

Bowling Green State University
Department of Architecture and Environmental Design

Architecture Program Report for 2019 NAAB Visit for Initial Accreditation (APR-IA)

Master of Architecture [pre-professional degree + 52 graduate credit hours]

Year of the Previous Visit: 2017

Current Term of Accreditation: In a letter from Judith Kinnard, FAIA, to Dr. Rodney K. Rogers, Ph.D., dated March 30, 2018, the NAAB stated the following: “As a result, the Board voted to continue the candidacy status of the Master of Architecture degree program. The program must achieve initial accreditation by 2019.”

Submitted to: The National Architectural Accrediting Board

Date: March 1, 2019

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Section 4 Supplemental Material (Use Dropbox Link provided below to access all Dropbox Files)

https://www.dropbox.com/sh/r79qyo8aa5f6ncg/AAAkqw1y9srStMXVe_JKPqTea?dl=0

- Dropbox File 01 – SBE Proposal
- Dropbox File 02 – SBE RTP Policy
- Dropbox File 03 – Code of Ethics and Conduct Policy
- Dropbox File 04 – Long-range Plan - 2017
- Dropbox File 05 – Long-range Plan Assessment Survey
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- Dropbox File 08 – Institutional Graduation Survey Data
- Dropbox File 09 – Graduating Student Exit Survey
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- Dropbox File 11 – Course Self-Assessment Survey
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- Dropbox File 16 – EOS Walk-Thru Assessment Reports
- Dropbox File 17 – Curriculum Development Flow Chart - Undergraduate + Graduate
- Dropbox File 18 – Curricular Assessment and Development
- Dropbox File 19 – Academic Charter
- Dropbox File 20 – Collective Bargaining Agreement
- Dropbox File 21 – Faculty Resumes
- Dropbox File 22 – Faculty Credentials Matrix
- Dropbox File 23 – RFP for CTAAE Funding
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- Dropbox File 27 – Floorplan of Architecture Learning Environment
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- Dropbox File 29 – M. Arch. Degree - Curriculum
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- Dropbox File 33 – Course Descriptions
- Dropbox File 34 – Association of Architecture School Librarians Core List Titles
- Dropbox File 35 – Copy of Institutional Accreditation Letter
- Dropbox File 36 – Letter from Institutional Research regarding ARS Data
- Dropbox File 37 – AIAS Lecture Series
- Dropbox File 38 – CTAAE Organizational Structure
- Dropbox File 39 – Checklist - Life Safety + Accessibility Standards
- Dropbox File 40 – Community Outreach Projects
- Dropbox File 41 – Shared Governance and Participation
- Dropbox File 42 – Optional Studies
- Dropbox File 43 – B.S. Arch. Advising Template and Flow Chart
- Dropbox File 44 – Studio Learning and Culture Policies

Other Hyperlinks:

- Studio Culture Policy:
<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/resources.html>
- Self-Assessment Policies and Objectives:
<http://www.bgsu.edu/provost/institutional-effectiveness.html>
<https://www.bgsu.edu/institutional-research.html>
- Policies on Academic Integrity for Students:
<https://www.bgsu.edu/catalog/academic-policies.html>
<https://www.bgsu.edu/general-counsel/university-policies.html>
- Undergraduate Catalog:
<https://www.bgsu.edu/catalog.html>
- Graduate Catalog:
<https://www.bgsu.edu/graduate/catalogs-and-policies.html>
- Information Resources Policies including Collection Development:
<https://www.bgsu.edu/library.html>
- Institution's Policies and Procedures relative to EEO/AA for Faculty, Staff, and Students:
<https://www.bgsu.edu/equity-and-diversity.html>
<https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices/hiring-process-overview.html>
- Institution's Policy regarding Human Resource Development Opportunities (Sabbatical, Research Leave, and Scholarly Achievements):
<https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html>
<https://www.bgsu.edu/faculty-senate/academic-charter.html>
- Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure:
<https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html>
<https://www.bgsu.edu/faculty-senate/academic-charter.html>
- 2017 Architecture Program Report:
<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>
- 2017 Visiting Team Report:
<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>
- Response to the Offsite Program Questionnaire (Branch Campus Questionnaire):
(Not Applicable)

SECTION 1. PROGRAM DESCRIPTION

I.1.1 History and Mission

History and Mission of the Institution:

Bowling Green State University (BGSU) is classified as a major public research university – one of 14 state-assisted, public universities in the State of Ohio. The Carnegie Classification of Institutions of Higher Education classifies BGSU as a “Doctorate-Granting Research University” with high research activity. The 1,338-acre main academic and residential campus is located 15 miles south of the City of Toledo. The Institution was granted a Charter in 1910 as a normal school, specializing in teacher training and education. This was part of the Lowry Normal School Bill that authorized two new normal schools in the State of Ohio. Over the university's history, it developed from a small rural school into a comprehensive public university. BGSU held its first classes in 1914. However, it was not until the following year that the first two buildings (now University Hall and Williams Hall) were ready for use. Student enrollment for that initial year totaled 304, with a faculty of 21. The first bachelor's degrees were awarded in 1917.

In 1929, the functions of BGSU were expanded to provide two four-year degree programs – the College of Education and the College of Liberal Arts. The College of Business Administration and graduate programs were added in 1935, the year in which the Institution attained full university status. In 1947, the Graduate School was formed, and BGSU awarded its first doctorate in English in 1963. In the 1970's, three new colleges were added to the University's curricular offerings. In 1973, the College of Health and Human Services was established and in 1975, the Graduate School became the Graduate College. The University Honors Program was established in 1978, and designated as an Honors College in 2013.

With a spirit of innovation, BGSU is a premier, inclusive learning community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery. As a public University, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic, and social vitality of the region, the state of Ohio, the nation, and the world. Within the context of this vision, BGSU's mission is to provide holistic and comprehensive educational experiences that enhance the lives of students, stakeholders, and the many publics that are served. BGSU's graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit all (<https://www.bgsu.edu/focus-on-the-future.html>). The University has been continuously accredited by the Higher Learning Commission (HLC) since 1916.

Each of the major areas of study at Bowling Green State University holds high and explicit expectations for student learning; these expectations are embodied in learning outcomes for each of the majors. Even though the learning outcomes are necessarily different from major to major, all share fundamental educational values, which are described by the University Learning Outcomes: 1) Intellectual and Practical Skills [including: a) Critical and Constructive Thinking - Inquiry, Examining Values, Solving Problems Creatively; b) Communication - Writing, Presenting; and c) Engaging Others in Action - Participating, Leading]; 2) General and Specialized Knowledge; 3) Personal and Social Responsibility; and 4) Integrate, Apply and Reflect. At present, the University's enrollment exceeds 19,000 with an 18:1 student-faculty ratio. Students come from throughout the United States as well as more than 70 countries. The University leverages this spirit of diversity to help define education in the 21st century and to forge leaders empowered with the knowledge and dedication to build our shared future.

History and Mission of the Program:

The College of Technology, Architecture, and Applied Engineering (CTAAE) Program in Architecture began with a few drafting courses offered in the late 1950s and early 1960s by the Department of Industrial Arts and Engineering Drawing, the forerunner of the current College of Technology. The Department of Industrial Arts became a School in 1983, and was then converted into the College of

Technology in 1985. After considerable expansion, the College became the distinguished College of Technology, Architecture, and Applied Engineering in 2010. The Architecture Program shifted direction in 1990 towards a more comprehensive educational model by offering a Bachelor of Science Degree in Technology with Architecture Major. The offering then evolved into an Architecture & Environmental Design Studies degree, under the auspices of the Department of Visual Communication and Technology Education (VC&TE). The growth in faculty as well as in architectural community support paralleled the growth of the academic unit. From two full-time faculty in the early 1990's, the program witnessed an increase to four in 2002, and is now at seven full-time faculty.

In early 2001, planning began for a Master of Architecture degree at BGSU. To support this initiative, major revisions to the existing curriculum were made, resulting in a pre-professional, four-year tier to prepare and seamlessly transition students into the graduate curriculum. The revisions, which became operational in the fall of 2003, featured a new design studio sequence structured around six-credit hour, third and fourth-year studios augmented with professional courses in history, theory, technology, and computing. Three consecutively occurring events marked the rapid growth of the Program in the last ten years. In spring 2008, the Ohio Board of Regents approved BGSU's request to offer the degree of Bachelor of Science in Architecture to replace the previous Bachelor of Science in Technology. In the spring of 2009, the University Board of Trustees approved the Architectural Program's request to create the Department of Architecture and Environmental Design; the Department became operational the same year. The culminating event occurred with the formal approval of the Master of Architecture degree by the Chancellor of the University System of Ohio and the Ohio Board of Regents in March 2010.

In October 2017, the Department of Construction Management and the Department of Architecture and Environmental Design were united to form the School of the Built Environment. This re-organization brought together two units with established histories, collaborations, and synergies. Uniting design, technical, and management education, the School aims to be a model of academic excellence with the overarching mission of creating exemplary places, structures, and systems. The pedagogical values of the new School revolve around interdisciplinary collaboration and synergistic interaction between the fields of architecture and construction management. The core-values of the School highlight the impact and significance of architectural practice and construction management on the user, the environment, and the broader socio-economic context (see Dropbox File 01 – SBE Proposal).

The College of Technology, Architecture & Applied Engineering (CTAAE) aspires to be a global model for innovative and impactful teaching, scholarship and applied research (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/college-overview/college-mission-and-vision.html>). The CTAAE offers an individualized mix of innovative and distinctive undergraduate programs, focused master's degree programs, and is a partner in a PhD consortium program. With an emphasis on a hands-on approach to education, students in all programs in CTAAE are required to complete multiple semester-long paid Cooperative Education experiences. Most programs in CTAAE are accredited by Accreditation Board for Engineering and Technology, Inc. (ABET), Association of Technology, Management, and Applied Engineering (ATMAE) or American Council for Construction Education (ACCE).

The mission of the Architecture Program is to pursue the convergence of technical and liberal arts to inspire and empower students to enhance the built environment. Discovery, teaching, engagement, and service is well defined in the Program's curriculum and is aligned with the University's and College's mission to provide educational experiences inside and outside the classroom as well as providing a culture of applied research and professional service. The Program strives to balance the development of technical knowledge and skills with the cultivation of professional values and leadership abilities necessary for success in our knowledge and innovation-based economy. The Program utilizes a quality-driven approach for graduate and undergraduate education – a pedagogical model that is structured to cultivate professional competency through advanced studies and research in the areas of history/theory, structures, environmental and construction technology, urbanism, sustainable design, digital media and entrepreneurship as equally important components of the discipline. This approach is based on learning outcomes and the conviction that broad-based inquiry and analysis yield the greatest benefit for our community and profession as well as our students.

Master of Architecture degree seeking students in the Program develop knowledge and skills through five primary curricular areas: 1) design studios; 2) technology courses; 3) professional practice and business courses; 4) research seminars; and 5) applied entrepreneurial experience. Design studios explore the discipline's focus on cultural and physical environments, including the design problem-solving process. Technology courses investigate the materialization and digitalization of architectural design. Professional practice and business courses enhance students' understanding of economic and societal implications of design project delivery and entrepreneurial opportunities. Research seminars facilitate the integration of varied methods of inquiry and ways of knowing in the discipline. Lastly, applied entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Students thereby observe, analyze, and develop their own entrepreneurial business models.

The Architecture Program strives to use design thinking and creative problem solving to address the issues faced by contemporary society. We integrate this approach into how we teach our students, the research that we produce, and the services that we provide to our communities. Within this context, the Bachelor of Science in Architecture (pre-professional) degree and Master of Architecture (professional) degree embody a curriculum that is focused on a combination of project-based learning as well as traditional lecture-test environments. The Bachelor of Science degree provides the common ground for studies in architecture. It is intended to cover the basic content for the preparation of an educated architect and to lead to the professional degree at the graduate level. The Master of Architecture degree prepares students for roles in the profession of architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architectural practice and design. The required curriculum for the Master of Architecture degree has 52 minimum credit hours, 27 of which are design studios. The remaining 25 credits are distributed between professional, technology, business, and theory courses.

The Program's Benefit to the Institution:

The newly renovated Architecture building, completed in 2015, secured Silver LEED certification and serves as an expression of the creativity and culture within. The Architecture Program benefits the School, the College, and Bowling Green State University as a whole through the global student demographic it attracts to campus, the depth of knowledge the students have, which supports undergraduate and graduate learning, and by bringing students who are passionate about their culture, profession, and key issues affecting the built environment. These students contribute in the classroom, in student organizations, and in student leadership positions across the University.

Program faculty play key roles and make significant contributions to the Construction Management Department housed within the School, including other departments in the College and the University. Within this context, the Program's contributions are critical to the success of the University as a whole. The Program benefits the University through its publicly advertised and publicly accessible Architecture Lecture Series. The Program invites a diverse mix of professionals, academics, and public figures to campus under the auspices of these public lectures. In addition, faculty are frequent contributors to the formulation of research grants, support the evaluation of grant proposals, and have been instrumental in steering several study abroad programs on behalf of the University.

Benefits of the Institution to the Program:

The University contributes to the education of students in the Department in multiple ways. BGSU serves a diverse student population. This is widely understood by students and prospective applicants in the Program who know they will be able to find a supportive community when they arrive on campus, in addition to a high quality education. These elements are a distinct advantage to the Graduate Program as it recruits applicants from the global community. The University's rigor, high expectations and diligence at all levels of faculty review towards tenure and promotion is also an advantage to the Program – it assures the presence of highly qualified faculty, and serves as an invaluable aid in recruiting applicants to the Program. In addition, the University's unique location (15 miles south of the City of Toledo) affords architectural students several distinct opportunities. The University is situated in a rural context which

engenders a unique educational environment, somewhat isolated from urban complexity. Yet, given its proximity to Toledo, the connection to an urban architectural context remains easily accessible.

The architecture faculty, staff, and students interact with, and benefit from many services provided by several BGSU departments that are set to support faculty excellence and student success. For instance, the Department continually receives support in myriad ways, ranging from central administrative management of program marketing, program development, assistance with recruitment and admissions, centralized information technology services, centralized facilities management, and a library system that is fully integrated to provide instructional support for faculty, staff, and students. Examples of major centralized institutional hubs include: 1) Center for Faculty Excellence (CFE) which supports faculty, staff, and teaching assistants who strive to achieve excellence in teaching through innovation, collaboration and creative solutions; 2) Office of Sponsored Programs and Research which assists BGSU faculty, staff and students as well as regional partners to manage the research funding process; and 3) Office of Academic Assessment (OAA) which facilitates the assessment of university and programmatic learning outcomes, coordinates institutional and program assessment, and provides ongoing support services for academic assessment.

In addition, BGSU's Division of Student Affairs promotes student learning, and collaborates across the University to implement innovative and student-centered programs, practices, and services to support student success. It offers orientation to comprehensive programs and services that range from health and wellness to student housing and dining services. Further, the Academic Advising function vested within the Office of the Assistant Vice Provost and Director of Advising provides general leadership and advocacy of university-wide academic advising efforts on campus, as well as central coordination and support for eight Academic Advising Centers across the university, including one for pre-major and academic planning and one for the Honors College. Within the context of twenty-first century higher education in the United States, the University seeks to provide a high quality educational experience for students who, upon completion of the Bachelor of Science in Architecture and/or Master of Architecture degrees possess self-sufficiency and professional competences. This experience is imbued by the Institution's core values including, but not limited to: 1) Respect for one another; 2) Collaboration; 3) Intellectual and Personal Growth; 4) Creativity and Innovation; and 5) Pursuit of Excellence.

Encouraging Holistic Development:

The holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture has become an integral part of both the College and the University. The College of Technology, Architecture, and Applied Engineering reflects the importance of the Department of Architecture and Environmental Design as a key stakeholder in the College. The M.Arch. is the first professional degree program on campus, and has become a model for further development of professional degrees in other fields. Within this context, the curriculum of the Program is designed to build a cumulative educational experience over four plus two years in order to establish a broad and deep foundation of knowledge in architecture in relation to current developments in the sciences, arts, and technology. The curriculum stresses the importance of architecture as a humanistic discipline concerned with the design and construction of habitats in diverse social and ecological conditions, along with corresponding requirements for sustainability and ethical responsibility. In addition, the curriculum, via the design representation course (ARCH 1050), also enriches BGSU's students (seeking majors in other disciplines) on campus. Such contributions reflect a conviction by the Architecture Program that successful careers require a wide range of skills and knowledge based on holistic development.

