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I did not stumble into urban planning as a profession but neither did I choose it as my first preferred profession. I had a cousin who was an urban planner, so I had heard of the profession and thought I knew what urban planners did. When I gave up on my plans to become an attorney in Ghana, I naturally gravitated to urban planning for my first degree. During my education as an urban planner in Ghana, planners were mostly bureaucratic technicians, doling out schemes and maps for the physical and spatial development of cities and towns. By the time I graduated with my first degree in planning, the profession was in a transition from a preoccupation with spatial planning to include consideration for the social and economic development of settlements. This also broadened the avenues of employment for planners. At graduation, some of my classmates found work with investment banks and other financial institutions, with the internal revenue service, and with regional planning organizations, but most still found work as town and country planners. As students, we were told that the voices of the people we planned for were important, but we mostly sought their views through surveys, in what Sherry Arnstein might at best classify in her ladder of community participation as placation. Since we didn’t drive, we honed our survey skills by interviewing residents in the settlements near the university. As you can imagine, these residents were bombarded with annual surveys by students for years on end but saw no improvements to their conditions. It got so bad that when they saw students with clipboards in hand, they would either close their doors or simply walk away from us. We became pariahs to the residents.

I had the skills I needed to be a practicing planner upon graduation, so when I went to Canada and subsequently moved to the U.S. for my graduate education, it was with the goal of becoming an urban planning scholar and acquiring the credentials to become a university professor back in Ghana. I succeeded in only one of these: becoming a scholar. My return to Ghana was aborted, but that is a story that space here will not permit retelling.

I did several part-time jobs while getting my graduate education in urban planning. I was hired by a good friend of mine, Michael Brazley, who at the time co-owned Brazley and Brazley, Inc., an architecture, engineering, and planning firm in Louisville to help primarily with the preparation of the Russell neighborhood revitalization plan. To make ends meet, I also took on a part-time instructor position teaching economics to undergraduate students at the university. This job transitioned into a full-time position in the College of Business and Public Administration by my third year in Louisville. Near graduation, I applied for an assistant professor position at the University of Wisconsin, Oshkosh. If they included “program administration” in the job description, I must have either overlooked it or was too naive then to care. Of the three candidates the university brought in for interviews, I later learned I outshone the other two candidates and was hired. So began my career in academic administration. Suddenly, and without any training, I had a program to manage. Recruiting, advising, student counseling, fund raising, personnel management, all were skills I needed but at best never learned and at worst was unprepared for. Why didn’t any of my professors tell us in graduate school that there was a remote possibility that one day we could be administrators? How is it that nobody advised me in graduate school to consider taking an elective course in management, public administration, personnel management, or counseling? I reached deep into my skills as a father to counsel the students who came to my office crying uncontrollably because they had a disagreement with a professor in their class. Is that the right approach? Needless to say, I learned academic administration and
management by doing. This is Charles Lindblom’s suggestion for planning through mutual partisan adjustment and muddling through, of course, but does that apply in other settings, such as academia, as well?

With 22 years of academic administration under my belt now and some experience, read “expertise,” I think I have something to share with others, so they don’t have to stumble through the way I did.

Look for this in my next book; you may be a character in it. Tentative title, unless you have a better one, is *Academic Administration for Dummies*.

Michael A. Burayidi, PhD

Hema Pandya is a graduate of the School of the Art Institute of Chicago where she earned a master of science degree specializing in historic architectural design and planning. She joined the Department of Urban Planning this fall and is teaching primarily in the common first-year program. Her specialties include planning and development, architectural design, historic preservation, Main Street redevelopment and construction management. Ms. Pandya also has undergraduate degrees in economics and psychology from St. Xavier’s College, India, in Business Management from Gujarat University, India, and in architectural design from the College of DuPage, Glen Ellyn, Illinois.

Prior to joining the faculty at Ball State, Ms. Pandya taught at New Mexico State University, the School of Art Institute of Chicago, and Westwood College (Chicago), in the areas of architectural design, sustainable design, historic preservation, planning, and construction management. Her experience includes work in both the public and private sectors, both foreign and domestic, where she has been able to combine the fields of architectural design, historic preservation and urban planning. She has taken an active role in research and development of National Register nominations, historic district surveys, and rehabilitation projects. She has also had the opportunity to contribute to major restoration and preservation projects where she has applied her knowledge of building materials and repair techniques.

Ms. Pandya’s life experiences and professional accomplishments are remarkably broad and deep. Her architectural and planning experiences, serving as part of committee, range from the post-Hurricane Katrina devastation of the Gulf Coast, to more quiescent projects such as adobe and earthen education in the Mesilla Valley (New Mexico), the revitalization and historic preservation of Main Street (Las Cruces). Also she served as a board member for the city-owned historic Amador Hotel and various sustainability issues. She has also worked on major projects within India, China, and France.

In keeping with her history of involvement with the local community, Ms. Pandya is actively engaged with the Muncie Community Development Department, with the Yorktown Redevelopment Commission and Main Street Program. She also serves as United Way team captain for CAP-BSU.
Prof. John West graduated from Kenyon College, Ohio, with a degree in sociology and a particular interest in classical social theory. Thereafter, he worked in youth empowerment and urban agriculture non-profits in New York City and Chicago. Working at non-profits in poor communities, John became interested in equity and advocacy planning. He also worked as a professional planner in a local firm in Chicago and then as an intern for several public planning agencies while completing his masters in urban planning and policy at University of Illinois Chicago.

John’s research interests are in city governance and the incorporation of data systems for managing urban problems. His scholarly interests include planning history, urban history, and planning theory. Three current projects animate his research and publication agenda: The first is a monograph entitled Rule of Choice: How economic theory became contested planning practice in New York City. Through this project John analyzed how economic ideas, business management strategies, and data systems shaped policy and citizen participation in New York City during the Bloomberg administration. Second, he recently published a pair of articles on efforts to reorganize and rationalize bridge, tunnel, and road tolls to reduce congestion in New York City. These articles examine how the idea of congestion pricing—which had been on the margin of planning—moved to the forefront of ideas for improving mobility. The third is a series of articles he is working on examining data management systems in public education and their impact on community and parental participation in public decisions. Soon, John will begin a project on planning for violence, a project which takes the form of urban design and policy strategies that respond to the threat of active-shooters.

