Department of Architecture & Environmental Design

Architecture Program Report for 2015 NAAB Visit for Continuation of Candidacy (APR-CC)

Master of Architecture (Pre-Professional Degree + 52 Credits)

Submitted to: The National Architectural Accrediting Board
Date: September 16, 2014

Year of Previous Visit: 2013
Current Term of Accreditation:

In July 2013, National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the Bowling Green State University, Department of Architecture and Environmental Design.

As a result, the professional architecture program Master of Architecture was formally granted candidacy. The candidacy period is effective January 1, 2013.

The program is expected to achieve initial accreditation no later than 2019, but not before 2017. The program is tentatively scheduled for a continuation of candidacy visit in spring 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application.
Institution
Bowling Green State University
Bowling Green, Ohio 43403-0301

Program Administrator
Dr. Wilfred H. Roudebush, NCARB, LEED AP BD+C
Interim Chair
Department of Architecture and Environmental Design
Architecture Building
400 E. Poe Road
Bowling Green, Ohio 43403
Tel 419-372-8275
Fax 419-372-6066
wroudeb@bgsu.edu

Chief Academic Officer of the College:
Dr. Venu Dasigi, CTAAE
Interim Dean & Professor
201 Technology Building
Bowling Green, OH 43403
Tel 419-372-7559
vdasigi@bgsu.edu

Chief Academic Officer of the Institution:
Dr. Rodney Rogers, Senior Vice President for Academic Affairs and Provost
Office of the Provost
230 McFall Center
Bowling Green, Ohio 43403
rrogers@bgsu.edu
Tel 419-372-2915

President of the Institution:
Dr. Mary Ellen Mazey
Office of the President
220 McFall Center
Bowling Green, OH 43403
mmazey@bgsu.edu
Tel 419-372-2211

Individual submitting the Architecture Program Report (APR-CC):
Dr. Salim Elwazani, Professor, Department of Architecture and Environmental Design
selwaza@bgsu.edu
Tel 419-372-2724

Individual to whom questions should be directed:
Dr. Salim Elwazani, Professor, Department of Architecture and Environmental Design
selwaza@bgsu.edu
Tel 419-372-2724
# Table of Contents

## Part One—Institutional Support and Commitment to Continuous Improvement .................1

1. Identity and Self-Assessment .........................................................................................1
   1. History and Mission .................................................................................................1
2. Learning Culture and Social Equity ...............................................................................5
3. Responses to the Five Perspectives ................................................................................8
4. Long-Range Planning ....................................................................................................14
5. Self-Assessment Procedures .........................................................................................18

## Resources ..........................................................................................................................20

1. Human Resources & Human Resource Development .......................................................20
2. Administrative Structure & Governance .....................................................................20
3. Physical Resources .......................................................................................................21
4. Financial Resources ......................................................................................................23
5. Information Resources .................................................................................................27

## Institutional Characteristics ............................................................................................34

1. Statistical Reports .........................................................................................................34
2. Annual Reports ...............................................................................................................37
3. Faculty Credentials .......................................................................................................39

## Part Two—Educational Outcomes and Curriculum .................................................................40

1. Student Performance Criteria .........................................................................................40

## Curricular Framework ......................................................................................................42

1. Regional Accreditation ..................................................................................................42
2. Professional Degrees and Curriculum .........................................................................44
3. Curriculum Review and Development .......................................................................47

## Evaluation of Preparatory/Pre-professional Education .........................................................47

## Public Information ..............................................................................................................47

1. Statement on NAAB-Accredited Degrees ....................................................................48
2. Access to NAAB Conditions and Procedures ...............................................................48
3. Access to Career Development Information .................................................................49
4. Public Access to APRs and VTRs ................................................................................49
5. ARE Pass Rates ..............................................................................................................49
Part Three—Progress since Last Site Visit .................................................................50
   I. Summary of Responses to the Team Findings ......................................................50
      A. Responses to Conditions Not Yet Met ..........................................................50
      B. Responses to Causes of Concern .................................................................55
   2. Summary of Responses to Changes in the NAAB Condition ................................57

Part Four—Supplemental Information ......................................................................59
   1. Course Descriptions .........................................................................................59
   2. Faculty Resumes ...............................................................................................88
   3. Visiting Team Report (VTR) from the previous visit .........................................105
   4. Catalog (or URL for retrieving online catalogs and related materials) ..............142

Appendix A: Timeline for Achieving Initial Accreditation .................................143
Appendix B: BGSU Architectural Accreditation Student Data .............................144
Appendix C: Long Range Planning Documents .....................................................147
Part One—Institutional Support and Commitment to Continuous Improvement

1. Identity and Self-Assessment

1. History and Mission

A brief history of the institution, its mission, founding principles
Established in 1910 as a teacher-training institution, Bowling Green held its first classes in 1914, but 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 Bowling Green were expanded to provide four-year degree programs in 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 Bowling Green attained full university status. In 1947, the Graduate School was formed, and BGSU awarded its first doctorate in English in 1963.

Beginning in 1946, extension programs of the university were offered in Sandusky, Ohio. During the next two decades, course offerings there were expanded and in 1965 a regional campus of the University was established to serve Erie, Huron and Ottawa Counties. That campus is now Firelands College, located in Huron, Ohio. Firelands College, which opened for classes in 1967, offers career and technical education leading to associate degrees in 15 areas as well as eight bachelor's degree programs.

In the 1970s, three new colleges were added to the University's curricular offerings. In 1973, the College of Health and Human Services was established to provide degree programs in specialized areas in various health and community service fields. In 1975, the School of Music was expanded into the College of Musical Arts, and in the same year the Graduate School became the Graduate College. The School of Technology was granted college status in 1985. Bowling Green State University consists of a 1,338 acre residential campus with a park-like setting and 119 buildings. There are more than 800 full-time faculty, nearly 80 percent with the highest degree in their field. More than 20,000 students attend BGSU, including 2,000 at BGSU Firelands in Huron, Ohio. Students come from all 50 states and 70 foreign countries. Average ACT for entering freshmen is 22.6; average high school GPA is 3.31.

Ethnic and racial minority students made up 20 percent of the entering fall class. More than $25 million in scholarships awarded each year. 2013 operating budget of $283.5 million for Bowling Green and Firelands campuses combined.

Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world. To this end, the university embraces the following Learning Outcomes across all academic areas:
- Intellectual and Practical Skills
  - Critical and Constructive Thinking—Inquiry, Examining Values, Solving Problems Creatively
  - Communication—Writing, Presenting
  - Engaging Others in Action—Participating, Leading
- General and Specialized Knowledge
- Personal and Social Responsibility
- The ability to Integrate, Apply and Reflect

The University is accredited by the Higher Learning Commission and is a member of the North Central Association, 30 LaSalle Street, Suite 2400, Chicago, IL 60602-2504.

The 2014-15 Annual Fee Structure:
- $18,850 for Ohio undergraduate student tuition, fees, room, meals*
- $26,158 for nonresident undergraduate student tuition, fees, room, meals*
- $11,582 for Ohio graduate student tuition and fees
- $18,890 for nonresident graduate student tuition and fees

History of the program, its mission, and founding principles
The Department of Architecture and Environmental Design (DA+ED) at Bowling Green State University (BGSU) has an eventful history. The Department beginnings go back to 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 College of Technology. Graduates of the Program functioned in auxiliary capacity in the design and construction industry. The Department of Industrial Arts became a school in 1983, and then was converted into the College of Technology in 1985. Upon considerable expansion, the name of the college was promoted to the College of Technology, Architecture, and Applied Engineering in 2010. The Architecture Program shifted direction in 1990 towards more comprehensive education and soon after assumed the name of Architecture & Environmental Design Studies housed in the Department of Visual Communication and Technology Education (VC&TE) in the then College of Technology, offering the degree of Bachelor of Science in Technology with architecture major.

In early 2001, planning began for a Master of Architecture degree (M. Arch.) at BGSU. To support this initiative, major revisions to the existing curriculum were made, resulting in a pre-professional, four-year tier to prepare for the M. Arch. The revisions, which became operational in fall 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 six years. In Spring 2008, the Ohio Board of Regents (OBOR) approved the BGSU’s request for offering the degree of Bachelor of Science in Architecture to replace the previous Bachelor of Science in Technology. In Spring 2009, the university Board of Trustees approved the Architectural Program’s request for creating the Department of Architecture and Environmental Design. The Department became operational on July 1 of the same year. The culminating event occurred with the formal approval of the M. Arch. by the Chancellor of the University System of Ohio and the Ohio Board of Regents in March 2010. The Department submitted an Architecture Program Report for Initial Candidacy (APR-IC) in September 2012, received the NAAB Visiting Team in Spring 2013, and was granted initial candidacy on August 5, 2013.
The growth in the faculty as well as in architectural community support paralleled the growth of the academic unit. Having two full-time faculty in the early 1990s, the program witnessed an increase to four in 2002, and to seven lately. Adjuncts supported the program all along, as well as the faculty in construction management and art history who provided substantial support by accommodating architectural students in the classes offered by their respective units. Moreover, Northwest Ohio architects were also instrumental in supporting the program by serving on the Advisory Board, attending design reviews, and enhancing the visibility of the Department of Architecture and Environmental Design.

The Department of Architecture and Environmental Design sets its mission to strive 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 society. The Department’s mission is directly related to the College of Technology, Architecture, and Applied Engineering (CTAAE) mission that strives to provide students with a supportive learning environment, experiential opportunities, and a culture of applied research, to prepare them to be successful technical and design professionals. The College academic programs enable students to become life-long learners, skillful communicators, and leaders in a global community. The College is committed to service, scholarship and the dissemination of knowledge.

To achieve the commonality of the Department and College missions, the teaching, service and research revolve around the areas of urban and community design, architectural history and historic preservation, and digital media in design and practice. These areas are in focus to integrate entrepreneurial theories and strategies to advance architectural design and practice.

To support the entrepreneurial emphasis, the faculty structured a graduate curriculum that incorporates business courses in marketing and leadership from the College of Business Administration and also a joint, cross-collegial course, Business Innovation by Design (ARCH 6620). These courses are intended to challenge students in dealing with the interface between business and design in the context of professional practice in architecture and the design professions. The applied entrepreneurship course (ARCH 6630) will be structured in association with practicing firms in architecture, engineering, and construction to provide students unique opportunities to apply knowledge and skills developed in architecture-business course work.

A description of the activities and initiatives
The professional nature of the Department’s program has implications on both the college and the university levels. The conversion of the college name to the College of Technology, Architecture, and Applied Engineering reflects the importance of the Department of Architecture and Environmental Design as a main player in the College. The M. Arch. is the first professional degree program on campus, and is believed to lead thoughts for developing professional degree in other fields.

With its explorations of urban and community design, history and historic preservation, digital media and computer modeling, and professional practice in contemporary globalization, the Master of Architecture Program capitalizes on liberal arts knowledge across the BGSU departments and epitomizes the interdisciplinary offerings, including particularly the mutual collaboration with the College of Business. Similar collaboration activities continue with the Department of Construction management and with the Department of Interior Design.

Services to the University by the Department of Architecture and Environmental Design includes the following activities: participating in university governance as a representative for the program, organizing annual architectural exhibitions at the Student Union, arranging annual
lecture series to educate the public at large, celebrating the heritage of the University and its location, providing outreach and service learning opportunities for the University community, and building a network of exchanges with other institutions around the world.

The DA+ED interact with and benefits from the services provided by several BGSU active centers and offices that are set to support faculty excellence and students success. Examples of these centers service to faculty include: the Center for Faculty Excellence (CFE) supports faculty, staff, and teaching assistants who strive to achieve excellence in teaching through innovation, collaboration and creative solutions; the office of Sponsored Programs and Research assists BGSU faculty, staff and students as well as regional partners to manage the research funding process; and, the Office of Academic Assessment (OAA) facilitates the assessment of university and programmatic learning outcomes, coordinate institutional and program assessment, and provide ongoing support services for academic assessment at BGSU.

Probably the most prominent unit that supports students is the pervasive Division of Student Affairs. The Division promotes student learning, and collaborate across the university to implement innovative and student-centered programs, practices, and services to support student success. It offers orientation to commencement comprehensive programs and services that range from health and wellness to student housing and dining services. Not less important in enhancing student learning experience is the Academic Advising function vested in the office of the Assistant Vice Provost and Director of Advising. This office 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. In addition, support in diverse areas is provided to the DA+ED by university operations related to areas such as program marketing, program development, recruiting and admissions, centralized ITS service, facility management, and the library system, all with implications on the instructional and research performance of faculty and students.

A description of the program
The educational coursework of the program is effectively integrated into BG Perspective, BGSU’s general education program. The combined academic setting 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.

The architectural curriculum also enriches BGSU’s academic environment by offering Architectural History sequences as BG Perspective classes to all students on campus, along with its first design representation course (ARCH 1050) attended by students majoring in a variety of disciplines. Such curriculum contribution reflects a conviction by the Architecture faculty that successful, satisfying lives require a wide range of skills and knowledge based on holistic development.

Ethical integrity, reflective thinking, and active social engagement are characteristics of a liberally educated person. The BG Perspective program at BGSU 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.
The practicum-based learning capitalizes on the Cooperative Education Program which was founded in 1968 at the College requiring practical work experience to integrate with classroom instruction. Architecture majors are required to complete two 12-week, full-time, paid work assignments. 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, offering a well-informed context for architecture staff/faculty representatives who observe changes and trends in technology, organizations, management, job content and trends during the site visit as a component of students’ cooperative education course.

2. Learning Culture and Social Equity

Learning Culture
The Department of Architecture and Environmental Design at Bowling Green State University strives to foster a learning culture that embraces an inclusive approach to knowledge and skill development. The core of the architectural curriculum, design studio, plays a central role in bringing together the academic and the contextual dimensions of architectural education. The university’s core values provide a framework for our studio and learning culture. These core values are:

- Respect for one another
- Collaboration
- Intellectual and personal growth
- Creativity and innovation
- Pursuit of excellence

In this vein, the learning culture fostered by the DA+ED at BGSU is characterized by:

- Respect for one another: Members of the studio community, including both faculty and students, interact with each other with constructive dialogue and respect other members’ property and wellbeing in the community. If a healthy interpersonal relationship is essential for the success in work organizations, it is more relevant to architectural communities, and is critical in studio environments.

- Collaboration: The studio will foster a competitive yet collaborative environment. This environment is nurtured through collaborative course activities and, more importantly, by a philosophy that students should regard each other as colleagues and members of a studio community.

- Intellectual and personal growth: The studio environment will foster intellectual and personal growth by encouraging individual expression in a context of the large community. Individual alternatives and approaches will be encouraged by faculty and the student members of the studio groups.

- Creativity and innovation: Creativity is the hallmark of the studio experience. The architecture faculty at BGSU encourage students maintain an environment in their studio that embraces freedom of expressing academic and creative ideas, promotes a healthy professional collegiality, and provides maximum technical convenience and safety.

- Pursuit of excellence: Expectations of excellence is a critical component of the BGSU learning culture. Each member of the studio community will be expected to produce works of highest quality in intellectual depth and in technical perfection. Key to the pursuit of excellence is that the expectation for quality and progress applies equally to both faculty and student. Just as there is the expectation that students endeavor to pursue excellence, BGSU faculty is also expected to pursue excellence in teaching and that they embrace continuous learning and improvement.
Architecture students were informed about the inclusive participation in developing the Department’s learning culture and were afforded an opportunity for comments and improvements. A learning culture document is now available on the department web site. Students, faculty, and staff can provide input and feedback on the content of the policies.

**Social Equity**

The Department of Architecture and Environmental Design at Bowling Green State University is fully committed to equality 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 (http://www.bgsu.edu/equity-and-diversity/university-policies.html). The University fosters an environment, which reflects and celebrates diversity, promotes tolerance and civility, encourages inclusion, embraces healthy interdependence, and promises to all members a learning community free of discrimination and harassment. The DA+ED further follows the University’s “Code of Ethics and Conduct Policy,” (http://www.bgsu.edu/content/dam/BGSU/human-resources/documents/resources/policy/5pages-code-of-ethic-policy.pdf) which requires its members treat each other with civility and respect, be tolerant of all individuals regardless of race, culture, ethnicity, gender, sexual orientation, age, and disability, and consider the gathering and association of scholars and staff with diverse personal backgrounds, human experiences, and cultures to be highly valued in its learning community.