BGSU's general education program (BG Perspective) provides the foundation for a premier liberal arts education so that architecture graduates are fully prepared for self-reliant learning throughout their lives and capable of effectively participating in a democratic society. Ethical integrity, reflective thinking, and active social engagement are characteristics of a liberally educated person. The BG Perspective program emphasizes student-centered active learning so that students acquire both broad intellectual skills and a sufficient breadth of knowledge to be more successful in the architecture major and their future career

paths. These intellectual skills include the ability to think critically and communicate effectively; the ability to understand different cultures, modes of thought, and multiple values; and the ability to investigate forces that shape the social, scientific, and technological complexities of contemporary culture. Within this context, the seven BG Perspectives learning outcomes for each knowledge and skill domain are as follows: 1) English Composition and Oral Communication; 2) Quantitative Literacy; 3) Humanities and the Arts; 4) Social and Behavioral Sciences; 5) Natural Sciences; 6) Cultural Diversity in the United States; and 7) International Perspective.

With an emphasis on practicum-based learning, the Program capitalizes on the Cooperative Education Program which was founded in 1968, requiring practical work experience to be integrated with classroom instruction. Architecture majors are required to complete two 15-week, full-time, paid work assignments. The cooperative education experience allows students to receive a grounded and well-rounded holistic experience, in a professional setting, as they learn proper procedures and methods to be employed full time upon graduation. This hands-on learning not only offers invaluable practical experience, but in many cases, may lead to the student's first permanent job. The Cooperative Education Program is accredited by the Accreditation Council for Cooperative Education and provides an effective measure for keeping the Architecture Program and its faculty in close contact with current trends and developments in the profession. During the site visit, as a component of students' cooperative education, faculty representatives have opportunities to observe changes and trends in collaboration and leadership, design, profession, stewardship of the environment, and community and social responsibility.

As of this writing, the School of the Built Environment has successfully attracted a diverse faculty body (with relevant industry-related experience) from several countries outside the United States including, but not limited to Iran, Egypt, Palestine, India, and Switzerland. Given the relatively small faculty body that comprises the Architecture Program, the high percentage of international faculty serves as a tremendous resource in terms of offering richness and diversity to the educational experience of students in the Program. Students are able to benefit from, and glean a plethora of diverse perspectives as a result of this rich mix of international faculty. Further, students in the Program are provided with the opportunity to enroll in a wide range of liberal arts and architecture related courses. As of this writing, the Bachelor of Science in Architecture requires students to complete a total of 123 credit hours, of which 63 credit hours are architecture related. The remaining 60 credit hours are comprised of University core curriculum courses (non-architecture related) as well as electives and cooperative education. Within this context, students are afforded the opportunity to take a total of 18 credit hours as electives.

The final studio (ARCH 6320 Graduate Design Studio 4) at the graduate level enables each student to articulate the unique nature, scope, supporting scholarship, case studies, goals, and criteria that underpin work to be completed during the final semester. As part of the 9 credit hour graduate studio, the students act as project managers, and project designers, to design and develop their proposed project according to self-specified goals and criteria. It is through this process that the full resources of the Program and University are brought to bear. At the end of the semester, the students present their design projects to all faculty and students in the Architecture Program, including industry professionals. This process highlights and emphasizes the intensity, rigor, and holistic base of knowledge required for successful completion of the Master of Architecture degree.

The Architecture and Construction Management Programs within the School of the Built Environment have established a double major option that allows students to simultaneously secure the Bachelor of Science in Architecture as well as the Bachelor of Science in Construction Management. To that effect and within the context of the newly formed School of the Built Environment, the vision to provide a more holistic pedagogical model synergizing the realms of design, technical, and management education, resonates deeply with a "systems thinking" approach – one that is deeply rooted in a multi-disciplinary education centered on a critical approach to integrative design, entrepreneurial thinking, creative problem solving, effective management practices, and environmental stewardship.

I.1.2 Learning Culture

The Program fosters a culture that embraces a positive and respectful learning environment, while maintaining rigorous levels of academic and professional integrity. In alignment with the University's core values, the Program fosters and encourages respect, collaboration, self-engagement, innovation, and excellence. This value system provides the framework for the studio culture policy in the Department of Architecture and Environmental Design at BGSU. In addition, collaborative and cross-disciplinary learning, shared knowledge, and the practice of architecture that expands and deepens the horizons of the discipline are highly valued. Syllabi for all courses taught in the Program contain all University and Department policies, including academic integrity, attendance policies, and conformance with the Americans with Disabilities Act. The BGSU Student Handbook publicly displays Codes of Conduct and Policies and Procedures to help students become responsible members of the BGSU community (<https://www.bgsu.edu/student-handbook.html>).

Studio Culture:

Within the context of twenty-first century architecture-related education in the United States, the Bachelor of Science in Architecture and Master of Architecture degrees in the School of the Built Environment structure their courses of study around three inter-related core values including, but not limited to:

1. **Creating Leaders:** The future of the built environment will be determined by the leaders created today. Leadership requires responsibility, accountability, determination, and tenacity. The Program provides resources for the students and fosters responsibility and accountability through explicit requirements within the curriculum. Determination and tenacity are recognized and rewarded annually at the College Awards Ceremony that honors exemplary and high performing students.
2. **Primacy of Knowledge:** Knowledge and creativity are the currency of the twenty-first century. Information has become ubiquitous through the proliferation of technology. Knowledge is the practical application of information. The Program focuses its course of study on the use of information in the creation of knowledge. Design decisions are based on knowledge, which is created through critical thinking that employs available information.
3. **Situational Experience:** The embodied experience is the foundation of the design studio. Through experience, the studio develops knowledge in the multiple facets of architecture. Students are required to assimilate information into knowledge and make design decisions based upon it. This is done in a structured and positive environment in which students are allowed to learn from both successes and failures.

Development of the studio culture has been a priority and ongoing process for design faculty and student leaders at BGSU and is based on the premise that much of professional behavior is molded and modeled in the design studio. The Studio Culture Policy for the Architecture Program was developed and is maintained with input from students and faculty. The policy has gone through several iterations. The most recent was initiated and refined during fall semester 2018. During the revision period, the Program invited architecture students and faculty to consider, comment, and offer updates and revisions to the policy. The Studio Culture Policy is distributed to all incoming students and is posted in all design studios. It is also made available to all students and faculty via the Department's website (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/resources.html>)

I.1.3 Social Equity

As a public research University, BGSU has clear guidelines with regard to all aspects of social equity. The University's Office of Equity & Diversity (OED) monitors compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints (<https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices.html>). To ensure compliance, all faculty and staff search committees are required to complete appropriate orientation prior to the start of the search process (<https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices/search-committee-orientation.html>). These processes ensure that all faculty and staff hiring searches conform to equal opportunity and affirmative action policies, as well as adhere to the Program's

dedication to diversity in filling faculty and staff appointments. In addition to administrative measures and policies, the Architecture Program works closely with BGSU's Office of Multicultural Affairs and its Diversity Resource Center to create a healthy culture of diversity in terms of promoting awareness, appreciation, understanding and skill building around issues concerning disability, age, race/ethnicity, culture, sexual orientation, socioeconomic class, gender, religion, and other forms of human variation (<https://www.bgsu.edu/multicultural-affairs.html>). In accordance with University policies, re-appointments for tenure-track faculty, including renewable non-tenure-track faculty are made by the Provost upon the recommendation of the College Dean, School Director, College Review Committees, and School Review Committees (see Dropbox File 02 – SBE RTP Policy).

The Architecture Program adheres to all BGSU guidelines related with diversity planning, accountability, advocacy, and incentives. The Program is an active participant in growing the diverse academic culture of BGSU. All outreach and diversity endeavors are led centrally by the Dean in collaboration with the School Director, Undergraduate and Graduate Deans including faculty and staff in the College. Via collaborative efforts, these individuals assist in recruiting students, faculty, and staff, organize focused events, and keep the constant efforts at establishing a diverse faculty, student, and staff community visible. The University's (current) strategic plan for diversity initiatives is explicitly defined in Goal 3: Support all individuals to build a quality learning community that fosters diversity and inclusion, collaboration, creativity, and excellence. The existential context for this goal derives from the modality that to be a strong, thriving, competitive university, BGSU must ensure that all members of the faculty, staff, and administration have the opportunity to achieve excellence in their work. And as an employer, BGSU must be as diverse as the communities it serves (<https://www.bgsu.edu/focus-on-the-future/objective-3.html>).

The University's (prior) strategic plan (2016-2017) for diversity initiatives was defined in Goal 5: Build a campus and community that fosters diversity and inclusion. As part of this goal, several accomplishments related with diversity and inclusion are to be noted: (1) Number of minority employees increased from 287 in 2013 (11%) to 323 in 2017 (13%); (2) Received \$200,000 from an NSF AGEP grant to increase number of minority STEM Ph.D. students interested in academic careers; (3) Restored graduate recruitment relationships with eight HBCU's; (4) Repositioned graduate funds for diversity recruitment to increase enrollment yield of students from targeted backgrounds; (5) Established graduate recruitment relationships with McNair Scholars programs in the region; (6) Received national and international awards for "Not in Our Town" programming; (7) Received NCAA/Minorities Opportunities Athletic Association Award for Diversity and Inclusion. In addition, several programs designed to highlight diversity and inclusion were hosted as part of the strategic plan (2016-2017): (1) Conducted analysis of Title IX compliance; (2) Established BGSU Response Team to focus on issues of bias and other incidents; (3) Focused on inclusiveness in classroom pedagogy; (4) Initiated task force focused on issues relating to sexual assault prevention and education; (5) Conducted Black Issues Conference and Latino Issues Conference; (6) Supported "Not in Our Town", "It's on Us" and "We are 1 Team" initiatives; (7) Conducted workshops focused on diversity/inclusion challenges facing BGSU (8) Focused on diversity initiatives via the "President's Advisory Council on Diversity and Inclusion" and the "Latino Students and BGSU's Future Planning Committee".

The Architecture Program is fully committed to equity and diversity as outlined in a series of University policies including: Anti-Harassment Policy; BGSU's Racial and Ethnic Harassment Policy; Equal Educational Opportunity Policy; Equal Employment Opportunity Policy (<https://www.bgsu.edu/equity-and-diversity/university-policies.html>). The Program also fully embraces a Code of Ethics and Conduct Policy that values the promotion of ethnic and racial diversity in the academic programs and activities and in the composition of the student body, faculty, and staff (see Dropbox File 03 – Code of Ethics and Conduct Policy). Failure to provide an education with cross cultural experiences and insights would inhibit graduates from functioning to their fullest potential in a pluralistic society. To realize this academic interest, BGSU engages in positive efforts to promote racial and ethnic diversity in the classrooms, in the curricula, and in all other activities that are designed to further the educational experience of students.

The University's commitment to foster an environment that reflects and celebrates diversity, promote tolerance and civility, encourage inclusion, embrace healthy interdependence, and promise to all

members a learning community free of discrimination is also reflected via the Equal Opportunity Compliance Committee (<https://www.bgsu.edu/faculty-senate/committees/equal-opportunity.html>). The Program also benefits from the University's Disability Services Office which provides equal access and opportunity to qualified students with disabilities and to fully integrate those students into the academic unit. This policy includes the provisions of ADA compliance for all facilities used by the Department and, in cooperation of the Disability Services Office, the accommodations and academic adjustments, including adaptive technology, assistive listening devices, captioning/interpreter services, course substitution, exam accommodations, materials in alternative format, and note taking assistance. All these services are offered with a protection of student privacy rights (<https://www.bgsu.edu/accessibility-services.html>).

I.1.4 Defining Perspectives

Collaboration and Leadership:

Bowling Green State University is dedicated to excellence in teaching, research, and service. Its activities include a range of academic programs encompassing undergraduate and graduate education in six distinct Colleges. Together, the Colleges at the University offer bachelors, masters, and doctoral degrees in over 185 majors and fields of study. The University conducts basic and applied research in its colleges as well as through a number of centers. In keeping with available collaborative resources across the University, students enrolled in the Architecture Program are prepared to understand the diverse and collaborative roles assumed by architects in practice, and to understand the diverse and collaborative roles and responsibilities of related disciplines.

The Program emphasizes shared ideals at all levels, manifested through a collaborative teaching, working, and learning environment. This, in turn, creates a close-knitted design and architecture community. The importance of collaboration establishes a synthesis between technology and the liberal arts where synergy is created and nurtured. The Program provides leadership through guidance and mentoring. It also provides a vision through partnering, not only within the University's various colleges on campus, but also outside, in the industry and profession. In the end, where the goal is to support leadership and collaboration, the sum of the parts becomes greater than the whole. For instance, group assignments enhance student interaction; many courses are taken with other Architecture, Engineering, Construction and related majors providing an opportunity to interact, communicate, and collaborate with students beyond architecture majors, both informally as well as in the context of group exercises.

Primarily, the Program supports pedagogy that strives for collaboration-conducive learning environments. The pedagogy of the Program assimilates, challenges, and problematizes architecture beyond its disciplinary boundaries to promote academic resiliency, individual responsibility and leadership. The progressive curriculum and extracurricular activities bear witness to this statement. Students in the Program acquire discipline-specific as well as multi-disciplinary perspectives in order to be successful in a collaborative future. The curriculum nurtures students' global awareness, allowing for critical reflection and professional engagement as they learn to effectively present themselves, their work, their experience and their ideas in the digitalized world. Specifically, in this context, multi-disciplinary learning helps build students' resiliency by enabling them to not only adapt to a profession in constant flux, but also to develop entrepreneurial strategies in order to imagine and reinvent alternative career paths.

Students in the Architecture Program participate fully in University, College, School and Departmental governance and leadership efforts through representation on various committees and councils. Student leaders belonging to AIAS and NOMAS organizations attend Departmental and School meetings to foster collaboration between faculty and students. Along with activities of active chapters of the AIAS and NOMAS, students in the Department participate in many formal and informal university opportunities. These include student government, fraternities, sororities, and many sports and social activities. Student participation in these organizations augment the collaborative vitality of the Program by providing special activities, thereby opening avenues for personal growth and offering opportunities for the development of leadership qualities.

The Architecture Program offers core curriculum courses for the entire University. These include History of Architecture I and History of Architecture II. These courses, bring a number of students from outside the Architecture Program. Within this context, students from the Architecture Program are provided the opportunity to interact and collaborate with these students in a classroom setting. Students in the Architecture Program also actively collaborate with students and faculty from other programs, departments, and colleges on campus through many requests for design help, including academic and research efforts. In addition, students in the Program have collaborated extensively with students from other programs in the CTAEE, particularly the Construction Management Program, in terms of participatory efforts related with student competitions, student presentations, job fairs, and other student-related events. Such collaborative and leadership efforts on the part of students in the Program are fostered and encouraged by all faculty, staff, and administrators in the College.

Design:

BGSU's Architecture Program emphasizes a world of unbounded design that provides a healthy culture for investigation. It allows for a search for one's uniqueness through the exploration of how new design forms and tools are being developed, produced and marketed. It builds on the conceptual thinking which happens through brainstorming, mind mapping and free association. These tools of questioning and generating require experimentation and risk-taking to seek answers to the challenges of the daily application of design inventions. These tools rely on a willingness on the students' part to be open-minded in order to naturally achieve the greatest possible self-determination. One way this is accomplished is by capturing myriad variations that occur during the design process and studying them in order to extrapolate; the students can then fashion something new and unimagined to demonstrate their problem-solving design skills. In this manner, students are prepared to develop the habit of lifelong learning related with the creative process of design. There are several programs at the University-level in which students can participate to showcase their design skills, such as the Hatch program (<https://www.bgsu.edu/business/centers-and-institutes/center-for-entrepreneurial-leadership.html>), and the Center for Undergraduate Research and Scholarship (<http://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship.html>), among others.

The Program emphasizes the articulation of design through innovative connections, based on a broad curriculum that is grounded on creative problem solving. Curiosity is emphasized in order to understand the past and present to better be able to solve design problems in the future. The process of searching for design within the discipline of architecture and its related liberal arts curriculum provides the Program with a strong connection to the core principles of the profession and allows the student to think outside the box, which in turn empowers students to assist in raising innovative awareness regarding the built environment. A key component in design instruction in the Program is the explicit illustration that highlights the clarity of the design process based on cognitive phenomenon, evolving from balanced combinations of creative, critical, and practical thinking domains. All design syllabi integrate clear roadmaps which expose the process and design methodologies. Design-research is another key component embedded in the studio pedagogy. Within this context, the Program adopts research-based design investigations to best address the inherent complexities of designing in the built environment. Students draw evidence from facts, figures, and expert knowledge which forces out issues embedded within sites and contexts. A recent effort by the Department included an architecture symposium with the 2016 University Common Read author Warren Berger of "A More Beautiful Question." The symposium emphasized the archipreneur concept that has recently entered the discourse of architecture which presents new ways to apply an architect's creative thinking skills to the creation of a design business.

