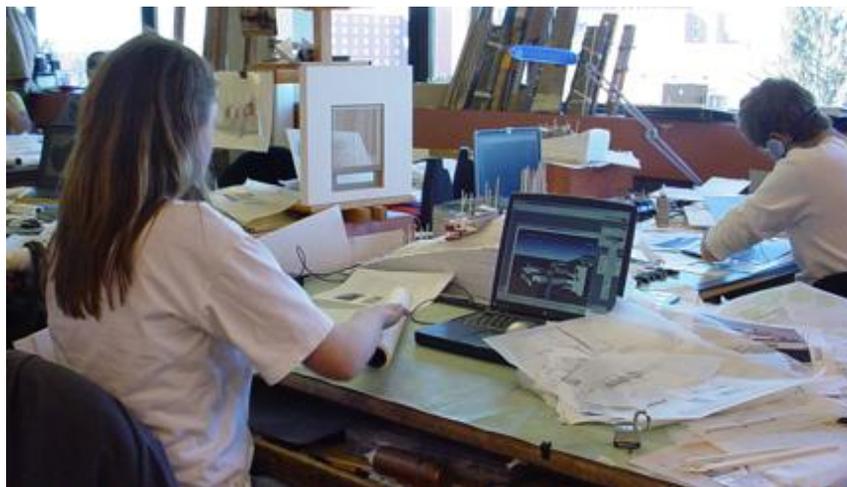
-We are committed to the individual vocation of our students in the context of the collective needs and aspirations of our society.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.13				

When many schools engaged in what we now call “The Media Wars”, our College chose to embrace traditional, as well as new media, to build bridges between the analogue and the digital worlds so all media could be used in the most appropriate ways during the design and planning processes. As a result of that decision we have been able to retain gifted faculty in the use of traditional media (pencil, ink, watercolor, model-making) and to recruit new faculty with expertise in the use of emerging/new media (computer-aided design, computer-generated imagery, digital modeling, digital simulation and digital fabrication).



Review of urban project in 3d stereoscopic simulation environment



Undergraduate students making use of traditional and digital media simultaneously

Just as Ball State University is the most advanced wireless campus in the nation (Intel), the College of Architecture and Planning is at the national and international forefront of digital technology in the teaching of design and planning. So we are well positioned to meet the needs of both traditional and non-traditional students through technology-assisted distance teaching and learning models, and to become a prime destination for faculty and students interested in the use of emerging/new media in architecture, landscape architecture, and urban planning.

-We embrace traditional practices in our professions and simultaneously build skill sets in state-of-the-art media.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.79				

We are one of very few schools that have developed curricula to support disciplinary rigor as well as multidisciplinary integration, and collaborative as well as individual modes of learning.

All freshmen in the college regardless of their intended major begin their studies in a “First Year Program” designed to introduce them to the inherently multidisciplinary nature of human settlements. Students study under a multidisciplinary team of architects, landscape architects and urban planners. The team provides highly coordinated teaching experiences aimed at understanding the foundations of the design and planning disciplines.

To reinforce and build on these experiences after students have chosen their major discipline, we plan multidisciplinary studios where students in the three different majors may interact at higher levels of intellectual and creative activity as representatives of their individual professional fields of study. Potentially, the development on the graduate level of multidisciplinary certificates nested in all graduate degree programs of the College may provide capstone multidisciplinary experiences.



Multidisciplinary teams of student collaborate in a community project

-We seek to enhance the uniqueness of each of our disciplines at the same time as we deeply value multidisciplinary collaboration.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.61				

CAP is home to a constellation of research and service centers, institutes, and programs that focus on the development and application of knowledge in environmental design and planning. In that constellation we find the Community Based Projects Program (CBP); the Land Design Institute (LDI); the Building Futures Institute (BFI); the Center for Historic Preservation (CHP); the Center for Energy Research, Education and Service (CERES); the Institute for Digital Fabrication (IDF); and the Simulation Laboratory (Simlab).

With this array of research groups we are able to develop knowledge in each of the college's disciplines that can immediately inform our lecture courses, seminars and studios. At the same time, given our tradition as a teacher's college we are in excellent position to do pedagogical research that is informed by our classrooms and studios.



Faculty research on sustainable straw-bale construction technology provides content of a design-built course

-We seek to expand our knowledge through research and to disseminate that knowledge through teaching.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.81				

On our vision...