John currently teaches introduction to planning and a year-long course on planning history and theory. He believes that planning strives to build vibrant, inclusive communities. His favorite thing about teaching is creating a classroom environment with his students that models and enacts these ideals. When students are confident, interested, and motivated enough to actively shape our collective learning experience, he feels the class is a success. To this end, John seeks to incorporate active learning, student participation, and student-led classroom activities to the greatest extent possible in all of his courses.
Keith Taylor is an organizational researcher, teacher, facilitator, board practitioner, and community organizer. He is the department’s inaugural faculty fellow and is spending the spring semester with us teaching courses in cooperative economics. Keith has been engaged in this line of work since 2001 as a legislative aide for then-Congressman David Phelps (IL). Taylor holds a PhD in human and community development (2013) and a master’s in public administration (2007), both from the University of Illinois. Taylor is certified as a strategic planning facilitator through Purdue’s Strategic Doing program. During his PhD studies, Taylor held the Jonathan Baldwin Turner Fellowship and was the recipient of a number of scholarships and awards.

Taylor is currently a research associate with the Ostrom Workshop at Indiana University where he completed his book “Governing the Wind Energy Commons: Wind Energy, Ownership, and Community Development,” to be released in the fall of 2016 through West Virginia University Press’s Rural Studies Series. Taylor has also developed a research institute whose primary focus is on cooperative business governance and management, and community economic development. Taylor has published in peer-reviewed journals on topics of governance, the provision of public goods, and institutional design.

Currently, Taylor is working on a number of publications pertaining to renewable energy, smart cities, third sector governance and management, stakeholder engagement, and the linkage to community economic development and social change. Taylor is leveraging his work to develop a speaker series on philanthropy and voluntary enterprise through Indiana University’s Tocqueville Program. Additionally, Taylor remains involved with the cooperative business sector as the board chair of the Indiana Cooperative Development Center where he is spearheading a major organizational development initiative. Keith Taylor currently resides in the buckle of the rust belt with his wife, Rebecca.
The department’s alumnus of the year award goes to Lynette Boswell Washington, PhD, who holds both a bachelor’s and a master’s degree from our program. Washington is director of school and facility planning for Baltimore City Public Schools. In this role, she oversees the planning of new and renovated school facilities as a part of the $1 billion 21st Century School Building Plan. The plan, which started in the fall of 2010, is being used as the catalyst to fund the modernization of Baltimore’s public schools for students in neighborhoods across the city and to spur the revitalization of surrounding communities. Dr. Washington also leads a team of facility planners in school level spatial analysis, utilization studies and rezoning work for students impacted by the plan.

Before joining the school system, Dr. Washington was the division chief of research and strategic planning for the Baltimore City Planning Department, where she was responsible for research, policy, market analysis, and strategic planning efforts to support city agencies. While in this role, she led the development of the citywide Sustainable Communities Plan, used to support and prioritize redevelopment initiatives in the city. Her background prior to working in Baltimore has crossed numerous planning related disciplines, from a focus on vacant properties and challenges in postindustrial Flint, Mich., as a resident research fellow for the Genesee Institute; to economic development as a program manager in the Performance and National Program Division in the Economic Development Administration at the Department of Commerce. As a program manager, Dr. Washington worked with the assistant deputy secretary of the EDA on the Strong Cities. Strong Community (SC2) Visioning Grant under the Obama Administration SC2 initiative. The initiative was established in 2011 under the White House Council on Strong Cities, Strong Communities, to bring together 19 federal agencies with the mission to implement economic development assistance in economically distressed cities.

Dr. Washington holds an undergraduate and a master’s degree in urban and regional planning from Ball State University, and a master of urban design from the University of Michigan. She received her doctorate degree of urban and regional planning and design from the University of Maryland. As a doctorate student, she was a CRGE (Consortium on Race, Gender, and Ethnicity) Interdisciplinary Scholar and a 2010 winner of the Doctoral Dissertation Research Grant for her dissertation entitled: Do Neighborhood Housing Markets Typologies Matter? Measuring the impacts of the HOME Partnership Program Investment in Baltimore, Maryland. She has served as guest critic for University of Michigan and Morgan State University design juries and served as an instructor at University of Maryland and Johns Hopkins University urban studies programs. She resides in Baltimore, Md., in the vibrant Charles Village neighborhood with her husband and two children.
As of January this year, two alumni and a student of our department are leaders in the American Planning Association. Cynthia Bowen is the president-elect of the APA National; Shane Burkhardt is chapter president’s council chair and advisor to the board of directors, and Ellen Forthofer is student representative’s council chair and advisor to the board of directors.

Ms. Bowen is director of planning at Rundell Ernstberger Associates in Indianapolis. She previously served on the APA board of directors for Region IV and on the Indiana chapter president’s council. She graduated from Ball State University with a bachelor of urban planning and development in 1996.

Shane Burkhardt, AICP, is manager of community planning and urban design at Michael Baker International, Irvine, Calif. He was previously director of planning services at American Structurepoint, Inc. He also served as associate director at the Center for Economic and Community Development at Ball State University. He received a bachelor of urban planning and development degree from Ball State in 1998.

Ellen graduated with a bachelor of urban planning and development degree in 2014 and is currently enrolled in the graduate master of urban design program at the Indianapolis Center.

Our congratulations to all. You make us proud!
The past few months have been filled with exciting news as two of our current students have begun professional work—even before commencement!—and two very recent graduates have received nice promotions.

Lauren Bailey, BUPD 2013, graduated in December and by the following June was the first Director of Planning for the City of Whitestown, Indiana. There, she is “responsible for envisioning what the fastest-growing community in the state could look like in five to 10 years” and is probably the youngest person to ever hold such a position in Indiana (Source: IBJ).

Dylan Fisher, BUPD 2015, went straight from school to work when he graduated last May. He was hired as associate planner and grants administrator by his hometown of Clarksville. Less than ten months into the job, he’s been promoted to redevelopment director of the town of 22,000. While at Ball State, Fisher was honored by the department for mentoring the winning team of the 2014-2015 My Community, My Vision project.

Kenneth Hughes, MURP 2016, packed up his thesis notes and headed to Jeffersonville between fall and spring semesters. He is the new planning and zoning coordinator for the city and handles all incoming development plan reviews and citizen inquiries. In addition to his classes and his full-time job, he’s also mentor to the My Community, My Vision team, overseeing the Martinsville plan, due this spring.