Students in the Program are provided with a strong foundation of processes related with "design thinking" in conjunction with the theory and practice of architecture. As a studio-based curriculum, the Program centers on architecture design as the foundation for integrating all knowledge. The Bachelor of Science in Architecture (pre-professional) degree and Master of Architecture (professional) degree, taken together require students to complete a total of nine design studios, beginning with Design Studio I (i.e., introduction to architecture and environmental design problem solving. Topics include anthropometrics, human-environment interaction, principles of form, style, order, proportion, scale and balance; concepts

of programming and diagramming) to Graduate Design Studio 4 (i.e., a thesis studio that constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program). The Program is committed to a professional design culture that values the distinctiveness, diversity, and dignity of each of its students. The professional culture of the studio and classroom encourages curiosity, initiative, and disciplined resolution of project propositions. The faculty model lifelong learning behaviors through the currency of the content and sources they bring to discussions, lectures, presentations, and critiques.

Courses in technical systems have been developed to give the students sufficient knowledge of structural concepts and materials, including their behavior and limitations. Other curriculum objectives have been developed to acquaint the students with the principles of electrical and mechanical use in buildings. Issues of health, safety, accessibility, and human needs in general, including compliance with relevant codes and standards, are incorporated into design projects. The critical element of ethical responsibility of the professional architect is discussed in the professional practice/entrepreneurship course and in design courses. Most poignantly, these issues are regularly highlighted and discussed in design juries. Within the design studio setting/classrooms, emphasis is placed on the individual student and his/her particular needs, and students are supported by a strong commitment to academic counseling, teaching and other direct involvement between students and faculty. In addition, efforts are consistently made in the studios to enrich the explorative and reflective aspect of architecture courses as a way of balancing the strong practical, technical and factual aspects inherent in the lecture components of the Program. Faculty are diligent in assigning projects which challenge students with theoretical investigations as well as with actual situations. This is done to ensure that students experience a range from the abstract and theoretical to the grounded and practical. In addition, the faculty are engaged in various design research, practice, or service activities which model for the student both scholarly and professional behaviors.

Professional Opportunity:

Preparation for joining the profession is a high priority for the Architecture Program. Students enrolled in the Program are prepared: to emerge as leaders in the academic setting and the profession; to practice in a global economy; to understand the breadth of professional opportunities; to respect client expectations; to make thoughtful, deliberate, and informed choices upon graduation; and to contribute to the growth and development of the profession. Within this context, the Program endeavors to provide education of high quality which, when supplemented by practical experience, will enable the graduate to practice architecture with a high level of competence and responsibility.

The Architecture Program offers various opportunities to inform and prepare students for the transition to professional realms, internships and licensure. A curricular means to this end is the Co-Op courses required of all undergraduates and an entrepreneurial experience in the architecture and design field for the graduate students. Through this platform, students gain real-world perspectives about professional practice and hands-on knowledge regarding constructability of projects. In addition, graduate students are required to take professional core courses through which they receive wide-ranging and critical exposure to a range of issues related to licensure, registration, and innovative career paths. The Department has a designated NCARB Architectural Experience Program (AXP) Coordinator who advises students on internship requirements and opportunities in meeting AXP requirements. In addition, annual presentations by staff of the Ohio Architects Board serve to expose students to issues related to professional practice.

The curriculum is intended to provide a comprehensive understanding of the knowledge and abilities required for professional practice as a licensed architect. Various facets of professional responsibilities and opportunities are woven into the design studios and lecture courses. In the Professional Practice/Entrepreneurship class, issues of ethics, professional conduct, internship requirements, and licensure are discussed both by the professor and by invited guest lecturers. This course taught by a lead practitioner, sets a standard of professional interest. Graduate and upper level design studios reinforce the regulatory discussion in lecture classes making evidence of compliance with accessibility, life safety, and other regulatory frameworks required in the professional practice of architecture.

The AIA groups in the region and the AIAS organization are systematically working in partnership to offer extracurricular activities and resources for students and emerging professionals. These include, but are not limited to: career mentoring, portfolio/resume review sessions, and professional networking opportunities. In addition, students travel to, and participate in the national conferences, including NOMAS and AIAS conferences. Studio courses in the Program are also partnered with professional communities in the region who frequently engage in the students' training; they also participate in guiding the design studios. Practicing architects regularly participate on juries, give topic lectures, provide desk feedback, offer career workshops and critically observe final reviews. They also sit-in on the Department Advisory Committee and provide their professional perspective for coursework across the curriculum (i.e. codes, legal issues, etc.) which help students in preparation for entering the professional field. The fully functioning gallery also provides professional opportunities to exhibit work by regional, national, and international practitioners as well as academicians. Hosting and curating such exhibitions is another way the Program links and engages with the professional community at large and informs the public about its vision and mission.

Stewardship of the Environment:

The Architecture Program emphasizes protection of, and an acute responsibility to keep the planet and its environment safe. Sustainability is a key component that is emphasized and taught in multiple ways throughout the curriculum. By providing broad based studies, students understand that every subject they encounter represents a concept that will help them understand ecological design practices and the large impact it has on environmental factors. This modality provides students with a systems-based approach to designing for sustainability in the built environment. The curriculum focuses on developing a comprehensive understanding of the built environment, the natural environment and the social environment as an interdependent ecology. Coursework is designed to develop the critical thinking skills, technical skills, and community engagement skills required for the ecologically responsible practice of architecture and related disciplines. For example, in the graduate program, a course entitled Sustainability Systems (ARCH 6510) provides student's with an understanding of ecological design practices and the larger impact of environmental factors such as climate, energy, and biodiversity. In addition, ARCH 6220 Graduate Design Studio 2 (the second in the graduate design studio sequence), focuses on the development of design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. This studio emphasizes contemporary practices and research in sustainability as a resource to be incorporated into guided design practice, where students work on both independent and group projects based on theoretical and actual current regional initiatives. Further, students in the Program frequently avail of sustainability-related electives offered within the School of the Built Environment – LEED and Lean Fundamentals (CONS 4000) and Advanced Lean and LEED Construction (CONS 5400). More importantly, design studios at all levels, focus on sustainability as a core learning component, where students are encouraged to bring together and apply all knowledge related with environmental stewardship.

The University has been a proud signatory of the American College & University Presidents' Climate Commitment since October 2012. The Architecture Program acknowledges and is in support of a sustainable campus in the 21st century that operates economically and efficiently, and produces net zero greenhouse gas emissions. Setting this standard of environmental stewardship benefits the wider community and enable students to become leaders in sustainability in their chosen professions. The architecture faculty, staff and students aid the university plan by using resources more wisely and economically, without sacrificing comfort or convenience.

Community and Social Responsibility:

Students enrolled in the Architecture Program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing social and economic challenges through design and responsible professional practice; to understand the ethical implications of their decisions; to effectively reconcile interests and differences between the architect's obligation to the client and the general public; and to foster an ethos of civic engagement, including a

commitment to professional and public service. The Program continues to advocate design in the public interest as a core value in the design studios, and provides disciplinary and interdisciplinary opportunities for students to develop these critical values. Various strategies are utilized to embody community and social responsibility in the Program including, the AIAS Lecture Series with global and public interest dimensions, a diverse set of studio project offerings that facilitate meaningful interactions with rural and urban communities surrounding Bowling Green, and the development of innovative knowledge and solutions in response to a broad range of public and client needs.

Significant and emerging issues of the social responsibility of architects are emphasized in the curriculum. Upper level design studios specifically focus on significant and emerging issues of community development, including the social responsibility of architects as core learning components. This is accomplished in the studio setting via specific project based research and learning. The courses consistently emphasize conservation, well-being, urban design, and environmental response, in addition to design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities. Further, the location of the University in close proximity to Toledo has offered design studios the opportunity to use the City as a lab that tests the theoretical concepts within the context of real world problems. In collaboration with the Toledo Design Center (Toledo, Ohio) students are provided with opportunities to work in a variety of social and economic situations, often dealing with real problems and actual clients who participate and provide critiques of the students' work. Design Studio 2 (ARCH 3210) is a service-learning design studio in partnership with BGSU's Center for Community and Civic Engagement (CCCE) service-learning initiatives. Community-based projects conducted in this studio assimilate larger Public Interest Design (PID) concepts and discourses. PID concepts are also targeted through the Program's AIAS Lecture Series, which invites external speakers to discuss a variety of techniques and tactics related to how architecture can work towards the common good of societies and bring social change. Most recently, a collaborative design project between the urbanism studio – Design Studio 4 (ARCH 4210) and the City of Bowling Green was highlighted in the local news (http://bgindependentmedia.org/bgsu-architect-students-aim-to-trick-up-downtowns-dog-leg-alley/?fbclid=IwAR2Q3lswWUyQwT-1W5_CpaNlvbzDp9A6LXOFDvgZSoxz0uXSOGmKajX1rFM). Also available on Dropbox File – 40.

Civic engagement is supported and encouraged by Bowling Green State University as demonstrated by its recently established Center for Public Impact (<https://www.bgsu.edu/center-for-public-impact.html>). Civic engagement is a primary focus of several courses. For example, at the graduate level, ARCH 6210 has been taught with a specific emphasis on service projects involving regional constituencies. At the undergraduate level, CONS 2350 integrates a service learning component and has collaborated and been actively engaged with Habitat for Humanity. Additionally, architecture students are actively engaged in a variety of university-sponsored community service projects. For instance, students support Architecture faculty in hosting the annual Rendering Day to help high school students perfect their designs for the AIA Toledo Design High School Design Competition which is currently in its 69th year. The courses involved with community service provide valuable hands-on experience as well as contributing much-needed experience to the organizations served.

The inherently diverse composition of faculty and student population within the Program creates, in the first instance, a community with dynamic thinking born of multiple ethnicities, experiences, values, and ideas. This diversity is an invaluable resource that stimulates and challenges the students in developing an appreciation of the differences in our changing society. Further, through constant association with practitioners, participation in research, interaction with educators and close affiliation with the many organizations representing and governing the profession, the Program seeks to reflect the evolving role of the architect in society. In this sense, the students are prepared to envision and emplace themselves in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected.

I.1.5 Long-Range Planning

The Program's Long-range plan was developed within the larger context of the University's strategic goals (<https://www.bgsu.edu/focus-on-the-future.html>). The planning process involved a continuous

evaluation to improve the Program mission and culture through identification of multi-year goals within the context of the Institution. The Long-range plan serves as a blueprint for developing initiatives as well as to measure and analyze progress. It is continually assessed at annual faculty retreats and departmental meetings and is supported by the assessment process (described in Section I.1.6 of this report). In keeping with BGSU's vision to be a national model as a premier learning community that develops, transforms, and impacts individuals and communities by shaping their futures through learning, discovery, and collaboration, the Program strives to balance the development of technical knowledge and skills with the cultivation of professional values and leadership abilities necessary for success in our knowledge and innovation-based economy. The Program utilizes a quality-driven approach for graduate and undergraduate education that is structured to address the multiplicity of the profession of architecture - design, technology, communication media, theory and history, practice, and entrepreneurship - as equally important components of the discipline. This approach is based on the conviction that broad-based inquiry and analysis yield the greatest benefit for all stake-holders.

Based on institutional goals that fall into the six strategic areas, the Department's Long-range Plan aligns and harmonizes with that of the University. The Long-range Plan comprises of seven objectives and six areas of focus. The seven objectives continue to guide the Department as it enters its ninth year: (1) NAAB Five Perspectives; (2) Local and Regional Relationships/Engagement; (3) Globalization; (4) Development/Advancement; (5) Growth; (6) Practice; and (7) Entrepreneurship. The six areas of focus are used as a tool to fully integrate the seven goals into the Long-range Plan. The Department seeks to continually analyze and measure the outcomes of the seven objectives against the areas described below. Within the six areas, there are specific initiatives and activities designed to move the Program to the next level of a fully functioning NAAB accredited degree program: (1) Curriculum; (2) Faculty; (3) Facilities & Equipment; (4) Recruitment & Retention; (5) Scholarship; and (6) Assessment. Within the context of the objectives and areas of focus listed above, the first Long-range Plan was developed in March 2017 and thereafter, revised in October 2017 (see Dropbox File 04 – Long-range Plan - 2017). Thereafter, in April 2018, the Long-range plan was rigorously evaluated for levels of completion/ implementation relative to each goal via an assessment survey (see Dropbox File 05 – Long-range Plan Assessment Survey). The survey also provided the opportunity for respondents to highlight high priority goals for the Department via qualitative feedback. Subsequently, with data gathered, a Long-range Plan Assessment Report was produced and shared with all stakeholders (see Dropbox File 06 – Long-range Plan Assessment Report). Finally, in the spirit of continual assessment, the Long-range Plan was revisited and revised in October 2018 using data from the assessment report (see Dropbox File 07 – Long-range Plan - 2018). The Long-range Plan - 2018 articulates goals that are completed, including those that are in progress. This strategy will be repeated annually.

I.1.6.A Program Self-Assessment

Bowling Green State University was recently named to the 2017 Class of Excellence in Assessment for its achievement and commitment to student learning outcomes assessment (<https://www.bgsu.edu/news/2017/10/bgsu-named-to-the-2017-class-of-excellence-in-assessment.html>). The University is one of just five designees in the national Excellence in Assessment program aimed at recognizing universities conducting a comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success. The Architecture Program at BGSU is required to comply with the following reporting, monitoring, and engagement systems: Office of Academic Assessment (<https://www.bgsu.edu/provost/institutional-effectiveness/office-of-academic-assessment.html>), and University Learning Outcomes (<https://www.bgsu.edu/catalog/general-information/the-university/university-learning-outcomes.html>).

The Architecture Program recognizes the importance of self-assessment and utilizes several strategies, in addition to University-level assessment procedures, to collect data and initiate positive changes based on results. The following overarching self-assessment procedures are adopted by the Department: (1) Establish criteria and strategies for assessment purposes; (2) Assess the preparation of students and performance of the Program against established criteria via rigorous data collection and formal metrics; (3) Generate results and findings in the form of formal assessment reports for dissemination purposes; (4)

Effect improvements through dialectic and collaborative processes based on assessment results and findings; and (5) Continually improve assessment processes for improved results and effects. Within this context, assessment within the Program begins with the student assessment of teaching and course effectiveness (every course, every semester, quantitatively and qualitatively) that becomes part of the BGSU mandatory performance evaluation (Merit Review) of every faculty every year. The Department Chair holds review meetings with the faculty and staff on a bi-weekly basis to relay changes and expectations from the School, College, and University as well as to receive faculty input on curricular issues, enrollments and admissions, policy, and to assess, discuss, and propose revisions to the curriculum and pedagogy. In addition, the Director of the School holds meetings twice per semester with faculty and staff from both Departments to assess and discuss challenges and opportunities related with overall initiatives within the School. As part of these meetings, the faculty collectively provide input and feedback on all matters relevant to the Department, its interests and overall governance.

The assessment of learning culture of the Architecture Program leans heavily on performance evaluations of students in the program, particularly in the 26 NAAB SPC's. Within this context, BGSU has an institutional process for gathering post-graduation employment data coordinated by the Office of Academic Assessment. Students are surveyed at the time of commencement. Students who responded at the time of commencement that they were "looking for a job" are then sent a follow-up survey six months post commencement. Students are included in the follow-up data if they "complete" the Graduation Survey. Those students who responded to the follow-up survey are included in the data set, and those students who do not respond to the follow-up survey are excluded from the data set (see Dropbox File 08 – Institutional Graduation Survey Data). Further, to supplement the institutional graduation data, beginning spring semester 2018, all graduating students are required to complete a "Graduating Student Exit Survey" at the Departmental level, prior to the graduation ceremony (see Dropbox File 09 – Graduating Student Exit Survey). Thereafter, results of the survey (see Dropbox File 10 – Graduating Student Exit Assessment Report) are utilized to influence the structure and agenda of Departmental and School meetings. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are identified and plans for improvement are developed. Given that the Program successfully secures initial accreditation in 2019, an employer survey will be utilized to evaluate hired M.Arch. graduates.

