

BALL STATE UNIVERSITY

2014 MASTER PLAN-OPEN HOUSE
APRIL 16-17, 2014



BALL STATE
UNIVERSITY.

Paulien & Associates, Inc. | Brailsford & Dunlavey

SMITHGROUPJJR

The SmithGroupJJR (SGJJR) campus planning and architectural consulting firm presented draft recommendations for the Ball State University Campus Master Plan on campus April 16-17. This presentation highlights considerations that are the product of a consensus-based approach that has included seven on-campus milestone visits over 10-months.

The campus master plan team delivered this presentation via two open houses during the April 16-17 timeframe identified above, including:

- Wednesday April 16, 2014 at 5:30p in the Student Center Multipurpose Room
- Thursday April 17, 2014 at 10:30a in Bracken Library, Room 104

Please review the following slides prior to providing commentary on the Master Plan Website (masterplan.bsu.edu) If you have any additional questions, please contact Michael Johnson, Campus Planner at Michael.Johnson@smithgroupjjr.com or Greg Graham, Director of Facilities Planning at ggraham@bsu.edu

YOUR MASTER PLAN

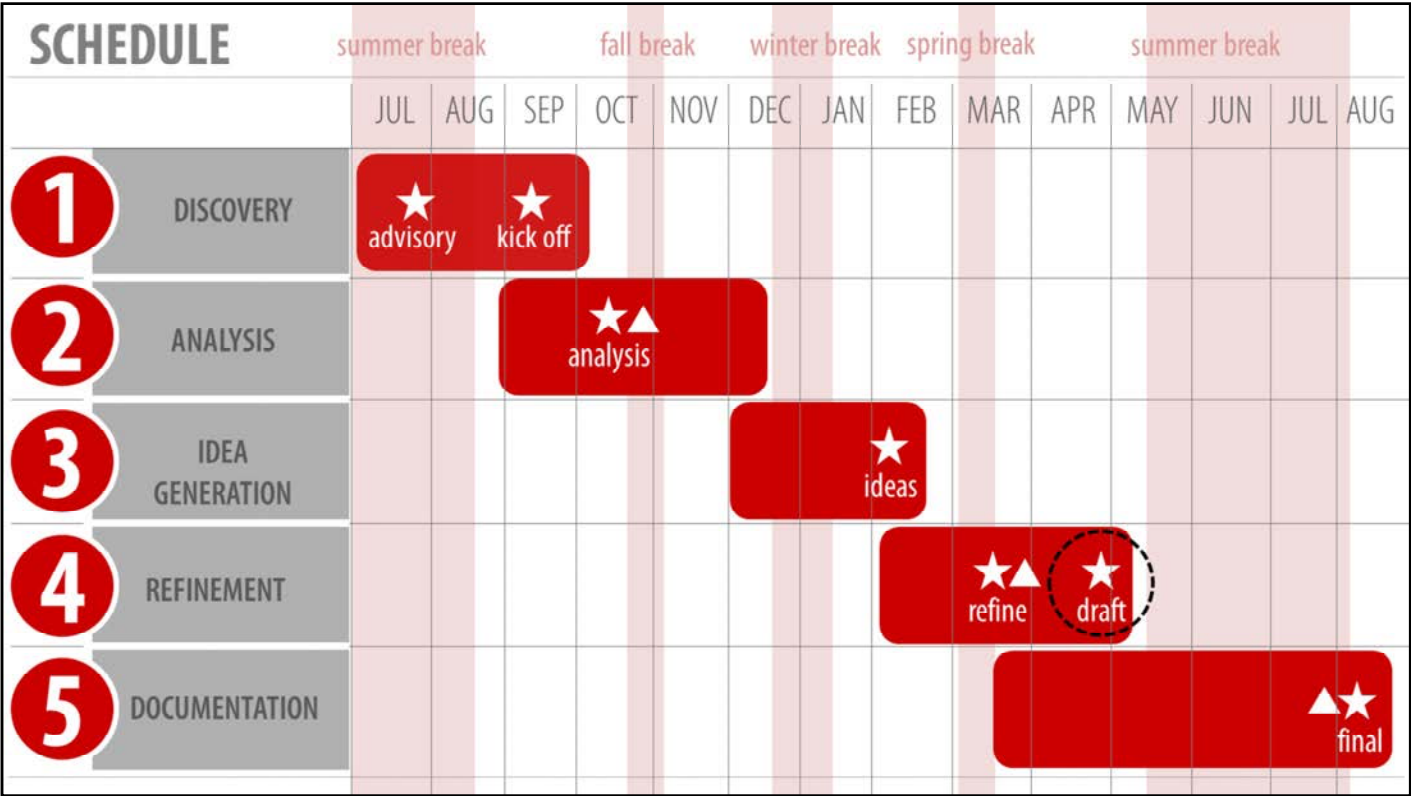
- Comprehensive framework
- Long-range vision
- Aligns strategic, academic, and physical goals
- Driven by principles
- Flexible and opportunity based
- Participatory
- Phased and implementable



At its very essence, a campus master plan is a collection of powerful ideas. These ideas establish a flexible framework for coordinating physical change on a campus. The quality of the physical environment has a tremendous influence on the image of an institution, and as such, the master plan serves as a foundation for shaping the campus fabric in support of its academic mission and vision.

A master plan is a composite document of principles, goals, objectives, ideas, and recommendations, and the graphics that support and illustrate these concepts. A master plan is used as a long-range tool that can adapt and flexibly respond to future changes.

The Ball State University Campus Master Plan outlines a vision for future change and parameters to strategically manage development opportunities and implement initiatives within short-, mid-, and long-term time horizons.



The consensus-based approach to master planning has included seven on-campus milestone visits over 10-months and is divided into 5 primary phases, including:

- Discovery
- Analysis
- Idea Generation
- Refinement
- Documentation

Each milestone visit included meetings with the Executive Committee (President’s cabinet), Campus Advisory Committee (including a cross section of campus constituents), and Community Advisory Committee (including a cross section of community constituents), focus groups (as needed) and several open houses.

The SGJJR Team has included input from the various constituent groups throughout the process and will incorporate input over the next several months. The SGJJR Team will present a final version of the master plan and associated documents on campus in the early fall.

INCLUSIVE & IMMERSIVE

- 47 On campus meetings
- 8 Open houses
- 594 Unique active online participants (masterplan.bsu.edu)
- 4,260 website visitors
- 26,283 website page views
- 2,820 Residence life survey respondents



The Ball State University Campus Master Plan has included opportunities to engage both in-person and online constituents. The committee structure outlined above and described on the previous page has guided the configuration of in-person campus meetings.

Additional input incorporated into the planning recommendations are the product of nearly 600 unique online participants via our Virtual Town Hall website that generated over 25,000 page views, and countless valuable comments at masterplan.bsu.edu. An additional 2,800 students and faculty also provided commentary and feedback via an online survey specifically focused on residence life.