Bryant Niehoff, BUPD 2016, is dividing his time between classes in Muncie and his first professional job, that of planning director of Rushville and Rush County. Like Hughes, he is a My Community, My Vision mentor. A past president of the Student Planning Association, Niehoff was also the recipient of the David and Mandira Kar-Schoen scholarship in 2015.
Managing Client Expectations with Beer

Working in the private sector, you quickly find that projects are constantly constrained by scope, fee, and the expectations of the client. A successful project is not just completing the work, showing technical prowess, or churning out the best graphics, but it is making sure you have a satisfied client at the end and have accomplished that goal within your project budget. Sounds like a lot of pressure right? Hence where “beer” comes in. Okay, I am not proposing YOU use beer to solve this pressure, but that developing a working and personal relationship with your clients can pay off in huge dividends. Common non-work interests and small talk are ways to approach this. Building relationships is done in business all the time and doesn’t have to mean forsaking our ethical principles in the process.

There are various challenges and issues that develop during the course of a project. It could be different interpretations of a project scope and schedule, issues with approach, or not providing the necessary information or education to the client to help him or her make the right decisions. Good project management techniques such as regular meetings, project management reports, meeting notes, and informal touch-base calls can help. What these formal project management tools do not accomplish is to create a sense of comfort and trust with the client. This is still a business transaction, and the client may not be comfortable in communicating issues with you until they boil over.

Now an ethics aside: Yes, we often preach as planners that we should all be beyond reproach when it comes to transparency. We must be working for the good of the community. But developing a good relationship with your client (or vice-versa with your consultant if you are in public sector) helps keep all parties on track to ensure a successful project. That is what helps the community.

I once was working with the mayor of a community in which we were doing a plan for an historic park. This was to be a major redevelopment of the park with a heavy public investment by the city. Part of our proposed scope included a weekend-long community charrette to generate ideas and engage the public. At the end of the charrette, community teams presented some great ideas and learned a lot along the way. As consultants, we thought this was a success. The mayor, on the other-hand, had never communicated his concerns about his fears for developing expectations with the public that he could not fulfill. Our relationship was too transactional. He didn’t feel comfortable communicating that to me, and I was too focused on the technical and professional angle to stop and learn how he communicates. Had I known him better, I would have picked up on cues that there were issues. Needless to say, I received a letter full of frustration, and the project ground to a halt.

I was able to turn things around with the client by working on our personal relationship and getting
to know one another better. We met for a “beer summit,” an interest we both had in common. Not only did we get to understand each other’s points of view, but we got to know each other at a more personal level. The conversation turned to other topics. We were out of the business environment and in a place that was friendlier. After that summit, not only did our trust in each other grow, but so did a friendship. We continued

to meet in this manner throughout the project. Not only did this save a project, but the trust gained helped push the vision a bit higher and garner more outside grants and project financing for implementation. Today the park is the jewel of the community. I not only had a loyal client, but I gained a friend.

The Sweet Poison of Insanity

My concentration in grad school was transportation planning, but my first job was as a planner in the Long-Range Planning Department with the County of Greenville, SC. Three months in, I accepted a lateral move to the Transportation Planning Department/GPATS (MPO). Because the person who originally accepted my current position, transit planner/grants manager, literally didn’t show up for work, the county, knowing my background, decided that I would be a perfect fit. I admit this is serendipitous because I originally wanted to apply for the transit planner/grants manager position before finding out it was filled.

I haven’t been to many public meetings since I began my employment with Greenville County/GPATS (MPO) in September 2014. I’ve been to maybe fewer than five, and people rarely attend, not even to complain. This is ironic because when I talk to people outside of work or public meeting environments, they definitely have complaints. With such scant input from the public, there haven’t been many opportunities to have my intentions questioned. There was one memorable meeting at the Greenville Chamber of Commerce where a state senator talked about a proposal to pay county governments to take and maintain state roads. I asked the senator if the state is having trouble maintaining the roads, and what makes the state think that county government, even with a grant from the state, would be able to maintain the roads? I also asked the senator, instead of paying counties to take ownership and maintain the roads, why not pay counties to reduce the number of roads? The senator gave me a straw man argument about people loving their cars and roads and possibly raising the gas tax.

Through it all I have learned some things and offer some words of advice. I am of the millennial generation who often come in with grandiose ideas of how they are going to improve agencies only to quickly find out that this notion is akin to the former cursed king of Ephrya (Corinth) rolling a boulder up a hill.

Einstein defined insanity as doing the same thing over and over and expecting a different result. Worse than that, insanity seems to be a ubiquitous brand of sweet poison. At the beginning of 2016, construction started on the I-85 and I-385 interchange, an interchange that intersects the most congested road in the county, Woodruff Road, a highly concentrated district of big box stores, strip malls, and a lot of parking.

The interchanges are being modified from cloverleaf interchange to stack interchange to “improve” the flow of traffic on and off Woodruff Road. In its current form, Woodruff suffers from sometimes debilitating traffic congestion, and the ramps are backed up for miles on the interstate. This project costs over $200 million. Like most cities, Greenville is solving its traffic problems with more road construction and expansions. The solution will bring back the same problem in three to five years, after construction ends.
Professional planners—I’m not really sure about the professional engineers—like students are aware of this pernicious habit. But we are slow and in most cases restricted from bringing sanity to madness due to political will and public ignorance. I say this not to scare you, but to warn of any pre-conceived notions of what you are getting yourselves into. Do your best to bring sanity to madness, but do not attach your happiness and self-worth to trying to fix a system in desperate need of repair. Yes, do your best to improve the circumstances of the place in which you work, but more importantly, make sure that no matter the outcome of a project, for better or for worse, that you are happy with your efforts, less you get addicted to the sweet poison that is insanity!

Perfecting the Art of Saying ‘No’

There are so many things that could go into this article. This topic in fact sparked a great deal of rapid-fire discussion at a dinner that I recently had with some friends from Ball State. There is the very small amount of time talking about the basis of planning for those of us that go into the public sector—the zoning ordinance or unified development ordinance. Or we could talk about how planners spend a lot of time basically practicing law without a law degree. I have personally been scolded by our attorney more times than I can count when he thinks I have overstepped my bounds. You will learn very quickly that your attorney is never there when you need them. I think we all know the law is important given the inclusion of the planning law class in the required curriculum, but until you are in a meeting negotiating with a lawyer and his client, this fact doesn’t always sink in. I, however, am not going to talk about either of these things.

The thing I wish I had known was how much you say no. I tell people all the time that I don’t think that I ever told anyone no before I started my planning job. This is not the case for everyone, but in my role as zoning administrator, I probably tell people no more than anyone else in my office except my assistant zoning administrator. We get the majority of the general inquiries in the office, and it is amazing how inventive people can be when coming up with their initial ideas.