Beginning spring semester 2018, faculty members prepared and submitted a "Course Self-Assessment" survey (see Dropbox File 11 – Course Self-Assessment Survey) for each required course in the Architecture Program. The survey serves as an important self-assessment tool for faculty to reflect on pedagogical attributes related with the preparation of students versus the 26 NAAB student performance criteria. Via qualitative data in the survey, faculty members are encouraged to identify areas that require improvement and plan accordingly for the upcoming semester. Subsequently, upon collection of data, assessment reports are prepared and shared with all faculty (see Dropbox File 12 – Course Self-Evaluation Assessment Reports). This strategy is repeated every semester. Further, using BGSU's institutional process for assessing program learning outcomes (PLOs) coordinated by the Office of Academic Assessment, the Department has PLO's loaded into the Canvas Learning Management System and is in the process of using rubrics in Canvas as a collection method for program assessment data (see Dropbox File 13 – Canvas Assessment). In addition, in 2018, the Program submitted a formal assessment report to, and subsequently received positive feedback from the BGSU Student Achievement Assessment Committee (see Dropbox File 14 – SAAC Report).

Upon formal completion of classes every semester, a department-wide End-of-Semester (EOS) Walk-Thru Assessment event is held. Faculty from the Architecture Department, Construction Management Department, including members of the Architecture Industry Advisory Board participate in this event. The walk-thru includes the presentation of design studio work completed by students during the semester by faculty responsible for teaching design studios. Student work displayed per studio is evaluated in relation to specific NAAB SPC aligned with the course via an End-of-Semester - Walk-Thru Assessment Survey (see Dropbox File 15 – EOS Faculty Walk-Thru Assessment Survey). In addition to the 26 NAAB SPC's, principles of life safety and accessibility standards are also assessed. This process has allowed for faculty to provide comments and feedback for continuous improvements in terms of pedagogy and

student work produced. Data collected via the End-of-Semester - Walk-Thru Assessment is developed into assessment reports (see Dropbox File 16 – EOS Walk-Thru Assessment Reports) and shared with all faculty. Via this review process, faculty are able to continually improve on their teaching skills and focus on NAAB Student Performance Criteria assigned to individual courses.

I.1.6.B Curricular Assessment and Development

Curricular assessment and development relative to the Architecture Program have been articulated within the framework of the University Student Learning Outcomes that address four overarching areas: (1) intellectual and practical skills; (2) general and specialized knowledge; (3) personal and social responsibilities; and (4) integration, application and reflection. The M.Arch. curricular assessment and development, in particular, has been advanced around knowledge and skills relative to five primary components: (1) design studios; (2) technology courses; (3) professional practice and business courses; (4) research seminars; and (5) applied entrepreneurial experience. Design studios explore the discipline's focus on cultural and physical environments, including design problem-solving processes. Technology courses investigate the materialization and digitalization of architectural design. Professional practice and business courses enhance students' understanding of the economic and societal implications of design project delivery and entrepreneurial potential. Research seminars facilitate the integration of varied methods of inquiry and ways of knowing in the discipline. And, applied entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Since the previous NAAB visit in 2017, several processes have been implemented by the Department in terms of generating formal metrics for evaluation, assessment, and curricular development (see Dropbox File 10 – Graduating Student Exit Assessment Report; Dropbox File 12 – Course Self-Evaluation Assessment Reports; and Dropbox File 16 – EOS Walk-Thru Assessment Reports). Formal metrics and qualitative feedback generated via these assessment reports have enabled the faculty to effect curricular improvements through dialectic and collaborative processes.

As described in the University Academic Charter, the College Dean is responsible for undergraduate degrees, while the Graduate Dean is responsible for graduate degrees. The College Dean functions as the principle administrative officer and is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. All processes include the appropriate involvement of the faculty and college committees or councils. The College Dean also coordinates between the College and the Graduate College in matters related to modifying the graduate curriculum within departments, scheduling graduate courses, recruiting and scheduling graduate faculty, and clarifying the financial impact of graduate courses on the college budget. Within this context, any new courses or the modification or discontinuance of existing courses may originate with an individual faculty, a group of faculty members, or with the administration. Thereafter, a curricular proposal and its assessment is submitted to the Department Chair or School Director for review and approval. The Department Chair or School Director subsequently forwards the proposal and supporting material to the appropriate Curriculum Council of the College for approval and for onward transmittal to the College Dean. Upon approval, the Dean returns the proposal and supporting material to the proposal initiators, who in turn transmit the proposal and supporting material either to the Undergraduate or Graduate Council (see Dropbox File 17 – Curriculum Development Flow Chart - Undergraduate + Graduate).

Overall, the curricular assessment and development process in its entirety involves various stakeholders within the the University community (see Dropbox File 18 – Curricular Assessment and Development). The Board of Trustees recognizes that there are five groups within this community: students, faculty, administrators, administrative staff, and classified staff. As it reads in the Academic Charter, there are some basic principles that guide the curricular process. The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty. There must be faculty participation within the academic governance structure of the University, and student participation when deemed appropriate for discussion of academic problems and policies at all levels within the University. Several external groups also guide and advise the Program in the curricular assessment process, including the Industry Advisor Board, Ohio Architects Board, and local and state-wide chapters of AIA.

SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

Program Response to Conditions Not Met

I.1.6 Assessment

A. Program Self-Assessment Procedures:

Visiting Team Report [2017]: The APR (pp. 15-16) describes assessment as both informal and formal. For example: “The formal part of the department self-assessment process is composed of several parts. It includes, but is not limited to: solicitation from faculty; students’ and graduates’ views about the Program; individual course evaluations; and periodic faculty review of teaching and program offerings. The program is involved in and contributes to institutional selfassessment, both at the College and University levels which is reflected in the university -wide academic plan.” The team did not find evidence of formal metrics to evaluate the above items.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: BGSU was recently named to the 2017 Class of Excellence in Assessment for its achievement and commitment to student learning outcomes assessment (<https://www.bgsu.edu/news/2017/10/bgsu-named-to-the-2017-class-of-excellence-in-assessment.html>). The Architecture Program at BGSU is required to comply with the following reporting, monitoring, and engagement systems: Office of Academic Assessment (<https://www.bgsu.edu/provost/institutional-effectiveness/office-of-academic-assessment.html>), and University Learning Outcomes (<https://www.bgsu.edu/catalog/general-information/the-univeristy/university-learning-outcomes.html>).

The Architecture Program recognizes the importance of self-assessment and utilizes several strategies, in addition to University-level assessment procedures, to collect data and initiate positive changes based on results. Within this context, assessment within the Program begins with the student assessment of teaching effectiveness of the faculty. BGSU also has an institutional process for gathering post-graduation employment data coordinated by the Office of Academic Assessment (see Dropbox File 08 – Institutional Graduation Survey Data). Further, to supplement the institutional graduation data, all graduating students are required to complete a “Graduating Student Exit Survey” at the Departmental level. Results of the survey (see Dropbox File 10 – Graduating Student Exit Assessment Report) are utilized to influence the structure and agenda of Departmental and School meetings. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are identified and plans for improvement are developed. Given that the Program successfully secures initial accreditation in 2019, an employer survey will be utilized to evaluate hired M.Arch. graduates.

Beginning spring semester 2018, faculty members prepared and submitted a “Course Self-Assessment” survey for each required course in the Architecture Program. Upon collection of data, assessment reports are prepared and shared with all faculty (see Dropbox File 12 – Course Self-Evaluation Assessment Reports). In 2018, the Program submitted a formal assessment report to, and received positive feedback from the BGSU Student Achievement Assessment Committee (see Dropbox File 14 – SAAC Report). Upon formal completion of classes every semester, a department-wide End-of-Semester (EOS) Walk-Thru Assessment event is held. Student work displayed per studio is evaluated in relation to specific NAAB SPC aligned with the course via an End-of-Semester - Walk-Thru Assessment Survey. Data collected via the End-of-Semester - Walk-Thru Assessment is developed into assessment reports (see Dropbox File 16 – EOS Walk-Thru Assessment Reports) and shared with all faculty. Via these review processes, faculty are able to continually improve on their teaching skills and focus on NAAB Student Performance Criteria assigned to individual courses. Based on the assessment data generated (as part of Departmental and School meetings), the faculty collectively provide input and feedback on all matters relevant to the Department, its interests and overall governance.

B. Curricular Assessment and Development:

Visiting Team Report [2017]: The APR (p.16) describes that curricular assessment is being driven by the “University community.” For example: “The College Dean is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses which includes the appropriate involvement of the faculty and college committees or councils.....Following that, a curricular proposal and its assessment will be submitted to the department chair for review and approval by the chair and the faculty of the department. The department chair will then forward the proposal and supporting materials to the appropriate curriculum council of the college for approval and transmittal to the college dean. After approval, the dean returns the proposal and supporting materials to the proposal initiators, who then transmit the proposal and supporting materials either to the Undergraduate or Graduate Council.” The team notes that an attempt to synchronize courses and faculty has occurred and adjustments have been made so that each faculty member is aware of and applies the relevant SPC and reflects these in his/her syllabus. The team observed that faculty members are working to reinforce the SPC that were “Met” in the classes they teach and are also transforming the SPC that were identified as “Not Yet Met” into “To Be Met” criteria. Some current catalog course descriptions are not yet quite aligned with the updated versions of the NAAB Conditions. The team is concerned that the metrics for evaluation and assessment are not fully developed.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Since the previous NAAB visit in 2017, several processes have been implemented by the Department in terms of generating formal metrics for evaluation, assessment, and curricular development (see Dropbox File 10 – Graduating Student Exit Assessment Report; Dropbox File 12 – Course Self-Evaluation Assessment Reports; and Dropbox File 16 – EOS Walk-Thru Assessment Reports). Formal metrics and qualitative feedback generated via these assessment reports have enabled the faculty to effect curricular improvements through dialectic and collaborative processes. As described in the University Academic Charter, the College Dean is responsible for undergraduate degrees, while the Graduate Dean is responsible for graduate degrees. All processes include the appropriate involvement of the faculty and college committees or councils (see Dropbox File 17 – Curriculum Development Flow Chart - Undergraduate + Graduate). Overall, the curricular assessment and development process in its entirety involves various stakeholders within the University community (see Dropbox File 18 – Curricular Assessment and Development).

II.1.1 B.2 Site Design

Visiting Team Report [2017]: Evidence of site design and analysis was not found in students’ work products. While the course lecture reviewed the elements and importance of site analysis, the student work products did not exhibit a comprehensive understanding of this design principle such as identifying existing site conditions and opportunities and constraints unique to the site to be effectively used to develop design alternatives and solutions.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Beginning spring semester 2018, the following courses – ARCH 3210, ARCH 4220, and ARCH 6220 were selected to “Meet” the SPC B.2 *Site Design*. A careful synchronization of course expectations/ outcomes and faculty expertise has occurred and adjustments were made so that faculty members teaching these courses are aware of, and rigorously apply the SPC B.2 *Site Design* in their pedagogy and teaching methodology. Based on a strategic NAAB Accreditation Meeting, the faculty collectively emphasized the need and focus for integrating *responses to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design* in student work, as applicable across lecture courses and design studios.

II.1.1 B.3 Codes and Regulations

Visiting Team Report [2017]: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 6520, Codes + Regulations. There is concern about principles of life safety and accessibility in design studio projects.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Beginning spring semester 2018, the following courses – CONS 3380, ARCH 6320, and ARCH 6530 were selected to “Meet” the SPC B.3 Codes and Regulations. A careful synchronization of course expectations/outcomes and faculty expertise has occurred and adjustments were made so that faculty members teaching these courses are aware of, and rigorously apply the SPC B.3 Codes and Regulations in their pedagogy and teaching methodology. Based on a strategic NAAB Accreditation Meeting, the faculty collectively emphasized the need and focus for integrating principles of life-safety and accessibility standards, including the design of sites, facilities, and systems that are responsive to relevant codes and regulations in student work, as applicable across lecture courses and design studios. To further reinforce and integrate Life Safety and Accessibility Standards in the curriculum, a checklist is provided every semester to all students in design studios (see Dropbox File 39 – Checklist - Life Safety + Accessibility Standards).

II.1.1 B.9 Building Service Systems

Visiting Team Report [2017]: Insufficient evidence was found in ARCH 6510 Sustainable Systems, such as mechanical, plumbing, electrical, and fire protection systems.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Beginning spring semester 2018, the following courses – ARCH 2360, ARCH 3370, and ARCH 6510 were selected to “Meet” the SPC B.9 Building Service Systems. A careful synchronization of course expectations/outcomes and faculty expertise has occurred and adjustments were made so that faculty members teaching these courses are aware of, and rigorously apply the SPC B.9 Building Service Systems in their pedagogy and teaching methodology. Based on a strategic NAAB Accreditation Meeting, the faculty collectively emphasized the need and focus for integrating basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems in student work, as applicable across lecture courses and design studios.

II.1.1 C.3 Integrative Design

Visiting Team Report [2017]: The team found the integrated design skills, such as site conditions and analysis, life safety issues, and structural system selection, were not consistent in design projects presented in the team room.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Regarding the SPC C.3 Integrative Design, ARCH 6320 will be utilized to provide evidence in terms of student artifacts in the NAAB Team Room. This course has been re-designed as a multi-disciplinary design studio that is founded on intense and rigorous collaboration between academia and the profession. Students in the Integrative Design studio will direct and develop a comprehensive project with the aid of faculty and a selected professional architectural/engineering firm. For spring semester 2019, the professional firm – Garmann/Miller Architects + Engineers (<https://www.garmannmiller.com/>) has been selected and will provide the necessary resources in terms of professional experts and consultants to lead this effort. Through collaborative and solitary processes, the students will engage, enable, implement, and develop the comprehensive project in all areas relative to: *space programming-analysis; site design; codes and regulations; structural systems; environmental systems; building envelope systems and assemblies; building materials and assemblies; and building service systems.* The students will work closely with structural and mechanical engineers, including other professional experts and consultants provided by Garmann/Miller to advance their understanding of, and ability to

integrate the required systems in their projects. Within this context, a project schedule has been established with Garmann/Miller to provide expertise, review student work and reinforce systems integration in the studio (see Dropbox File 28 – ARCH 6320 Project Schedule). In addition, based on a strategic NAAB Accreditation Meeting, the Program faculty collectively emphasized the need and focus for integrating *environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems & assemblies* in student work, as applicable across lecture courses and design studios.

II.1.1 D.2 Project Management

Visiting Team Report [2017]: The team did not find evidence of understanding of methods for selecting consultants, assembling teams, and recommending project delivery methods.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: Beginning spring semester 2018, the following courses – ARCH 6610 and ARCH 6620 were selected to “Meet” the SPC D.2 *Project Management*. A careful synchronization of course expectations/outcomes and faculty expertise has occurred and adjustments were made so that faculty members teaching these courses are aware of, and rigorously apply the SPC D.2 *Project Management* in their pedagogy and teaching methodology. Based on a strategic NAAB Accreditation Meeting, the faculty collectively emphasized the need and focus for integrating *methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods* in student work, as applicable across lecture courses and design studios. In addition, ARCH 6610 is taught by an adjunct faculty (registered architect) who is actively involved in the practice of architecture.

II.4.1 Statement on NAAB-Accredited Degrees

Visiting Team Report [2017]: The CTAAE website includes a statement about NAAB-accredited degrees. However, this statement does not follow the exact language prescribed by the NAAB. The following statement is the beginning of its accreditation statement on the website: “The National Architectural Accrediting Board [NAAB] has granted BGSU’s Department of Architecture and Environmental Design continuing candidacy for its Master of Architecture professional degree. The accreditation process has involved the following: NAAB Visit for Initial Candidacy: 2013; NAAB Visit for Continuing Candidacy: 2015; and NAAB Visit for Initial Accreditation: 2017”. Also, the BGSU website cites for 6-year instead of 8-year term of accreditation. It does not mention the Doctor of Architecture degree. The same website also states that the Master of Architecture may “consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education.”

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: The AED Program has inserted the correct verbiage required by NAAB regarding “Statement on NAAB-Accredited Degrees” (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>).

II.4.5 ARE Pass Rates

Visiting Team Report [2017]: Since the first cohort graduated in 2015, there is no data on any graduate taking or passing the ARE.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: As required by NAAB, the Program has made information regarding “ARE Pass Rates” available to current and prospective students and the public by linking the website to the results (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>).

At the moment, Mr. Todd R. Callaway (graduate student), has an established NCARB record (#827866). Mr. Callaway took the *Practice Management* exam in December 2018 and is on track to take the *Project Management* exam in January 2019. The faculty along with the AXP Coordinator are proactively working with the graduate students for licensure requirements.