The “Code of Ethics and Conduct Policy” also values the promotion of ethnic and racial diversity in our academic programs and activities and in the composition of our student body, our faculty, and our staff. The failure to provide an education with cross cultural experiences and insights will inhibit our graduates from functioning to their fullest potential in a pluralistic society. To realize this academic interest, we must engage in positive efforts to promote racial and ethnic diversity in our classrooms, in our curricula, and in all other activities that are designed to further the educational experience of our students. We also believe these efforts are supported by, and are in furtherance of our interest as an instrumentality of the State of Ohio, to affirm the equal protection of law for all Ohio citizens.

The DA+ED works closely with the University’s Disability Services Office to provide 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 will be offered with a protection of student privacy rights (http://www.bgsu.edu/disability-services.html).

The Department of Architecture and Environmental Design ensures equal access to all students as stated in the University’s Graduate Catalog:

Bowling Green State University is committed to equal opportunity for all and does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, sex, sexual orientation, color, national origin, ancestry, religion, age, marital status, disability, or status as a Special Disabled or Vietnam-era veteran. This includes monitoring institutional education and employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. OED, along with Disability Services (DSS), is responsible for compliance

The Department also complies with the policies of Bowling Green State University’s Office of Equity & Diversity (OED), the administrative branch of BGSU that is responsible for monitoring the University’s compliance with federal and Ohio civil rights laws, including Title IX. The Department has three female faculty members, two are adjunct, and has an opportunity to increase diversity among the faculty with the next position recruitment for Fall 2015.

In addition to administrative measures and policies, the Department of Architecture and Environmental Design will work closely with BGSU’s Office of Multicultural Affair 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.

For faculty recruitment, the BGSU Office of Equity & Diversity (OED) monitors University’s 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. All architecture faculty searches will adhere to hiring processes set up by this office and will make use of their resources. The Department of Architecture and Environmental Design is also committed to Bowling Green State University’s “Faculty and Staff Diversity Recruitment and Retention Action Plan.” The plan consists of three segments: I) Public Relations and Community Outreach, II) Recruitment and Hiring of Faculty and Staff, and III) Retention of Faculty and Staff and Campus Climate.

The DA+ED has a strong record in minority recruitment efforts at the University and the College levels. BGSU has targeted several other states in its minority recruitment efforts, including California, Texas, Michigan, and Illinois. Scholarships are specifically available to eligible multi-ethnic graduate students who are nominated by their graduate coordinators. Graduate assistantships would also be available to full-time, multi-ethnic graduate students on a competitive basis. Attracting women and minority students will be accomplished by regional and national marketing campaigns. Retention of these students has always been and will remain a high priority.

Currently, the ethnic and cultural background composition of the undergraduate students in the BGSU DA+ED generally matches the demographic figures in the state of Ohio.

Further efforts at diversity include an off-campus design studio associated with the Toledo Design Center (TDC), with the core intent of enhancing community engagement and attracting female and minority students at the regional level. In addition, the BGSU Chapter of American Institute of Architecture Students (AIAS) will serve as a resource in the dissemination of information to high schools about career options in architecture. A mentoring program, already established by the AIAS, will be expanded to assist in the retention of female and minority students. At the national level, recruiting graduate students from under-represented groups will be supported by obtaining information from the Educational Testing Services (ETS) about GRE test-takers. Specifically, we will use email and surface addresses from this resource to recruit candidates from under-represented groups.
3. Responses to the Five Perspectives

In response to the Five Perspectives, the BGSU M. Arch. is structured to serve the academic community, the students, the regulatory environment, the profession, and the public well-being through promoting creative and responsible designs for the built environment. The M. Arch. degree plan is also aligned with the BGSU goal of fostering the influence of its fine arts, applied design, and cultural studies programs throughout the State of Ohio.

The Master of Architecture at BGSU has also observed the goals outlined in "Building on Knowledge, Investing in People," the Ohio Governor’s Commission on Higher Education and the Economy Report (2007). The emphasis of the Master of Architecture on entrepreneurship, building partnerships with regional organizations, and the application of new and emerging media in professional practice will provide a direct response to three key issues raised by the Commission: Ohio Economic Competitiveness, Access and Success, and Delivering Results.

A. Architectural Education and the Academic Community.

The pre-professional degree program
The foundation of the BGSU M. Arch owes its roots to the well over twenty-year tradition of running the pre-professional degree program. In 2003 and again in 2007 the curriculum was restructured around six-credit hour upper division design studios with supporting courses in history, theory, computing, and building science. This restructuring helped endow in 2009 a new name, the Department of Architecture and Environmental Design, to the program, a developmental milestone. Finally, in 2010 the change of degree name from Bachelor of Science in Technology to Bachelor of Science in Architecture took effect to reflect the aspiration of the contemporary curriculum in parity with other pre-professional programs at the state and national levels.

Academic Collaboration
Students enrolled in the Master of Architecture program will continue to experience academic enhancement as a result of the relationship with the BGSU programs in Construction Management, Interior Design, Fine Arts, and Business, all in line of the goals outlined in the Department Long-Range Plan. In particular, drawing on the expertise of the faculty in the College of Business Administration, the M. Arch. will integrate content related to business, management, and entrepreneurship, thus providing a professional degree offering in architecture that is both relevant to the profession and unique among our peer institutions in the State and throughout our region.

Scholarship
Members of the DA+ED faculty have been actively engaged in scholarly production in the areas community and preservation design, history and historic preservation, and digital media. The department members have disseminated scholarship through books, chapters, journals articles, proceedings papers, and international presentations over the last two years. Publication venues include Journal of Architecture, Journal of Architectural Education, Journal of Design Research, Educational Facility Planner, Thresholds, and Journal of Technology Studies. During the same period the DA+ED faculty has been recognized for their professional practice (AIA Honor Award), scholarly stature (Fulbright distinguished chair), and academic contribution (chairing international conference sessions).

Community Engagement
Engagement with the community is becoming a pervasive tradition for DA+ED. As stated in the Department’s long-range plan, outreach and engagement is meant to capitalize on partnership opportunities for enhancing student learning, faculty research, and service to the community at structured levels: college and institution; local and regional community; architectural practice, allied professions, and product; and the international realm. Through studio projects and course assignments, the faculty have partnered with community groups and organizations including the Bowling Green State University, Bowling Green Parks Department, Toledo Design Center, The AIA-Toledo Chapter, The City of Maumee, the Ohio Higher Education Railroad Network (OHERN), The Ohio Historic Preservation Office, and Historic American Building Survey (HABS), and Focus on Architecture, Art, Research and Making (FAARM). Project examples include an extinction to a higher education administrative building; urban city plaza; emergency relief shelters; railway station; golf course/shelter; National Register property inventory survey and measured drawings. The Department is at work trying to finalize two colossal initiatives in community engagement. One is a partnership agreement with the AIA-Toledo Chapter to optimize the two-way benefits of engaging professionals and students; the other is a set of guidelines for the Department’s community engagement and international initiatives.

Among several partners, the Department has strong relationship with the Toledo Design Center (TDC). The TDC is a collaborative effort between design professionals, government-affiliated agencies such as the Toledo-Lucas County Plan Commission, BGSU’s Department of Architecture and Environmental Design and the University of Toledo’s Geography and Planning Department, to make design accessible and relevant to communities of northwest Ohio. As a recognized partner with the region’s professional communities and local and state governments, BGSU’s affiliation with TDC has enhanced the architecture program’s level of community engagement and has garnered further support for the Master of Architecture going through the stages of accreditation process.

**BG Perspective Program**
This program reflects the BGSU understanding and modes of delivery to its general education requirements. The updated BG Perspective Program provides the foundation for a premier liberal arts education so that BGSU graduates will be prepared for self-reliant learning throughout their careers and capable of effectively participating in a democratic society. BG Perspective classes are taken by all architecture students, a requirement enthusiastically supported by DA+ED and seamlessly incorporated in the architecture curriculum at BGSU. Some BG Perspective courses emanate from the DA+ED and are taught by architecture faculty. All efforts at integrating general education reflect architecture faculty’s deep conviction that successful, satisfying lives require a wide range of skills and knowledge, and that ethical integrity, reflective thinking, and active social engagement are characteristics of a liberally educated person. The BG Perspective program emphasizes student-centered active learning in a broad range of cultural knowledge and social understanding beyond professional skills to ensure successful careers and meaningful lives: 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.

**B. Architectural Education and Students.**

**Lecture Series**
The BGSU chapter of the American Institute of Architecture Students strongly adheres to University core values in collaboration with the Department of Architecture and Environmental Design. AIAS students participated in events both locally and regionally. Their participation and
collaboration with the department included numerous workshops, seminars, and field trips that galvanize students urge to learn and experience architecture, both within the community and outside of NW Ohio. AIAS has also continue to co-sponsor and co-organize the BGSU Architecture Lecture Series, a notable outcome of the collaboration with diverse organizations. Some highlights in the series were the lectures given by Brian Carter, Craig Dykers, Jose Oubrerie, and Monica Ponce de Leon. Scheduled to lecture for 2014-2014 year are Brian Kennedy, Michael Speaks, and Jill Downen, among others.

**Graduate Schools**

With a strong pre-professional program in place, the DA+ED has supplied a steady stream of graduating students to graduate schools nationwide. Faculty counseling with the senior undergraduate students regarding graduate study plans, including, among other things, preparation of a representative portfolio, is a potent factor in the high acceptance rate. BGSU students started master’s degree programs in schools across the country including the University of Michigan, Harvard University, University of Illinois at Chicago, University of Southern California, University of Arizona, as well as schools in Ohio such as the Ohio State University and Miami University.

**Senior Awards**

In 2000 the program initiated the Senior Architecture Award to promote excellence in design. Collaboration with the AIA-Toledo Chapter resulted in establishing a Chapter’s sponsored annual awards to recognize outstanding undergraduate theses done at BGSU. With awards in place, prospects are strong to extend the tradition to the M. Arch. student population. The partnership initiative currently in development stages with AIA-Toledo considers awards as a mechanism for enhancing design excellence.

**Exhibitions**

The DA+ED takes advantage of the campus-wide galleries and exhibition spaces around the campus to showcase students’ achievements. Since 2005, the faculty and students have been organizing annual exhibitions that highlighted a spectrum of students’ design work. With the M. Arch. in operation, the Department will capitalize on the accumulated exhibiting experience to reconsider exhibiting strategies to reflect on the wholeness of the professional education framed by the NAAB Student Performance Criteria. The Graduate Program will not be only a reason, but also a catalyst for re-designing annual exhibits to enhance the message that the DA+ED subscribes to the artistic-scientific spectrum of the architectural profession.

While the annual on-campus event is the mainstay of the Program exhibiting activities, exhibits occurred sporadically at external venues including the Toledo Design Center and in association of the AIA-Toledo exhibits. The Department is exploring further exhibiting opportunities with the AIA such as those during the annual Architecture Week, the next administration of which will be in April 2015. In addition, the Department maintains an engaged presence on the web reflecting its pedagogical philosophy and applications to a worldwide audience. Plans are underway to make such presence more effective.

**Culminating Academic Experience**

In the common 4 plus 2 program structure, like the one BGSU follows, the project based learning takes on special, culminating experiences at two milestones: the fourth year project marking the pre-professional education completion and the sixth year project marking the professional education completion. Contained in Arch 6240, Graduate Design Studio 4, the second milestone experience enables students to pursue investigations of architectural issues that align with their professional interests. Students in thesis studio are expected to utilize
knowledge and skills from the full range of technical courses in the curriculum to enhance their preparation for professional practice. In keeping with the curricular theme of design entrepreneurship, students in the BGSU Master of Architecture program will use the culminating studio to integrate their coursework and internship experiences as a framework for pursuing projects that enhance professional preparation. With this in mind, students will address projects with private, public, or non-governmental organization classes of clients/users dealing with any building or urban/rural area design and development.

**Students Participation in Governance**
Architecture students have the chance to participate in undergraduate student governance campus-wide. Two BGSU students sit on the University’s Board of Trustees to represent the undergraduate and graduate student body. Students in the program have the opportunity to serve as elected officers of in American Institute of Architecture Students (AIAS) Chapter

C. Architectural Education and the Regulatory Environment.

**Curriculum**
BGSU’s Department of Architecture and Environmental Design provides an education that will prepare students to complete the requirements of the Intern Development Program (IDP) and to prepare them for the Architect Registration Examination (ARE).

The role of regulation in architectural practice is addressed in multiple formats. The graduate-level professional practice courses provide a primary venue for covering federal and state regulations. However, the issues of building codes and regulations are also integrated into the studio sequence starting in the junior level with an introduction of accessibility and life-safety parameters to studio projects. A number of other undergraduate and graduate level courses will also address matters of professional practice, building and structural systems, design standards, and sustainability. BGSU architecture major students also have the opportunity to be exposed to international regulatory environments through the participation in a summer program that includes pre-arranged internship and tours with architectural firms, so far, in Europe.

**IDP**
This program requires the completion of two 480-hour co-operative education work experiences as a requirement for graduation with the Bachelor of Science degree in Architecture. This requirement expands the educational experience of the student, while preparing them for future practice. These co-op opportunities, provide the student with internship experience that could lead toward completing the 5600 credit hour requirement of IDP.

Out-of-state and international co-op opportunities will provide exposure to other regulatory environments, as will the interactions with faculty, adjunct instructors, and critics with established experiences in practice. The most recent IDP guidelines open diverse avenues for students to gain credits. In addition to licensed architects, students can now work with unlicensed architects, thus gaining a first-hand understanding of the range of opportunities available to both. Students may also work in construction related fields or for engineers. The results is that the BGSU architecture students may now earn IDP credit while simultaneously earning academic credit for the two required coop courses. The IDP credit will fall under Setting A (working under an architect in an architecture firm) or Setting O (working under a licensed engineer in an engineer firm).

The DA+ED recognizes the importance of the IDP in the preparation of its graduates for licensure and professional practice. To this end, the Department has initiated an IDP information
program involving annual sessions conducted by the IDP Coordinator/Architect Licensing Advisor for AIA Ohio and supported by the Ohio Board of Examiners of Architects, and NCARB. Additionally, links to IDP related information is now available on the department web site and the BGSU AIAS website.

The DA&ED IDP matters are charged to the IDP “Educator Coordinator/Architect Licensing Advisor”, who also the architecture First Year Academic Advisor. For updated IDP information, the coordinator--Heidi Reger, Architect, NCARB—participated in 2014 IDP Coordinators Conference, 31 July-2 August 2014. She informs architecture students about the path to licensure through the “3 E’s”: Education, Experience, Examination, requirements for NCARB registration, and the earliest eligibility date, (high school degree). Students are strongly encouraged to enroll in IDP and to be aware of all of the requirements involved. Each incoming student will have an opportunity to be exposed to this information through individual appointments with the IDP Educator Coordinator/Architect Licensing Advisor during their first advising sessions with her. In addition to presentations made to students during studio sessions and general coop information sessions, the Coordinator works with AIAS to hold similar informational events. She places importance on students establishing their NCARB record and encourages students to input hours they gain in Setting S (Supplemental areas) such as AIAS leadership, volunteer opportunities, the EP Companion, and the like.

The IDP Educator Coordinator works closely with the NCARB to have current information for passing to students. She arranged to have presentations on IDP requirements given to Junior and Senior Studios on a regular basis, and now, of course, to include the M. Arch. students. Visits and presentations were completed by: Martin Smith (NCAAB), February 23, 2012; Nick Serfass, (NCARB), October 8, 2013; and Amy Kobe (Ohio Board of Architects), October 28, 2013. The IDP plan involves having NCARB representative speakers on bi-annual basis, and at least one visit from the Ohio Board of Architects Director.

**ARE**

The standards for education, internship, and examination set by the National Council of Architectural Registration Boards are frequently communicated to architecture students, including those in the Master of Architecture. They are discussed in the context of studio as well as again once relevant in related course sessions. The intent is to alert students to the timely opportunity for capitalizing on the relationship of what they learn—while still in school—and what the ARE requires. This in turn is anticipated to help students prepare for the specific subject matter of the ARE.

The AIA-Toledo, our local AIA chapter, is also a source of information and inspiration for students to plan for the ARE—as part of the Chapter’s advocacy for the DA+ED causes. Students’ disposition to the ARE, and to the regulatory environment of the architectural profession in general, is enhanced through interaction occasions such as design reviews, AIA-Toledo and BGSU AIAS speaker series, and mutual attendance of monthly meetings. The role of the AIA in this regard will only amplify in light of the proposed DA+ED and the AIA-T partnership to be ratified in short months.