I have had to say no so much in recent months that our administrative staff has dubbed me the “Dream Killer” and has offered to make me a dreamcatcher for my office and replace the feathers with hammers.

No matter how politely, nicely, or patiently you tell someone no, you will at some point be accused of being the rudest person on the planet. There are repeated complaints to our executive office about how we treat people, which was a problem early in his term. You just have to make sure you maintain a professional demeanor because this criticism will always come, and you won’t always have the benefit of a four-term mayor.

My saying no count includes all those times I tell someone they can’t carry out their project exactly as they had originally planned it. There are many times you have to advise someone to move or scale down a project. This is just as bad in their minds as if you had given them an outright no, because they have a grand vision in their head, and you have made them alter it. I say that you haven’t really lived until you tell a gentleman he needs to move something over 5 feet, and he storms out of your office suite making the doors rattle right in front of two council people. The questions that spark from that will just make your day.

Please don’t take these stories to mean that life as a professional is a miserable experience. Many days you will have engaging conversations with people about how to accomplish their projects and lots of positive interactions. On the days that bring you down, you just have to remember that you are making your community a better place, and everyone is following the same set of rules. You will also have a few people who come back at the end of their project and thank you for the changes you required because those resulted in a better finished product.
What My Planning Professors Forgot to Tell Me

I had a wonderful planning education at the University of Pennsylvania, but my professors there neglected to tell me that what is inside me matters. We learned philosophy, theory and techniques. We made presentations and wrote reports. We were judged on content and presentation, which in one sense is good preparation for life.

We gave presentations hyped on coffee (or, in my case, Diet Coke), mentally bouncing off walls and collapsing as we finished – only to rally again, the next day or the next week, for another report, another presentation. I cannot recall that we ever talked about our breaths, our bodies, our souls – the inner foundation for who we are and what we presented.

That pattern of external emphasis without internal grounding continued throughout most of my professional career. I was often up and enthusiastic, but I was also tense. I would sometimes react poorly to an unexpected situation, in part because I was so tightly focused on what I was writing or presenting that I had little room for human reactions.

Four years ago I stumbled onto a Yoga mat. Maybe I ambled. I probably leaned forward, ready to charge on to the next challenge. But once we got into class, I was present, focused on what we were doing and not on the past or the future. Over a fairly short period of time I found my way from Yoga to Transcendental Meditation and to classes on Ayurveda – as medicine and lifestyle. That path has changed my life. I am more present wherever I am. I am more solidly grounded. My reports and presentations reflect who I am as well as my professional skills and opinion. Most of all, I am calmer. I am calmer in traffic – and I am calmer in difficult meetings.

Today, I try to get to three or four Yoga classes a week and sneak away to an occasional Yoga or meditation retreat. I go off-line around dinner time, to return after breakfast. I go to bed around 9 to read for awhile, and I get up before the sun.

One of the most important lessons that I have learned from Yoga philosophy is the concept of non-attachment. Even five years ago, seeing one of my ideas rejected or even significantly modified somehow threatened my very being. Today I can propose an idea or a concept and (most of the time) remain emotionally unattached to it, even while advocating for it intellectually.

This fall Lisa Dunaway came to me and said “We should share some of what we have gained from Yoga with our students.” I immediately agreed. Since September, one afternoon a week at 5:15 one of us has offered a one-hour Yoga asana class with some time spent on breathing (pranayama) and a good dose of Yoga philosophy. Attendance ranges from one to six or seven, but it is always a pleasure – and we hope that, 10, 20 or even 40 years from now, some of those students may say “MY professors shared with me the importance of a mindful approach to planning.”

ERIC KELLY, PhD
As I reminisce on my planning education, several salient points come to mind: 1) The world is very complex and far from simple, 2) The planning field is expansive and evolving, who knows where one will land, and 3) Planning students should forever remain students, open to learning new things about an ever changing field.

I have thought about the question of what I wish my professors had shared with me during planning school more recently as an instructor at Johns Hopkins University with students interested in urban studies. Over the past three years, I have taught a freshman winter intersession course with a colleague at Johns Hopkins University on urban studies, so the curriculum of planning school remains fresh in my mind. During the course, we engaged students in an activity which required the students to build a city with blocks of various colors represented by traditional land uses. The students were divided into two teams representing multi-disciplinary backgrounds, which include engineering, social sciences, architecture, and art studies.

In every class I have taught, the results of the assignment have always produced two city layouts. One that is urban in nature with a combination of yellow (housing) blocks mixed with red (commercial), blue (institutional), gray (industrial) and orange (mixed use) blocks, clustered in a tight grid system around a major transportation node. The other layout is usually more suburban; with red, orange, and blue blocks in the center of the town surrounded by a sea of yellow blocks on curvilinear streets. At the end of each exercise, the students are asked to discuss the implications of their cities' layouts, and we, the instructors, ask the many questions of why? Why are yellow housing blocks placed at the perimeter of the city in one plan and not mixed on a grid system as displayed in the other plan? Generally, the student responses are a reflection of their experiences. Students from urban environments passionately defend the layout of their cities, sometimes inadvertently arguing principles of planning related to clustered high-density and infill development, or redevelopment that is efficient and centered around public transportation. On the other side, students exposed to suburban models reaffirm the need for the separation of retail and commercial from residential development as a more ideal city layout, keeping residential areas more contained and safe from the hustle and bustle of the urban life. They discuss their understanding of the undertones of race and income, and other factors that shape cities.

During the block city layout exercise, the students take on the role of a planner, for a few hours, and demonstrate a very familiar behavior practiced by planners in the profession. They attempt to negotiate a space that is familiar to them, a place they are comfortable with, or a place they have experienced and attempted to replicate in their city layout. Even without a planning degree, the students demonstrate perceptions of how
they believe cities should look and operate with the best interest of the assumed client in mind.

I feel even today, in many cases, as a professional, I am in a constant negotiation with communities I engage with, to express the need to adapt a perception of how things should be, and how places should be designed or created. However, throughout my career experiences, I have realized that those environments we attempt to recreate are based on our own experiences and many times we, the “expert,” must step beyond the principles of planning to truly understand the needs and uniqueness of the people impacted by our plans. Let me share with you three examples of my work to illustrate what I am saying. The first is an example of my experience in planning in Oswego, Ill. The second example is drawn from Flint, Mich., and the third is from my current planning with the Baltimore school district.