Program Response to Causes of Concern

I.2.5 Administrative Structure and Governance:

Administrative Structure:

Visiting Team Report [2017]: The APR notes the current administrative structure within the context of the current program. Personnel for the department are identified in the APR (pp. 6, 47, 48). However, the team observed that there continues to be ongoing leadership challenges created by the continuing reliance on interim leadership for the program and the fact that the program has relied upon several faculty members to fill the chair position in the past. Thus, the organizational symptoms continue to be a concern for the team.

Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]: An international search for the Dean's position of the CTAAE was successfully concluded at the end of spring semester 2018. The new Dean (Dr. Jennie Gallimore) assumed her administrative responsibilities at the beginning of fall semester 2018. The new Director of the School of the Built Environment (Dr. Arsenio Rodrigues) joined BGSU in December 2017. The Director in consultation with the faculty of the Architecture and Environmental Design (AED) Department elected a permanent Chair for the Program during spring semester 2018. The new Chair (Dr. Andreas Luescher) assumed his responsibilities at the beginning of fall semester 2018.

Governance:

Visiting Team Report [2017]: The APR notes the current governance role of faculty and staff; students' role in governance is not identified. The APR (p.48) does describe some "responsibilities" that are shared. Based upon discussions with the faculty and administration, the faculty governance opportunities are informal yet adequate for the program; however, there is no formal role for student participation in governance in the program, the department, or the college. Discussions with students confirmed this and the importance of their representation.

- *Program Activities in Response [Year of previous visit [2017] – Year of APR [2019]]:* At BGSU, the governance of a department is guided by the University Academic Charter in Article XII (see Dropbox File 19 – Academic Charter). Other forms and mechanisms of governance are defined by the Collective Bargaining Agreements and signed Memoranda of Understanding (see Dropbox File 20 – Collective Bargaining Agreement). A formal structure for faculty involvement in governance at the Department, College, and Institution level is accordingly defined and accomplished (<https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html>). The Department also recognizes that both undergraduate and graduate students provide a collective voice on issues and policies affecting the entire architecture student body. Within this context, formal governance opportunities are available for students through AIAS and NOMAS student chapters, including the BGSU Graduate Student Senate. Student representatives are invited to participate in all Departmental, School, and Industry Advisory Board meetings, including other strategic planning efforts. Further, students are represented on search committees (most recently on the search committee for the new dean's position). In addition, since 2015, the AIAS Chapter has actively lead efforts to organize a prolific mix of talks, symposiums, and workshops for the Program and now, the School of the Built Environment. AIAS-related events for fall 2018 and spring 2019 are available at: Dropbox File 37 – AIAS Lecture Series. Also see Dropbox File 41 – Shared Governance and Participation.

SECTION 3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources and Human Resource Development

The Department of Architecture and Environmental Design has a diverse and energetic faculty. Given its unique symbiotic relationship with the Construction Management Department in the School of the Built Environment and the proximity of the Department to the City of Toledo, the Program is able to combine a powerful and effective mix of academics and professionals. As of this writing, the Department comprises of eight instructional faculty (full-time + part-time) teaching in the Program. Of these, seven are full-time faculty, while one is hired on a part-time basis (i.e., Adjunct Faculty). Of the seven full-time faculty, three are Full Professors, one is an Assistant Professor, two are Senior Lecturers, and one is an Instructor. Within this group of full-time faculty, three are tenured, one is on tenure-track, and three are renewable non tenure-track faculty. All full-time faculty possess terminal degrees in Architecture – three have M.Arch. degrees and four have Ph.D degrees in Architecture. In addition, three of the current full-time faculty are Registered Architects in the United States. Instructional faculty in the Department include:

- Hannah Dewhirst, Instructor
- Salim Elwazani, Professor
- Kerry Fan, Senior Lecturer
- Stan Guidera, Professor
- Sara Khorshidifard, Assistant Professor
- Andreas Luescher, Professor
- Scot MacPherson, Senior Lecturer
- Jim Turissini, Adjunct

In addition to the eight instructional faculty who teach in the Architecture program, the Department also draws on four faculty from the Construction Management Department, including two faculty from the School of Art. Construction Management faculty who teach in the Architecture Program include:

- Alan Atalah, Professor
- Joseph Lavalette, Lecturer
- Wilfred Roudebush, Associate Professor
- Andre Ballard, Adjunct

School of Art faculty who teach in the Architecture Program include:

- Andrew Hershberger, Professor
- Katerina Ruedi Ray, Professor

The faculty who teach in the Program is both diverse and experienced, combining both scholarly work and professional practice (see Dropbox File 21 – Faculty Resumes).

Tenure-track and tenured faculty are expected to teach 9 credit hours per semester, whereas non-tenure-track faculty are expected to teach 12 credit hours per semester. In addition, full-time faculty maintain a full schedule of service on Department, School, College and University committees. Faculty contracts are for nine months. All courses in the Department are offered Monday through Friday. Faculty may gain release time from teaching for professional development, research, and other activities (<https://www.bgsu.edu/content/dam/BGSU/faculty-senate/documents/academic-charter/b-ii-b-faculty-leaves.pdf>)

Tenure-track and tenured faculty are expected to engage in scholarship relevant to the current architectural milieu through research, publications, and grants. Additionally, faculty are encouraged to pursue creative work through professional practice, design competitions, and exhibitions. All creative work and scholarly activities are assessed through annual merit reviews, annual performance reviews, enhanced performance reviews, and promotion and tenure reviews, as applicable to faculty. Merit reviews can result in merit raises for faculty. Both full-time and adjunct faculty remain current in their knowledge of the changing demands of the discipline by:

- keeping up with continuing education requirements for licensure;
- reading, reviewing, and writing articles and scholarly papers;
- participating in the AIAS Lecture Series held in the School;

- attending and participating in conferences, symposia, workshops, and exhibitions at universities and other cultural institutions around the world;
- contributing and participating actively in the local and state-wide chapter of AIA;
- interacting with practitioners through participation in design studio critiques;
- participating in municipal boards;
- participating in pedagogy training and development offered by BGSU's Center for Faculty Excellence;
- participating in design competitions;
- pursuing profession and industry-related certifications;
- applying for, and securing Faculty Improvement Leave (tenured faculty).

The faculty credentials matrix for the Architecture Program, showing courses taught by each faculty member for the following semesters – Fall 2017, Spring 2018, Fall 2018, and Spring 2019 is available at: Dropbox File 22 – Faculty Credentials Matrix. As specified in the “Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report 2nd Edition”, the supplemental faculty credentials matrix for Fall 2019 (semester during which the visit will take place) will be made available to the team 30 days in advance of the visit and also placed in the team room.

Bowling Green State University supports professional development for all faculty and staff (<https://www.bgsu.edu/human-resources/professional-development/professional-development-training.html>). The Center for Faculty Excellence (CFE) is the University's lead resource for teaching and learning support for faculty, staff, and graduate students (<https://www.bgsu.edu/center-for-faculty-excellence.html>). The CFE provides professional development workshops, consultations, web resources, learning communities, and more—all designed to help those involved in teaching to create an engaged and articulate learning experience for all BGSU students. Professional development opportunities for faculty provided by the CFE include: 1) Active Learning Classroom Certification; 2) BGSU Teaching and Learning Certificate Program; 3) Instructional Design and Course Development; and 4) Quality Matters (<https://www.bgsu.edu/center-for-faculty-excellence/get-certified.html>).

Through Bowling Green State University's institutional membership, all faculty, staff, graduate students, and postdoctoral scholars have access to the National Center for Faculty Development & Diversity (NCFDD), which provides professional development, training, and mentoring activities (<https://www.bgsu.edu/center-for-faculty-excellence/join-a-community/ncfdd.html>). The NCFDD is dedicated to faculty success throughout a career lifespan and is an excellent resource for support, for increasing productivity, for learning effective time management, and for living a balanced and healthy life.

In 2018, Bowling Green State University earned a National Science Foundation (NSF) grant of \$984,484 to support the “BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution” project (<https://www.bgsu.edu/news/2018/09/bgsu-receives-nearly-1-million-nsf-grant-for-faculty.html>). This award is given to qualifying institutions demonstrating a desire for social and institutional reform. The award is granted through NSF's Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) program. The mission of ADVANCE is to develop systemic approaches to include, enhance, and highlight the contributions of women in academic STEM careers. ADVANCE works to identify and eliminate organizational barriers that inhibit the full participation and advancement of diverse faculty in academic institutions.

The College of Technology, Architecture, and Applied Engineering is committed to faculty development and professional growth through all means available and supports faculty travel and participation in professional development opportunities to every extent possible. The College provides monetary support to all levels of faculty to participate in seminars, workshops, conferences, symposia, presentations, exhibitions and training both nationally and internationally. This includes travel, lodging, meals, and registration expenses. Tenure-track and tenured faculty are eligible to receive an amount of \$1,000 per year to attend conferences. In addition, non-tenure-track faculty are also eligible to receive \$500 per year to attend conferences. Within this context, faculty (regardless of their tenure-status or rank) may receive

additional funding, greater than the amounts specified above, by submitting a proposal to the Dean of the College (see Dropbox File 23 – RFP for CTAAE Funding).

The College has a Da Vinci Research Scholarship, where a team of faculty and students are eligible for funding to advance their research agenda. The Department also supports faculty in order to invite guest critics to their design studios and spend time in a less formal venue to establish a connection for further engagement. BGSU's Office of Sponsored Programs and Research has Building Strength grant programs which are designed to facilitate faculty research and creative activities across a wide range of disciplinary fields. The dual goals of this program are: 1) to promote early-phase activities leading to the submission of major external grant proposals; and 2) to support activities in areas that do not require the support of large external grants. In addition, there are specific funds available for focused projects, for instance, the Center for Community and Civic Engagement that supports faculty who have interest in creating and implementing specific service-learning courses with professional development money as well as community-based learning course development grants.

Faculty research is driven by full-time instructional faculty who are actively engaged in scholarly production and creative activities including, but not limited to: computer modelling, community and preservation design, theory, practice and design entrepreneurship. The faculty are also active members of professional organizations as diverse as their areas of teaching, practice, and research interests. These professional organizations include the American Institute of Architects, the Collegiate Schools of Architecture, the Association for Computer Aided Design in Architecture, the American Society for Engineering Education, the International Council on Monuments and Sites, and the Society of Architectural Historians. A representative selection of faculty research, scholarship, and creative activities, by full-time instructional faculty since the previous visit is available at: Dropbox File 24 – Faculty Research + Scholarship + Creative Activities.

Student support services include academic and personal advising, career guidance, internship placement, and more. These services are provided at three levels: departmental, college, and university. At the Departmental level, full-time faculty members serve as mentors. Mentoring involves, but is not limited to, offering emotional support and encouragement as needed, career-related guidance and advice, pointing out opportunities, resources, and tips that transcend a course (and indeed, their own immediate knowledge) and providing connections into the world outside the classroom. Faculty mentors also assist students with graduate school inquiries. The Chair of the Architecture Program serves as Graduate Coordinator and meets with graduate students during the registration period each semester and is available throughout the term through office hours or by appointment. The Department maintains records for all graduate students.

At the College level, all undergraduate students in the Architecture Program are assigned to a professional full-time academic advisor. The academic advisors serve as primary counselors to students. The advisors explain courses in the architecture major, provide hints and tips for success in the courses, and offer strategies for a path to graduation within the accepted timeframe for the Bachelor of Science in Architecture degree. In addition to academic advising, ancillary student support resources are also available to students via the Undergraduate Student Services Office (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/current-students/undergraduate-services-office.html>).

Overall, student performance is formally reviewed at least once a semester for freshmen, when students are required to meet with the academic advisors for course selection for the upcoming semester. Sophomores through seniors are not required to meet with the academic advisors every semester, but are encouraged to do so. All students can meet with academic advisors during weekly walk-in advising hours or by scheduling an individual appointment through the Student Success Collaborative in their "MyBGSU" portal. Through MyBGSU and Student Center, students may, at any time, access a real time degree audit and their grades. This allows students to self assess their progress at any time. Once a review with the academic advisor is complete and their registration date has arrived, students can use their Student Center to register online for the following semester. Undergraduate students receive mid-

semester grades which, if deficient, trigger a formal assessment with an advisor. In this manner, the college advisors, in conjunction with the Program faculty, guide students through the process of managing their degree plans, scheduling courses, and dealing with all issues related to academic life. Both college advisors and students work closely with the Assistant Director for Cooperative Education to educate and assist in finding co-op/internship opportunities for students (<https://www.bgsu.edu/technology-architecture-and-applied-engineering/cooperative-education-program.html>).

At the University level, both undergraduate and graduate students have access to a variety of resources. For instance, the Learning Commons is located inside BGSU's Jerome Library; this collaborative learning environment provides free tutoring, academic coaching, study skills classes, as well as math and writing tutors (<https://www.bgsu.edu/learning-commons.html>). There is also a Career Center where staff members are available to help students explore career and major options, identify and secure cooperative education and internship experiences, and search for job and graduate school opportunities (<https://www.bgsu.edu/career-center.html>). In addition, if a student is struggling with personal issues, or if a student is experiencing negative treatment, threats or more subtle forms of oppression because of race or ethnicity, sexual orientation, gender identity, religious affiliation, political affiliation, country of origin or other aspects of student identity, BGSU has a Counseling Center (<https://www.bgsu.edu/counseling-center.html>).

The Architect Licensing Advisor has been integral part of the Program – Dr. Stan Guidera, a full-time faculty member, currently serves in this capacity. Dr. Guidera is a licensed architect in the State of Ohio and a tenured faculty (full professor) in the Department. In addition to Dr. Guidera's high-level practice experience, his professional work is widely acknowledged and appreciated by the faculty and students. Dr. Guidera, within his role as the designated Architectural Experience Program (AXP) advisor, coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. In addition, Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice, including the importance of professional architectural experience in the development of an architect. Most recently, an "AXP Info Session" was organized for students in the Program on Oct 31, 2018 (see Dropbox File 25 – AXP Info Session Flyer). As of this writing, a similar informative session with the Director of the Ohio Architects Board is being planned and coordinated by Dr. Guidera for Spring 2019. Dr. Guidera is scheduled to attend the 2019 Licensing Advisors Summit, National Council of Architectural Registration Boards (NCARB) from August 1-3, 2019 in Minneapolis. Within this context, Dr. Guidera devotes his time to outlining the specifics of the NCARB AXP process as well as providing necessary information and links to students in the Program.

The Northwest Ohio Chapter of the AIA maintains a healthy relationship with the Department of Architecture and Environmental Design as well as with the BGSU Chapter of AIAS. Practicing architects regularly participate on juries and also sit in on the Department Advisory Board. Criteria related to professional practice integrated into coursework across the curriculum (Codes and Regulations, Professional Practice/Entrepreneurship, Business Innovation by Design, Applied Entrepreneurship, etc.) also supports students in preparing for the professional environment that builds a foundation for the architect licensing advisor.

The BGSU Chapter of AIAS organizes and holds two career fairs for Architecture students every year – one in fall and one in spring. In addition, the Department of Architecture and Environmental Design and the Department of Construction Management collaborate and organize an Annual School Job Fair for all students in the School of the Built Environment (Dropbox File 26 – SBE Job Fair Flyer). The Annual School Job Fair is spearheaded by Prof. Scott Gross (full-time faculty in the Construction Management Department) in coordination with the BGSU Chapter of AIAS. Students in the Architecture Program are required to complete two co-ops as part of their degree requirement. The Assistant Director for Cooperative Education, provides assistance in locating and securing internship opportunities as well as approving all internships.

I.2.2 Physical Resources

BGSU's physical resources underwent a positive change – as of January 1, 2016, the Architecture Program moved into a state-of-the-art learning environment based on the conversion of a 31,000 sf circa 1973 warehouse (See Dropbox File 27 – Floorplan of Architecture Learning Environment). The design and construction of the facility was based on the following three major criteria a) pragmatic requirements (the number of laser cutters, need for a paint booth); b) pedagogical aspirations (facilitation of collaboration across age-groups, disciplines and even outside the University community, options for distance learning and other non-traditional delivery modes); and c) environmental concerns (acoustical controls, heating and cooling options, natural vs. artificial lighting, access to the outdoors). It resulted in flexible, spacious, well-lit spaces for production, presentation, collaboration and display including a 60-seat lecture hall, a 20-seat library/conference room, 10 faculty offices, administrative offices, a small conference room, studio spaces for 150 students, a public gallery, a design-shop, and restrooms.