CONTINUOUS FEEDBACK. masterplan.bsu.edu

656 Total
Participants

TOTAL TRAFFIC

Visitors

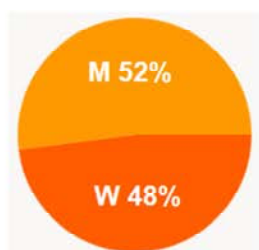


4,938

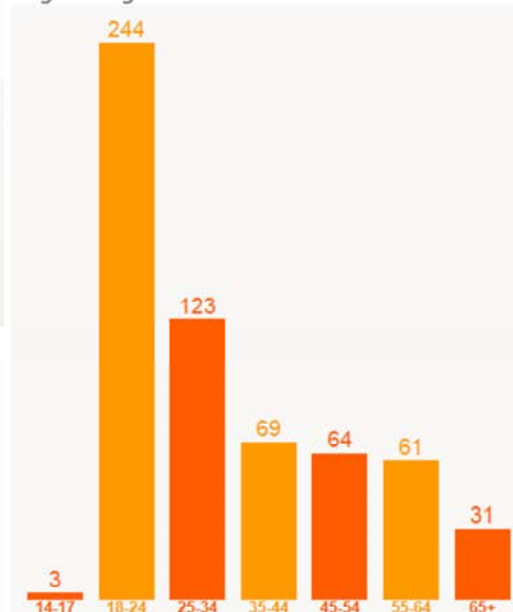
Page Views



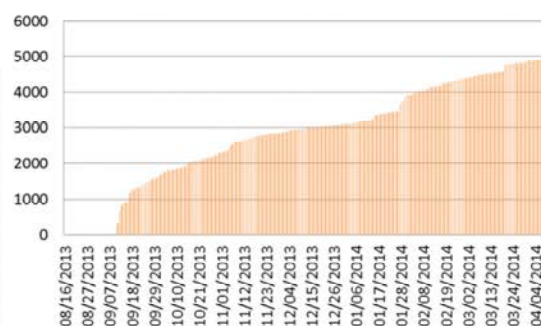
28,864



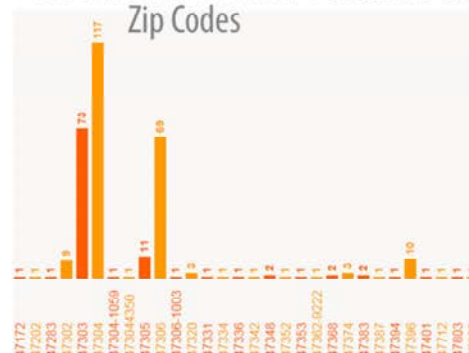
Age Range



Total Visitors

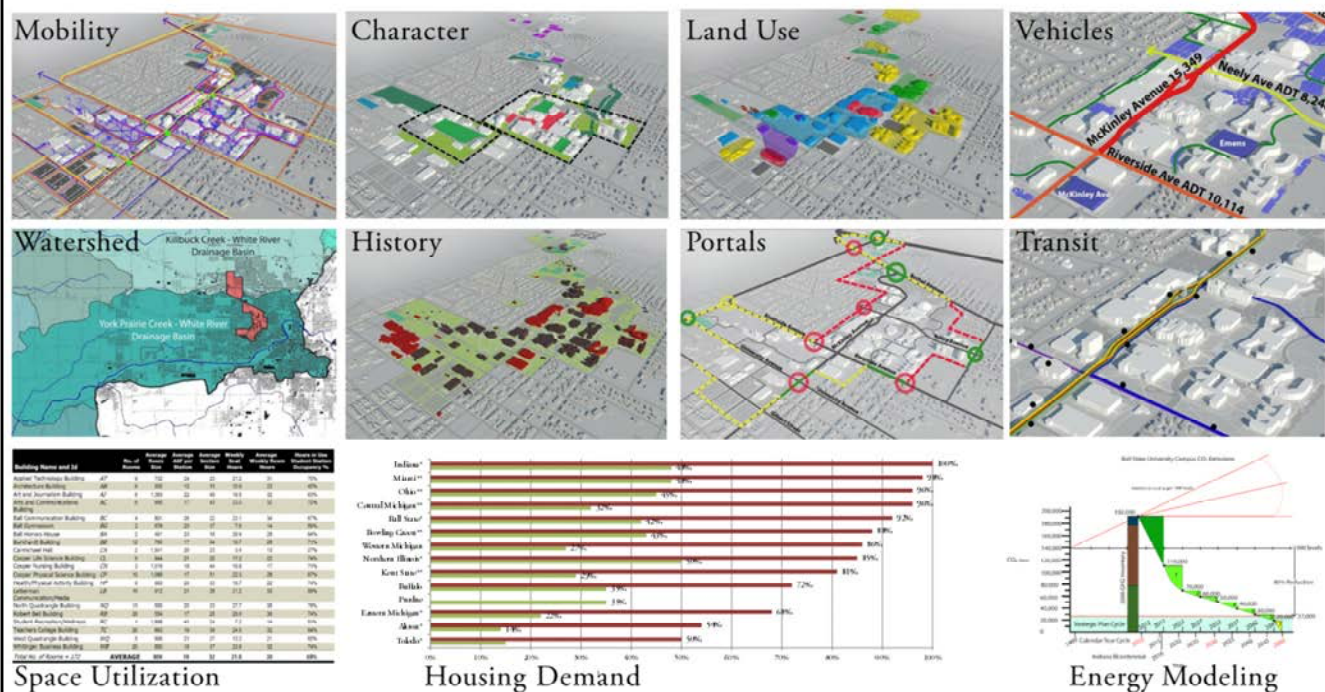


Zip Codes

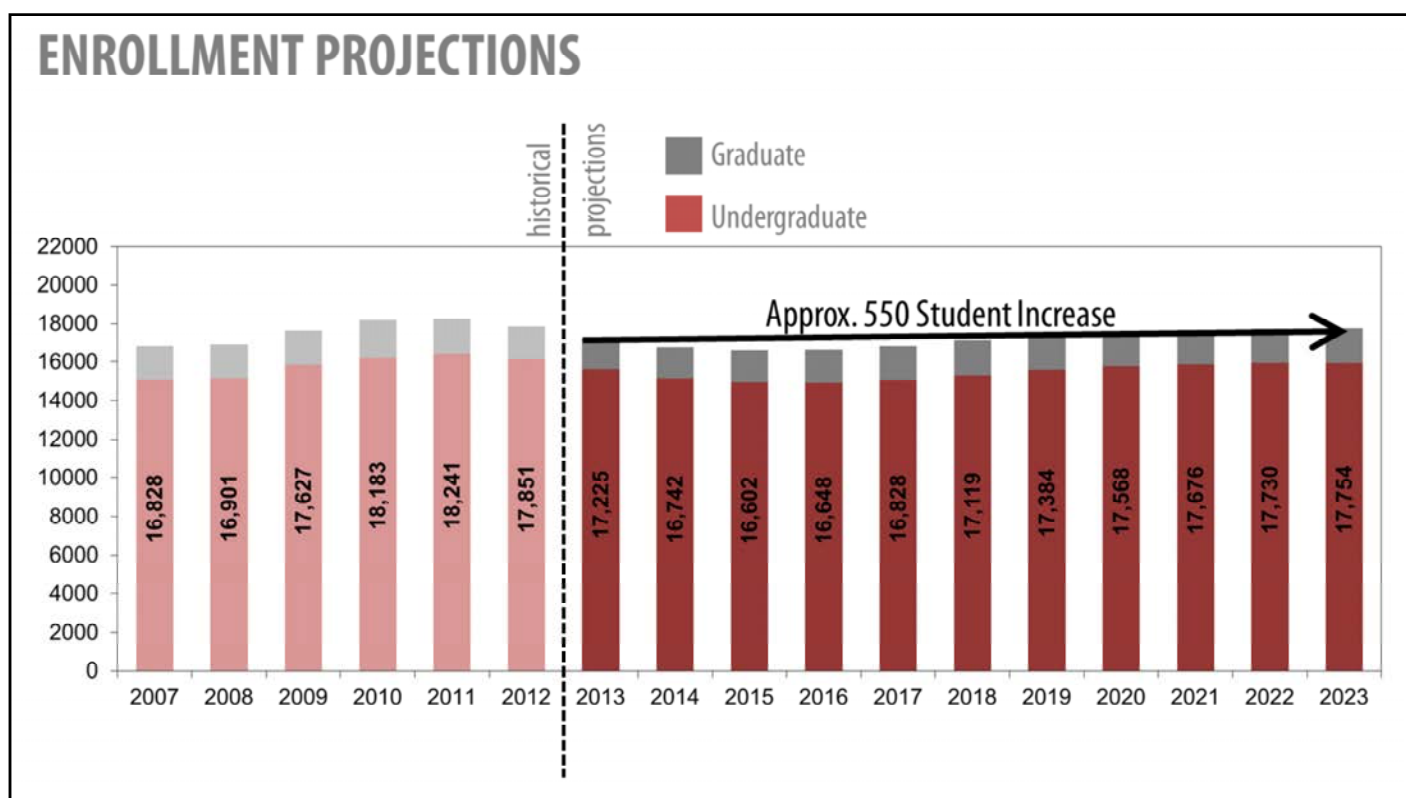


Campus Master Plan feedback via the Virtual Town Hall website (masterplan.bsu.edu) has been continuous and representative of a cross section of faculty and students. A few of the top trending themes from the website that have been incorporated in the draft recommendations include:

- Improve bicycle and pedestrian infrastructure
- Provide more opportunities for Immersive Learning
- Encourage additional sustainability initiatives
- Prioritize convenient transportation and connections to town
- Develop a new Science Building
- Expand resources for the Theater and Dance Department
- Improve campus landscape and maintenance



Additional spatial and physical evaluation of facilities, utilities, transportation and program elements (at the regional, campus and site scale) established framework parameters for future campus development.