**Town Planning in Metro Chicago ~ Oswego Plan**
As an associate planner for an architecture firm in 2003, I worked on a town corridor study in Oswego, a town impacted by surrounding development and growth near Chicago’s metropolitan area. The town was ripe for development near major thoroughfares. My firm was tasked with developing a master plan and corridor studies for undeveloped land in the town. From this scope, one would assume that a blank slate would mean fewer community challenges and a place to encourage smart growth in contrast to the continual urban sprawl that surrounded the town. It was in Oswego that I first understood the planning term “not in my backyard” (NIMBYISM). When the planning material discusses nimbism, as a student of urban studies, you would envision residents voicing dissention to keep out an industrial plant, a super highway, or large multiplex development of commercial and residential uses with large parking lots and pavement. However, I was amazed that the proposal for a large park along a river way was the cause of public outrage amongst disgruntled residents that resulted in yelling during a public meeting. The level of tension in the town hall meeting caused me to experience anxiety for the first time in my life after my presentation, and I hoped I would not be met in a dark parking lot by frustrated residents.

I attempted to persuade the residents that a large park was an amenity for their developing community, but the response I received was an assertion that the large park plan would significantly increase foot and car traffic near the residents’ otherwise quiet community.

While some residents felt the park would be a great natural feature to the entrance of their town, the majority simply did not want the park in their backyards. From the town hall meeting, traditional land use colors on a GIS map took on more meaning as it impacted the daily lives of people directly affected by the plan.

**Neighborhood Stabilization Planning ~ Flint Genesee County (Michigan)**
Flint is now the subject of national media attention due to poor leadership choices around water. In 2006, I lived in the town as a resident research fellow for the Genesee County Land Bank with a research focus on neighborhood stabilization. In 2006, the city was grappling with over 14,000 vacant tax foreclosed properties and looking for ways to leverage targeted resources into neighborhoods where market demand still existed. As a fellow, I was tasked to study the city, with a disproportionately high share of poor households in comparison to other areas in its region. Flint was the quintessential post-industrial city that lost half of its 1950s population with the significant decline of jobs provided by General Motors. As jobs left Flint, residents followed. Flint was depicted in an article as a man who lost a large amount of excess weight but still wore his oversized clothes.

As a researcher, I thought I would walk into communities in Flint, ask questions, and come out with solutions to address the destabilization of a once thriving city. I was quickly given a reality check by my encounters with a skeptical community tired of being the test bed of university projects and research initiatives with little to no results. It took six to eight months for me to launch the initial steps of my research, which included interviews and data gathering. I had to patiently gain the trust of community stakeholders, resulting in a priceless learning experience that led me to never second guess the resilience of declining cities.

What I learned from Flint is that there is a missed story about declining cities. Articles about depopulated cities like Flint portray a brain drain of these cities with universities that educate young people only to lose them at graduation. Abandoned neighborhoods, declining storefronts, and limited resources due to declining tax bases are the focus of volumes of books on cities with failed urban renewal policies. However, little is known about the young people returning to start families and small businesses. There was a missing discussion about the children raised in these cities who return for the nostalgia of home or to re-create experiences of other places traveled.
Much of the literature highlights comeback cities that regain their declining urban population with cafes and nightlife, glittering commercial streets, upscale housing options, and mass transit. However, places like Flint, are slowly showing progress with small efforts like attracting a small- or medium-size business back to its downtown or securing funding to tear down a long-time derelict and vacant building. These small changes cause significant ripple effects in cities struggling to retain and attract population. Flint may not be a thriving economic center, but it’s still a place where people care, where people attend art museums, where busy farmer markets flourish, where people shop at downtown bookstores, and where residents celebrate the opening of small downtown restaurants.

As planners we desire to craft big plans but forget about cities not positioned to be the next comeback city. I realized, for Flint and many other cities which experience substantial decline, that these cities may be resolved to transforming themselves into something smaller and more sustainable.

21st Century Facilities Initiative ~ Baltimore City, Maryland
Urban education was not a field I ever thought I would enter, but I found my path converging after leaving a position as director of research and strategic planning for Baltimore City Planning Department. I entered the field of facility planning for public schools based on a desire to see my planning efforts transform into a tangible product that would be realized within a shorter timeframe than most master and regional planning initiatives. I took on the role of director of planning for Baltimore City Public Schools during a time that the school system had just entered into a $1.3 billion agreement with the state, a quasi-government financial entity, and the city to renovate and replace 23 to 28 school facilities across the city. Who would have known that a billion dollar public school construction program would result in waves of frustrated residents, skeptical parents and clashing city agencies? This tumultuous reality came into play during the planning stages of identifying schools that would be in phase one of the building initiative and during the school level design and planning for the school facilities. As my planning team worked with a multi-disciplinary group to determine design capacity of buildings, academic programs to support, and design programming for the facilities, the interaction among agencies was superseded by the intergroup dynamics among engaged stakeholders, which presented roadblocks at every stage of the planning and design work.

At every school project, there exist a community—composed of teachers, concerned parents, and engaged residents—hoping the new facility will provide better learning environments for their students and also a glimpse of new development for their neighborhood, an anchor institution in light of fewer city-wide resources like rec centers, and the impetus to reengage residents around neighborhood planning efforts. The school project was no longer just about schools but was linked to neighborhood race challenges, city-wide failures to provide neighborhood quality-of-life needs, decades old political and neighborhood level tension, coupled with challenges related to poverty, crime, and disinvestment.

In Baltimore, I learned that a narrow focus area, such as school planning, remained very intertwined and impacted by the larger social fabric of a neighborhood. I realized the planning and design of a single building could not be disconnected from larger neighborhood or city planning efforts.

So, what do I wish I knew in planning school now that I am working as a professional in the field? I believe that planning school has provided me with a solid preparation for a very complex world. Glossy display boards and slick PowerPoints, maps, graphs, and charts in persuasive and descriptive styles gave me the tools to communicate with stakeholders and understand the dynamics of neighborhoods through the lens of data. Planning classes trained me to employ various analytical and geographical methods to understand the worlds in which I must plan. I was encouraged to examine race, ethnicity, class, and even gender experiences in spaces, environments, and in the context of the microcosms of cities. I grappled with historical policies, laws and principles that have shaped the urban planning field.