The disposition of the studios provides a step-wise progression from north to south as one moves through the degree program, with the senior studio being visually prominent adjacent to the main entrance. All of the studio spaces open to public spaces with no doors or physical barriers to restrict access. The studio spaces are defined by either low partition walls or review walls for displaying student work. This openness provides opportunities for faculty and students at all levels to roam the building freely in order to see the work of their colleagues. The Department provides all freshmen and sophomore students with a 3'x4' desktop surface, whereas junior, senior, and graduate students are provided with a 2.5'x5' desktop surface. All students are provided with a seat. Each desk in the sophomore, junior, senior and graduate studios is combined with a low-profile movable locker for materials, supplies, and other storage needs. In addition to this, parallel bars are mounted to the desktops of students in the freshmen and sophomore studios.

The 60-seat lecture hall contains projection and audio equipment, including dry erase boards. In addition to courses with high enrollment, the Department uses this space for large scale meetings with students and for guest lectures and speaker presentations. The furniture in this space allows the room to be configured in a variety of different ways to accommodate different types of learning. In addition, 3 digital projectors and several dry erase boards are provided on the east wall of the building. Dry erase boards and 2 digital projectors are also provided in the freshmen studios. A similar set-up of dry erase boards and digital projectors are also provided in the graduate studios. Both conference rooms are also equipped with digital projectors and dry erase boards. Several computer stations (in groups of 2, 5, or 6) coupled with printers are distributed across studio spaces for student and faculty use. This set-up of dry erase boards, digital projectors, computer stations, and printers allows for an intense interactive learning environment and meaningful collaboration between students in the studio environment from freshmen to graduate level.

Faculty offices are strategically located in a free-standing block in the middle of the studio spaces to encourage impromptu interaction and enhanced engagement. Each full-time faculty member has a dedicated office space within the building. Part-time faculty receive a dedicated office as space allows. When all offices are occupied, part-time faculty have access to a shared office space. Each office is furnished with a computer, desk, phone, storage, and seating for at least two individuals. These offices provide private space for faculty to advise students, conduct research, and prepare for their classes. An east/west "axis-of-presentation" extends through the middle of the school from the landscaped west plaza (which is planned to be completed at a later time) through the flexible space(s) of the gallery and the pivot-walls to the 300' crit-wall on the east. Informal collaboration and interaction is encouraged throughout. The student lounge, the project work zone at the north end of the central circulation spine, and the design-shop (complete with laser cutters, plotters, and paint booth) are specifically intended to enable student performance at the highest level. Support services and future expansion will be accommodated in the remainder of the existing mezzanine area. The graduate student work is anticipated to consume the entire gallery space for the upcoming NAAB visit. Within this context, due to the need for additional exhibition space, it is anticipated that an unused graduate studio, on the west side of the building will be utilized to display undergraduate student work for the upcoming NAAB visit.

In addition, the architecture faculty, staff, and students also have access to two high-end computer labs as well as to a woodshop housed next door in the College of Technology Building. The two 24-seated computer labs are maintained and managed by Information Technology Services (ITS). The woodshop is operated by the Department of Construction Management with the support of the College Assistant Director of Laboratories and Facilities. The College has its own TechStore that provides valuable services for all architecture faculty, staff, and students, such as 3d printing, power tools, survey equipment, and photography equipment, just to name a few.

The program is also part of the Toledo Design Center (TDC), a multi-disciplinary coalition of professional architects and planners that advocate design and planning excellence in service of Toledo's urban communities. It provides the Department, at no charge, a presence in the City of Toledo with a satellite space to conduct design seminars and research projects. At the same time, it aids the TDC mission of exploring, assisting, and supporting opportunities for urban growth and revitalization through resource preservation and adaptive re-use augmented by new architectural and landscape conceptualization. The goal is to create a beautiful and livable community guided by sustainable growth and a high quality of life.

The College of Technology Building adjacent to the Architecture building is poised to undergo renovation beginning summer 2019. The renovation is anticipated to last for 3 years and will be completed in phases. Within this context, the two 24-seated computer labs and the woodshop (relevant to the Architecture Program) currently housed within the College of Technology Building will undergo construction (renovation). As of this writing, it is anticipated that renovation relative to the woodshop will be completed prior to the beginning of fall semester 2019. The two 24-seated computer labs will be moved by BGSU's Office of Design and Construction to a different location on campus. All related equipment and software in the two labs will be re-located. As of this writing, the Office of Design and Construction is coordinating this task with the College Administration and Information Technology Services (ITS). The Architecture Program does not anticipate any issues or problems that will impact student learning relative to the renovation of the College of Technology Building.

I.2.3 Financial Resources

Allocation of financial resources is not solely based on the professional degree offered, but is based more on how critical a department's purpose is to the University mission, its size, and the way budget requests are communicated. Departmental financial resources are divided into three categories: personnel, fringe benefits, and operating. The personnel and operating categories have permanent and one-time funding. Permanent funding is budget dollars that increase or decrease a departmental budget for the current fiscal year and all years going forward. A one-time budget is for a temporary personnel or operating expense. The one-time budget affects only the current year, but if not spent in the current year, can be carried forward to the next fiscal year. Fringes are centrally allocated; actual fringes charged to departments for things such as health and dental insurance, retirement benefits, and other fringe benefits are funded on a monthly basis to offset cost incurred. Any increase in permanent or one-time funding may be requested from the Dean or the Provost Reserve (unallocated College or Academic Affairs funds) or from Central Administration. In addition to requesting an increase in a departmental budget from reallocation of College, Division or Central Administration, an increase in funding can also be requested in the annual budget process from the Board. The Office of Capital Planning is responsible for providing for facilities and space for the respective academic unit.

Architecture - Operating and Personnel Budget

	FY 2016-17	FY 2017-18	FY 2018-19
Operating Budget			
Supplies-Office, computer, Instructional	6,000	6,000	6000
Travel	8,000	10,250	6000
Communications	2,500	2,500	2500
Miscellaneous	500	500	500
Total Operating	17,000	19,250	15,000
Personnel Budget - Salaries and Fringes			
Faculty	492,431	566,855	700302
Fringes - faculty 35%	172,351	198,399	245,106
PT Faculty	24,240	17,860	8000
Fringes - PT faculty 16.5%	4,000	2,947	1,320
Staff	40,635	35,485	34268
Fringes - Staff 41%	16,660	14,549	14,050
Graduate Assistant stipends	47,819	37500	53869
Student employee	2,100	2,100	2100
Fringes - GA's + students	1,248	990	1399
Total Personnel Budget	801,484	876,685	1,060,414
Total Operating/Personnel	818,484	895,935	1,075,414
Summer Salary/Fringes			
	Summer 2016	Summer 2017	Summer 2018
Faculty	18,423	21160	28593
Fringes - faculty 16.5%	3,040	3,491	4,718
Total Summer Salary/Fringes	21,463	24,651	33,311

Note: The operating budget load is based on a fiscal year allocation. Full-time faculty, part-time faculty, and graduate assistant salaries are allocated on an academic year of nine months along with fringe benefits for each group. Staff salary, student employee salary along with fringes are based on a fiscal year allocation. The bottom section of the budget sheet refers to summer salary and fringes. These are actual expenditures.

At BGSU, the administrative Chairs and Directors of academic departments do not have control over personnel budgets, especially salaries for full time faculty and staff. Chairs and Directors also do not have control over fringes, especially for those personnel funded by Educational and General (E&G), by tuition revenue and State Share of Instruction (SSI). The Architecture Department does have control over operating expenditures such as supplies, travel and entertainment, faculty professional development, and a carry-forward budget. The Architecture Department also has access to other funding sources outside of E&G funding allocations, such as course fees, program fees, foundation accounts, or grants and revenue generated from services to external customers. Depending on the restrictions of the resources received from other sources, the Architecture Department has minor influence over revenues and transfers obtained outside of E&G allocations.

The scholarship, fellowship, and grant funds that support the Program are explained in detail as follows. For graduate students, the Provost has E&G permanent budget allocation for graduate assistantships. This includes scholarships (fee waivers) and stipends. Graduate scholarships and stipends are allocated to the colleges by the Dean of the Graduate College and each college Dean allocates those resources among academic departments depending on the number of graduate students and the level of scholarship awarded to each student. For FY 2018-19, a total of nine graduate assistants received both stipends and scholarships in the Architecture Department.

The College of Technology, Architecture, and Applied Engineering has several scholarship opportunities available to qualified Architecture students. Specifically, three scholarships are available exclusively to Architecture students as listed below:

- The Collaborative Scholarship
- SSOE Group Architecture Scholarship
- Biolosky Cleveland Scholarship

There are seven general scholarships that are open to all majors in the College as follows:

- Ardanall B. Mason Memorial Scholarship
- Dr. Frank Dick Technology Book Award
- Frederick C. Stone Memorial Scholarship
- Gedeon Memorial Scholarship
- Invenergy – Building Our Clean Energy Future Scholarship
- Laimbeer Family Scholarship
- Savage Family Leadership Scholarship

A non-endowed fund titled Architecture Advancement Program was created to enhance student and faculty activities not otherwise funded by the Department operating budget. Expenses tied to this fund could include (but are not limited to) equipment, supplies, student recruitment and retention, travel and professional development for faculty, staff, and students, alumni activities and other general Program expenses. Funding for the Advancement fund comes from donations to the Program.

The Da Vinci Society Fund was established by the College to support undergraduate and graduate research. Through an application and proposal process, students can apply for funding.

At the graduate level, graduate students in Architecture can apply for the Winifred O. Stone and Presidential Graduate Diversity Scholarship which are merit-based awards designed to promote diversity within the graduate student population at BGSU.

The AIA Ohio Foundation awards funding to the Architecture Program on an annual basis. This award provides scholarships to one or more BGSU architecture student(s) to facilitate the connection between the profession and future leaders. The Program has an established set of rules, procedures, and criteria for the selection of students that receive this award.

There are no pending reductions or increases in personnel and/or operating budgets that the Program is aware of.

All types of faculty compensation are addressed in the Collective Bargaining Agreement (CBA). For any changes to occur, it would need to be approved by the University and University Faculty Association-American Association of University Professors.

Institutional development campaigns are managed by the BGSU Foundation. In addition to institutional development, the College and the Department also set fund raising campaign goals in order to contribute to the Foundation accounts.

I.2.4 Information Resources

This report details the holdings of the Bowling Green State University (BGSU) Libraries related to materials that support the Architecture and Environmental Design program's accreditation by the NAAB. The surveyed materials include books (print and electronic), serials (print and electronic), and other resources including audio visual media. These resources can all be accessed through the Jerome Library building, which houses the various collections of the University Libraries on the main campus of BGSU and online via authenticated remote access anytime, anywhere.

All students, faculty, and staff of BGSU have access to the materials in question, either in person through open access at the library or online through the use of electronic books, online databases, and streaming media (where available). Therefore, the Libraries provide access to both our in person and distance students, faculty, and staff. The University Libraries also provides research and other assistance to all members of the BGSU community through access in person, text messaging, IM (chat), email, and phone reference services provided by reference and instruction librarians. While the library is open an average of 110 hours a week, the Research and Information Desk is staffed 80 hours per week, primarily by librarians and highly trained student assistants within Library Teaching and Learning.

In addition, the STEM and Health Sciences Team serves the College of Technology, Architecture, and Applied Engineering. These librarians work specifically with students in the Architecture and Environmental Design Program to provide instruction, reference, and research assistance. Librarians also work to develop a collection of architecture materials to support the Department's curriculum and research.

BGSU students can also access materials in a timely manner by borrowing through OhioLINK, a consortium of 118 academic libraries distributed among 90 different Ohio college and university libraries that work together to provide Ohio students, faculty, and researchers with the information resources they need for teaching and research. These materials include print and electronic books, serials, databases, and audiovisual media. OhioLINK materials may be requested and picked up at the researcher's home institution, or at any of the participating libraries through OhioLINK's Pick-Up Anywhere program. Together, OhioLINK member libraries provide access to more than 46 million books and materials, 136 research databases, 29 million electronic journal articles, 181,000 e-books, 103,000 images, video and sound files, and more than 93,000 full text, openly accessible theses and dissertations published by Ohio students. In addition to robust statewide OhioLINK offerings, BGSU makes local purchases of materials and subscribes to additional sources of information to support the curriculum.

University Libraries also supports "ScholarWorks@bgsu.edu", an openly accessible repository for scholarly content should the Architecture and Environmental Design Program ever need a place to archive material created by faculty or students. This platform also supports the creation of online textbooks and peer reviewed journals. The William T. Jerome Library can also serve as a public venue in which to showcase the work of architecture students and faculty. The Library has publicly hosted at least two mock juried exhibitions of student work from architecture classes in recent years.

Books:

The University Libraries' book collection in the Library of Congress Classification NA (Architecture) amounts to 6202 titles, as of December 2018. Factoring in the additional books available in the Classification TH (Building Construction) and Classification NK (Decorative Arts/Interior Design) which might also be of use to architecture students, the total comes to 12,202. (See table 1 below.) We have actively weeded print collections, removing dated and seldom-used materials to make the more current and relevant titles easier to identify. The counts below include older items that have been moved to the Ohio Depository Catalog (OHDep) and are housed in the Northwest Ohio Regional Book Depository. These books are owned by University Libraries and are available to library users upon request via OhioLINK's courier service.

The University Libraries contribute to e-book purchases for the OhioLINK Electronic Book Center. These include imprints of publishers such as Springer, Sage, Wiley, and Oxford as well as university press content from Yale University Press, University of Chicago Press, MIT Press, University of California Press, New York University Press, and Princeton University Press. The university community also has access to e-books from Project Muse, Ebrary, NetLibrary, and other sources. Currently, 1108 e-books support the Architecture and Environmental Design program and are available at anytime, anywhere to any university authenticated user. In addition to e-books counted in Table 1, we have access to *O'Reilly Safari Books* -- more than 35,000 ebooks and manuals on the use of technology in all fields, including computer-aided design for architecture.

Table 1. Print Books and Electronic Books

Call Number Range	Jerome Library	BGSU titles in OHDep	E-books	Grand total
Grand total	9,019	2,075	1108	12,202
NA -- Architecture	4,915	855	432	6,202
NK -- Decorative Arts	3,478	860	192	4,530
TH -- Building Construction	626	360	484	1,470

There has been growth in the number of print books classified in NA, NK, and TH purchased over the past seven years. Even though the library budget has been flat for more than a decade, we've strived to make additional purchases to build our collection in support of architecture studies and research. We revised our approval plan with our major book vendor to include more titles in class NA. Since the University's Architecture and Environmental Design Program's initial application for candidacy for NAAB accreditation in January 2012, University Libraries has purchased a total of 1341 books totaling \$67,287, to support the Architecture and Environmental Design Program. (See Table 2 below.) Additionally, 66 titles with a total estimated cost of \$4400 are on order.

Table 2. Print Book Purchases, FY11/12 through FY18/19, December

	Totals	NA -- Architecture	NK -- Decorative Arts	TH -- Building Construction
Grand Total Print Books	1688	1201	410	77
Grand Total Payments	\$79,956.49	\$55,758.97	\$17,958.86	\$6,238.66
2016/17 -- 2018/19, Dec. Books	347	218	103	26
2016/17 -- 2018/19, Dec. Payments	\$12,669.80	\$6,018.62	\$3,886.96	\$2,764.22
2011/12 -- 2015/16 Books	1341	983	307	51
2011/12 -- 2015/16 Payments	\$67,286.69	\$49,740.35	\$14,071.90	\$3,474.44

In late 2011, to assess the efficacy of the current materials in the University Libraries that support the Architecture and Environmental Design Program, we consulted the *Resources for College Libraries* (Chicago: American Library Association, 2006) recommended core list of 355 titles in the Classification NA (Architecture). We then searched the University Libraries catalog, as well as the OhioLINK catalog,

using a representative sample of 200 of the 355 recommended titles to determine the percentage of holdings available to the BGSU community. The University Libraries provide 36% of these core titles in this sample; in addition, OhioLINK libraries collectively hold 93% of the titles. Students may borrow OhioLINK books directly and may request delivery at the OhioLINK institution library that is most convenient for pick-up. Books are typically delivered within three to five days.

Since 2012, University Libraries' focus has been to build a strong architecture collection of currently published books. Given our budgetary situation it would be challenging to build a strong retrospective collection – much of which would be duplicated by collections at Ohio State University, Kent State University, Miami University and the University of Cincinnati, and can be readily borrowed by architecture students and faculty. Students and faculty in the Architecture and Environmental Design Program can rely on strong architecture holdings among OhioLINK libraries.

Images and Video:

Electronic art and architecture images are available to the Architecture and Environmental Design Program from *ARTStor* and from the OhioLINK Digital Resource Center *Art and Architecture Collection*. The OhioLINK collection includes images from OhioLINK member libraries' collections, purchased image collections, and video from selected commercial vendors.