Recommendations and considerations embedded in the draft Campus Master Plan are based on the conservative assumption of a modest enrollment growth at Ball State aligning with strategic and academic planning initiatives. These projections provide projected headcount enrollment projections by graduate and undergraduate enrollments for main campus students. They do not include wholly online or off-campus enrollments.

Several planning assumptions were made for these headcount projections prepared by Ball State's Enrollment Management team, including:

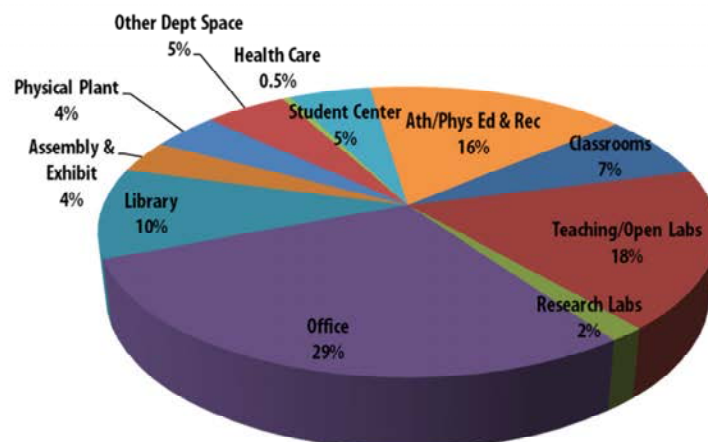
- Potential incremental increase in freshman admission standards
- Potential increase to transfer enrollments in the next five years
- Potential incremental increase in graduate enrollments in the next three years

Beyond these headcount projections, modest continued changes in the composition of the student body is anticipated, including:

- Potential increase of international enrollments to 1,000 by fall 2017
- Potential increase in out of state enrollments for domestic students to reach target of 17% by fall 2017
- Potential increase in the proportion of the student body engaged in STEM and allied health programs

ACADEMIC DRIVERS

- Improve + increase classroom space
- Improve + increase teaching lab and research space
- Increase study spaces and collaborative learning spaces



The SGJJR Team collaborated with national expert Paulien & Associates (P&A) as part of the Campus Master Plan to conduct a space needs and academic space utilization analysis study. As part of this study, P&A reviewed existing data and met with representatives of academic and administrative groups during three separate campus visits in the fall of 2013. The resulting quantitative analysis of Ball State's academic space has been prepared as a 400-page document that is being compiled as an appendix to the Campus Master Plan Report.

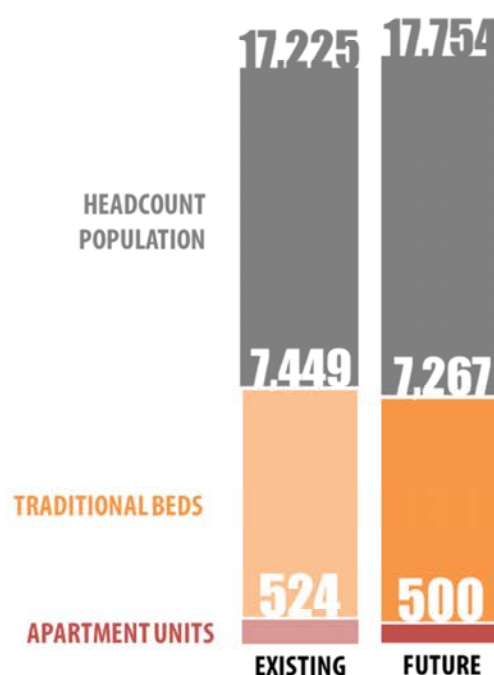
The document identifies surpluses/deficits of academic space by space category and by college based comparative institutions and discipline-specific needs. The graphic on the right represents the percentage breakdown of academic space by category on Ball State's campus. Macro-level academic demand recommendations influence opportunities for physical change to campus include:

- Consider an increase of ASF* per station in classroom space from 19 ASF to 22 ASF to be more in line with recommended guideline and incorporate forward thinking design practices commensurate with contemporary pedagogies
- Consider an increase in teaching lab and research space due to projected growth in the College of Science and Humanities, Miller College of Business and Theatre & Dance.
- Consider increasing the amount of study space and learning commons areas in a distributed model within academic buildings to increase opportunities for student-faculty collaboration

**ASF=Assignable Square Feet, or floor space within interior walls of rooms assigned to occupants for use, excluding building service, circulation, mechanical and structural areas.*

RESIDENTIAL DRIVERS

- Consider 2-year live-on requirement
- Surplus of traditional beds, deficit of suites
- Renovation and demolition to align supply + demand
- Reinforce residential neighborhoods
- Improve apartment + student family offerings and move from north to south edge of campus



The SGJR Team collaborated with national expert Brailsford & Dunlavy (B&D) to conduct a series of focus groups, administrator interviews, competitive context analysis, off-campus housing analysis, a student survey, and a demand analysis to formulate recommendations for student housing, dining, campus recreation and intercollegiate athletics at Ball State. The resulting 250-page document will be incorporated as an appendix to the Campus Master Plan Report.

B&D's student housing demand model reconciles supply with student's desired unit type. Utilizing enrollment projection figures outlined by Ball State's Enrollment Management team, and applying a occupancy coverage ratio to alleviate risk tolerance, the B&D team has identified:

- A surplus of traditional beds
- A deficit of suite style beds
- An appropriate quantity of apartment units

This analysis does not include the potential renovation and/or replacement of existing residential facilities, including:

- LaFollette Complex
- Anthony Apartments
- Scheidler Apartments

ATHLETICS DRIVERS

- Current capital campaign:
 - Golf practice facility
 - Football team complex
 - Ballpark complex
 - Court sports practice facility
- Indoor multi-purpose field house
- Athletic support facilities

RECREATION DRIVERS

- New outdoor fields complex (replacement)
 - On-campus or shuttle route
 - Lights
 - Support facilities
 - Additional field space
- New aquatics center (in conjunction with athletics)

Ball State has made significant recent improvements to athletic facilities on campus, including Briner Sports Complex and Scheumann Stadium. The university is currently in the midst of a capital campaign, Cardinal Commitment, to include new facilities outlined above and enhancements to existing facilities. According to B&D's analysis, recommendations for future athletic growth include:

- Multi-purpose indoor practice space
- Increased athletic support space, including:
 - Academic advising space
 - Athletic training space
 - Strength and conditioning facilities

In regards to recreation space, with approximately 11.2 square feet (SF) of indoor recreation space per student, Ball State exceeds the average of its peers (10.1 SF/student), and national planning guidelines (8.5-10.5 SF/student). Aquatic space on Ball State's campus is shared with athletics and outdated.

Improvements to outdoor recreation fields are needed. The majority of fields are not proximate to the core of campus and lack adequate support facilities and amenities.

CAMPUS MASTER PLAN PRINCIPLES

- Design learning spaces that are in support of the university's academic plan
- Design spaces that foster transdisciplinary cooperation
- Preserve and re-invigorate the campus core
- Preserve and enhance the best architecture, planning and landscapes on campus
- Move towards carbon neutrality and water balance
- Advance human-scaled campus
- Prioritize modality alignment, walkability and accessibility
- Enhance attractive campus space that emphasizes student experience
- Improve connection with shared community resources
- Ensure functional campus development through the highest and best use of land
- Maintain flexibility in the plan to accommodate unforeseen opportunities
- Consider initial costs, life cycle costs and return on investment

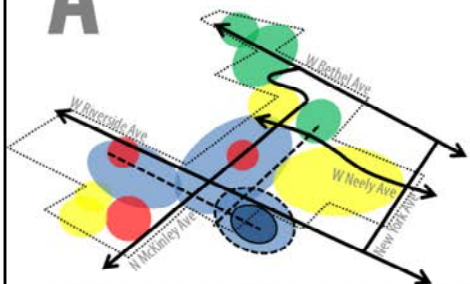
The ideas included in the draft recommendations represent the consensus vision of institutional and community members involved in the campus master plan process.

As a composite document of principles, goals, objectives, ideas, recommendations, and graphics that illustrate these concepts, draft recommendations for the master plan are based on a series of guiding principles that were established early in the planning process with consensus from the Executive Committee, Campus Advisory Committee, Community Advisory Committee, focus groups, open houses and via the Virtual Town Hall website.