**D. Architectural Education and the Profession.**

**Professional Relationship**

The M. Arch. curriculum establishes a strong framework for enabling students to prepare for professional practice in an increasingly globalized economy. To this end, the Department
continues to develop and nurture relationships within the architectural community at the local, state, and regional levels. Architectural professionals are actively involved in studio reviews as well as in many other enhancement activities such as the AIAS lecture series, charrette workshops, urban design symposiums, and the annual senior design awards. The diverse composition of the program’s practicing faculty further enhances and develops the connectivity between the students’ learning outcomes and the profession. Professionals in the architectural field comprise the majority of the architectural advisory board that has considerably assisted and supported the architectural program’s administration and curriculum design.

**Professional Practice**

Springing from the professional traditions long followed by practitioners and design firms, the professional practice component of the M. Arch. curriculum innovates by adding a dose of entrepreneurship skills to practice management. From the start, the Department realized that reaching out to other academic departments and the world of practitioners is the first enabling step in the way of bringing out the innovation. Discussions with the College of Business culminated with requiring architecture students to take two MBA courses out of a number of available courses. Discussions with the Northwest Ohio practitioners helped the faculty propose the content of three new courses indigenous to the Department under the titles of Professional Practice, Business Innovation by Design, and Applied Entrepreneurship. These courses will create significant opportunities in the business environment for learning and developing the ethics and professional standards that define the architectural profession. Further, the scope of the understanding of the diverse roles an architect will play throughout a lifetime of practice in a global economy is greatly enhanced.

**Professional Memberships**

The DA+ED faculty are active members of professional organizations as diverse as their areas of teaching, practice, and research interest professional organizations include American Institute of Architects, American Collegiate Schools of Architecture, Association for Computer Aided Design in Architecture, American Society for Engineering Education, International Council on Monuments and Sites, and Society of Architectural Historians.

**Architecture Advisory Board**

In 2003, the program formed an advisory board to support the DA+ED effort to establish an accredited architecture program in northwest Ohio as well as to guide the program’s future. The board includes members from the American Institute of Architects-Toledo Chapter, Toledo Design Center, American Institute of Architecture Students, BGSU Chapter. The DA+ED organizes an annual meeting of the Board, and contemplate having the meeting held twice a year. The last Board meeting of March 21, 2014 was attended by 9 board members, eight faculty members and the College Dean, and three students, including AIAS officers. Agenda included NAAB accreditation reviews, implications of the BGSU negotiated environment; resources including facilities and faculty; and BGSU—AIA Partnership.

**E. Architectural Education and the Public Good.**

Outreach and engagement is a core objective of the Department strategic plan for enhancing student learning, faculty research, and service to the community at diverse levels.

**Regional Engagements**

The DA+ED corroborates the reach-out tradition of the Bowling Green State University. Architecture faculty have used their professional expertise to serve the community of Bowling
Green, contributing to strengthening the relation between the institution and the community. Plans are now underway for designing an urban park/plaza in vicinity of downtown Bowling Green by the first cohort of graduate students. Additionally, discussion has just begun for evaluating locations and design studies for a new municipal city building. Two years ago, a railroad hub design was completed in an architectural studio with a view to tying the university campus with the adjacent areas of the city. A junior design studio has last year completed an urban plaza design for the City of Maumee, under the auspices of the city Mayor. In collaboration with Habitat for Humanity of Wood County, again a junior design studio completed house designs for three adjacent structures in the nearby City of Rossford. One faculty has served as a volunteer member on the Design Committee of Downtown BG helping achieve tasks including organizing an exhibition of building façade improvement revising pamphlet for Main Street Program, and working on the city parking lot sign update project.

**National Engagements**

The BGSU engagement program is marked by “the Excellence in Service-Learning and Community Engagement Awards” that recognize faculty, staff, students, groups, and community partners who have done exceptional work in service-learning and civic engagement at BGSU. Scholarship of engagement has long been touted at the University in its teaching, research and service dimensions. The Building Partnerships Program involves generating, transmitting, applying, and preserving knowledge beyond the formal curriculum through outreach activities with mutual benefits for external constituencies as well as for BGSU. An architecture faculty, for example, organized panels with colleagues from other U.S. universities for two national conferences: “Shrinking Cities Syndrome: Agendas for Re-Building” for the Association of Collegiate Schools of Architecture Annual Meeting in New Orleans, and “Afterlife: The Berlin Wall’s Continuing Cultural Presence” for the College Art Association Annual Conference in Chicago.

**International Engagements**

International outreach and engagement at Bowling Green State University has witnessed a leap in activities in the last few years. The University website lists active partnership agreements with thirty six institutions in fifteen countries.

The DA+ED international activities transpired mostly in relation to Europe, China and Middle East. Served as Fulbright-Aalto University Distinguished Chair for the 2012-2013 year, a senior faculty of the Department, in addition to the numerous relationships with institutions and individuals he garnered back in Finland, has offered at BGSU a course on Nordic Culture, Design and Architecture. The same faculty is still reaping the benefits of enjoying a Fulbright Scholar award at the University of Bahrain in 2001-2002 through a stream of visits to the region for conferences and joint collaborations. Another faculty member has been invited to lecture at Huazhong University of Science and Technology in Wuhan, China, as well as at the Vienna Technical University. He also maintains collegiate contacts and exchanges research interests and information with colleagues in China, which resulted in a notable enhancement for his research on Chinese socialist architecture. A senior faculty served on the advisory board and chaired conferences for the Center for the Study of Architecture in the Arab Region (CSAAR). A number of BGSU architecture and interior design faculty participated through authoring CSAAR papers and reviewing manuscripts.

**4. Long-Range Planning**
A description of the process by which the program identifies its objectives for continuous improvement

The DA+ED long-range plan (or strategic plan) reflects the uneasy history of the architecture program, a pattern of faculty aspirations tempered with institutional resource limitations. A leap in recruited faculty made it possible, by 2001, to deliberate more informatively the future of the program. There was unanimous consensus among faculty for instituting a Master of Architecture degree in conjunction with the existing undergraduate degree for a four-plus-two synchronized professional program. It was soon apparent that such a NAAB accreditation-destined program would have to run under an administrative structure on par with the emerging goals. This realization gave rise to faculty efforts for elevating the then Architecture and Environmental Design Studies Program to the Department of Architecture and Environmental Design and, in the process, converting the contemporary undergraduate Bachelor of Science in Technology degree with the Bachelor of Science in Architecture. Both conversions were in place by 2010, about the time when the preparation for the eventual NAAB accreditation reached a crest. In hindsight, these fundamental changes emanated from our small program genuine aspirations which, in the interim, functioned as hallmark events on the way to “finalized” long-range plan.

Self-driven and accomplished in a context of faculty sharing, an early effort towards the Department’s long-range plan was completed in September 2004. The pattern of plan development work typically involved a lead faculty member with small faculty task force, periodic reporting on the status of plan development work, and debates and resolutions in departmental meetings. The final version (below) of the DA+ED strategic plan incorporating mission and goals has been completed in August 2014.

Vision
The BGSU Architecture program pursues the convergence of technical and liberal arts to inspire and empower students to enhance the built environment.

Mission
In keeping with Bowling Green State University’s vision of becoming a premiere learning community, and the College of Technology, Architecture, and Applied Engineering parallel outlook, the Department of Architecture and Environmental Design takes a quality-driven approach to education and strives to maintain a pedagogical framework that aligns the development of student knowledge and skills with the cultivation of professional values and leadership capacities. The Department recognizes the inherent originality of the discipline’s constituents—including theory, design, technology, communications, and practice—and the synergic benefits thereof to map the professional curriculum. Infusing seamlessly throughout the undergraduate and graduate education continuum, this broad, inquiry-based outlook benefits not only the students, but also the institution, the community, and the profession.

Goals
The Department of Architecture and Environmental Design goals fall into five strategic areas:

1. Academic Preparedness & Identity
   a. Culminate with NAAB accreditation for the Master of architecture, and update for continued accreditation
   b. Promote business and entrepreneurship as a hallmark of identity for the M. Arch. Program
   c. Take advantage of proven pedagogical outlooks, strategies, and tools:
      - Implement reflective, contextually-based, and practitioner-cultivated pedagogical paradigms and methods
– Capitalize on digital media for design, documentation, and communication
– Bring international education exchanges to bear on students’ experiences and faculty activities
– Promote inquiry as modality of undergraduate and graduate education

2. Research, Space, and Culture
   a. Support faculty research and dissemination, especially in conjunction with graduate student participation
   b. Shape a diverse, inclusive community
   c. Appropriate space to support education, research, and user efficiency

3. Program Constituencies/Institutional Relationship
   a. Attend to personal growth, productivity, and leadership development:
      – Students, including student organizations
      – Faculty, including adjuncts
      – Supportive staff, including secretary, lab technician, etc.
   b. Coordinate for clear roles, obligations, and flow of work with institutional offices at the level of
      – The College
      – The University

4. Outreach & Engagement
   Capitalize on opportunities of engagement through outreach and partnership for enhancing student learning, faculty research, and service to the community at diverse levels:
   a. College & institution
   b. Community, local and regional
   c. Architectural practice, allied professions, and product industry
   d. International realm

5. Resource Acquisition
   Activate the role of the Department for academic and financial stability in the areas of:
   a. Student recruitment
   b. Grant funding
   c. Program development

A description of the data and information sources used to inform the development of these objectives
The development of the long-range plan for substance, structure, and coherence, the DA+ED tapped on the program indigenous experience, institutional documents, accreditation guidance, and architectural education trends.

Indigenous experience: this is the disparate body of work of the program’s strategic planning efforts recorded in sporadic documents since the early 1990s. These documents functioned to filter out the irrelevant and outdated information and to incorporate relevant and current information.

Institutional resources: these are the College and the University strategic plans plus statistically oriented information from the Office of Institutional Research, especially on student and faculty characteristics.
Accreditation Guidance: These are essentially the NAAB documents, program disseminated examples of APRs, and periodic information made available on the Internet.

Architectural Education Trends: This is information of the students’ demographic trends on the local, State, and national levels.

A description of the role of long-range planning in other programmatic and institutional planning initiatives

The continued work on the DA+ED strategic plan had been understandably influenced by continued updates to the College and the University own strategic plans. The latest complete work on the College’s strategic plan culminated in February 2012 under the title “College of Technology 2012-2017 Strategic Plan” (soon after the College name expanded to incorporate Architecture and Applied Engineering). The vision of this plan states that the College “will be nationally known as a prominent academic leader in educating students to become design and technological professionals for a sustainable world. The College will be a pioneer in innovation, and an effective driving force of economic development through applied research, engagement and partnerships in the region and beyond.

Toward the end of 2011, the DA+ED carried out analysis to harmonize its own strategic plan with that of the College; the College worked to harmonize its plan with that of the University. http://www.bgsu.edu/strategic-plan.html.

A description of the role the five perspectives play in long-range planning

The five perspectives and the DA+ED long-range planning are entwined. The Department has been all along cognizant of the broad contexts that frame good architectural education. This was evident in the SOWT analysis completed in 2004 towards a strategic plan, but is more so in the latest, 2014 strategic plan version. The seven strategic goals of the 2004 SWOT analysis stated below clearly accommodate the perspectives of the academic community, students, profession, and public good (Please see Appendix C):

1. Alignment of all courses with NAAB requirements; Define M. Arch. Specializations; Achieve local, regional, statewide support for MARCH
2. Alignment of Co-op and international experiences with NAAB standards for assessment.
3. Strengthening the faculty to meet or exceed NAAB guidelines to staff a department
4. Providing space that meets NAAB standards; Upgrading drafting tables and apparatus; Dedicating computers for the A/EDS Program
5. Establishing a balanced structure to serve both undergraduate and graduate program
6. Making engagement and contextually based learning a centerpiece of the program
7. Increasing research and scholarship at the graduate and undergraduate levels

All converging on the ultimate aim of establishing “a NAAB accredited Master’s degree in Architecture with unique strengths to serve the region, the state of Ohio and the nation with quality graduates,” the regulatory environment perspective, as infused in the preparation for an NAAB accredited M. Arch. Program, was addressed in an implicit, although in an encompassing mode.

As the Department delved into an advanced stage of accreditation activities, bringing the five perspectives to bear on the latest (2014) strategic plan became more conscious and directed. The perspectives functioned as a guiding aid for framing the plan.

Each of the five perspectives influenced the plan’s strategic goals in some measure, as shown in the Table below. The influence of a perspective on any area of goals, measured with
understandably a degree of subjectivity, can be rated as elementary, moderate, or advanced. The graphic representations of the aggregate ratings provide a visual map for reading the interface of the five perspectives with the five areas of goals giving an opportunity for extrapolation and conclusions. It is not surprising, for example, to read that the collective influence of the five perspectives is exerted the most on the first goal area “Academic Preparedness and Identity. By the same token, the collective influence of the five perspectives is exerted the least on the fifth goal area “Resource Acquisition”.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Architectural Education &amp; Academic Community</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★</td>
<td>★★</td>
</tr>
<tr>
<td>B. Architectural Education &amp; Students</td>
<td>★★</td>
<td>★</td>
<td>★★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>C. Architectural Education &amp; Regulatory Environment</td>
<td>★★</td>
<td>★★</td>
<td>★</td>
<td>★★</td>
<td>★★</td>
</tr>
<tr>
<td>D. Architectural Education &amp; Profession</td>
<td>★★★</td>
<td>★★</td>
<td>★★</td>
<td>★★★</td>
<td>★★</td>
</tr>
<tr>
<td>E. Architectural Education &amp; Public Good</td>
<td>★★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>

- Elementary Influence
- Moderate Influence
- Advanced Influence

5. Self-Assessment Procedures

Institutional Framework
The Department of Architecture and Environmental Design’s student learning outcomes were developed with an eye on the Bowling Green State University’s institutional outcomes. The BGSU learning outcomes address four arching areas: intellectual and practical skills, general and specialized knowledge, personal and social responsibilities, and integration and application.

Program Learning Outcomes
With its liberal and specialized education components, the M. Arch. Program will be a vehicle for enhancing the students’ knowledge and skills needed for launching and sustaining an architectural professional career. Consistent with the BGSU outcomes, and interfacing with
NAAB SPC of Realms A, B, and C, the DA+ED learning outcomes coalesce into six spheres of intellectual and practical spheres of activities:

- **Situational Engagement.** Tackle architectural and urban design problems and synthesize solutions at different levels of complexity, scope, and building types.
- **Methodical Discretion.** Comprehending the gamut of design approaches and making judgments for their employment.
- **Connection and Persuasion.** Employ the oral, written, and graphic modes of communication for expressing research work and design at different stages of the process.
- **Historical and Intellectual Incorporation.** Apply the concepts of architectural history and theory in shaping buildings, cities, and landscapes encompassing international traditions as related to aesthetics, society, and human behavior.
- **Tectonics and Sustainability Integration.** Understand the basic principles that guide ecological sustainability and tectonic systems design—including the structural, material, and mechanical/electrical—and integrate such systems into a comprehensive building design.
- **Career and Practice Creativity.** Make sound judgment concerning career, professional practice, and human diversity, with particular emphasis on entrepreneurship and business management.

**Assessment Strategies and Methods**
The M. Arch. Program benefits from the gamut of teaching and learning experiences accumulated over almost a quarter of a century of the Department’s history. The program has now a wealth of strategies and methods for furthering learning outcomes that are both program driven and partnership supported.

**Program Driven Strategies**
- Curricular Synergies: aligning studios with supportive courses; designing as a research endeavor.
- Terminal Studio Tradition: expanded jury, senior posters, and portfolio activities.
- Student-Driven Activities: peer review tradition, student-to-student vertical support.
- Experiential and International Programs: integrated co-ops, Study Abroad Program, relations with universities in Europe, China, and the Middle East
- Visibility Programs: speaker programs, annual exhibit. Internet presence.