Our mission guides our vision. We want our college and department administrators to exercise leadership at institutional, regional, national and international levels. Leadership arises from solid credentials, reliable information, exceptional dedication, and absolute fairness.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.18				

We want our faculty to exercise influence among their peers and students at institutional, regional, national and international levels. Influence here arises from profound knowledge of the domain, rigor in research and related knowledge-generating activities, collaborative undertakings, and dedication to disseminating knowledge in classrooms and studios.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.14				

We want our students to grow intellectually and creatively in increasingly active, immersive or experiential settings. Active, student-centered learning can occur in traditional studio environments addressing theoretical projects or community-based projects, and/or in non-traditional off-campus settings such as internships and study-abroad programs.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.50				

We want to see our alumni exercise leadership in their chosen professions and influence in their areas of expertise. We hope to see them share their experience with faculty, peers, and our current students.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.46				

Our Development Opportunities and Priorities

Our vision determines our actions. Our building and its surroundings must be good examples of sustainable architecture, landscape architecture and planning. Our building's original designers had sustainable criteria in mind but knowledge and technology have evolved since then. The CAP building offers an excellent opportunity to showcase sustainable practices if retrofitted with state-of-the-art features and technologies. These are some development opportunities related to our physical infrastructure:

- **Remodeling and retrofitting our current building with state-of-the-art sustainable technology in order to accelerate the attainment of our 2010-2030 carbon neutral targets. Our initial target is to reduce our consumption of fossil fuels by 60% by 2010.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.43				

- **Expand our current building in order to accommodate programmatic growth. In particular we need:**

○ **A 350-seat auditorium,**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.71				

○ **A materials and systems laboratory, and**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.18				

○ **A research wing where we can integrate the work of our research centers and institutes.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.61				

We need to attract, recruit, and retain the best leadership we can find. This includes program coordinators, department chairs, and the associate dean. For this purpose we must:

Seek endowment funds that may be used to increase administrative baseline salaries (Department Chairs) and provide administrative salary supplements for faculty serving in administrative positions (Associate Dean and Program Directors).

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.85				

Our faculty is extending its traditional focus on teaching to include research and the creation of new knowledge in the three disciplines of the college. Several centers and institutes have emerged as a means of supporting faculty in these efforts, but their limited funds don't allow us to be competitive among our peers. To establish ourselves as a more influential body of scholars we need to provide seed funds for our faculty. We need to offer start-up research monies when recruiting faculty from other institutions, and create an ampler travel fund that will allow faculty to attend more conferences and facilitate the publication of more of our research. For this purpose we must:

- **Create a research incentive fund for the promotion of research activities and their dissemination at institutional, regional, national, and international levels. This fund may also provide start-up resources for new faculty.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.32				

- **Create faculty fellowships (stipends for faculty appointed as fellows in a research center or institute) that buy out teaching time for research, and perhaps address issues of salary compression between faculty ranks and facilitate the retention of key faculty.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.32				

The cost of new teaching/learning technologies limits their use by all students even when research has demonstrated the added value that these technologies are likely to provide. The same applies to the rapidly escalating costs (falling value of the dollar, rising plane fares) of study-abroad programs, which provide much needed exposure to the world but are too

expensive for at least half our students. We need a teaching enhancement fund that makes successful teaching/learning technologies available in all our classrooms, laboratories, and studios. The same fund could reduce fees for study-abroad programs through scholarships. For this purpose we must:

- **Create an instructional enhancement fund for the promotion and implementation of off-campus programs.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.32				

- **Create an instructional enhancement fund for the promotion and implementation of state-of-the-art instructional technology.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 3.93				

- **Create student scholarships to ensure that more students in financial need have access to all our instructional opportunities. These student scholarships will also help insure a diverse student body.**

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.57				

Our alumni are eager to become active in providing instructional content for our current students and are hungry for a robust professional development program. It is important for us to be receptive of their potential contribution of time and expertise by reimbursing them for their travel expenses. An endowed College lecture series would not only benefit our current students but could provide the core of an ongoing professional development program. For this purpose we must:

Create a high-end endowed guest lecture series that may provide important content not only for our current students but for our alumni in Continuing Professional Development format.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Level of Faculty Agreement = 4.26				



The CAP building was originally conceived as a sustainable "Solar Building".