However, as a professional, the mere understanding of the principles of planning is but the base knowledge as I attempt to understand, plan, and engage in an ever-changing, multi-dimensional as well as multi-cultural, and intersectional world. And to remain a student of planning means always exploring, asking questions, and observing people I must plan for. I must understand that the people we plan for are the real experts, who like the freshmen at Johns Hopkins University, can passionately tell us why something works best for them and the people they live with in their communities.
Urban Planning announces a new digital training lab

It cannot be emphasized enough the importance of design and data analysis techniques for 21st century urban planners. The Department of Urban Planning has been successful in providing the next generation of planners with these skills that will enable them to help shape the physical development of communities, both large and small. We are proud to be recognized as the only accredited planning program in Indiana that provides leadership in the design and building of regenerative communities.

The department has long recognized the need to improve the learning environment that will integrate studio learning experiences and design and analysis techniques. To better serve this need, the Department of Urban Planning has opened a new Digital Training Lab for students. Starting in the fall semester, 16 workstations are now housed in AB 316. Since we are hosting the workstations inside of an existing studio, we are planning to utilize this space as a multipurpose room as a start, but we are hoping to separate these in the near future as space allows.

Opening the training lab in the Department of Urban Planning is exciting for many reasons. Now students can learn and apply their skills and techniques in a more cohesive setting. Thus we believe this opportunity will expand the department’s educational capacity by effectively linking design and analysis and traditional media with those of digital techniques. Since we believe in the power of studio, we are also expecting this addition will widen the realm of studio education by expanding the problem-solving skills of students. This will also help the department to remain competitive with our peers regionally as well as nationally.

In pursuit of this educational goal, priority will be given to studio classes and research methods classes that incorporate various types of digital media training including digital design, data manipulation, and analysis. We are grateful to have this new addition in the department and are deeply thankful for the support from the CAP family.
When I first started teaching in our department six years ago, there was a surge of interest in craft beer that was very noticeable around Muncie. The craft beer movement had clearly been growing all around the country for some time. I moved to Muncie from Indianapolis, where there were many local breweries popping up, and I was happy to see how popular independent beer was amongst the Muncie locals. Many of you have probably enjoyed a craft brew or two at The Heorot, the Fickle Peach, Scotty’s Brewhouse, or elsewhere in town.

At the same time, a student in our graduate program named Max Dillivan was completing his thesis on how local breweries spurred economic development. I thought that was so insightful, as the craft brewery movement was still ramping up at the time, and the idea always stuck with me. As my friend, then boyfriend, and now husband Kyle Johnson, an ardent craft beer enthusiast, went on various field trips with the students and me, he would always find breweries to visit in the various cities we visited. As he had already been on trips to Pittsburgh, Atlanta, Nashville, and Seattle with us, I told him he could pick the destination for my fall 2015 field trip as long as it was urban planning related. It came as no surprise when he suggested a tour of Michigan cities that all had a notable craft brewery. It was a great idea and a way to see firsthand the connection between urban revitalization and beer.

Next, we stopped in Ann Arbor for two days. As the home of the University of Michigan, it was no surprise to find many bars and restaurants. I could quickly understand why many sources like Forbes list Ann Arbor as one of the best college towns in the country. It was not a terribly expensive city, and there were many things to do whether you were there for the Wolverines or the beer. The Taubman College of Architecture and Urban Planning is part of the University of Michigan, and we enjoyed a mixer with a group of planning students one night at Bill’s Beer Garden that had recently opened and was already incredibly popular. We were lucky to get there before the gates opened, so we all had a seat! Other favorite stops were the Nichols Arboretum and Maya Lin’s “Wave Field,” both on the U of M campus.
After leaving Ann Arbor, we passed through Lansing and stopped for lunch. Unexpectedly, we were able to go freely into the statehouse and look around. It was a truly beautiful historic structure, and we all enjoyed climbing up each level and looking down on the visitors below. A short walk down the hill was Lansing’s lively downtown with many great and quick places to eat lunch.

Upon leaving Lansing, we stopped at the Frederik Meijer Gardens and Sculpture Park. With my bachelor of landscape architecture degree from BSU, I never pass up a chance to see botanical gardens wherever I go. Many people had recommended the park to me, and I highly recommend it to others now. It was one of the most beautiful parks I’ve ever seen, and it features a sculpture from my favorite modern artist, Ai Weiwei, but there were also pieces from many other well-known artists like Henry Moore, Roy Lichtenstein and Dale Chihuly. Also, given that I’ve been to Japan twice, I tend to be a bit of a snob when I see Japanese gardens in the United States, but the one at this park was by far the best I’ve seen outside of Japan. I was pleased to hear more than one student remark that they never cared for botanical gardens before but really enjoyed Meijer Gardens.

Our second-to-last city was Grand Rapids: self-proclaimed “Beer City USA.” It’s a perfectly reasonable title for the residents to have given their city, believe me! There are many, many great places to eat and drink but most significant to us was Founders Brewing Company. Again, an employee of the brewery gave us a private tour, this time a witty fella named Mike. Founders really went out of their way for us because we were on an education trip. Mike took us into every nook and cranny of the brewery he possibly could and explained the Founder’s history and several funny stories. It was particularly interesting to hear about all the ways in which the brew masters have experimented with beers over the years and even had custom machinery built in Germany and sent to Michigan. Relevant to urban planning, Mike described how the brewery had outgrown its property time and again and had more plans to expand. There is a lot new growth in the area around the brewery that is easily identifiable as the catalyst for that development. Perhaps best of all was when the tour was over, Mike bought everyone a round on the house!

We were coincidentally in Grand Rapids during ArtPrize, which was just too amazing to describe succinctly here, so I suggest everyone please visit the link below and check it out! We walked all over the city and kept finding amazing art of all styles and in many various mediums everywhere we went. It was also particularly nice to find outdoor docents who helped visitors find pieces they were looking for or chatted about art.

Our last stop was Kalamazoo, mostly for Bell’s Brewery but also for the cute downtown and pedestrian mall, as well. After a walk around downtown and through the pedestrian mall, everyone headed back to Bell’s for a terrific lunch. I was very impressed with the staff at every brewery we visited, but Bell’s were exceptionally nice to us as an unannounced group of over 20 who appeared just before the lunch rush. It was clear that once again a brewery had spurred a lot of revitalization in its part of a downtown. And there were also a few growlers that found their way back to Muncie after our stop at Bell’s!

Please see all the photos from our trip at michigancaptrip.wordpress.com.

Founders Brewing Company in Grand Rapids. Photo: Lisa Dunaway.

Undergraduate student Caleb Ernest at ArtPrize. Photo: Paige Story.