University Libraries has set up a demand-driven acquisitions plan with Kanopy Video Streaming to supply streamed video content. The Kanopy collection includes more than 300 videos that will support the Architecture and Environmental Design Program. The OhioLINK Digital Resource Center includes more than 100 streamed videos on architecture and related disciplines. These 400-plus videos may be streamed at anytime, anywhere, to any university authenticated user. Additionally, videos in DVD format may be borrowed from a number of OhioLINK member libraries.

Electronic Resources:

The University Libraries currently subscribes to *Art Fulltext*, *Avery Index to Architecture Periodicals*, and *Oxford Art Online*, each of which directly support the Architecture and Environmental Design Program. Additional materials may be found in *Web of Science*, *JStor*, in EBSCO databases such as *Academic Search Complete*, *Humanities International Complete*, *Environment Complete*, and the *Bibliography of the History of Art (BHA)*, including *Répertoire international de la littérature de l'art (RILA)* (a closed file covering materials published from 1975 – 2007). *ARTSTOR* includes several hundred thousand images on architecture and city planning. A variety of other databases that cover humanities and social science topics also support the Architecture and Environmental Design Program.

Journals:

Bowling Green State University has access to more than 300 journals on architecture, decorative arts, design, architectural engineering, and landscape architecture. Holdings vary, depending on the source – local subscriptions, the OhioLINK Electronic Journal Center, *JSTOR*, *Art Fulltext*, or other EBSCO databases. Current issues may be embargoed by the publisher for some titles that are made available in *Art Fulltext*, *JSTOR*, or via EBSCO databases. The 35 titles in the OhioLINK Electronic Journal Center are paid subscriptions by OhioLINK member libraries; access to current issues is not embargoed.

The *Avery Index to Architecture Periodicals* indexes more than 4600 publications. Any requests for articles from the majority of journals indexed will need to be provided by Interlibrary Loan. In almost all instances, materials are provided at no cost to the requestor.

We have compared our journal holdings and access to the *Core Periodicals List* compiled by the Association of Architecture School Librarians, which was last updated in 2017. Bowling Green State University has local access to 40 of the 96 journals on the Core List; for 26 of these, current issue access is available (See Dropbox File 34 – Association of Architecture School Librarians Core List Titles).

OhioLINK libraries collectively, have deep collections in architecture. Copies of articles from journals not accessible at BGSU can be delivered quickly via Interlibrary Loan.

Financial Implications and Challenges:

From fiscal year 2011/12 through FY2018/19 (through December 2018), University Libraries spent an average of \$13,899 on resources that explicitly support the Architecture and Environmental Design Program (\$2,762 on journals and the *Avery Index*; \$10,661 on print monographs). The University Libraries contributes approximately 48% of the total materials budget to purchase electronic journals, databases, and e-books that are made available via OhioLINK. These resources support every program at the University and it is not feasible to separate funds paid for architecture resources; many of the architecture resources mentioned in this report are acquired through OhioLINK database, journal, or e-book packages.

The University Libraries recognizes that during the Architecture and Environmental Design Program's initial years of candidacy, it has been critical to spend additional funds to build University Libraries' architecture collections. In spite of budgetary and staffing challenges, the University Libraries remains committed to the support of the Architecture and Environmental Design Program to help to insure students' and faculty members' success.

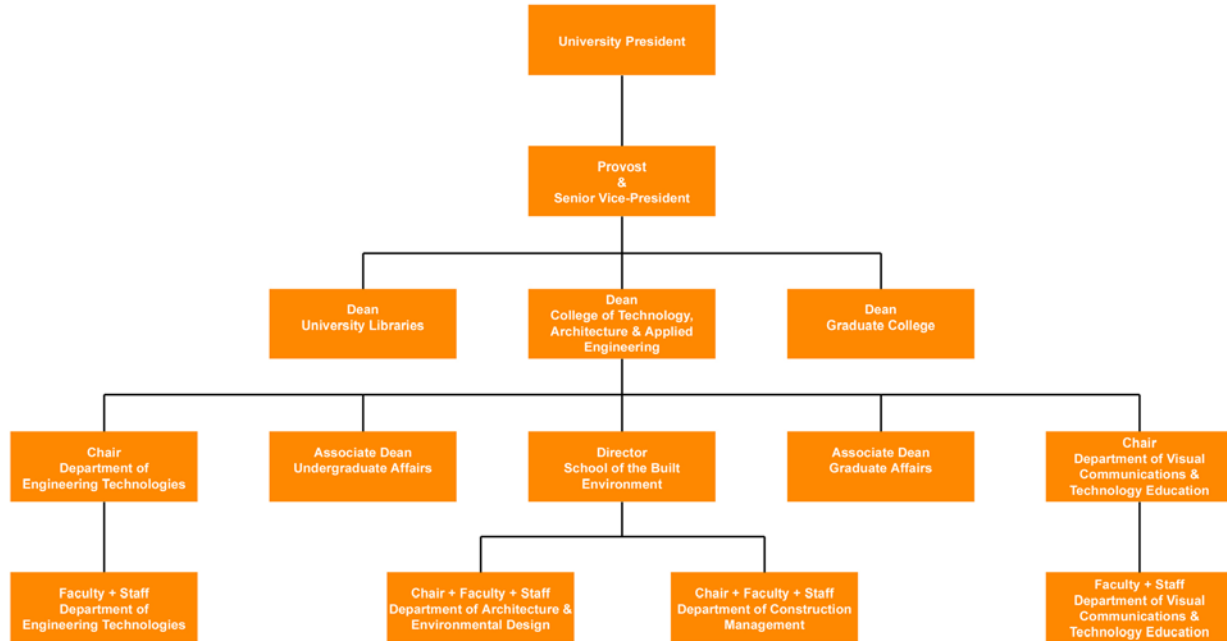
Prepared by:

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Bowling Green State University

January 11, 2019

I.2.5 Administrative Structure and Governance



[Simplified organizational chart emphasizing the hierarchal structure of the School and Program within the University system]

The President of the University is the chief executive officer of the University and subject to the control of the Board of Trustees. The President fosters and promotes education, research, and service as the primary aims of the University.

The Provost and Senior Vice-President for Academic Affairs reports directly to the University President as the institution's second-in-command, and has the chief responsibility for advancing the academic mission of the University as an educational leader for the faculty and the administrators of academic areas.

The Dean of the College of Technology, Architecture, and Applied Engineering is the primary administrative and academic officer for the College and is responsible for all human resources and the budgetary and fiscal management of the College. SECTION B (Responsibilities of the Dean of an Undergraduate College) of ARTICLE IX (The Undergraduate Colleges) of the Academic Charter provides a detailed explanation of the responsibilities of the Dean of the College of Technology, Architecture, and Applied Engineering (<https://www.bgsu.edu/faculty-senate/academic-charter.html>). The academic programs of the College are organized into two departments and one school as follows: 1) School of the Built Environment; 2) Engineering Technologies; and 3) Visual Communication and Technology Education. The School of the Built Environment is composed of the Department of Architecture and Environmental Design and the Department of Construction Management. A detailed organizational chart emphasizing the hierarchal structure of the School and the Department of Architecture and Environmental Design within the College of Technology, Architecture, and Applied Engineering is available at: Dropbox File 38 – CTAAE Organizational Structure.

The Director of the School of the Built Environment is administratively responsible for all activities of the School. The Director is responsible to the Dean of the College of Technology, Architecture, and Applied Engineering and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the School faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a School. SECTION D (Responsibilities of the Director of a School) of

ARTICLE XI (Schools) of the Academic Charter provides a detailed explanation of the responsibilities of the Director of the School of the Built Environment (<https://www.bgsu.edu/faculty-senate/academic-charter.html>).

The Chair of the Department of Architecture and Environmental Design is a Bargaining Unit Faculty Member (BUFM) who is covered by the Collective Bargaining Agreement. As a non-administrative faculty member, the Chair is responsible for assisting the School Director with class scheduling, identifying adjuncts, curriculum-related changes, and serving as undergraduate and graduate program coordinator. The Chair may be assigned other minor responsibilities/coordination efforts as assigned/delegated by School Director. The faculty of the Department of Architecture and Environmental Design are individuals that hold full-time academic appointments or rank and are responsible for effective teaching, scholarly or creative work, and service to the University and profession. The staff of the Department of Architecture and Environmental Design are people who do not hold academic rank and relieve the supervisor (School Director) of routine administrative tasks.

Within the Academic Charter under Article II (The University Community, Section G: Shared Responsibilities), the following principles guide overall opportunities for involvement in governance by faculty, staff, and students in the accredited program:

Certain responsibilities are shared in varying degrees by all of the basic groups of persons within the University Community. These include:

1. helping to define and further the missions and goals of Bowling Green State University (BGSU);
2. providing the means for interchange of information and ideas;
3. providing forums for the discussion of problems facing higher education in general and BGSU in particular;
4. providing opportunities for increased understanding of the University and the professional development of its staff through participation in the University's operation; and
5. reviewing and making advisory recommendations about the annual budget to be recommended to the Board of Trustees through the President.

At BGSU, the governance of a department is guided by the University Academic Charter in Article XII (see Dropbox File 19 – Academic Charter). Other forms and mechanisms of governance are defined by the Collective Bargaining Agreements and signed Memoranda of Understanding (see Dropbox File 20 – Collective Bargaining Agreement). A formal structure for faculty involvement in governance at the Department, School, College, and Institution level is accordingly defined and accomplished (<https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html>). The Department also recognizes that both undergraduate and graduate students provide a collective voice on issues and policies affecting the entire architecture student body. Within this context, formal governance opportunities are available for students through AIAS and NOMAS student chapters, including the BGSU Graduate Student Senate. Student representatives are invited to participate in all Departmental, School, and Architecture Advisory Board meetings, including other strategic planning efforts (see Dropbox File 41 – Shared Governance and Participation). Further, students are represented on search committees (most recently on the search committee for the new dean's position). In addition, since 2015, the AIAS Chapter has actively lead efforts to organize a prolific mix of talks, symposiums, and workshops for the Program.

As described in the University Academic Charter, the College Dean is responsible for undergraduate degrees, while the Graduate Dean is responsible for graduate degrees. The College Dean functions as the principle administrative officer and is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. All processes include the appropriate involvement of the faculty and college committees or councils. The College Dean also coordinates between the College and the Graduate College in matters related to modifying the graduate curriculum within departments, scheduling graduate courses, recruiting and scheduling graduate faculty, and clarifying the financial impact of graduate courses on the college budget. Within this context, any new courses or the modification or discontinuance of existing courses may originate with an individual faculty, a group of faculty members, or with the administration. Thereafter, a curricular proposal and its assessment is

submitted to the Department Chair or School Director for review and approval. The Department Chair or School Director subsequently forwards the proposal and supporting material to the appropriate Curriculum Council of the College for approval and for onward transmittal to the College Dean. Upon approval, the Dean returns the proposal and supporting material to the proposal initiators, who in turn transmit the proposal and supporting material either to the Undergraduate or Graduate Council (see Dropbox File 17 – Curriculum Development Flow Chart - Undergraduate + Graduate).

Overall, the curricular assessment and development process in its entirety involves various stakeholders within the the University community (see Dropbox File 18 – Curricular Assessment and Development). The Board of Trustees recognizes that there are five groups within this community: students, faculty, administrators, administrative staff and classified staff. As it reads in the Academic Charter, there are some basic principles that guides the curricular process. The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty. There must be faculty participation within the academic governance structure of the University, and student participation when deemed appropriate for discussion of academic problems and policies at all levels within the University. Several external groups also guide and advise the Program in the curricular assessment process, including the Industry Advisor Board, Ohio Architects Board, and local and state-wide chapters of AIA.

II.1.1 Student Performance Criteria

The Architecture Program is designed as a seamless progression from years one through six with students achieving the Bachelor of Science in Architecture degree at the end of their senior-year and thereafter progressing into the Master of Architecture professional degree program. The matrix displayed below indicates SPC's that are expected to have been met in the pre-professional Bachelor of Science in Architecture degree including SPC's that are met in the accredited Master of Architecture degree.

NAAB SPC Matrix:

	A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity and Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations and Decision-Making	C.3 Integrative Design	D.1 Stakeholder Roles in Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct	
	Realm A								Realm B										Realm C		Realm D						
SPC expected to have been met in pre-professional education																											
ARCH 1050 Design Representation I				A																							
ARCH 2050 Design Representation II					A	A																					
ARCH 2220 Design Studio I																											
ARCH 3210 Design Studio 2		A								A																	
ARCH 3220 Design Studio 3		A		A						A																	
ARCH 4210 Design Studio 4			A					U																			
ARCH 4220 Design Studio 5	A					A				A																	
CONS 2350 Introduction to Construction																		U									
CONS 3360 Structural Design															A												
CONS 3380 Steel, Concrete and Masonry Design											A		A														
ARCH 2360 Mechanical & Electrical Building Systems I															A												
ARCH 2710 Computer-Aided Design for Architecture												A															
ARCH 3360 Architectural Materials and Systems												A				U	U										
ARCH 3370 Mechanical & Electrical Building Systems II															A												
ARCH 2330 History of Architecture I			A																								
ARCH 2340 History of Architecture II								U																			
ARCH 3310 Theory in Architectural Design	A							U												U							
ARTH 3630 Modern Architecture								U																			
SPC met in NAAB-accredited program																											
ARCH 6210 Graduate Design Studio 1		A	A						U	A																	
ARCH 6220 Graduate Design Studio 2						A				A	A											A					
ARCH 6310 Graduate Design Studio 3					A								A			U	U										
ARCH 6320 Graduate Design Studio 4	A			A								A	A								U	A	U				
ARCH 6510 Sustainability Systems															A	U		U									
ARCH 6800 Seminar in Architecture and Design							U														U						
ARCH 6530 Codes & Regulations										A																U	U
ARCH 6610 Professional Practice/Entrepreneurship																				U				U	U	U	U
ARCH 6620 Business Innovation by Design																				U				U	U	U	
ARCH 6630 Applied Entrepreneurship																								U		U	

A Ability
 U Understanding

Description of Pedagogy and Methodology used to Address Realm C:

The SPC - C.1 Research is listed under the course - ARCH 3310 Theory in Architectural Design. Students in ARCH 3310 conduct research relative to changing perspectives pertaining to architectural, urban, and landscape design theory, speculation and practice. Research learning outcome expectations embrace and advance notions of essential complexity and interpretation in architecture. Reflections take place in parallel connections with other art forms such as film. Theory examinations assimilate

multidisciplinary dimensions by focusing on the crossroads between film and architecture, as it can be co-existing in cinematic spaces. “Complexity” is applied in understanding the film-architecture connections, their applicability and relevance to architectural theory. “Interpretation” is highlighted as critical ability in the act of design, considering design thinking, process and production all interpretive in nature. The added, filmic components aim at providing a rather multi-layered set of research tools and enhanced techniques, resulting in students’ further sophisticated viewpoints to be applied in the criticism and self-critique of architectural work.

Pedagogies use and cultivate qualitative research skills, drawing on interpretive-historical realms of investigation. The qualitative method is engaged at various stages in the course assignments. To gain necessary foundational knowledge, students identify theoretical concepts and design process frameworks through readings about past and present design trends. They study key aspects and characteristics related to a contemporary history of architectural theory, mostly since the 1960’s. Students are prompted throughout the course to ask better questions, a learning achieved through continuous evaluation of viewpoints from multiple perspectives. Students are asked to systematically examine topics by: 1) searching for and evaluating information; 2) interpreting evidence; 3) effectively presenting studies; and 4) reflecting on studies’ impacts in design.

The SPC - *C.1 Research* is also listed under the course - ARCH 6320 Graduate Design Studio 4. Students in ARCH 6320, conduct research relative to the development of the integrative design project, including precedent studies, space programming-analysis, site design, codes and regulations, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems. The methods of research include searches for information in both books as well as digital media. Students focus on both, qualitative as well as quantitative data, upon which they formulate their design strategies. Within this context, the research conducted by the students, provides a multitude of solutions to design problems that buildings are required to address.

The SPC - *C.1 Research* is also listed under the course - ARCH 6800 Seminar in Architecture and Design. In this seminar, graduate students demonstrate proficiency in two major areas: 1) awareness of the critical dialogue surrounding the architecture and/or design work(s) that one intends to analyze; and 2) an ability to write clearly, correctly, and insightfully about the language, images, structure, text, and context of the work(s). The awareness of the critical dialogue surrounding the text that students are analyzing is at the heart of the kind of writing one should be doing as a graduate student, and the kind of writing one will continue to do if one choose to become an architecture scholar as well as to enter academia as a profession.