**Partnership Strategies**
- University-Wide Partnerships: coordinating and collaborating on offerings with university academic units such as the College of Business and the American Cultural Studies.
- Situational Appropriation: planning design problems on sites and in collaboration of community partners.
- AIA Support: contributions of design professionals in support of studio reviews and student terminal studio traditions with Senior Project Awards. The forthcoming partnership memorandum with the AIA-Toledo ushers to the optimistic trajectory of such relationship.
- Governmental Agency Liaison: liaising with state and federal agencies for enhancing learning opportunities, this includes City of Bowling Green, State of Ohio (Historic Preservation Office), and the National Park Service (HABS/HAER Program).
- Toledo Design Center Role: continuing collaboration with this Northwest Ohio unique community service design center, including representation on the Center’s board.

**Course Learning Outcome**
Considering the NAAB Student Performance Criteria with their three realms, the program’s learning outcomes have been integrated into the curriculum course by course. (See table “Student Performance Criteria” in Part Two.)

2. Resources

1. Human Resources & Human Resource Development

Existing Faculty
The current (Fall 2014) architecture faculty is composed of four tenured faculty of professor or associate professor rank, two senior lecturers, one lecturer, and one instructor. Of these, four are registered architects. The expertise of the existing faculty in areas of urban and community design, history and historic preservation, and digital media and computer modeling, and professional practice lend diversified support for the Master of Architecture. Teaching and other support relief is provided by courses offered by sister programs in Construction Management, School of Art, and Interior Design as well as by two part time instructors.

University Support
The University’s central administration has approved the search for a tenure track faculty position to start in Fall 2015. This downsizing from the two FTE positions the University agreed upon originally stems from the financial measures established to curb expenditure across the university units. The approved tenure track position will help alleviate the need for a professional with the experience necessary to strengthen studies related to design entrepreneurship and professional practice in the graduate studies curriculum. On the other hand, the graduate assistantships originally allocated have been granted to graduate students beginning September 2014 as part of the first cohort. One of the recruited graduate teaching assistants supports fundamental computer applications courses for entering freshmen in the pre-professional program, and the second helps an instructor of third and fourth year classes. Four additional graduate teaching assistants will be recruited from each subsequent cohort. The graduate teaching assistantships will enhance the students’ professional development through instructional experience.

2. Administrative Structure & Governance

University
Bowling Green State University is one of the 14 state-assisted, public universities in Ohio, in addition to the state’s 24 branch campuses, 23 community colleges, and more than 120 adult workforce education centers and training programs. The University’s operations are coordinated at the state level by the University System of Ohio and the Ohio Board of Regents.

The BGSU Board of Trustees is a group of eleven individuals (appointed by the Governor) who bring varied experiences and accomplishments to the University. By law the Board of Trustees is authorized to “do all things necessary for the proper maintenance and successful and continuous operation” for the University.
The University President is responsible for the administration of the University, 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 Senior Vice President for Academic Affairs and Provost 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.

**College**

The academic programs of the college are organized into four departments: Architecture and Environmental Design, Construction Management, Engineering Technologies, and Visual Communication and Technology Education. The Dean is the primary administrative and academic officer for the College of Technology, Architecture, and Applied Engineering and is responsible for all human resources and the budgetary and fiscal management of the college.

**Department**

The Department of Architecture and Environmental Design at the College of Technology, Architecture, and Applied Engineering administers the program. The department chair is the faculty member responsible for daily operation of the program as well as long-term oversight of planning, scheduling, and curriculum development. The department chair reports to the dean of the college.

### 3. Physical Resources

The DA+ED operations are currently concentrated in the Architecture Building, a single-story brick structure to the northwest of the BGSU main campus in Bowling Green. The building mainly holds the Department’s office, faculty offices, and the junior and senior design studios with a capacity of 70 student stations. In addition, the Architecture Building holds one graduate studio carved out of a large seminar room. In addition to the departmental office, the studios (junior, senior, and graduate) have just witnessed considerable improvements through carpeting, repainting, design review wall boards, resurfacing student station tables, etc. In addition, the Department holds spaces in Mosely Hall, a campus tradition building in the center of campus, where the freshman and sophomore studio sessions are conducted. Also the Department has a priority of use of two computer labs, one in Tech Building and the other in the nearby Offenhauer Towers, both still are at a long walking distance from studios.
Major components of the Architecture Building: Junior Studio, Senior Studio, Graduate Studio, Department Office, faculty offices, services cluster

The geographic spread of the physical facilities has a drawback on the program’s interactions. Fortunately, the current university stance on supporting the architecture program ushers to ending the disjointed nature of the Department’s physical plant. The Department and the parent College of Technology, Architecture, and Applied Engineering (CTAAE) have just received confirmation of appropriating an existing building, the Park Avenue Warehouse, as the “all under
one roof " home for the architecture program to hold all instructional, administrative, and faculty office uses. Appropriated under the university-wide master plan, the Warehouse building has the capacity to accommodate the roughly 29,000 square feet of space needed. A meeting under the auspices of the BGSU Office of Design and Construction on August 19, 2014 has brought the CTAAE Dean and administrators and the DE+ED Chair and faculty in direct dialog with SHP Leading Design of Columbus, the assigned project architect. The SHP team is now conducting pre-design activities, including interface with stakeholders and condition assessment for the slated Park Avenue Warehouse facility. The anticipated completion of the project is scheduled for early Summer of 2016.

As the renovation project for the Park Avenue Warehouse is at its inception stages, floor plans for the facility will be available in the near future. The floor plans will be guided by the following space program long established by the DA+ED:

- Two 20-student studios spaces and one 16-student studio space allocated to ARCH 1050
- Four 20-student studios spaces allocated to ARCH 2050 and ARCH 2220
- Three 16-student studio spaces allocated to third year ARCH 3210 and ARCH 3220
- Three 16-student studio spaces allocated to fourth year studios ARCH 4210 and ARCH 4220
- Two 14-student studio spaces allocated to first year graduate studios ARCH 6210 and ARCH 6220
- Two 14-student studio spaces allocated to second year graduate studios ARCH 6310 and ARCH 6320
- Multiple critique spaces
- Architecture computer lab
- Fabrication and modeling spaces
- Large lecture space
- Mezzanine with study areas, seminar spaces and resource area.
- Gallery and exhibition space
- All administrative and faculty offices

In addition to the new facility, the architecture program will utilize other large lecture spaces and computer labs available across the campus.

4. Financial Resources

*Fiscal Year Expenses*

Fiscal year expenses for DA+ED salaries and fringes (both academic year and summer) and operating expenses are shown below. The figures reflect changes in faculty: one member on leave for 2014-2015; one faculty resigned; one faculty hired for continuing position starting Fall 2014; one faculty hired for one year position for Fall 2014; one faculty to be hired for 2015. Calculations are done for five fiscal years including forecasts for two years.
# Architecture Program Operating and Personnel Budget Past (Actual) and Forecast

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Budgets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies - Office, computer, Instructional</td>
<td>$4,804</td>
<td>$6,565</td>
<td>$8,716</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,882</td>
<td>$8,847</td>
<td>$3,879</td>
<td>$6,700</td>
<td>$6,700</td>
</tr>
<tr>
<td>Communications</td>
<td>$2,045</td>
<td>$4,550</td>
<td>$1,637</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,448</td>
<td>$1,385</td>
<td>$443</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td><strong>Total Operating</strong></td>
<td>$12,179</td>
<td>$21,347</td>
<td>$14,675</td>
<td>$18,000</td>
<td>$18,000</td>
</tr>
<tr>
<td><strong>Salaries and Fringes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$607,900</td>
<td>$556,083</td>
<td>$636,548</td>
<td>$664,256</td>
<td>$715,064</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>$6,780</td>
<td>$15,107</td>
<td>$5,907</td>
<td>$5,907</td>
<td>$5,907</td>
</tr>
<tr>
<td>Staff</td>
<td>$34,969</td>
<td>$36,581</td>
<td>$26,863</td>
<td>$53,887</td>
<td>$53,887</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$36,900</td>
<td>$36,900</td>
</tr>
<tr>
<td>Student Worker Pay</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,333</td>
<td>$1,333</td>
</tr>
<tr>
<td><strong>Total Salary/Fringes</strong></td>
<td>$649,649</td>
<td>$607,771</td>
<td>$669,318</td>
<td>$762,283</td>
<td>$813,091</td>
</tr>
<tr>
<td><strong>Total Operating/Salaries</strong></td>
<td>$661,828</td>
<td>$629,118</td>
<td>$683,993</td>
<td>$780,283</td>
<td>$831,091</td>
</tr>
<tr>
<td>Enrollment Undergraduate</td>
<td>202</td>
<td>164</td>
<td>148</td>
<td>123</td>
<td>123</td>
</tr>
<tr>
<td>Enrollment Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Expenses/Student (Salaries/Operating)</td>
<td>$3,276.38</td>
<td>$3,836.09</td>
<td>$4,621.57</td>
<td>$5,956.36</td>
<td>$5,731.66</td>
</tr>
</tbody>
</table>

## Tuition and Fee Structure
Bowling Green State University operates under the following tuition and fee structure (main campus):

### Fall 2014/Spring 2015/Summer 2015 Tuitions Rates

<table>
<thead>
<tr>
<th></th>
<th>In-State Instructional fee</th>
<th>Non-Resident Instructional fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18 credit hours</td>
<td>$4,548.00/semester</td>
<td>$8,202.00/semester</td>
</tr>
<tr>
<td>Credit hours above 18</td>
<td>$200.00/credit hour</td>
<td>$200.00/credit hour</td>
</tr>
<tr>
<td>Fewer than 12 credit hours</td>
<td>$379.00/credit hour</td>
<td>$684.00/credit hour</td>
</tr>
</tbody>
</table>
**Graduate Instructional Fees**

<table>
<thead>
<tr>
<th></th>
<th>In-State Instructional fee</th>
<th>Non-Resident Instructional fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18 credit hours</td>
<td>$5,084.00/semester</td>
<td>$8,738.00/semester</td>
</tr>
<tr>
<td>Credit hours above 18</td>
<td>$200.00/credit hour</td>
<td>$200.00/credit hour</td>
</tr>
<tr>
<td>Fewer than 12 credit hours</td>
<td>$424.00/credit hour</td>
<td>$729.00/credit hour</td>
</tr>
</tbody>
</table>

BGSU also assesses a General Fee based on credit hour load:
Undergraduate/Graduate (Main Campus) $62.25/credit hour, $747.00/semester maximum charge.

**Operating Budgets**

The primary budget areas of the College of Technology, Architecture & Applied Engineering are Office of the Dean (DEAN), the Undergraduate Student Services Office (USS), and the four academic departments: The Department of Architecture and Environmental Design (ARCH), the Department of Construction Management (CONS), the Department of Engineering Technologies (DET), and the Department of Visual Communications and Technology Education (VC&TE). Funding for departmental operating budgets is allocated by the Office of the Dean.

The following table documents financial allocations for academic year 2014-15 for the College of Technology, Architecture & Applied Engineering:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Personnel</th>
<th>%</th>
<th>Operating</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>$746,744</td>
<td>16%</td>
<td>$18,000</td>
<td>9%</td>
</tr>
<tr>
<td>CONS</td>
<td>$676,431</td>
<td>15%</td>
<td>$16,000</td>
<td>8%</td>
</tr>
<tr>
<td>DET</td>
<td>$973,351</td>
<td>21%</td>
<td>$20,000</td>
<td>10%</td>
</tr>
<tr>
<td>VC&amp;TE</td>
<td>$1,305,693</td>
<td>29%</td>
<td>$32,000</td>
<td>17%</td>
</tr>
<tr>
<td>DEAN</td>
<td>$612,885</td>
<td>13%</td>
<td>$74,887</td>
<td>39%</td>
</tr>
<tr>
<td>USS</td>
<td>$250,845</td>
<td>5%</td>
<td>$32,000</td>
<td>17%</td>
</tr>
<tr>
<td><strong>College Total</strong></td>
<td><strong>$4,565,949</strong></td>
<td><strong>16%</strong></td>
<td><strong>$192,887</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**The State Share of Instruction (SSI)**

The State of Ohio provides a State Share of Instruction subsidy using 26 categories. SSI is based upon a series of formulas related to both estimates of instructional cost and degree completion. The Ohio Board of Regents classifies Architecture as a STEM (Science, Technology, Engineering, and Math) discipline. Graduate architecture is classified STEM 7 and undergraduate architecture is classified as STEM 4. For FY2012, SSI per Full-Time Equivalent (FTE), or 30 semester hours, generated by coursework classified as STEM 7 is $9467 and for STEM 4 is $6203.

**Further Financial Resources**

**Development Activities**

The Department of Architecture shares a full-time Director of Development with other departments in the College of Technology, Architecture and Applied Engineering as well as the College of Health and Human Services. The Director of Development works with the department...
and college to identify, develop, and manage potential donors.

**Assistantships, Scholarships, and Endowments**

**Graduate assistantships:**
The university has established four graduate assistantships in support of qualified students entering the Master’s degree program. The four stipends total $36,000 with additional tuition waivers totaling $32,500.

The College of Technology, Architecture & Applied Engineering has several scholarships available to qualified Architecture students with two scholarships specific to Architecture students only.

**Architecture scholarships:**
- The Collaborative Scholarship – The Collaborative has donated one variable scholarship annually since 1993.
- The SSOE Group has provided one annual scholarship of $2,500 since 2012. The SSOE group is also endowing The SSOE Group Architecture Scholarship at $30,000 with the first award to be made from endowed earnings in fall 2016.

**General scholarships open to all Technology majors:**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Endowment Balance</th>
<th>Number of Annual Awards</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ardanall B. Mason Memorial Scholarship</td>
<td>$224,731.65</td>
<td>variable</td>
<td>$1,000</td>
</tr>
<tr>
<td>Dr. Frank Dick Technology Book Award</td>
<td>$16,643.85</td>
<td>1</td>
<td>variable</td>
</tr>
<tr>
<td>Frederick C. Stone Memorial Scholarship</td>
<td>$81,890.07</td>
<td>3</td>
<td>variable</td>
</tr>
<tr>
<td>Gedeon Memorial Scholarship</td>
<td>$37,531.05</td>
<td>1</td>
<td>variable</td>
</tr>
<tr>
<td>Laimbeer Family Scholarship</td>
<td>$73,798.13</td>
<td>1</td>
<td>variable</td>
</tr>
<tr>
<td>Savage Family Leadership Scholarship</td>
<td>$25,769.76</td>
<td>1</td>
<td>variable</td>
</tr>
</tbody>
</table>

**The Architecture Advancement Program Fund:**
A non-endowed fund to cover program expenses not funded by Department of Architecture & Environmental Design. These expenses could include but 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.

**Institutional Financial Issues**

**Anticipated enrollment changes:**
For fall 2014, the official head count on campus amounts to 16,566 students, a decline of 2.4 percent. However, the retention rate for the students started in fall 2013 is 75.8 percent, a pleasant 5 percent from the year before and was attributed to higher level of academic preparation. The new class of 2014 scored an average ACT of 22.3 and a GPA of 3.32. Students admitted to the architecture pre-professional program surpassed both numbers over the last few years.

The M. Arch Program will be capped at 28 students. The undergraduate program currently has enrollment of 123. It is anticipated the undergraduate program will be capped at 250 students once the Master of Architecture Program is well established.

**Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate):**
- The university has appropriated $3 million for renovating a campus building to house all instructional, administrative, and supportive functions of the DA+ED under one roof by Summer 2016.
- The university has established four graduate assistantships in support of qualified students entering the Master’s degree program. The four stipends total $36,000 with additional tuition waivers totaling $32,500.

Other anticipated financial issues:
None.

5. Information Resources

Information Resources are supported by the BGSU Information Technology Services (ITS) office. ITS oversees seven primary areas: The Technology Support Center, Desktop Services (for faculty staff and students), Classroom Technology Services, The Academic Resource Center (supporting a variety of operations including Blackboard and the university Laptop Loan program), Digital Services (digital document and media management solutions for clients both on and off-campus), Training for faculty and staff, and telephone and related services.

Jerome Library is the heart of the academic community. BGSU Libraries house collections of more than six million items, including books, journals, periodicals, microforms, government documents, sound recordings, and other research materials. The library is linked by computer to a powerful statewide library and information system. In addition, the library is nationally known for its special collections, particularly in popular culture, popular music, and the Great Lakes.


This report details the holdings of the Bowling Green State University (BGSU) Libraries related to materials that support the Architecture program's continued candidacy for 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.

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, IM (chat), email, and phone reference services provided by reference and instruction librarians. The Research and Information desk is staffed 80 hours per week, primarily by the nine librarians in the department of Library Teaching and Learning.