The Kalamazoo pedestrian mall. Photo: Paige Story.
From Kyle Johnson, GIS Coordinator  
Office of Geographic Information Systems,  
Delaware County, Indiana

In the summer of 2015, the members of the Muncie Historic Preservation and Rehabilitation Commission realized in order to be able to develop a solid plan to understand and protect Muncie’s Historic legacy, an updated survey was needed. ScoutMuncie was conceived as a volunteer-led project to conduct a rapid comprehensive survey of the condition and potential historic value of the City of Muncie’s building stock. This is more crucial than ever due to the numerous abandoned structures in the city that could face demolition through the U.S. Treasury/State of Indiana’s Hardest Hit Blight Elimination Program. For the last several years, the Delaware County GIS Department has worked with the Historic Preservation commission to develop web-based maps of the historic districts and areas, landmarks, and applications for renovations to structures in historic districts.

The GIS Department has built a strong partnership with the Ball State Urban Planning Department over the last five years primarily through the Neighborhood and Community Development Studios. This has allowed the GIS Department to test and develop the rapidly changing web-based mobile GIS applications through the neighborhood inventories. The lessons learned in working with the students have been imperative in the development of applications that county and city employees now use every day. Additionally, the inventory data collected in the past six studio classes has been used to help update the county’s GIS databases. The students benefit by being exposed to the mobile GIS technology that they otherwise would not use during their coursework. Currently, the GIS Department utilizes ESRI’s Collector for ArcGIS, a free application that runs on iOS, Android and Windows smartphones. It leverages ArcGIS Online to easily share and edit GIS data using mobile devices as well as web browsers. The data collected is then provided back to the students to analyze and prepare maps using ArcGIS Desktop for the neighborhood action plan. Through the experience with the studios, the GIS department was easily able to incorporate the Historic Preservation Commission’s survey into a mobile GIS application in a very short amount of time. The survey included questions about the overall condition, architectural character and integrity, vacancy, sidewalk condition and site use for each parcel of land.

In the fall of 2015, the ScoutMuncie program was launched. An early pilot survey was conducted to work out any issues with the application and survey. At the same time, Lisa Dunaway’s PLAN 302 Neighborhood Analysis Studio was in the process of creating an action plan for the Riverside/Normal City Neighborhood Association and required a neighborhood inventory. The students as well as a handful of volunteers headed out to survey areas around the city. The pilot survey day was mostly a success. A
few procedural and back-end changes were necessary to ensure the application operated efficiently.

During the month of October, various community volunteers as well as students from Susan Lankford’s Historic Preservation Studio, Pete Ellery and Chris Bass’s Landscape Architecture Studio (Completed the Whitely Neighborhood), as well as Lisa Dunaway’s Studio (who were out surveying for the second time and completed several additional neighborhoods) spent days out surveying the city. By the end of the month, over 40% of the City’s 30,000 parcels had been surveyed. The amount surveyed by CAP students totaled nearly 60% of all the properties collected.

The Historic Preservation Commission is working to put together a plan for completing the survey in early 2016 with a goal of completing the survey during the summer. The Urban Planning Neighborhood Studio is currently working in the Thomas Park/Avondale neighborhood and is utilizing the mobile app to complete any un-surveyed properties, as well as collecting additional information needed for the development of their action plan. Future Neighborhood and Community Studios, as well as classes in other departments will be able to utilize the survey data, updating it when necessary for years to come.
Lessons on transparency in public participation in Hamburg, Germany

Many European cities have a public participation tradition of featuring models for the public to view the intentions of urban planning, as well as track the progress of design and construction. The richly crafted wooden model below first shows the massing intentions of the planners of every block in a simple rudimentary form. As each project is commissioned and designed, the architect replaces the massing with their model. The result is a charted representation of both the intention and the progress of the plan. This type of transparency with regard to design and planning in the public interest is refreshing.

HafenCity (pictured below) is also home to the construction site of the Elbe Philharmonic Hall, a signature work by Herzog & de Meuron. Because the project uses public funds, a pavilion has been constructed to view models as well as other exhibits relative to the project. In a playful interactive way, visitors are invited to insert their head into the working acoustics model, which originally assisted the project team in the “tuning” of the concert space.

Hamburg, Germany, has a long history as an active port and trading city as part of the former Hanseatic League. Today, Hamburg has one of the largest active urban planning and construction projects as it urbanizes the land that was part of its old port. Called “HafenCity” by planners, the project will add 40 percent more area to the central city.

The completed portions of the HafenCity master plan feature several phases of mixed-use development, as well as several new parks and plazas. A mixture of uses means an active and vibrant extension of the central city, and civic life is gradually filling in.

We look forward to new collaborations and relationships with BSU:CAP alumni in central Europe and future travel and educational opportunities to come. Stay tuned for future European study abroad opportunities, and contact Lohren Deeg for further information on revived exchange venues for planning courses at the University of Groningen (Netherlands) and for courses in urban design and urban studies at the Denmark International Studies Center, Copenhagen, Denmark.
Vistas in the old port district in Hamburg Germany, now known as the HafenCity infill development. Photos: Lohren Deeg.

Drawings and models on display at the HafenCity information center, including the mixed-use development at the Philharmonic Hall, currently under construction. Photos: Lohren Deeg.
Prof. Eric Kelly visited Argentina Nov. 15-21, 2015, as a member of the U.S. State Department’s speaker’s program. He delivered lectures on the topic of planning for energy boomtowns. He spoke to 250 people at College of Architecture, Art & Design at University of Maron, a suburb of Buenos Aires, and to smaller groups of students, faculty and alumni at School of Engineering at Comahue University in Neuquén and to professionals at San Andres University.

He also met informally with a group of business students from Catholic University of Salta who were visiting the U.S. Embassy, spoke to students, faculty and professionals at DiTella University, and met with the mayors of Anelo and Rincon de Los Sauces, two of the area’s energy boomtowns. Other meetings were with embassy staff, officials of YPF Petroleum who sponsored one of his lectures, top economic development officials of Neuquén Province, and a group of architects who had met to review plans for the Buenos.
Head tilted downward and eyes focused on the barely visible sand rising below me, I walked up the ledge towards the Atlantic coast on one of my last nights in the village of Maranatha. The air was calm, water broken, and the people were at peace. This past summer, I traveled independently and spent nearly four weeks living and volunteering in a rural, coastal community of Ghana. Located four hours from the capital, Accra, and 30 minutes by boat outside of the nearest town, Ada Foah, Maranatha was a thriving beachfront village of roughly 200 people. I lived alongside the community in a palm-enclosed hut. There was no electricity, running water, or flooring in sight. I lived entirely on sand. Drinking water was either bought from town or collected from a well. Showers, mirrors, and proper toilets were all unaccounted for and nonexistent. At first, things were noticeably different. I had to adapt to bathing in the Volta River, sleeping in a mosquito net, and not having lighting at night. Fortunately, I am fairly fearless when it comes to international volunteering trips and can accommodate myself very quickly to any sort of living arrangement.