These goals provide a flexible framework for campus development that is both visionary and realistic. Principles assume an understanding of the established Plan Drivers outlined on the previous pages. Guiding principles for the Campus Master Plan are outlined above.

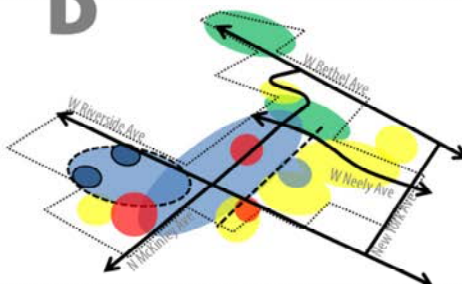
SCENARIO MODELING

A New East Quad



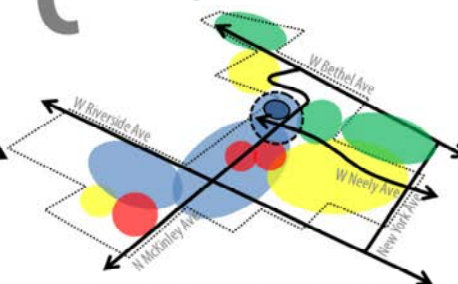
- New east quad at crossroads
- East mall as academic/residential "zipper"
- Engage the village with academic
- Reposition north residential
- New apartments near Student Ctr.
- Consolidated recreation on McKinley

B Reinforce the Old Quad



- Enhance the old quad with academic + academic commons
- Academic infill on east mall
- Residential expansion to Bethel

C Re-Imagine the Middle



- University Green as a definitive center
- Academic expansion north on McKinley
- North residential expansion
- Consolidated recreation at Bethel

A series of physical land use alternatives were tested with the various committees and constituents in order to discuss and identify priorities for the Campus Master Plan. Three primary approaches identified above represent divergent approaches to future campus organization in support of the Campus Master Plan drivers and guiding principles.

Legend:

- Existing Academic
- Initial Academic Growth
- Residential
- Athletics + Rec
- Student Center + Commons

INTERSECTIONAL LEARNING



DISCIPLINARY



MULTI-DISCIPLINARY



INTER-DISCIPLINARY



TRANS-DISCIPLINARY

Immersive Learning

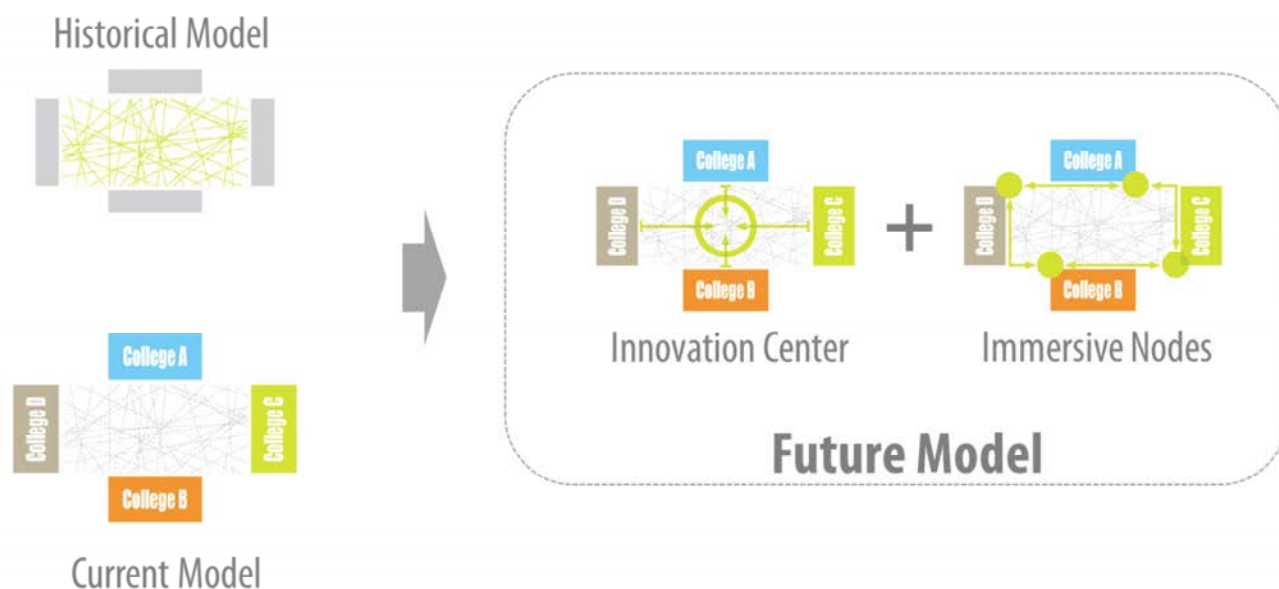
"pulls together interdisciplinary student teams guided by expert faculty to create **unique, high-impact learning experiences** that result in real-world solutions"



The Campus Master Plan is built on an understanding of 21st century pedagogies that emphasize unique, high-impact learning experiences that result in real-world solutions. These contemporary pedagogies align with Ball State's Immersive Learning initiatives and should guide opportunities for physical change on campus. Typologies of intersectional learning discussed as part of the plan include:

- Disciplinary=FOUNDATIONAL. Epistemologies, assumptions, knowledge, skills, methods within the boundary of a discipline (i.e., Physics, History, Psychology)
- Multi-disciplinary=ADDITIVE: Relating to, or making use of several disciplines at once. Using the knowledge/understanding of more than one discipline (i.e., Physics and History, Biology and Architecture)
- Inter-disciplinary=INTERACTIVE: Process of combining two or more disciplines, or fields of study. Using the epistemologies/methods of one discipline within another (i.e., Biochemistry, Ecophilosophy, Astrophysics)
- Trans-disciplinary=HOLISTIC: Approaches that transcend boundaries of conventional disciplines. Focus on an issue both within and beyond discipline boundaries with the possibility of new perspectives. Trans-disciplinarity suggests a connection between Learning and Making. If multiple disciplines can be arranged around central themes or projects, then some of the incentives might be inherent in the work itself, i.e.:
 - Shared interests, common objectives
 - Solutions that have real impact in the world
 - Connections with non-academic partners

IMMERSIVE LEARNING MODEL



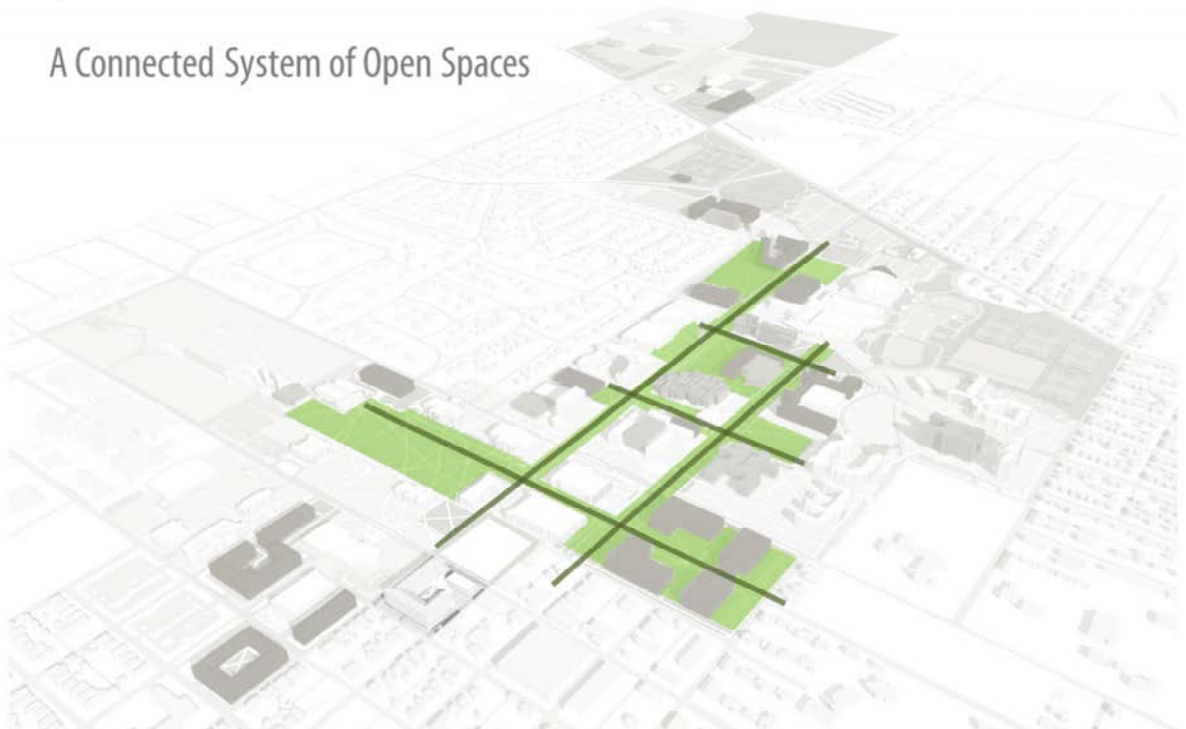
A simplified historical model of an early academic campus distributed functions or disciplines around a core (the quad). This historical model is representative of foundation for Ball State's Old Quad. In the early years at Ball State, the act of learning involved interaction with various disciplines in order to create a balanced education – physical and intellectual activity that energized the core, connected the disciplines and helped form a sense of place.