In addition, there is a Science &Technology Team, consisting of four librarians, that serves the College of Technology, Architecture, and Applied Engineering. These librarians work specifically with students in the Architecture 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. The School of Art offers a History of Architecture course that complements the offerings of the College of Technology, Architecture, and Applied Engineering.

BGSU students can also access materials in a timely manner by borrowing through OhioLINK, a consortium of 91 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.

Books

The University Libraries book collection in the Library of Congress Classification NA (Architecture) amounts to approximately 4806 titles, as of September 2014. 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 9905. (See table below.) There has been steady growth in the number of NA, NK, and TH book materials purchased over the past 3 years, in spite of weeding dated materials from TH. (See tables on page 2 and 3.) We have revised our approval plan with our major vendor to include more titles in class NA.

<table>
<thead>
<tr>
<th>Call Number Range</th>
<th>Library of Congress Classification</th>
<th>BGSU Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA1-NA9999.999</td>
<td>Architecture</td>
<td>4806</td>
</tr>
<tr>
<td>NK1-NK9999.999</td>
<td>Decorative arts (interior decoration)</td>
<td>4432</td>
</tr>
<tr>
<td>TH1-TH899.999</td>
<td>Building construction, architectural engineering</td>
<td>183</td>
</tr>
<tr>
<td>TH900-TH6100.999</td>
<td>Construction, maintenance, repair</td>
<td>293</td>
</tr>
<tr>
<td>TH6101-TH9024.999</td>
<td>Plumbing, heating, lighting</td>
<td>151</td>
</tr>
<tr>
<td>TH9025-TH9999.999</td>
<td>Protection of buildings</td>
<td>40</td>
</tr>
<tr>
<td>Total title count</td>
<td></td>
<td>9905</td>
</tr>
</tbody>
</table>

In 2011-12, we removed from the University Libraries Catalog, thousands of volumes that were old and seldom used. We continue to move seldom used, old materials to remote storage. This accounts for the decrease in holdings in Library of Congress classification TH – Building Construction. These items become part of OhioLINK’s Ohio Depository Catalog and are stored 15 miles north of Bowling Green, Ohio at the Northwest Ohio Remote Book Depository, where they are available to any BGSU community member.

In late 2011, to assess the efficacy of the current materials in the University Libraries that support the Architecture 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 in order 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.

The University Libraries contribute to e-book purchases for the OhioLINK Electronic Book Center. Currently, there are several hundred e-books on aspects of architecture available from imprints of publishers Springer, Sage, Wiley, and Oxford. A comparison of BGSU’s holdings in classes NA and NK with the four other OhioLINK libraries that support architecture programs shows that BGSU must do some retrospective monograph purchasing and increase on-going purchases to bring our collections into line with holdings levels at Miami or Kent State Universities.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU</td>
<td>4,806</td>
<td>96</td>
<td>88</td>
<td>149</td>
<td>75</td>
<td>36</td>
<td>59</td>
<td>127</td>
<td>88</td>
<td>7</td>
</tr>
<tr>
<td>Miami Univ.</td>
<td>14,332</td>
<td>82</td>
<td>243</td>
<td>303</td>
<td>225</td>
<td>243</td>
<td>239</td>
<td>257</td>
<td>253</td>
<td>88</td>
</tr>
<tr>
<td>Kent State U.*</td>
<td>17,739</td>
<td>0</td>
<td>18</td>
<td>77</td>
<td>122</td>
<td>135</td>
<td>171</td>
<td>257</td>
<td>173</td>
<td>69</td>
</tr>
<tr>
<td>Ohio State U.+</td>
<td>32,000+</td>
<td>130</td>
<td>434</td>
<td>571</td>
<td>464</td>
<td>617</td>
<td>576</td>
<td>728</td>
<td>755</td>
<td>403</td>
</tr>
</tbody>
</table>

* Kent State University is purchasing electronic books. These records may not have call numbers and therefore may be excluded from any volume counts by Library of Congress classification.
+ Result set limited to 32,000 records

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU</td>
<td>4,432</td>
<td>22</td>
<td>29</td>
<td>82</td>
<td>56</td>
<td>55</td>
<td>65</td>
<td>83</td>
<td>69</td>
</tr>
<tr>
<td>Miami Univ.</td>
<td>6,351</td>
<td>18</td>
<td>-</td>
<td>126</td>
<td>87</td>
<td>110</td>
<td>123</td>
<td>94</td>
<td>102</td>
</tr>
<tr>
<td>Kent State U.*</td>
<td>9,025</td>
<td>5</td>
<td>11</td>
<td>58</td>
<td>64</td>
<td>78</td>
<td>92</td>
<td>84</td>
<td>107</td>
</tr>
<tr>
<td>Ohio State U.</td>
<td>16,799</td>
<td>20</td>
<td>110</td>
<td>172</td>
<td>148</td>
<td>234</td>
<td>215</td>
<td>199</td>
<td>204</td>
</tr>
<tr>
<td>U. of Cincinnati</td>
<td>22,357</td>
<td>Not avail.</td>
<td>128</td>
<td>217</td>
<td>187</td>
<td>199</td>
<td>261</td>
<td>300</td>
<td>341</td>
</tr>
</tbody>
</table>

* Kent State University is purchasing electronic books. These records may not have call numbers and therefore may be excluded from any volume counts by Library of Congress classification.

University Libraries’ book vendor’s figures indicate that they handle 600-650 titles annually in class NA, 350-400 in class NK, and about 150-200 in class TH, including books published in the United States and the United Kingdom. Given the strong architecture holdings among OhioLINK libraries, students and faculty in the architecture program can rely on OhioLINK for many titles. The University Libraries will need to increase book purchases, retrospectively purchasing approximately 4,000 titles to approach collection support in class NA that is provided by collections at Miami or Kent State. These retrospective purchases need to be spread over several years. We have been actively purchasing architecture titles – 118 in 2012/13 and 128 in 2013/14. Even though the library budget has been flat for eight years, we strive to purchase adequately to build our collection to support architecture studies and research.
Images and video
Electronic art and architecture images are available to the architecture program from ARTStor, AP Images, 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. The Sanborn Fire Insurance maps for Ohio (1967—1970) are also available in the Digital Resource Center.

The University Libraries have no substantial local video holdings to support the study of architecture, however, some resources are available. The OhioLINK Digital Resource Center includes a number of streamed videos on architecture. Further, many OhioLINK member libraries do loan videos to students and faculty at other OhioLINK institutions. This is an area where University Libraries will need to make additional investment by purchasing at least 10 videos annually, with an initial retrospective purchase of 50 videos. Faculty input on the best video or image content to support the architecture curriculum is welcome.

Electronic Resources
The University Libraries currently subscribes to Art Fulltext, Avery Index to Architecture Periodicals, and Oxford Art Online, each of which will directly support the architecture program. Additional materials may be found in FRANCIS (Humanities and Social Sciences) and in EBSCO databases such as Academic Search Complete, Humanities International Complete, Arts & Humanities Citation Index (part of Web of Science), Bibliography of the History of Art (last updated, Dec. 2009), and Environment Complete. A variety of other databases that cover humanities and social science topics will also support the architecture program. Safari Books Online, a database of e-books on technology topics, includes 50 guides to using AutoCAD.

Serials
Bowling Green State University subscribes to seven of the journals on the “Core list of periodical titles for a first-degree-program in architecture for architecture libraries in North America” (2009) compiled by the Association of Architecture School Librarians. Seven titles from the Core list are currently subscribed to by University Libraries and are available in print or via the OhioLINK Electronic Journal Center:

- Architectural Design
- Architectural Record
- Architectural Review
- Domus
- Environment & Behavior
- Journal of Architectural Education
- Preservation

BGSU has electronic access, through Art FullText, JSTOR (Arts & Sciences Collections I – IX) and various EBSCO databases, to an additional 20 titles from the Core list, bringing total access to 27, or 52% of the titles on the Core list. Copies of journal articles from 22 Core list titles can be delivered quickly via Interlibrary Loan from OhioLINK libraries. Three titles on the Core list are not available within OhioLINK. Articles from these journals or others not held by an OhioLINK library may be available via Interlibrary Loan.

Articles from these journals or others not held by an OhioLINK library may be available via Interlibrary Loan. These holdings plus the electronic journal content access described below, form a substantial base upon which are building. Architecture faculty members recommend that in addition to the seven subscribed journals from the Core list, the library subscribe to eight additional titles from the Core list:

- AA Files (electronic available)
Subscriptions beginning in 2013 were opened for six of the eight journals named above: AA Files, Competitions (print annual only), El Croquis, GA Document, Harvard Design Magazine, and Lotus International. None of these journals provides electronic access with IP address authentication – a requirement for institutional access. We will not subscribe to Architect or to Metropolis. Fulltext electronic access for both of these journals is currently available, including current issues, via the database Art Fulltext. If this access is discontinued, we will consider local subscription to these journals.

Bowling Green State University has access to 96 architecture titles from JSTOR, Art Fulltext, EBSCO databases, or the OhioLINK Electronic Journal Center. Current issues may not be available for some titles that are made available in Art Fulltext, JSTOR, or via EBSCO databases. Contracts between the journal publishers and the database vendor determine these access terms. The 28 titles in the OhioLINK Electronic Journal Center are paid subscriptions by OhioLINK member libraries; access to current issues is not limited. A detailed list of these titles follows below.

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Core designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>APT Bulletin</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Architect (Washington, D.C.)</td>
<td>Art Fulltext</td>
<td>core</td>
</tr>
<tr>
<td>Architects’ Journal</td>
<td>Art Fulltext</td>
<td>core</td>
</tr>
<tr>
<td>Architectural Digest</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Architectural Engineering &amp; Design Management</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Architectural Heritage</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Architectural History</td>
<td>JSTOR</td>
<td>core</td>
</tr>
<tr>
<td>Architectural Research Quarterly</td>
<td>OhioLINK electronic journal center</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Architecture + Design</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Architecture Australia</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Architektur. Aktuell</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>ARQ (Santiago, Chile)</td>
<td>Art Fulltext</td>
<td>core</td>
</tr>
<tr>
<td>Art History</td>
<td>OhioLINK electronic journal center</td>
<td></td>
</tr>
<tr>
<td>Assemblage</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Baumeister</td>
<td>Art Fulltext</td>
<td>core</td>
</tr>
<tr>
<td>Building Acoustics</td>
<td>OhioLINK electronic journal center</td>
<td></td>
</tr>
<tr>
<td>Buildings &amp; Landscapes: Journal of the Vernacular Architecture Forum</td>
<td>OhioLINK electronic journal center</td>
<td></td>
</tr>
<tr>
<td>Bulletin of the Association for Preservation Technology</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Canadian Architect</td>
<td>EBSCO</td>
<td>core</td>
</tr>
<tr>
<td>Cities</td>
<td>OhioLINK electronic journal center</td>
<td></td>
</tr>
<tr>
<td>Journal Name</td>
<td>Database</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Constancias en Diseño</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Daidalos -- Berlin Architectural Journal</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Design Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Quarterly</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Design Studies</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Dimensions</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Energy and Buildings</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Engineering Construction and Architectural Management</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Gesta</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Grey Room</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Habitat International</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Hesperia Supplements</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Hesperia: The Journal of the American School of Classical Studies at Athens</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>I + A: Investigación + Acción</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>I Tatti Studies: Essays in the Renaissance</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Inland Architect</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Interior Design (New York, N.Y.)</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Interiors &amp; Sources (2004)</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>International Journal of Technology and Design Education</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>International Journal of Urban and Regional Research</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Issues in Architecture, Art and Design</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>ITU Journal Series A: Architecture, Planning, Design</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>JAE</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Journal of Architectural and Planning Research</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Journal of Architectural Engineering</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Journal of Architecture</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Journal of Art and Design Education</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Journal of Design History</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Journal of Housing and the Built Environment</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Journal of Interior Design</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Journal of Planning History</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Journal of the American Planning Association</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Journal of the American Society of Architectural Historians</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Journal of the Faculty of Engineering &amp; Architecture of Gazi University</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Journal of the Society of Architectural Historians</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Journal of Urban Affairs</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Journal of Urban Design</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Landscape and Urban Planning</td>
<td>OhioLINK</td>
<td></td>
</tr>
<tr>
<td>Landscape Journal</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>L'Architettura</td>
<td>Art Fulltext</td>
<td></td>
</tr>
<tr>
<td>Masrop</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Memoirs of the American Academy in Rome</td>
<td>JSTOR</td>
<td></td>
</tr>
<tr>
<td>Memoria de Proyectos</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Memoria de Proyectos</td>
<td>EBSCO</td>
<td></td>
</tr>
<tr>
<td>Metropolis</td>
<td>Art Fulltext</td>
<td></td>
</tr>
</tbody>
</table>
Financial impact
The University Libraries currently spends approximately $6,000 on resources that explicitly support the architecture program. The University Libraries contributes 48% of the total materials budget to purchase electronic journals, database, and e-books that made available via OhioLINK. These resources support every program at the University and it is not feasible to separate funds paid for architecture resources. Support of the architecture program over the forthcoming five years will be possible if the library sees increases to its materials budget. If increases are not adequate, fewer resources in all disciplines will be purchased.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$287,144</td>
<td>$7,195</td>
<td>$7,555</td>
<td>$7,932</td>
<td>$8,329</td>
<td>$8,745</td>
</tr>
<tr>
<td>Serials</td>
<td>$2,047</td>
<td>$2,211</td>
<td>$2,388</td>
<td>$2,579</td>
<td>$2,785</td>
<td></td>
</tr>
<tr>
<td>DVDss</td>
<td>$1,500</td>
<td>$350</td>
<td>$368</td>
<td>$386</td>
<td>$405</td>
<td>$425</td>
</tr>
<tr>
<td>Totals</td>
<td>$288,644</td>
<td>$9,592</td>
<td>$10,134</td>
<td>$10,706</td>
<td>$11,313</td>
<td>$11,955</td>
</tr>
</tbody>
</table>
The library’s budget has been flat for eight years. In spite of that, $11,000 was spent on architecture materials in 2012/13; $6000 was spent in 2013/14. Funds available were decreased due to several unexpected increases in electronic resources as a result of changes in state funding.

Prepared by:

Linda A. Brown, Collections Coordinator and Chair, Department of Collections & Technical Services
Chris John Miko, Reference & Instruction Librarian and Liaison to the Department of Architecture & Environmental Design
Robert J. Snyder, Reference & Instruction Librarian and former Liaison to the Department of Architecture & Environmental Design

October 27, 2011
Updated August 30, 2012. LAB
Updated September 4, 2014. LAB

3. Institutional Characteristics

1. Statistical Reports

The responses in this section deal with the characteristics of enrolled students in Fall 2013, and in Fall 2011 (for comparison) and cover the pre-professional BS program. At the time of this report submission, there was, yet, no official demographic data available for Fall 2014 for either the architecture undergraduate or the graduate enrollment.

NOTE: Numbers in tables below apply to matriculated students only, typically those completed the second year in the pre-professional program. For example, the student grand total count of 67 in the Fall 2013 Race/Ethnicity Table indicates matriculated students; the entire student count in the four years of the pre-professional program for the same year is 146.