The days were arranged so that weekdays were spent working on site, and weekends were free for volunteers to explore the area and travel, if desired. The program I had signed on with rotates volunteers weekly. Surprisingly, I was the only volunteer from the United States. The other few volunteers were from London and Scotland. The project itself was designed as an international public health project. The goal of the group was to complete construction of nine community bathrooms alongside the elementary school and the foundations of a kindergarten classroom. Before construction, the children and community would relieve themselves in the Atlantic. This was not only a wrongdoing, but also a public health concern because the Atlantic is where shore fish and deep-sea fishing occurs each day.

The work was the most tedious in my first week because there were only two other volunteers beside me. We managed everything from traveling two hours away to get supplies, gathering local sand and rocks for cement, relocating cement blocks, to plastering and refining the structure. From this experience, I could not be more thankful for a westernized wheel barrel and cement mixer. We were on such a tight budget, so much so that head pans were the only option. The manual labor became much less intensive after my body became more accustomed to it and after more volunteers arrived the following week. With more people to help out, the project proceeded much faster, despite the lack of resources. Construction continued every weekday from 8 a.m. to 6 p.m., with a lunch break in between. On weekends, I traveled independently to the village of Keta and stayed in a recommended hostel where I took a nicer shower and was able to access the Internet, my only source of communication, for the first time in a week. Safe to say, my mom felt much better after I was finally able to tell her I was safe and happy. The remaining weekends were spent on crocodile island and touring other areas nearby.
with local friends that I had acquainted myself with.

The children of the village were a joy to be around. I will never forget how many children greeted me while I continuously walked back and forth to the site. A glow of gratitude graced each of their faces immediately upon seeing me each day. Every morning, the sun was blaring through the clouds, a heat that I was frankly unaccustomed to, but soon grew attached to after the first week. For the natives, I was always a sight to see: the short, tan brunette girl who seemed to always be chatting with someone. In fact, because of my naturally wavy, dark hair and skin, most people assumed I was from Spain. This led to many children wanting me to teach them Spanish.

It is hard to imagine so much possible happiness in a village with so little. However, it was entirely possible, and I have never felt so graced, loved, and welcomed by strangers in my life. As I was taught, the people of the village relied on: herbal remedies to sickness not medication; natural produce, rather than enriched ingredients; and communal economic networking, rather than outsourcing their income. This was all very interesting to me and relevant to my living arrangements. I will never forget gashing my leg, after falling off a tree, and a young girl, whom I met in school, rush to take care of me and utilize an herbal blood-clotting agent. I am forever indebted to her and her wisdom. I truly miss the serenity and the peacefulness in the attitudes of the natives with whom I lived.

The last few days of the trip, I traveled back to Accra, alone, and met my dear friend Reverend Larry. Larry owns and operates one of only a few community camps for blind, deaf, deficient, and abandoned children and adults of Ghana. The camp is a sort of religious sanctuary for these people. While under staffed, the people who worked at the camp are a true blessing. It was very memorable to hear of experiences and understand the hardship that people with disabilities faced in Ghana. Larry invited me to meet the children of another orphanage that he runs. There, I unloaded my 50-pound suitcase filled with donations for the people to enjoy. In thanks, Larry kindly drove me all around Accra for sightseeing and shopping at a local arts market. Even better, Larry allowed me to take a warm shower, which was, at the time, almost more exciting than the meal he provided for me. Bathed and fed, I said my goodbyes, with promises to return, and left for the airport.

My spontaneous summer experience led me to better understand the problems of a resource-deficient rural community and the need for improved hygienic facilities and for better care for the disabled. Additionally, I learned to better understand public health justice and the difference between a simple life and an impoverished one. I will carry the lessons discovered, faces of new friends, and unforgettable memories with me wherever my life takes me. There will always be a little part of Ghana in me, and for that I am thankful.

In reflecting on this small initiative of global health, I discovered a commitment to serve that I never knew I had. I think my experience changed my life path in ways that I do not fully understand yet. My time in Ghana will long outlive the time I spent there, and the excitement of a return will never leave my mind.

While this all sounds rather impulsive, I am fairly experienced as an international volunteer. In high school, I spent time as a missionary with my church in the Dominican Republic. Also, roughly two years ago, other Ball State students and I lived with a tribe for a week in Panama where I helped plant nearly 400 trees and discussed conservation and deforestation with the community. This winter, I am set to help Denise Blankenberger, a fourth-year CAP architecture student, lead a group of Ball State students on a Global Brigades trip to Nicaragua.
This month the Indiana Bicentennial Commission designated the youth leadership in planning program run by BSU as a Bicentennial Legacy Project, to be celebrated during this year’s 200th anniversary of Indiana. MCMV was nominated by the Indiana Housing & Community Development Authority and is an initiative begun during the 2014-15 academic year.

The program, administrated by the Department of Urban Planning and supervised by Prof. Bruce Frankel, sponsors eight planning students as mentors for high school students in six Indiana communities in formulating, presenting, adopting, and implementing plan initiatives that would make places more attractive to young households and adolescents. Two BSU mentors introduce plan elements for each community in environmental management and economic development.

The concept is the brainchild of Lt. Gov. Sue Ellspermann and was constructed by Professor Frankel and IHCDA Executive Director Jacob Sipe in 2014. The first year took on five communities, and this year expanded to six, all from a competitive application process over the summer, with the program implemented during the academic year. In April, the high school students will present their plans in Indianapolis to the lieutenant governor.

The mentors this year are: Amber Braun and Bryant Niehoff, both BUPD candidates; and MURP’s Lindi Conover, Kenneth Hughes, Spencer Starke, Chelsea Fenimore, Heath Harper, and Paul Jones.

The Legacy designation centers on projects that represent Hoosier values of community and giving, promote better communities for all, and are highlighted and honored during the bicentennial celebration in 2016 as representing the best of Indiana.
Thanks for your generosity in 2015:

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