As disciplinary content has become more and more specialized at institutions across the country, and incentives have driven faculty from teaching to research, colleges have retreated into themselves, creating knowledge silos which have great depth but little connectivity to each other or to the practical world.

The trans-disciplinary, or Immersive Learning Model, when applied to encourage physical change on Ball State's campus can manifest in the form of an innovation center, or more likely at Ball State, creation of immersive nodes dispersed throughout the academic campus.

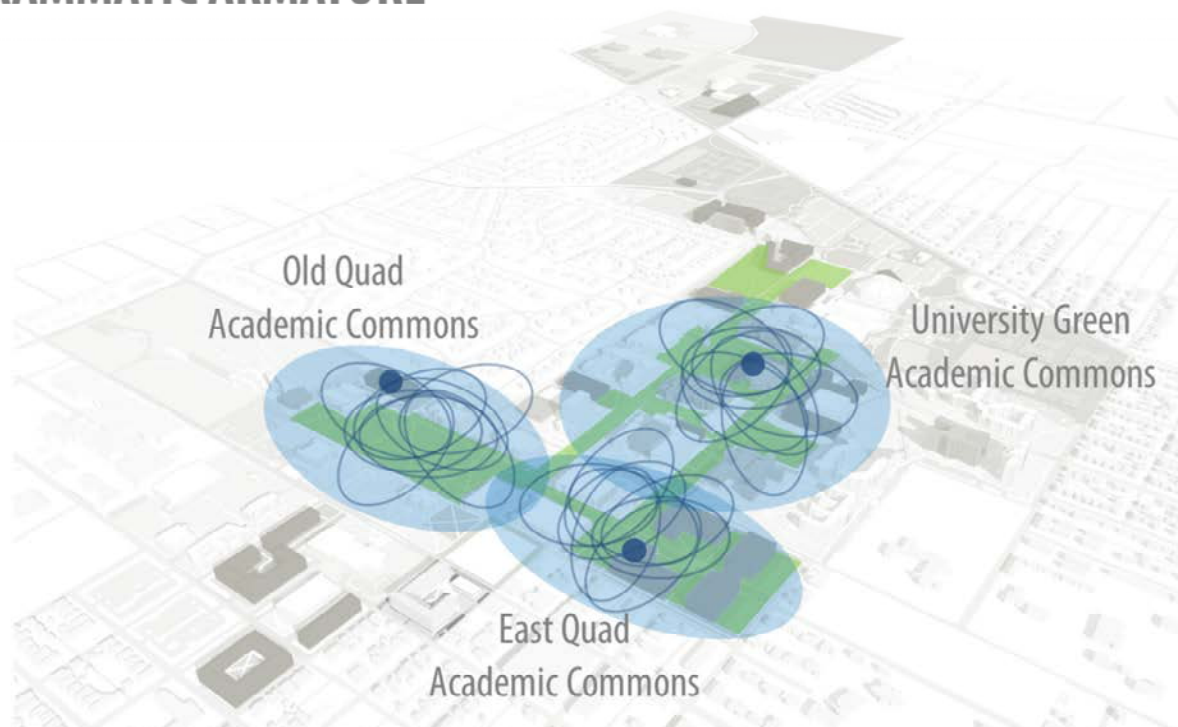
FRAMEWORK

A Connected System of Open Spaces



With trans-disciplinary and Immersive Learning as the foundation for physical change, a connected system of open spaces on campus should be enhanced on campus to form a framework upon which future programmatic change can occur.

PROGRAMMATIC ARMATURE



The connected system of open spaces augment the location of three immersive learning nodes on Ball State's campus, each anchored by an existing or proposed primary open space. These immersive learning nodes, or academic commons, will provide the opportunity for trans-disciplinary or immersive learning opportunities as the center piece of Ball State's existing and proposed academic neighborhoods, including:

- The Old Quad
- The University Green
- The East Quad

LIVING + LEARNING COMMUNITIES



Ball State's academic neighborhoods, trans-disciplinary and immersive learning academic commons, and connected system of open spaces are supported by existing and proposed residential neighborhoods in close proximity to encourage unique living-learning opportunities on campus now and in the future.

A VISION FOR THE FUTURE

1. Develop Academic East Quad
2. Establish New East Mall
3. Activate University Green
4. Enhance the Old Quad
5. Engage the Village
6. Enhance North Residential
7. Consolidated Recreation
8. Enhance Athletics
9. Campus Mobility
10. Community Connections



Built on a framework for physical change, the Campus Master Plan provides opportunities to redefine the fabric of campus through strategic renovation, new buildings and infill development. The major recommendations of the plan can be summarized in ten primary areas of change as outlined above in the illustrative plan. These opportunities for change are not shown in any particular order.

The illustrative plan represents an optimal campus configuration for Ball State at full build-out in the long term. The illustrative plan proposes the placement of new features such as opportunities for new buildings (in dark red), renovated buildings (in light red), roadways, new open spaces (in dark green), parking and other facilities in relationship to existing campus facilities (in white and light green).

While intentionally flexible to provide opportunities to accommodate unforeseen change in the future, the elements of the plan are deliberately located to be consistent with the planning concepts as described on the previous pages. Taken collectively, the plan concept, illustrative plan, campus systems and metrics are intended to aide in future decision making.

The Campus Master Plan does not mandate growth, rather provides opportunities for future change. While not predicated on acquisition of additional property, as a long-range vision, the Campus Master Plan does suggest opportunities for property acquisition. Future campus opportunities shown on property not currently owned by Ball State can all be accommodated on property owned by Ball State if necessary. The following pages provide additional description for each of the ten primary areas of change as outlined in the illustrative plan.

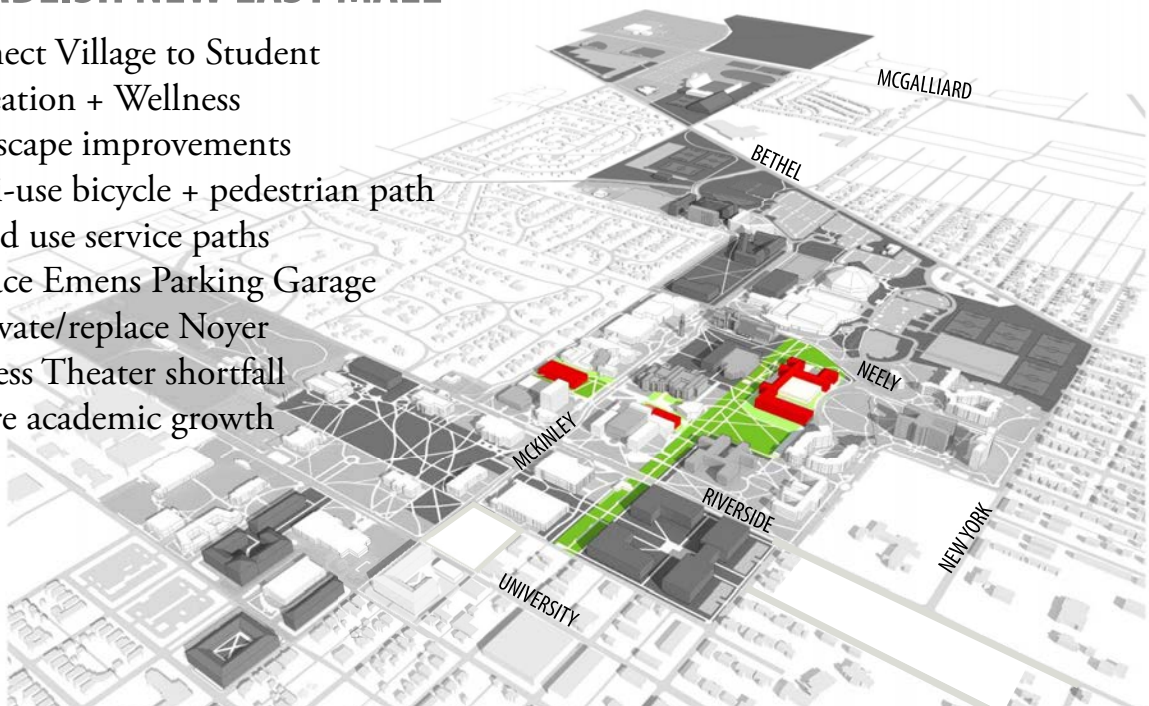
1. DEVELOP ACADEMIC EAST QUAD

- Health Sciences + Professions
- Align + colocate clinics
- New Sciences
- Enhance town/gown edge
- Reinforce Old Quad and East Mall