Program Student Characteristics

Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
Demographics of Students Enrolled in the BS Pre-professional Program:
Reference Fall 2013

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Counts</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Am Ind</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Multi race</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Not Spec</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>40</td>
</tr>
</tbody>
</table>

The Pre-Professional BS Students gender composition:
40.3% Female and 59.7% Male

Student Demographics Comparison to Previous Visit:
Fall 2013 Compared to Fall 2011

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2013 Counts</th>
<th>2011 Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Am Ind</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Multi race</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Not Spec</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Totals</td>
<td>27</td>
<td>40</td>
</tr>
</tbody>
</table>

Pre-Professional BS Students Gender Comparison to Previous Visit: Fall 2013 Compared to Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>40.3%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>30.2%</td>
<td>69.8%</td>
</tr>
</tbody>
</table>
Demographic of Students Comparison to University: Reference Fall 2013
BS Pre-professional Program Race/Ethnicity Comparison with BGSU Enrollment

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2013 Counts</th>
<th>2011 Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Am Ind</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Multi race</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Not Spec</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Totals</td>
<td>27</td>
<td>40</td>
</tr>
</tbody>
</table>

Qualifications of students admitted in the fiscal year prior to the visit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average ACT</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arch Program</td>
<td>BGSU</td>
</tr>
<tr>
<td>2013</td>
<td>23.28</td>
<td>22.63</td>
</tr>
<tr>
<td>2011</td>
<td>22.67</td>
<td>22.49</td>
</tr>
</tbody>
</table>

Time to Graduation

<table>
<thead>
<tr>
<th>COHORT</th>
<th>Number of Students</th>
<th>Graduated within 4 years</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>26</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>32</td>
<td>12</td>
<td>38%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>30</td>
<td>9</td>
<td>30%</td>
</tr>
</tbody>
</table>

Program Faculty Characteristics

Demographics compared to those recorded at the time of the previous visit
Fall 2013 Compared to Fall 2011
Race/Ethnicity Comparison

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2013 Counts</th>
<th>2011 Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Am Ind</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multi race</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Spec</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Demographics compared to instructional faculty at the institution overall
Reference Fall 2013
Race/Ethnicity Comparison with BGSU Enrollment

<table>
<thead>
<tr>
<th>Program Counts</th>
<th>University Totals</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Am Ind</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multi race</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Spec</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Number of faculty promoted & tenured each year since the last visit compared with the institution

- In 2012/2013 none was promoted or tenured in the Architecture Program; 50 were promoted in the institution: of those 22 were tenured.
- In 2013/2014 none was promoted or tenured in the Architecture Program; 84 were promoted in the institution: of those 11 were tenured.

Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed:

- In 2014/2015 (Fall 2014): Four are licensed; two in Ohio; one in Ohio and Massachusetts; one in Ohio, Missouri, and Colorado
- In 2013/2014 (Fall 2013): Three are licensed; two in Ohio; one in Ohio and Massachusetts
- In 2012/2013 (Fall 2012): Three are licensed; two in Ohio; one in Ohio and Massachusetts

2. Annual Reports

The APR must include, in addition to the materials described above:
A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

(Please see the letter from BGSU Institutional Research next page.)
MEMORANDUM

To: NAAB Accrediting Board

From: Osamah Almakki
IR Report Developer

Date: September 15, 2014

Subject: National Architectural Accrediting Board

Dear NAAB Accrediting Board,

As requested this letter is to confirm that all data submitted to the National Architectural Accrediting Board by The Office of Institutional Research at BGSU is accurate and consistent with other external reports that have been submitted by the IR Office.

Regards,

Osamah Almakki
IR Report Developer
Bowling Green State University
Email: oalmakk@bgsu.edu
Phone: 567-429-9279
3. Faculty Credentials

The qualifications of all architecture faculty at BGSU conform with national norms for teaching in the professional degree programs in architecture. In the discipline of architecture, the terminal degree is the Master of Architecture. At BGSU, a terminal degree is required for all instructional positions, including adjunct and part-time faculty. For the M. Arch. Program, a doctorate or professional licensure is required for tenure and tenure-track positions. Supporting coursework, such as construction related classes, are taught by faculty with credentials that meet the BGSU criteria. The current faculty composition of the Department of Architecture and Environmental Design exceeds the norms of the discipline, and is expected to be maintained in future faculty recruitment. The following is list of the names and titles of the faculty who had taught in academic years 2012-2013 and 2013-2014 at BGSU architecture program. Their brief resumes can be found in Part Four of this report.

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene E. Brisson, MA</td>
<td></td>
</tr>
<tr>
<td>Saleh Elwazari, Ph.D., AIA</td>
<td></td>
</tr>
<tr>
<td>Kerry Fan, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Stan Guidera, Architect, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Andrew E. Hershberger, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Joseph N. Lavelette, MSCE., PE</td>
<td></td>
</tr>
<tr>
<td>Andreas Luenscher, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>D. Scot MacPherson, AIA, NCARB</td>
<td></td>
</tr>
<tr>
<td>Katherine MacPherson, AIA, NCARB</td>
<td></td>
</tr>
<tr>
<td>Katona Ruedi Ray, Ph.D.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

-- Not shown in the Table four architecture elective classes

-- Not shown in the Table the M. Arch. graduate courses that started Fall 2014
Part Two—Educational Outcomes and Curriculum

1. Student Performance Criteria

Both the pre-professional and professional program in Architecture at BGSU emphasize the nature of collaborative design exploration, the application of technology to knowledge sharing, the generation of original research on historical and contemporary issues, and innovative ideas for managing the built environment to meet the needs of society.

Specifically, students will develop knowledge and skills through four primary curricular areas: design studios, technology courses, professional practice and business courses, and applied research seminars. The design studio will explore the discipline’s focus on the cultural and physical environments and the design problem-solving process. The technology courses will investigate the materialization and digitalization of architectural design. The professional practice and business courses will enhance students’ understanding of the economic and societal implications of design project delivery and entrepreneurial potential. The applied research seminar will facilitate the integration of these varied methods of inquiry and ways of knowing in the discipline.

SPC Fulfillment

The SPC against the courses that are intended to fulfil the criteria are shown in the matrix below. The top section of the matrix addresses the fulfillment of the SPC in the pre-professional B.S. in Architecture curriculum; the bottom section of the matrix addresses the fulfillment of the SPC in the professional M. Arch. curriculum. The matrix is further delineated to distinguish the SPC across Realms A, B, and C. A mark of [x] in a matrix cell signifies the concurrence of specific criteria and specific course. All 32 SPC under the three realms are accommodated in the matrix at the rate of once, twice, or three occurrences. On the other hand, each and every course crosses at least one criterion.

The student performance criteria shown in the matrix have been incorporated into learning outcomes for the program courses. The criteria and their course outcome expressions are rooted in the program’s aspirations and objectives imbedded in the program’s master learning outcomes discussed in Part One, “Self-Assessment Procedures,” and are guided by the institutional vision and corroborated by the program’s established assessment strategies and methods. Duly spelled out in course syllabi, learning outcomes at the graduate level in particular reflect architectural practice and entrepreneurship; and, building technology and sustainability integration, two distinctive areas of the M. Arch. Program.
Matrix of SPC fulfillment in the undergraduate and graduate courses

<table>
<thead>
<tr>
<th>UNDERGRADUATE COURSES</th>
<th>Realm A: Critical Thinking and Representation</th>
<th>Realm B: Integrated Building Practice, Technical Skills and Knowledge</th>
<th>Realm C: Leadership and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1050 Design Representation I</td>
<td>A.1 Communication Skills</td>
<td>B.1 Pre-design</td>
<td>C.1 Collaboration</td>
</tr>
<tr>
<td>ARCH 2050 Design Representation II</td>
<td>A.2 Design Thinking Skills</td>
<td>B.2 Accessibility</td>
<td>C.2 Human Behavior</td>
</tr>
<tr>
<td>ARCH 2220 Design Studio 1</td>
<td>A.3 Technical Documentation</td>
<td>B.3 Sustainability</td>
<td>C.3 Client Role in Architecture</td>
</tr>
<tr>
<td>ARCH 3210 Design Studio 2</td>
<td>A.4 Investigative Skills</td>
<td>B.4 Site Design</td>
<td>C.4 Project Management</td>
</tr>
<tr>
<td>ARCH 3220 Design Studio 3</td>
<td>A.5 Visual Communication Skills</td>
<td>B.5 Life Safety</td>
<td>C.5 Leadership</td>
</tr>
<tr>
<td>ARCH 4210 Design Studio 4</td>
<td>A.6 Use of Precedents</td>
<td>B.6 Financial Considerations</td>
<td>C.6 Ethics and Professional Judgment</td>
</tr>
<tr>
<td>ARCH 4220 Design Studio 5</td>
<td>A.7 Ordering System Skills</td>
<td>B.7 Structural Analysis</td>
<td>C.7 Community and Social Responsibility</td>
</tr>
<tr>
<td>ARCH 2330 History of Architecture 1</td>
<td>A.8 Historical Traditions &amp; Global Culture</td>
<td>B.8 Environmental Systems</td>
<td></td>
</tr>
<tr>
<td>ARCH 2340 History of Architecture 2</td>
<td>A.9 Cultural Diversity</td>
<td>B.9 Building Service Systems</td>
<td></td>
</tr>
<tr>
<td>ARTH 3630 Modern Architecture</td>
<td>A.10 Pre-design</td>
<td>B.10 Building Materials and Assemblies</td>
<td></td>
</tr>
<tr>
<td>ARCH 3310 Theory in Arch Design</td>
<td>A.11 Applied Research</td>
<td>B.11 Building Envelope Systems</td>
<td></td>
</tr>
<tr>
<td>ARCH 2710 Computer Applications Arch</td>
<td>A.12 Client Role in Architecture</td>
<td>B.12 Business Innovation by Design</td>
<td></td>
</tr>
<tr>
<td>ARCH 2360 M&amp;E Systems 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3360 Arch Materials &amp; Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 3370 M&amp;E Systems 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 2350 Introduction to Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 3360 Structural Design 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 3380 Structural Design 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>Realm A: Critical Thinking and Representation</th>
<th>Realm B: Integrated Building Practice, Technical Skills and Knowledge</th>
<th>Realm C: Leadership and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6210 Graduate Design Studio 1</td>
<td>A.1 Communication Skills</td>
<td>B.1 Pre-design</td>
<td>C.1 Collaboration</td>
</tr>
<tr>
<td>ARCH 6220 Graduate Design Studio 2</td>
<td>A.2 Design Thinking Skills</td>
<td>B.2 Accessibility</td>
<td>C.2 Human Behavior</td>
</tr>
<tr>
<td>ARCH 6310 Graduate Design Studio 3</td>
<td>A.3 Technical Documentation</td>
<td>B.3 Sustainability</td>
<td>C.3 Client Role in Architecture</td>
</tr>
<tr>
<td>ARCH 6320 Graduate Design Studio 4</td>
<td>A.4 Investigative Skills</td>
<td>B.4 Site Design</td>
<td>C.4 Project Management</td>
</tr>
<tr>
<td>ARCH 6510 Sustainable Systems</td>
<td>A.5 Visual Communication Skills</td>
<td>B.5 Life Safety</td>
<td>C.5 Leadership</td>
</tr>
<tr>
<td>ARCH 6610 Professional Practice &amp; Entrepreneurship</td>
<td>A.7 Ordering System Skills</td>
<td>B.7 Structural Analysis</td>
<td>C.7 Community and Social Responsibility</td>
</tr>
<tr>
<td>ARCH 6620 Business Innovation by Design</td>
<td>A.8 Historical Traditions &amp; Global Culture</td>
<td>B.8 Environmental Systems</td>
<td></td>
</tr>
<tr>
<td>ARCH 6630 Applied Entrepreneurship</td>
<td>A.9 Cultural Diversity</td>
<td>B.9 Building Service Systems</td>
<td></td>
</tr>
<tr>
<td>ARCH 6800 Seminar in Architecture and Design</td>
<td>A.10 Pre-design</td>
<td>B.10 Building Materials and Assemblies</td>
<td></td>
</tr>
</tbody>
</table>

**NAAB Student Performance Criteria Allocation in Undergraduate and Graduate Courses**
2. Curricular Framework

1. Regional Accreditation

The University is accredited by the Higher Learning Commission and is a member of the North Central Association (Address: 30 LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440).

(Please see the letter of regional Reaffirmation of Accreditation on next page.)
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](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,

![Signature]

Sylvia Manning
President
2. Professional Degrees and Curriculum

The Master of Architecture program at BGSU consists of four semesters of course work and an entrepreneurship assignment between the first and the second academic years. The program will require a total of 52 credit hours. This requirement is similar to most master's degree programs in architecture. The combination of the current undergraduate and the proposed graduate curricula at BGSU is based on the 4+2 model, which is used in most professional architecture programs. This model is designed for students with pre-professional undergraduate degrees in architecture, such as a B.S. in Architecture. When combined with the 125 credit hours in the undergraduate program, the BGSU 4+2 offering totals 177 credit hours. Together, the total credit hours of the BGSU graduate and undergraduate coursework exceeds the NAAB minimum requirement of 168 semester credit hours.

(Please see the information sheet on the BGSU architecture graduate program starting next page.)
The BGSU Architecture program pursues the convergence of technical and liberal arts to inspire and empower students to enhance the built environment.

In keeping with Bowling Green State University’s vision of becoming a premiere learning community, the Architecture Program takes a quality-driven approach to education and strives to maintain a pedagogical approach that balances the development of student knowledge and skills with the cultivation of professional values and leadership abilities.

The Program treats all facets of architecture: theory, design, technology, communications and practice as equally important parts of the discipline, in the conviction that broad-based inquiry and analysis benefit not only the students, but also the institution, community, and profession.

**MASTER OF ARCHITECTURE**

The Master of Architecture (MArch) is a professional degree (a minimum 52 semester hours of credit) program that revolves around the concentrations of digital media in design and practice, urban and community design, and architectural history and historic preservation. These concentrations integrate entrepreneurial theories and strategies to advance architectural design and practice. An important features of the program is the Applied Entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives.

**BACHELOR OF SCIENCE IN ARCHITECTURE**

The Bachelor of Science in Architecture (BSArch) is a pre-professional degree (a minimum 122 semester hours of credit) program that prepares students for continued education in a professional degree program in architecture or a related field, or for employment opportunities in architecturally related occupations. The focus of the major is to enhance the student's problem-solving ability and produce critical thinkers. An important component of this program is a cooperative education experience in an architecture or design-related position in industry.

Department of Architecture and Environmental Design Phone: 419 372 ARCH (2274) Email: smclaug@bgsu.edu Office of Admissions Toll-free: 1-866-CHOOSE BGSU (246-6732) Email: choosebgsu@bgsu.edu
### PRE-PROFESSIONAL DEGREE PROGRAM (BSArch)

#### Fall Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1050</td>
<td>Design Representation 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Math requirement: Select from MATH1230, MATH1260, or MATH1310</td>
<td>4 CH or 5 CH</td>
</tr>
<tr>
<td>GSW 1120</td>
<td>General Studies Writing</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>BG Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 13/14 CH  
Cumulative CH: 13/14 CH

#### Spring Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1100</td>
<td>CAD for Architecture and Construction or Elect.</td>
<td>3</td>
</tr>
<tr>
<td>VCT 1030</td>
<td>Career Elect.</td>
<td>3</td>
</tr>
<tr>
<td>CONS 2350</td>
<td>Introduction to Construction</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2010</td>
<td>College Physics</td>
<td>5</td>
</tr>
</tbody>
</table>

Semester CH: 14 CH  
Cumulative CH: 27 CH

#### Fall Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 2050</td>
<td>Design Representation 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2330</td>
<td>History of Architecture 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2710</td>
<td>Computer Applications for Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2000</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>BG Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 15 CH  
Cumulative CH: 42 CH

#### Spring Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 2220</td>
<td>Design Studio 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2340</td>
<td>History of Architecture 2</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2360</td>
<td>Mechanical and Electrical Building Systems</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>BG Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 15 CH  
Cumulative CH: 57 CH

#### Summer Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 2890</td>
<td>Co-operative education 1</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester CH: 4 CH  
Cumulative CH: 61/62 CH

#### Fall Year 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3210</td>
<td>Design Studio 2</td>
<td>6</td>
</tr>
<tr>
<td>CONS 3360</td>
<td>Structural Design 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3360</td>
<td>Architectural Materials and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH XXXX</td>
<td>Technical elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 15 CH  
Cumulative CH: 77 CH

#### Summer Year 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 2890</td>
<td>Co-operative education 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester CH: 4 CH  
Cumulative CH: 96 CH

#### Fall Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3210</td>
<td>Design Studio 4</td>
<td>6</td>
</tr>
<tr>
<td>ARCH XXXX</td>
<td>Technical elective</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3630</td>
<td>Modern Architecture</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>BG Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 15 CH  
Cumulative CH: 111 CH

#### Spring Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 4220</td>
<td>Design Studio 5</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3370</td>
<td>Mechanical Systems 2</td>
<td>3</td>
</tr>
<tr>
<td>ARCH XXXX</td>
<td>Technical elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 12 CH  
Cumulative CH: 123 CH

### PROFESSIONAL DEGREE PROGRAM (MArch)

#### Fall Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6210</td>
<td>Graduate Design Studio 1</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 6510</td>
<td>Sustainable Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 6520</td>
<td>Advanced Structures and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MBA 6000</td>
<td>Accounting (or MBA by advising)</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 15 CH  
Cumulative CH: 15 CH

#### Summer Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6630</td>
<td>Applied Entrepreneurship</td>
<td>1</td>
</tr>
</tbody>
</table>

Semester CH: 1 CH  
Cumulative CH: 15 CH

#### Fall Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6310</td>
<td>Graduate Design Studio 3: Structural Systems/Material Systems Integration Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 6610</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester CH: 12 CH  
Cumulative CH: 43 CH

#### Spring Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6320</td>
<td>Graduate Design Studio 4: Thesis Studio</td>
<td>9</td>
</tr>
</tbody>
</table>

Semester CH: 9 CH  
Cumulative CH: 52 CH

---

Colors:  
- Purple: Design Studio  
- Green: Business and Practice  
- Pink: Building Technologies  
- Orange: History/Theory
3. Curriculum Review and Development

Please see “Long-Range Planning” and “Self-Assessment Procedures” in Part One.