The SPC - *C.2 Integrated Evaluations and Decision-Making* is listed under the course - ARCH 6220 Graduate Design Studio 2. In ARCH 6220, graduate students are required to research the characteristic features of a referential building structure, based on integrated evaluations and decision-making strategies. The analysis occurs through two and three-dimensional representations, diagrams, data, matrices, and other tools that help explain the observations to an audience. The analysis follows a method for integrated evaluations and decision-making processes. The approach however, is not prescribed – the outcome of building design intention varies according to the research and findings. This might also include historical surveys, economic and environmental factors, fabrication processes driven by the understanding of integrated evaluations and decision-making processes.

The SPC - *C.2 Integrated Evaluations and Decision-Making* is also listed under the course - ARCH 6310 Graduate Design Studio 3. The narrative in ARCH 6310 hinges on attributes of integrated evaluations and design decision-making processes, strategies, tactics, and techniques that inherently become part of student design proposals with open-ended outcomes. In other words, integrated evaluations and decision-making tackles the seemingly insurmountable challenges that occur during the design process and execution by utilizing the mechanics of strong leadership and best practice, including the most innovative and current thinking, design skills, technologies and systems. Specifically, total architecture also integrates local, individual, community, and environment needs to overcome the challenges. One of the forerunners in the realm of integrated evaluations and decision-making was Ove Arup (1895-1988), a

Danish/British engineer who promoted a radical new type of the architect-engineer relationship by integrating the disciplines in search of a unified design which he called “Total Design”. Arup believed that buildings can only be beautiful if everything works in harmony; the only way to achieve this harmony was to practice total design – bringing together diverse teams of experts to consider buildings from a number of perspectives right from the start.

The SPC - *C.3 Integrative Design* is listed under the course - ARCH 6320 Graduate Design Studio 4. This course is a multi-disciplinary design studio that is founded on intense and rigorous collaboration between academia and the profession. Students in the Integrative Design studio direct and develop a comprehensive project with the aid of faculty and a selected professional architectural/engineering firm. For spring semester 2019, the professional firm – Garmann/Miller Architects + Engineers (<https://www.garmannmiller.com/>) has been selected and will provide the necessary resources in terms of professional experts and consultants to lead this effort. Through collaborative and solitary processes, the students engage, enable, implement, and develop the comprehensive project in all areas relative to: space programming-analysis; site design; codes and regulations; structural systems; environmental systems; building envelope systems and assemblies; building materials and assemblies; and building service systems. Through dialogue and design processes, students: 1) choose to reject, modify or use the content from the precedent studies; 2) broaden their understanding of the contextuality as a subject of study at multiple scales; 3) gain the ability to respond to environmental and contextual aspects of site while designing; 4) gain the ability to design with standards and rules; 5) gain the ability to appropriate and make drawings that address the technical aspects of the building design; 6) gain the ability to write specifications that present and expand their understanding of materials and processes; 7) gain the ability to make models that address assembly and section; 8) work with structural and mechanical engineers, including professional experts and consultants provided by a distinguished professional (architectural/ engineering) firm to advance their understanding of, and ability to integrate the required systems in their projects.

Description of Methodology for Assessing Student Work:

Work produced by students in the Architecture Program is assessed regularly by faculty. Methods of assessing student work utilize project-based learning as a central pedagogic tool. Assessment of graded assignments are both quantitative and qualitative. These activities utilize individual critiques and formal reviews, with internal and external reviewers, in which the conceptual and functional aspects of a proposed solution are valued in the content of the visual, graphical, and oral presentation of that solution. In general, assessment of student work is based on the following:

- Quantitative Assessment: Based on success in meeting specific technical parameters and requirements for each assignment and also performance on the quizzes.
- Qualitative Assessment: Based upon professional evaluation of the assignments and presentations as well as the extent to which the student meet's the stated parameters for the project.

Design studios utilize external juries or outside critics in conjunction with internal faculty during the semester and during final design reviews. Regular design studio reviews are intended to encourage students to improve on a continuous basis. In addition, regular feedback provides students with the opportunity to envision their academic performance in relation with their fellow peers, with the overarching goal of becoming self-critical. Students are recognized for strengths displayed in their work and are provided with constructive and balanced criticism, all the while encouraging them to perform at a higher level. The assessment of student work encompasses a thorough discussion of theoretical and practical applications related with the pedagogy of architecture, and includes both commendation and recommendation. In this manner, the faculty ensures that student work is assessed in a fair, equitable and unbiased manner, through constructive criticism and open dialogue. This methodology provides an overview of the academic abilities of students, including an indepth understanding of learning effectiveness in the Program. While the process of reviewing student work is seen as an opportunity to

evaluate and grade specific course deliverables, it is also an effective way to assess pedagogical underpinnings and learning goals in relation to the overall curriculum.

In the final analysis, assessment of student work is integral to learning outcomes and is an intrinsic part of all architectural courses and the Program curriculum; it is accomplished both incrementally (e.g.: weekly; monthly) and comprehensively (e.g.: midterm evaluation, periodic critiques; final review). Procedures can be traced directly to those laid-out in BGSU's Learning Outcomes; Program Outcomes, and are also related to specific NAAB Student Performance Criteria. Within this context, the faculty grant a high pass to student work that is: original; of high intellectual quality; well written and graphically well presented; supported by wide textual documentation; structurally inventive; and is complete. On the other hand, the faculty grant a low pass to student work that is: of average intellectual quality; is written intelligibly and graphically clear; is supported by some textual documentation; progresses logically; and is almost complete.

II.2.1 Institutional Accreditation

A copy of the most recent letter from the Higher Learning Commission, a commission of the North Central Association regarding Bowling Green State University's term of accreditation, is included below.



230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

July 11, 2013

President Mary Ellen Mazey
Bowling Green State University
220 McFall Center
Bowling Green, OH 43403

Dear President Mazey:

This letter is formal notification of the action taken concerning Bowling Green State University by the Higher Learning Commission. At its meeting on July 1, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. IAC continued the accreditation of Bowling Green State University with the next Reaffirmation of Accreditation in 2022-23.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents within three weeks of the date of action. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

The Commission posts the SAS, OP and this action letter with the institution's directory listing on its website. Information for institutions on notifying the public of this action is available at <http://ncahlc.org/Information-for-Institutions/institutional-reporting-of-actions.html>.

If you have questions about these documents after viewing them, please contact Karen J. Solomon. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

II.2.2 Professional Degrees & Curriculum

Title of Professional Degree Offered: Master of Architecture
Title of Pre-requisite Degree Offered: Bachelor of Science in Architecture

Master of Architecture:

The Master of Architecture (professional) degree is composed of 52 credit hours, distributed as follows:

Design Studio Core:	27 credit hours
Professional Core:	10 credit hours
Technology Core:	3 credit hours
Business Core:	6 credit hours
History/Theory Core:	6 credit hours

The detailed curriculum outline for the Master of Architecture degree is available at: Dropbox File 29 – M. Arch. Degree - Curriculum. The distribution of minimum number of semester credit hours for the Master of Architecture degree is as follows:

Year 1:

12 credit hours	Fall Semester
15 credit hours	Spring Semester

Year 2:

13 credit hours	Fall Semester
12 credit hours	Spring Semester

A detailed list of course sequencing per semester for the Master of Architecture degree program is available at: Dropbox File 30 – M. Arch. Degree - Semester + Course Schedule.

Bowling Green State University offers the 52 credit hour Master of Architecture (professional) degree to all students who have met the standards of admission and who have completed a pre-professional degree in architecture, such as the B.S. in Architecture offered at BGSU. When combined with the 123 credit hours in the undergraduate program, the BGSU 4+2 offering totals 175 credit hours. Together, the total credit hours of the BGSU undergraduate and graduate coursework exceed the NAAB minimum requirement of 168 semester credit hours. A detailed explanation of optional studies available to students within the Master of Architecture (pre-professional degree + 52 graduate credit hours) is available at: Dropbox File 42 – Optional Studies.

Bachelor of Science in Architecture:

The Bachelor of Science in Architecture (pre-professional) degree is composed of 123 semester credit hours, distributed as follows:

BG Perspective:	37 credit hours
Architecture Concentration:	63 credit hours
Business Elective:	3 credit hours
Career Electives:	6 credit hours
Technical Electives:	9 credit hours
Cooperative Education:	8 credit hours

The detailed curriculum outline for the Bachelor of Science in Architecture degree is available at: Dropbox File 31 – B.S. Arch. Degree - Curriculum. The distribution of minimum number of semester credit hours for the Bachelor of Science in Architecture degree is as follows:

Year 1:

15	credit hours	Fall Semester
17	credit hours	Spring Semester

Year 2:

14	credit hours	Fall Semester
15	credit hours	Spring Semester
4	credit hours	Summer Semester

Year 3:

15	credit hours	Fall Semester
15	credit hours	Spring Semester
4	credit hours	Summer Semester

Year 4:

12	credit hours	Fall Semester
12	credit hours	Spring Semester

A detailed list of course sequencing per semester for the Bachelor of Science in Architecture degree is available at: Dropbox File 32 – B.S. Arch. Degree - Semester + Course Schedule. Beginning fall semester 2019, incoming freshmen students in the Bachelor of Science in Architecture degree program will be advised per a newly prepared template (see Dropbox File 43 – B.S. Arch. Advising Template and Flow Chart).

Undergraduate architecture students have a variety of possibilities to select a minor at BGSU in areas such as art, art history, entrepreneurship, management, and sustainability, among others, to gain extra knowledge and credentials (<https://www.bgsu.edu/new-catalog/areas-of-study/list-of-minors.html>). The requirements for completing a minor varies between the colleges or schools, but is at least an average of 15 to 20 credit hours. All minors are designed for students not majoring in these fields, and are designed for students who have an interest in a particular specialization. In addition, undergraduate architecture students also have the opportunity to pursue a dual degree in architecture and construction management. The dual degree typically takes an extra year to complete.

The Department does not offer any off-campus Architecture-related Programs and/or degrees, or the use of massive open online courses (MOOCs).

II.3 Evaluation of Preparatory Education

Bowling Green State University requires a high school record that includes four units each of English and Mathematics; three units of Science and Social Studies; two units of a Foreign Language; and one unit of Visual or Performing Arts. Freshmen applicants who do not meet the academic standards for admission may be offered admission to the University Program for Academic Success (<https://www.bgsu.edu/university-program-for-academic-success.html>). The University admission system has six different categories: Freshmen Undergraduate, Transfer Undergraduate, Returning Undergraduate, Non-traditional Student, International Student, and Multi-cultural Student. Freshmen application is considered on the basis of four criteria:

- High school coursework/curriculum
- Cumulative grade point average
- Official ACT or SAT results
- Class ranking

Admission Procedure for the Bachelor of Science in Architecture Degree:

Undergraduate applicants entering the Bachelor of Science in Architecture (B.S. Arch.) Program must apply concurrently to the University and to the Program. Students can enter the B.S. Arch. Program through one of two ways:

- By applying directly for the B.S. Arch. Major as a graduate of a senior high school or equivalency through the General Educational Development (GED) or international baccalaureate diploma or certificate.
- By applying for the B.S. Arch. Major internally from another major at BGSU, or as a transfer from another institution. Transfer credits from appropriately accredited institutions are evaluated through a transcript review process; credits recognized by the University are then evaluated against the University, College, Department, and Program requirements. Questions and evaluations concerning architectural course work completed at other institutions are resolved by the Department Chair or School Director through detailed review of transcripts, course descriptions, syllabi, and studio work. On an as-needed basis, an ad-hoc committee advises the Department Chair or School Director concerning the course content in question that might be applicable to NAAB student performance criteria for appropriate BGSU architecture courses.

Admission Procedure for the Master of Architecture Degree:

The Department of Architecture and Environmental Design is committed to a thorough and equitable process to evaluate prospective students applying for admission into the M. Arch. Program. The BGSU Master of Architecture (52 credit hour) program is designed as a seamless progression from years one through six with students achieving the Bachelor of Science in Architecture degree at the end of their senior-year and thereafter progressing into the Master of Architecture professional degree program.

The BGSU Master of Architecture program is for students who have met the standards of admission and holding the four-year Bachelor of Science degree with a major in architecture from BGSU, or an equivalent pre-professional degree from a domestic or international institution recognized by BGSU. Those holding an equivalent pre-professional degree with a major in architecture from a domestic or international institution, including students holding a degree in any field other than architecture, may be admitted to the Master of Architecture program with limited standing until specific prerequisite courses have been completed. Students admitted to the Master of Architecture program with limited standing are duly informed of the extended length of time required for graduation prior to acceptance into the program.

Applicants seeking admission to the graduate program in Master of Architecture must follow the instructions outlined in the Graduate Admission section of the Graduate Catalog (<https://www.bgsu.edu/graduate/admissions.html>). Admission decisions are based on a minimum academic performance of a 3.0 grade point average on the scale of a 4.00 system. TOEFL scores for

applicants whose native language is not English are required. All applicants are reviewed on specific Program requirements that include:

- A statement of intent, outlining the applicant's reasons for applying to the Program and why his/her application should be accepted (limited to one page).
- Three letters of recommendation from previous professors and/or employers.
- An electronic portfolio that highlights a minimum of five projects with a range of complexity representing work over the student's undergraduate career and professional experience, if applicable. Each project should include a summary of the applicant's process as well as brief descriptive captions (i.e., dates, courses, supervisions, goals, etc.). The number of pages and the format are left to the discretion of the applicant. The portfolio must be submitted in PDF format, and is limited to 10MB.

A standard test, such as the GRE, is not required. The architecture portfolio is considered by the Department to be a superior measure of an applicant's aptitude in harmony with the design nature of the Program. Within this context, the submission of the architecture portfolio replaces the requirement for GRE scores.

The Department Chair serves as the Graduate Coordinator and is responsible for managing and coordinating the review process with the support of a Graduate Admissions Committee composed of the current Architecture faculty. The review process is competitive and considers a wide range of criteria, including the applicant's general knowledge related to design and representation, creativity, theoretical engagement, and a sensibility towards community and the environment.

Almost all of the students admitted into the M. Arch program complete their pre-professional education through the BGSU B.S. Arch program. Graduates of pre-professional programs in Architecture elsewhere who apply for admission into the M. Arch professional program can be required to complete additional coursework if there are no previous SPC match. In all instances, students must submit transcripts, course descriptions, and a portfolio, in addition to other admission documents, for review by the Department Chair and Graduate Admissions Committee; the content of transfer courses must align with course offerings in the Department that meet required SPC as defined by NAAB. When a student's record indicates that prior coursework does not satisfy given SPC's, the student is directed to enroll in program courses that will satisfy the missing criteria. In this manner, the evaluation of these documents by the program will determine placement in the curriculum and which, if any, additional courses must be taken by the student in order to complete the program. Within this context, graduates of pre-professional programs in Architecture elsewhere who apply for admission into the M. Arch professional program are evaluated individually, and such students have curricula tailored to their specific situation.

Admission to the two-year Master of Architecture program is term-specific. Students are typically admitted to Fall semester; however, there are cases where a student might be permitted to commence study in a different term, such as when needing to make up for background course deficiencies.

The Department maintains and archives folders on all current enrolled graduates which includes a BGSU admissions application, transcripts, three letters of recommendation, a statement of intent, a portfolio, the GRE score if provided, TOFEL score if required, including an analysis of the NAAB SPC Matrix, which determines placement in the curriculum

II.4 Public Information

II.4.1 Statement on NAAB-Accredited Degrees:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.2 Access to NAAB Conditions and Procedures:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.3 Access to Career Development Information:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.4 Public Access to APRs and VTRs:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.5 ARE Pass Rates:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.6 Admissions and Advising:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

II.4.7 Student Financial Information:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html>

III.1.1 Annual Statistical Reports



January 16, 2019

To Whom It May Concern,

The Bowling Green State University Office of Institutional Research certify the data submitted to the National Architecture Accrediting Board, through the Annual Report Submission system, since the last visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

A handwritten signature in black ink, appearing to read "Julia Matuga". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr. Julia M. Matuga
Vice Provost for Institutional Effectiveness
304 McFall Center
Bowling Green State University
Bowling Green, OH
419.372.5527

III.1.2 Interim Progress Reports

These are NOT to be included in the APR. Per the *Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report*, the NAAB will provide the following directly to the team at the same time as the VTR template and other materials:

- All interim reports submitted since the last visit.
- In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.