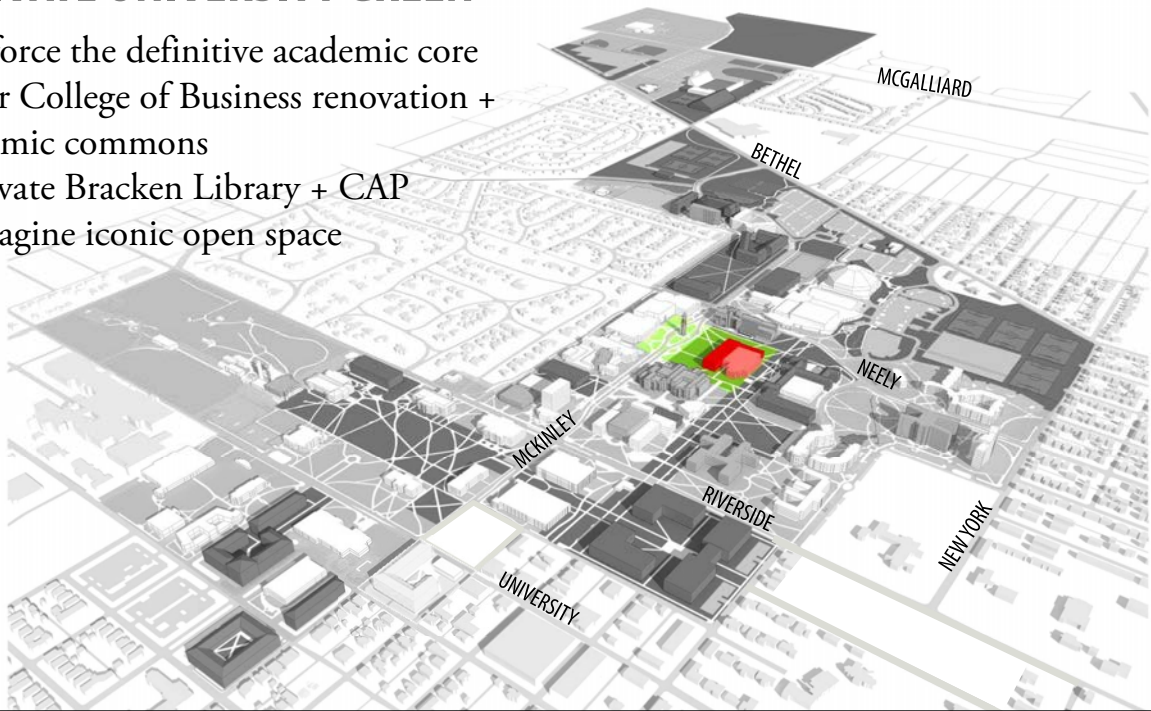
2. ESTABLISH NEW EAST MALL

- Connect Village to Student Recreation + Wellness
- Landscape improvements
- Multi-use bicycle + pedestrian path
- Shared use service paths
- Replace Emens Parking Garage
- Renovate/replace Noyer
- Address Theater shortfall
- Future academic growth



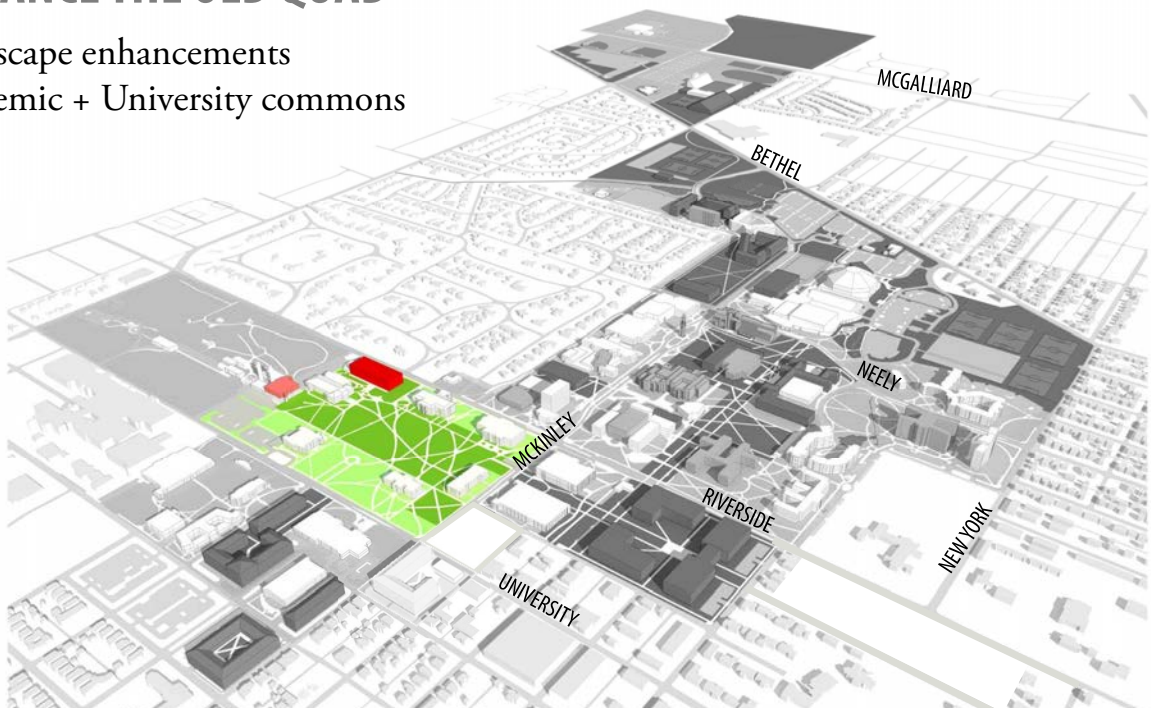
3. ACTIVATE UNIVERSITY GREEN

- Reinforce the definitive academic core
- Miller College of Business renovation + academic commons
- Renovate Bracken Library + CAP
- Reimagine iconic open space