3. Evaluation of Preparatory/Pre-professional Education

Bachelor of Science in Architecture
Undergraduate application to the Department of Architecture and Environmental Design at Bowling Green State University is a two-part process. Prospective students apply concurrently to the University and to the Program. Students can enter the BS-Architecture program through one of the two ways:

- By applying directly to the BS-Architecture major as a high school senior.
- By applying to BS-Architecture major from another major at BGSU, or as a transfer from another institution. Transfer credits from appropriately accredited institutions are evaluated by BGSU through transcript review process; credits recognized by the university are then evaluated against the University, College, Department, and Program requirements. Questions and evaluations concerning Architecture and Environmental Design course work completed at other institutions are resolved by the Department Chair through portfolio and syllabus review. The course content in question is also compared to NAAB student performance criteria for appropriate courses.

Master of Architecture
All prospective students applying to the M. Arch program at BGSU will be required to submit a portfolio that will consist of examples of academic or professional design work. Applicants will be encouraged to document other relevant personal experience and practical skills in the format of portfolio.

An admissions committee composed of at least three Architecture faculty members will review the portfolios. The review process will be competitive and will consider a wide range of criteria, including applicant’s general knowledge related to design and representation, creativity, theoretical engagement, and the sensibility towards community and environment.

To be considered for admission, applicants must have an undergraduate degree from an accredited institution. Admission decisions will consider academic performance (minimum grade point average 3.00 in a 4.00 system), TOEFL score for applicants whose native language is not English, and a portfolio of academic and professional work. In addition, reference letters and a personal statement will be used to assist evaluating the applicant’s attributes that indicate his/her ability to succeed in professional graduate studies.

4. Public Information

The department maintains a web site similar to those found for other NAAB-Accredited programs. <http://www.bgsu.edu/architecture>

Within the site, a link of “Accreditation Status” <http://www.bgsu.edu/technology-architecture-and-applied-engineering/architecture-and-environmental-design/architecture-and-environmental-design-program/resources/statement-on-
status-of-accreditation.html leads to a page that contains the following statements and links:

1. Statement on NAAB-Accredited Degrees

All catalogues and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in of the 2009 NAAB Conditions for Accreditation.

Required Text for Catalogs and Promotional Materials:
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

At Bowling Green State University, the Department of Architecture and Environmental Design was granted eligibility for candidacy for the following professional degree program in architecture:

M. Arch. (pre-professional degree + 52 graduate credits)
Initial visit for candidacy evaluation: 2013
Projected year of initial accreditation: 2017

2. Access to NAAB Conditions and Procedures

The following documents are directly linked to the Department’s website:

2009 NAAB Conditions for Accreditation
2012 NAAB Procedures for Accreditation
3. Access to Career Development Information
Access to the following resources (NAAB, AIA, ACSA, AIAS and NCARB) is provided via the Department of Architecture and Environmental Design website:

- https://www.acsa-ARCH.org/home.aspx
- http://www.aia.org/
- http://www.aiachio.org/
- http://www.aias.org/website/article.asp?id=8
- http://www.ncarb.org/
- http://www.arc.ohio.gov/

4. Public Access to APRs and VTRs
The following documents pertaining to accreditation will be available in the Department’s office as they become available. A PDF version(s) will be made available for downloading by clicking on the link on Department’s website:

- All Annual Reports, including the narrative.
- All NAAB responses to the Annual Report.
- The final decision letter from the NAAB.
- The most recent APR.
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

5. ARE Pass Rates
At present, advanced architectural studies are not offered in northwest Ohio, so the establishment of the BGSU M. Arch Program will make this crucial path toward ARE accessible to a wide audience. A good number of BGSU alumni are taking ARE and at least a half dozen are accomplished license architects in the State of Ohio.
Part Three—Progress since Last Site Visit

I. Summary of Responses to the Team Findings

A. Responses to Conditions Not Met
B. Responses to Causes of Concern

A. Responses to Conditions Not Yet Met

Responding to 1.1.4 Long-Range Planning

VTR Statement:
Evidence of college or departmental specific strategic plans and measurement matrix for the future professional degree program was not found. See 1.1.4

The DA+ED Response
The Long-Range Planning information in 2012 APR-IC has been drastically revised in this 2014 APR-CC in light of the Department’s improvement efforts. While the earlier APR was confined to identifying specific needs of the program like “Having one single location in place…”), the present report responds to each of the four facets of the long-range planning question in updated and sufficient details.

Regarding: A description of the process by which the program identifies its objectives for continuous improvement.

a) Explaining the evolvement of the need for a long range plan during the last two decades of the Department history with particular reference to elevating the administrative structure from a “Program” to a “Department” and to converting the B.S. in Technology degree to a B.S. in Architecture.
b) Clarifying past attempts at developing a program long-range plan especially that of the 2004
c) Outlining typical steps followed in developing the plan with emphasis on the democratic context and independent role of the faculty
d) Describing the latest, 2014 Strategic Plan with its vision, mission, and goals ingredients.

Regarding: A description of the data and information sources used to inform the development of these objectives.

While identifying planning data and information resources was absent in 2012 APR-IC report, the same is distinctively identified in this 2014 APR-CC report. The development of the long-range plan for substance, structure, and coherence, tapped on the program indigenous experience, institutional documents, accreditation guidance, and architectural education trends.

Regarding: A description of the role of long-range planning in other programmatic and institutional planning initiatives.
This 2014 report places the continued work on the DA+ED strategic plan more clearly in the context of the College and the University strategic planning efforts. The hierarchal synergy of this triad members is discussed and the ramifications on the Department’s plan is explained.

Regarding: A description of the role the five perspectives play in long-range planning.

The role of the five perspectives was not discussed in the 2012 APR-IC. In contrast, the role is articulately pronounced in this 2014 APR-CC. This report ties the Department’s gradual infusion of the five perspectives into the long-range planning thought and actions over the years giving special citation to the Program’s seven strategic goals of the 2004 SWOT analysis and how the goals benefited from the perspectives on the academic community, students, profession, and public good. The report further explains how the Program’s cardinal aim of establishing a NAAB accredited master’s degree summoned meticulous contribution of the legal environment perspective to the strategic plan.

The influence of the five perspectives on strategic planning activities is brought to light most vividly in relation to the 2014 Strategic Plan goals. This influence was charted in a matrix contrasting the five perspectives against the five plan goals and measured through a gradation of elementary influence, moderate influence, and advanced influence.

Responding to 1.2.3 Physical Resources

VTR Statement
After speaking with students, faculty and staff, it is the assessment of the NAAB Visiting Team that the Department would benefit greatly from contiguous spaces which promote the learning environments described above. While the program should be commended for its current successes, the disjointed nature of the Department may stunt future program growth. See 1.2.3

The DA+ED Response
The decision on the part of the university administration has been made to consolidate all functions of the program now in noncontiguous locations into one building, the Park Avenue Warehouse. The university has allocated $3 million towards renovating the building in unison with an established schema of programmed spaces with a plan of completion for Summer of 2016. The process is already underway including preliminary discussions between the Office of Design and Construction, the SHP Leading Design architectural firm of Columbus, and the DA+ED and the CTAAE.

This university decisive move on facilities for the architecture program has multiple advantages. In addition to having all functions under one roof, the synergy that will ensue promises advantages for program stability and enhancement. Such advantages were hard to come by under the conditions of February 2013 (NAAB Team Visit) and still so now even with the improvement that have been introduced to the existing physical plant.

Responding to 1.3.1 Statistical Reports

VTR Statement

51
Statistical reports do not provide all the characteristics of the current pre-professional program. See 1.3.1

The DA+ED Response
The Statistical Reports information of the 2012 APR have been augmented with updated information. Students' demographics and faculty demographics are now compared with those of the institution and across the years.

Responding to SPC Not Yet Met

SPC Not Yet Met
The Visiting Team Report of August 5, 2013 listed 21 items under the title “SPC Not Yet Met,” which are in turn a part of the “Conditions Not Yet Met.” These items are listed in Table XX below..

List of the “SPC Not Yet Met” paired with undergraduate and graduate courses that are now set to support the criteria.

<table>
<thead>
<tr>
<th>No.</th>
<th>SPC Not Met Yet</th>
<th>Courses Accommodating SPC</th>
<th>First Offering (for M. Arch. Courses Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.1 Pre-Design</td>
<td>- Arch 4220, Des. Studio 5 - Arch 6320, G. Des. Studio 4 (first offering in Spring 2016)</td>
<td>- First offering in Spring 2016</td>
</tr>
<tr>
<td>2</td>
<td>B.2 Accessibility</td>
<td>- Arch 3220, Des. Studio 3 - Arch 6210, G. Des. Studio 1</td>
<td>- First offering in Fall 2014</td>
</tr>
<tr>
<td>3</td>
<td>B.3 Sustainability</td>
<td>- Arch 6510, Sustainability Systems - Arch 6220, G. Des. Studio 2</td>
<td>- First offering in Fall 2014 - First offering in Spring 2015</td>
</tr>
<tr>
<td>4</td>
<td>B.4 Site Design</td>
<td>- Arch 3210, Des. Studio 2 - Arch 6310, G. Des. Studio 3</td>
<td>- First offering in Fall 2015</td>
</tr>
<tr>
<td>5</td>
<td>B.5 Life Safety</td>
<td>- Arch 3370, M &amp; E Bldg. Sys. 2 - Arch 3320, Des. Studio 3</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>B.6 Compreh. Design</td>
<td>- Arch 6320, G. Des. Studio 4</td>
<td>- First offering in Spring 2016</td>
</tr>
<tr>
<td>7</td>
<td>B.7 Financial Considerations</td>
<td>- Arch 6620, Business Innovation by Des.</td>
<td>- First offering in Spring 2015</td>
</tr>
<tr>
<td>8</td>
<td>B.8 Environmental Systems</td>
<td>- Arch 2360, M &amp; E Bldg. Syst. 1 - Arch 3370, M &amp; E Bldg. Syst. 2 - Arch 6510, Sustainability Systems - Arch 6220, G. Des. Studio 2</td>
<td>- - First offering in Fall 2014 - First offering in Spring 2015</td>
</tr>
<tr>
<td>9</td>
<td>B.9 Structural Systems</td>
<td>- Cons 3360, Structural Design - Cons 3380, Steel, Concrete, and Masonry Design - Arch 6520, Advanced Structures &amp; Material M. - Arch 6310, G. Des. Studio 3</td>
<td>- - First offering in Fall 2014 - First offering in Spring 2015</td>
</tr>
<tr>
<td>10</td>
<td>B.10 Building Envelope Sys.</td>
<td>- Arch 6520, Advanced Structures &amp; Material M. - Arch 6310, G. Des. Studio 3</td>
<td>- First offering in Fall 2014 - First offering in Fall 2015</td>
</tr>
<tr>
<td>11</td>
<td>B.11 Building Service Systems</td>
<td>- Arch 2360, M &amp; E Bldg. Syst. 1 - Arch 3370, M &amp; E Bldg. Syst. 2</td>
<td>- - First offering in Fall 2015</td>
</tr>
<tr>
<td>13</td>
<td>C.1 Collaboration</td>
<td>- Arch 6620, Business Innovation by Design</td>
<td>- First offering in Spring 2015</td>
</tr>
<tr>
<td>14</td>
<td>C.2 Human Behavior</td>
<td>- Arch 6210, G. Des. Studio 1</td>
<td>- First offering in Fall 2014</td>
</tr>
<tr>
<td>15</td>
<td>C.3 Client Role in Architecture</td>
<td>- Arch 6610, Professional Practice - Arch 6800, Seminar in Architecture &amp; Des.</td>
<td>- First offering in Fall 2015 - First offering in Spring 2015</td>
</tr>
</tbody>
</table>
Our Department responds to SPC Not Yet Met through the following preparations and activities:

(1) The undergraduate courses of the established pre-professional program provided an operational context to evaluate SPC. The Program has had full opportunity to produce Course Notebooks documenting aspects of course implementation. The administration of the gamut of undergraduate courses since Fall 2013 benefited from the VTR observations on meeting the SPC. The faculty endeavored to revisit and revise the course design to this end by addressing the “SPC Not Yet Met.” The one-page syllabi in this APR-CC reflect such revision, but the full version syllabi together with supporting teaching materials in Course Notebooks will provide full opportunity for evaluation in the Team Room.

(2) The M. Arch. graduate courses presented in the Initial Candidacy APR proposed understandably only a framework for meeting the criteria. As first offerings of the graduate courses have just begun (for Fall 2014) and a full run of the courses will continue through Spring 2016, the ideal opportunity for evaluating SPC ensues only when course teaching is completed. The SPC Not Yet Met account twice as much in graduate courses as in the undergraduate courses. Note the First Offering (for M. Arch. Courses Only) column in the Table. Nonetheless, the faculty endeavored to take advantage of the observed SPC Not Yet Met to dovetail course design with respective performance criteria.

(3) Adjustments have been made as to which courses would meet SPC. The practice followed for APR-IC of setting up a course to address only one or two SPC has now been adjusted to support up to three, and sometimes four SPC, thus providing flexibility for more effective matching. The result is that the courses are now more balanced in terms of the number of SPC they meet: one, two, three, and four. The effect of this adjustment in particular on SPC Not Yet Met can be inferred from the Exhibit.

(4) The procedure that the Department followed in accommodating SPC has been streamlined to add unity of treatment across the curriculum. Starting with allocating on the SPC matrix the specific SPC assigned to the course, the procedure goes as follows:
- Decipher the description of the each SPC as stated in the 2009 NAAB Conditions. For example, the NAAB description for site design is “B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.”
- Revise the objectives of the course in light of your understanding of each SPC.
- Extract learning outcomes from, and for, each objective.
- For effectiveness, integrate (place) outcomes directly in association of the objective they are associated with.
- Re-design instructional strategies, methods, and activities in support of the synchronized objectives & learning outcomes (SPC).
To enhance the readiness for SPC integration, the Department embarked on a series of
development initiatives and activities:

- Completion of a departmental retreat on NAAB Student Performance Criteria. Excerpt from
  the Chair’s communication to Faculty: On April 11, 2014 (Friday): All-faculty retreat is held to
discuss and reflect on each teaching experience with particular reference to the SPC
integration successes and limitations for each course. Each instructor is responsible for
presenting two items: a) the course folder accommodating materials up to that point in the
semester; and b) Assessment Account that describes the manner in which the SPC have
been addressed, conclusions on the successes and limitations of the undertaking, and
changes that need to be introduced to enhance SPC integration.
- The DA+ED representative participation in the NAAB Team Member Training Workshop:
  Saturday, June 21, 2:00-5:00 p.m., in Philadelphia, PA. Congress Hall A/B, 4th floor, Loews
  Philadelphia Hotel, 1200 Market Street in downtown Philadelphia.
- Participation in the Center for Faculty Excellence (CFE) all-day training workshop “Applying
  the Quality Matters Rubric” for faculty, Monday, March 10th, 2014. Quality Matters is a faculty-
centered, peer review process.

The effect of the above measures and activities helped shape the process of coming up with the
revised Matrix of SPC Fulfillment (see Part Two). The process reflects on improvement in the
2014 APR-CC through three classes of SPC accommodation in courses: criteria maintained;
criteria added; and criteria eliminated as shown in the following table.
B. Responses to Causes of Concern

VTR Statement
A. At present, the school has three locations across the campus. The fragmented geography of the studio and school environment may be limiting learning the potential for the present and proposed program.