4. ENHANCE THE OLD QUAD

- Landscape enhancements
- Academic + University commons



5. ENGAGE THE VILLAGE

- Residential
- Student Life



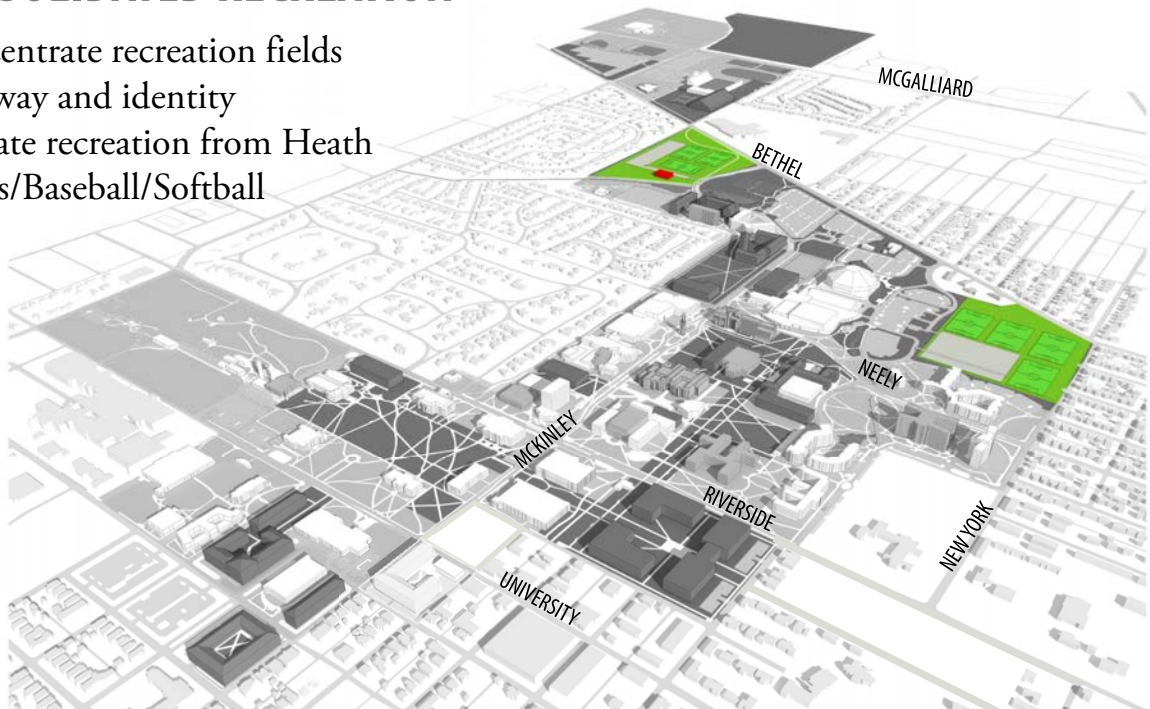
6. ENHANCE NORTH RESIDENTIAL

- New housing and dining community
- Campus gateway
- Adjacent open space amenities
- Future academic linkage



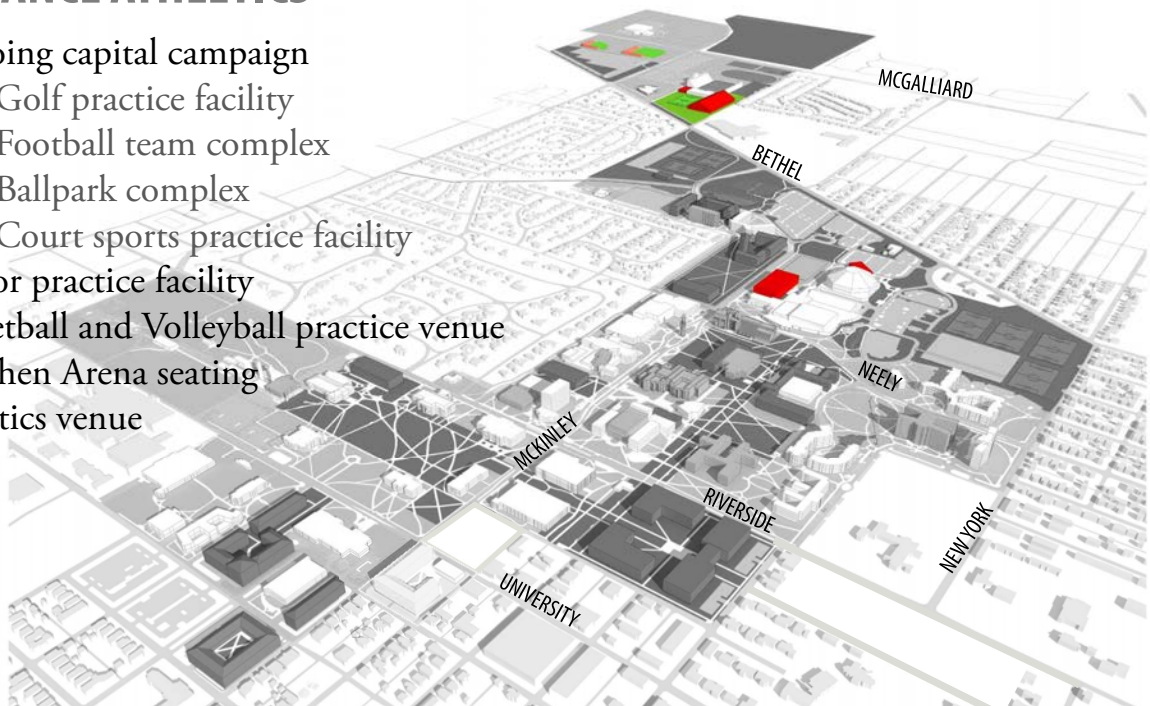
7. CONSOLIDATED RECREATION

- Concentrate recreation fields
- Gateway and identity
- Migrate recreation from Heath Farms/Baseball/Softball



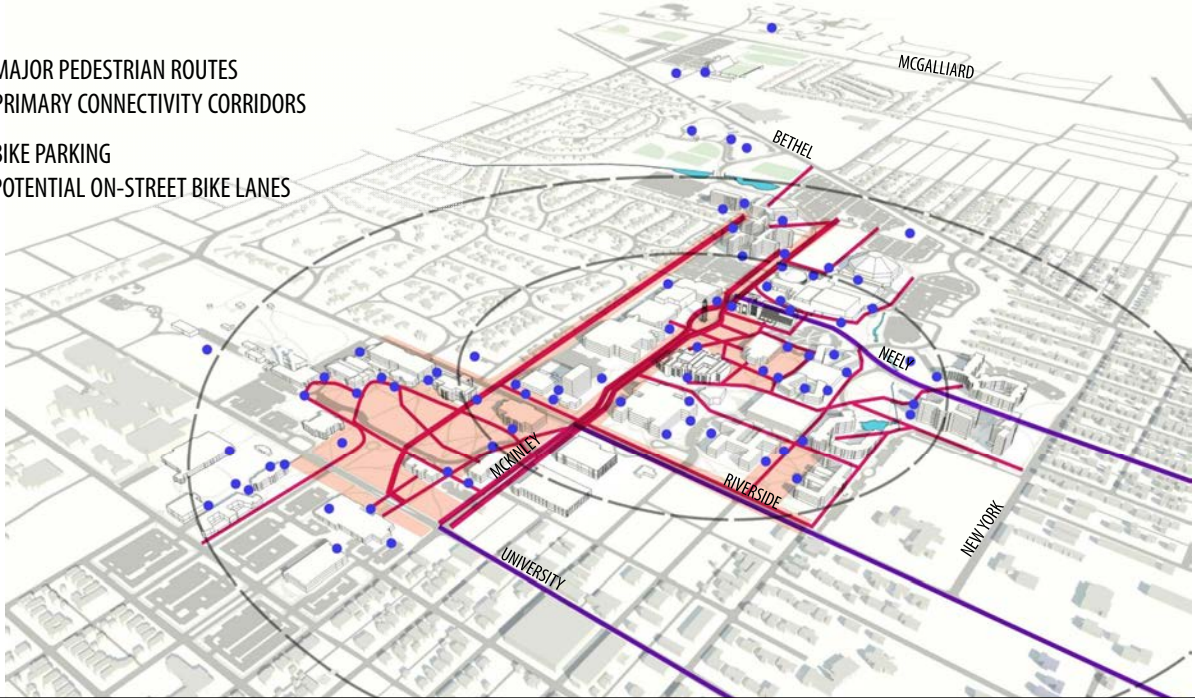
8. ENHANCE ATHLETICS

- Ongoing capital campaign
 - Golf practice facility
 - Football team complex
 - Ballpark complex
 - Court sports practice facility
- Indoor practice facility
- Basketball and Volleyball practice venue
- Worthen Arena seating
- Aquatics venue



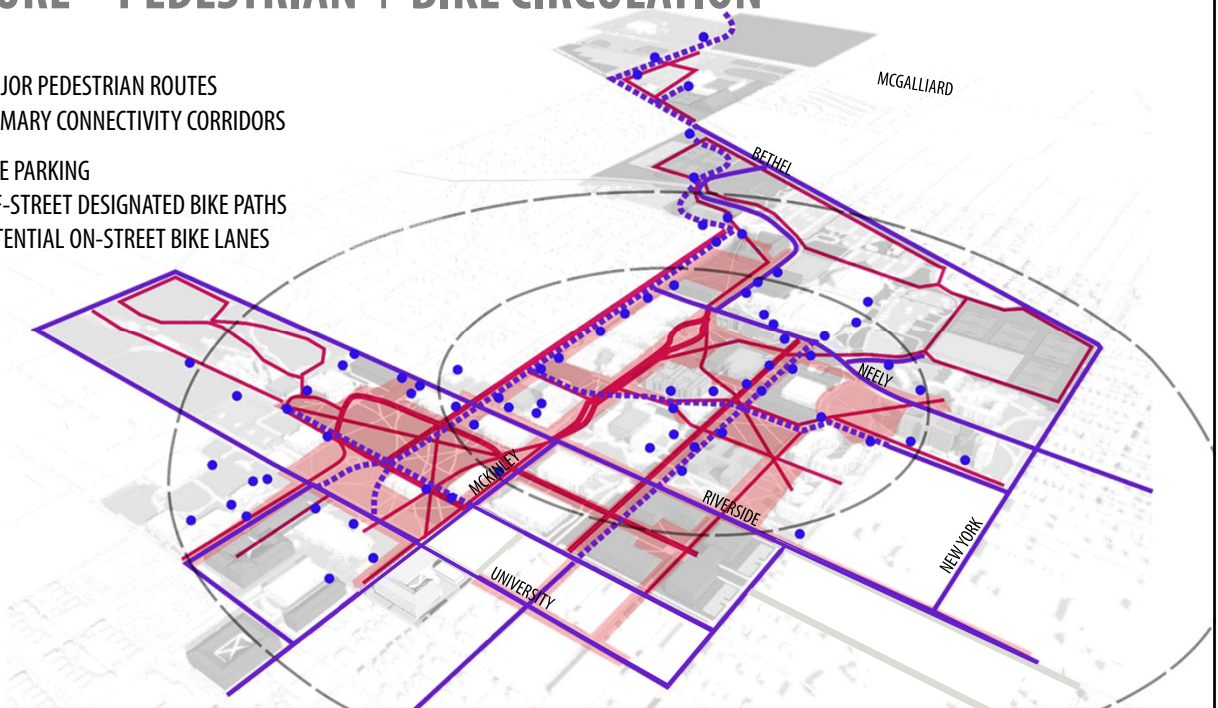
9. EXISTING – PEDESTRIAN + BIKE CIRCULATION

- MAJOR PEDESTRIAN ROUTES
- PRIMARY CONNECTIVITY CORRIDORS
- BIKE PARKING
- POTENTIAL ON-STREET BIKE LANES



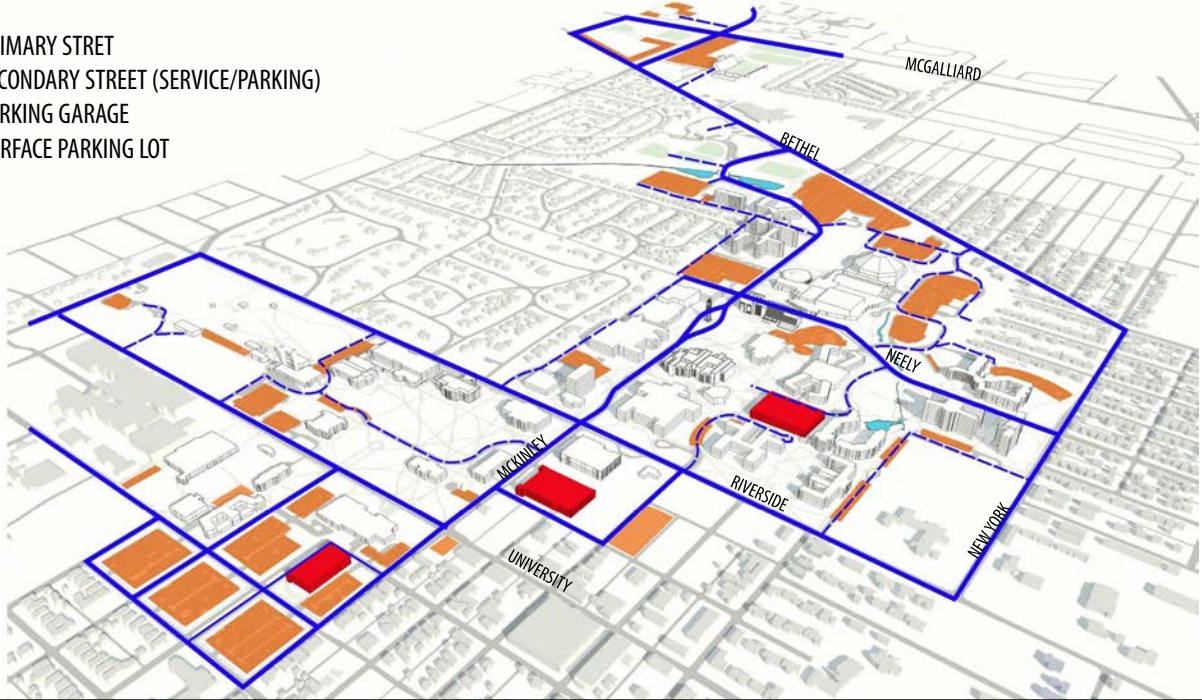
9. FUTURE – PEDESTRIAN + BIKE CIRCULATION

- MAJOR PEDESTRIAN ROUTES
- PRIMARY CONNECTIVITY CORRIDORS
- BIKE PARKING
- - - OFF-STREET DESIGNATED BIKE PATHS
- POTENTIAL ON-STREET BIKE LANES



9. EXISTING – VEHICLE CIRCULATION + PARKING

- PRIMARY STREET
- - - SECONDARY STREET (SERVICE/PARKING)
- PARKING GARAGE
- SURFACE PARKING LOT



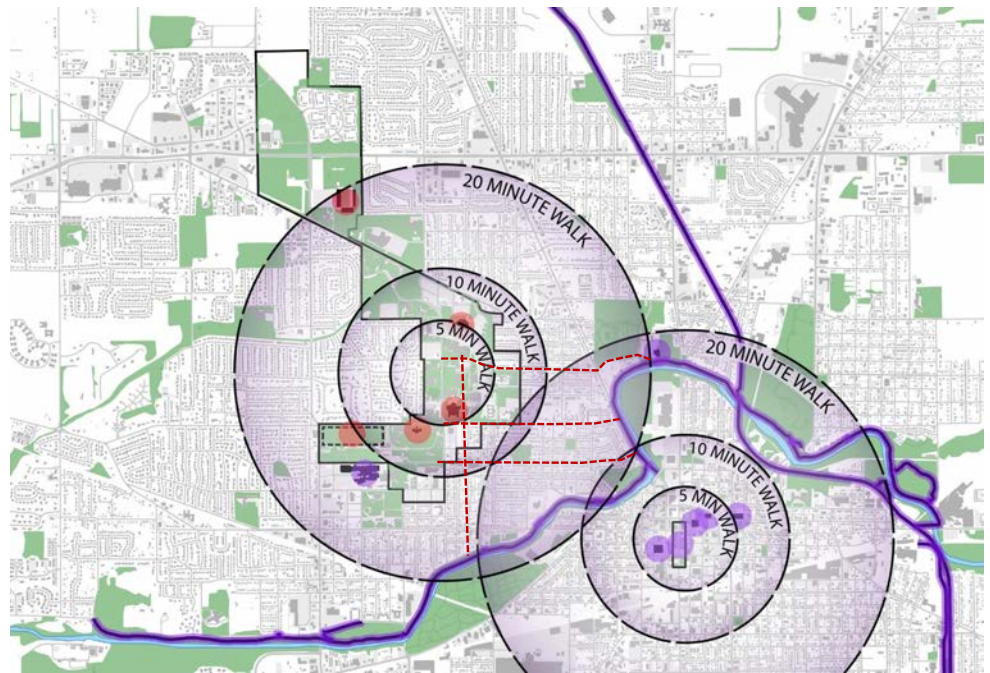
9. FUTURE – VEHICLE CIRCULATION + PARKING

- PRIMARY STREET
- - - SECONDARY STREET (SERVICE/PARKING)
- ⋯ CURBLESS STREET (PEDESTRIAN ORIENTED)
- PARKING GARAGE
- EXISTING SURFACE PARKING LOT
- PROPOSED SURFACE PARKING LOT



10. CREATE A MORE CONNECTED UNIVERSITY + COMMUNITY

- Multi-modal linkages
- Programmatic connectivity + partnership opportunities
- Edges + gateways
- Village as campus-community connector
- Event access and welcoming atmosphere



A VISION FOR THE FUTURE

- Develop Academic East Quad
- Establish New East Mall
- Activate University Green
- Enhance the Old Quad
- Engage the Village
- Enhance North Residential
- Consolidated Recreation
- Enhance Athletics
- Campus Mobility
- Community Connections