The DA+ED Response
This should be of no concern anymore as a result of the recent university allocation of $3 million for renovating the Park Avenue Warehouse by Summer 2016 to consolidate all the DA+ED functions, including the M. Arch. Program, under one roof (see Responding to 1.2.3 Physical Resources above).
VTR Statement

B. While opportunities for faculty and staff to pursue professional development are evident through publications, professional work, and university-sponsored courses, teaching loads should be examined so that creative scholarship and entrepreneurial opportunities are not diminished. Further, the Visiting Team supports the reassessment of the balance between teaching and creative workloads when the professional degree commences.

The DA+ED Response

The full-time faculty at BGSU are either tenure track faculty (assistant, associate, and full professor) or non-tenure track faculty (instructor, lecturer, senior lecturer). The tenure track faculty in the College of Technology, Architecture, and Applied Engineering, including those of the DA+ED, receive a course release for research engagement and a course release for service per academic year. This renders three, 3-credit hour courses as the faculty load per semester. In the DA+ED where most design studios carry six credit hours, such a load involves only two course preparations. In addition, faculty may obtain course releases when active in the grant funding area, a circumstance that is anticipated to be more occurring with the launching of the M. Arch. Program. Also, the new graduate assistantships assigned to Department faculty each fall will help faculty to balance their teaching and scholarly/creative activities. Architectural faculty load is not considered more demanding than that of the faculty at most schools of architecture in the United States.

VTR Statement

C. Work schedules presently reduce the possibilities for staff to participate in professional development. It appears to the team that additional administrative, technical, and shop support will be needed for this new professional program.

The DA+ED Response

- The secretarial support to the Department has been enhanced by increasing the secretary position contract term to twelve months, from the previous nine-month term.
- The staff of the Technology Store, a service unit to the entire College, provides supervision for the laser engraver and the large format printing activities—equipment dedicated to the sole use of the DA+ED.
- Estimates have been obtained to acquire new large format printer and laser engraver for the Department.
- No commitment was yet made on the part of the administration, but the Department is working on having a full-time support technician in place by Summer 2016 to manage equipment and organize students’ use of computers, laser engraver, and large format printer.

VTR Statement

D. The lack of diversity of the tenure track faculty is an area of concern.

The DA+ED Response

Two of the Department’s four tenure track faculty (all tenured) hail by birth from the Middle East and Switzerland. The new tenure track position that has just been approved to start in Fall 2015 is an opportunity to increase the faculty diversification by race and gender.
**VTR Statement**

4. Progress since the Previous Site Visit

**The DA+ED Response**

Supported by evidence, the progress since the February 2012 site visit has been documented throughout the report. This documentation characterizes two categories of responses:

a) Responses to the VTR comments and suggested improvement: are recapped and summarized here.

b) Responses needed for updating information, re-aligning sections, and improving communication: can be gleaned from reading the report, part by part.

The first category “responses to the VTR comments and suggested improvement” involve the following items. Numbers shown are as stated in the VTR.

2. Under Conditions Not Yet met
   1.1.4 Long-Range Planning
   1.2.3 Physical Resources
   1.3.1 Statistical Reports
   SPC Not Yet Met
       B1-B12
       C1-C9

3. Causes of Concern
   Listed below in abbreviated phrases:
   A. The fragmented geography of the studio and school environment
   B. Teaching loads
   C. Additional administrative, technical, and shop support
   D. The lack of diversity of the tenure track faculty

**2. Summary of Responses to Changes in the NAAB Condition**

As applicable, the responses for the items above (under Conditions Not Yet Met and under Causes of Concern) occur in two places: one in this part, Part Three: Progress since Last Site Visit; and second, in where the item discussion falls in the report. While the occurrence in this, Part Three focuses on changes and improvements since the February 2013 site visit, the second occurrence holds a statement on the present status quo of the item (with changes and improvements reflected and implied).

For complete understanding of the Progress since Last Visit regarding an item, refer to the discussion dedicated to it above in this PART Three. Better yet, refer to the statement dedicated to it in Part One or Part Two.

However, summary of the fundamental changes and improvements since the last visit is presented below:
2. Under Conditions Not Yet met

1.1.4 Long-Range Planning
The Long-Range Planning information in 2012 APR-IC has been drastically revised in this 2014 APR-CC in light of the Department's improvement efforts. While the earlier APR was confined to identifying specific needs of the program like "Having one single location in place..."), the present report responds to each of the four facets of the long-range planning question in updated and sufficient details.

1.2.3 Physical Resources
The university has allocated $3 million towards renovating the Park Avenue Warehouse with a plan of completion for Summer of 2016. Preliminary discussions are ongoing between the Office of Design and Construction, the SHP Leading Design architectural firm of Columbus, and the DA+ED and the CTAAE. In the meanwhile improvement in the current studios and some offices have taken place.

1.3.1 Statistical Reports
The Statistical Reports information of the 2012 APR have been augmented with updated information. Students' demographics and faculty demographics are now compared with those of the institution and across the years.

SPC Not Yet Met

B1-B12
C1-C9
Our Program responds to SPC Not Yet Met through a series of preparations and activities:
1. Undergraduate courses: the faculty endeavored to revise the course designs. The one-page syllabi in this APR-CC reflect such revision, but the extended version syllabi in Course Notebooks will provide full opportunity for evaluation.
2. Graduate courses: The ideal opportunity for evaluating SPC will ensue only when all M. Arch. courses have been administered by the end of Spring 2016. Nonetheless, the faculty responded to the observed SPC Not Yet Met to dovetail course design with respective performance criteria.
3. Adjustments have been made as to which courses would meet SPC: the courses are now more balanced in terms of which and how many SPC they meet.
4. The procedure followed in accommodating SPC has been streamlined to add unity of treatment across the curriculum.
5. To enhance the readiness for SPC integration, the Department embarked on a series of training initiatives and activities.
6. As a result (of the above) the department came up with a revised Matrix of SPC Fulfillment.

3. Causes of Concern

A. The fragmented geography of the studio and school environment
Resolved: The university has allocated $3 million for renovating the Park Avenue Warehouse by Summer 2016 to consolidate all the DA+ED functions under one roof.

B. Teaching loads
- The TT faculty enjoy course releases for research and service resulting in three, 3-credit hour courses as load per semester.
- Faculty may obtain further course releases when active in grant funding
- The new graduate assistantships will help faculty balance their teaching and scholarly/creative activities.

C. Additional administrative, technical, and shop support
- The secretarial support to the Department has been enhanced;
- The Staff of the Technology Store, a service unit to the entire College, provides supervision for the laser engraver and the large format printing activities
- Estimates have been obtained to acquire new equipment
- The Department is working on having a full-time support technician in place by Summer 2016.

D. The lack of diversity of the tenure track faculty
The new position that has just been approved to start in Fall 2015 is an opportunity to increase faculty diversification.
Part Four—Supplemental Information

1. Course Descriptions

Undergraduate:
ARCH 1050: Design Representation 1
ARCH 2050: Design Representation 2
ARCH 2220: Design Studio 1
ARCH 2330: History of Architecture 1
ARCH 2340: History of Architecture 2
ARCH 2360: Mechanical and Electrical Building Systems 1
ARCH 2710: Computer-Aided Design for Architecture
ARCH 3210: Design Studio 2
ARCH 3220: Design Studio 3
ARCH 3310: Theory in Architectural Design
ARCH 3360: Architectural Materials and Systems
ARCH 3370: Mechanical and Electrical Building Systems 2
ARCH 4210: Design Studio 4
ARCH 4220: Design Studio 5
ARTH 3630: Modern Architecture
CONS 2350: Introduction to Construction
CONS 3360: Structural Design 1
CONS 3380: Structural Design 2

Graduate:
ARCH 6210: Graduate Design Studio 1
ARCH 6220: Graduate Design Studio 2
ARCH 6310: Graduate Design Studio 3
ARCH 6320: Graduate Design Studio 4
ARCH 6510: Sustainable Systems
ARCH 6520: Advanced Structures & Materials Methods
ARCH 6610: Professional Practice & Entrepreneurship
ARCH 6620: Business Innovation by Design
ARCH 6630: Applied Entrepreneurship
ARCH 6800: Seminar in Architecture and Design

Note: The DA+ED offers a number of courses the syllabi of which are not included here because they are not “required” courses. These include:
Arch 1100 CADD for Architecture and Construction
Arch 3720 Advanced Computer Aided Design for Architecture
Arch 4010 Historic Preservation
Arch 4730 Advanced Building Information Modeling for Architecture
Number & Title of Course (total credits awarded):
ARCH 1050: Design Representation 1 (3 credits)

Course Description:
Freehand and instrument drawings for the investigation and visualization of design, principles of orthographic projection and drafting, and basic techniques of design.

Course Goals & Objectives:
1. Ability to read, write, speak, and listen effectively.
2. Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
3. Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Student Performance Criteria addressed:
A. 1. Communication Skills
A. 3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
   Instrument-assisted drafting (30%)
   Free-hand drawing (10%)
   Model making (20%)
   Abstract form and small pavilion designs (30%)
   Reading and writing (10%)

Prerequisities:
None

Textbook/Learning Resources:

Offered (semester and year):
Fall and Spring

Faculty assigned:
Kerry Fan (F/T)
Kate MacPherson (F/T).
Number & Title of Course (total credits awarded):
ARCH 2050: Design Representation 2 (3 credits)

Course Description:
Freehand and machine-assisted drawing principles necessary to the investigation, visualization and presentation of design ideas. Paraline and perspective drawing methods, shade and shadow, rendition of value and content, sketching and architectural presentation techniques. One hour lecture and four hours laboratory.

Course Goals & Objectives:
- Familiarity with historical modes of architectural representation and mastery of essential tools and representational vocabularies.
- Acquisition of the confidence and knowledge necessary to describe architectural ideas effectively in a variety of graphic styles.
- Assignments are designed to familiarize students not only with media and techniques but also with habits of analytical observation and legible graphic presentation.

Student Performance Criteria addressed:
A.3. Visual Communication Skills
A.8. Ordering Tradition Skills

Topical Outline (include percentage of time in course spent in each subject area):
Design Dialogue Exercises (40%)
Design Project (60%)

Prerequisites:
ARCH 1050 or permission of instructor

Textbook / Learning Resources:

Offered (semester and year):
Fall

Faculty assigned:
D. Scot MacPherson (F/T)
Number & Title of Course (total credits awarded):
ARCH 2220: Design Studio 1 (3 credits)

Course Description:
Introductory design principles are examined through a series of exercises that study the nature of architectural prototypical designs such as linear, courtyard, radial, cross, and tower schemes. Initially case studies are utilized as a reference and precedent tool. Diagramming and process studies are continually explored throughout the exercises through the use of circulation, structure, entry sequencing, focal points, sub geometries, and enclosure comprehension to reinforce students design parts. Digital drawing and rendering, intensive model making, as well as freehand drawing and sketching are utilized throughout the course to implement students’ creative thought process. One hour of lecture that consists of reading and digital media along with four hours of laboratory.

Course Goals & Objectives:
- Familiarity and understanding of introductory design principles.
- Acquisition of the confidence and knowledge necessary to describe architectural ideas effectively through the use of diagramming and process comprehension.
- Assignments are created in a repetitive manner to implement learning outcomes that familiarize students with process and analytical observation.

Student Performance Criteria addressed:
A.6. Fundamental Design Skills
A.8. Ordering Tradition Skills

Topical Outline (include percentage of time in course spent in each subject area):
- Design Dialogue Exercises (40%)
- Design Project (60%)

Prerequisites:
ARCH 2050 or permission of instructor

Textbook / Learning Resources:

Offered (semester and year):
Spring

Faculty assigned:
D. Scot MacPherson (F/T)
Number & Title of Course (total credits awarded):
ARCH 2330: History of Architecture 1 (3 credits)

Course Description:
Ancient and medieval Western architecture and traditional non-Western architecture in cultural, aesthetic, and technical aspects.

Course Goals & Objectives:
1. Basic knowledge of architectural history pertaining to both prominent and anonymous building sites and their builders across the world.
2. Identifying the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different traditions and cultures.
3. Writing clearly and effectively, articulating a subject, demonstrating reflection, employing critical thinking, and appropriate use of supporting argument and citation.
4. Understanding social responsibility and the sensibility of community by engaging and investigating Architecture-related topics in local context.

Student Performance Criteria addressed:
A.1. Communication Skills
A.9 Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
- General discussion on history of architecture (10%)
- Ancient and medieval Western architecture (50%)
- Traditional non-Western architecture (40%)

Prerequisites:
None

Textbook/Learning Resources:
Online: SAHARA, Avery Architectural Periodicals Index, and JSTOR
Media: Various featured movies and movie clips

Offered (semester and year):
Fall

Faculty assigned:
Kerry Fan (F/T)
Number & Title of Course (total credits awarded):
ARCH 2340 History of Architecture 2 (3 credits)

Course Description:
Western architecture from renaissance to present and recent developments in global Architecture in cultural, aesthetic, and technical aspects.

Course Goals & Objectives:
1. Basic knowledge of architectural history pertaining to both prominent and anonymous building sites and their builders across the world.
2. Identifying the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different traditions and cultures.
3. Writing clearly and effectively, articulating a subject, demonstrating reflection, employing critical thinking, and appropriate use of supporting argument and citation.
4. Understanding social responsibility and the sensibility of community by engaging and investigating Architecture-related topics in local context.

Student Performance Criteria addressed:
A.1. Communication Skills
A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
- General discussion on history of architecture (10%)
- Ancient and medieval Western architecture (50%)
- Traditional non-Western architecture (40%)

Prerequisites:
None

Textbook/Learning Resources:
Online: SAHARA, Avery Architectural Periodicals Index, and JSTOR Media: Various featured movies and movie clips

Offered (semester and year):
Fall

Faculty assigned:
Kerry Fan (F/T)
Number & Title of Course (total credits awarded):
ARCH 2360: Mechanical and Electrical Building Systems I (3 credits)

Course Description:
Mechanical and electrical building systems including review of scientific principles used in system design. Topics include equipment description and selection, system types, system components, and basic design.

Course Goals & Objectives:
- Student will explore physical concepts and environmental concerns in relation to the function of mechanical systems.
- Student will explore standard mechanical systems technologies as well as sustainable / energy efficient technologies.
- Student will explore the aesthetic and operational effect of mechanical systems.

Student Performance Criteria addressed:
B.8. Environmental Systems
B.11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):
- Sanitation Systems (20%)
- Thermal Systems (20%)
- Electrical Systems (20%)
- Illumination Systems (20%)
- Acoustics Systems (20%)

Prerequisites:
ARCH 1050

Textbook / Learning Resources:

Offered (semester and year):
Fall, Spring, Summer on demand

Faculty assigned:
Salim Elwazani (F/T)
Kriss Phillips (P/T)
Brian Andrews (F/T)
Number & Title of Course (total credits awarded):
ARCH 2710: Computer Aided Design for Architecture (3 credits)

Course Description:
Intermediate course emphasizing the role of 3D computer applications, including parametric modeling and Building Information Modeling in Architectural design, presentation, and professional practice.

Course Goals & Objectives:
- To assist students in developing an understanding of the role of computer aided design and related applications in Architectural design and practice.
- To assist students in developing skills in using computer applications as a medium for producing 2D and 3D architectural representations.
- To assist students in developing knowledge and skills related to the application of computer modeling, both CSG modeling and Building Information Modeling, in the architectural design process.

Student Performance Criteria addressed:
A.3. Visual Communication Skill
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
- Solid Modeling / Mass Modeling (40%)
- Building Information Modeling (BIM) / Parametric Modeling (40%)
- Design and Graphic Presentation (20%)

Prerequisites:
ARCH 1050 & Arch 1100, or
2 years (2 units) high school CAD coursework with grade B or better

Textbook / Learning Resources:

Offered (semester and year):
Fall, Spring, Summer on demand

Faculty assigned:
Stan Guidera (F/T)
Sara Khorshidifard (F/T)
Number & Title of Course (total credits awarded):
ARCH 3210: Design Studio 2 (6 credits)

Course Description:
Studio course focusing on formal, theoretical, technical, and legal issues in architecture related to site design, interior and exterior spatial relationships, and building form with an emphasis on the influence of site and topography on architectural form.

Course Goals & Objectives:
This course stresses the linkage of the natural environment to architectural design through addressing two broad issues:
1. Architecture and nature. This entails:
   Investigating and designing Architectural sites/buildings in relation to environmental forces and sustainable principles.
2. Architecture and basic imperatives. This entails:
   Accommodating programmatic requirements.
   Conceptualizing viable technical scheme.
   Demonstrating a message expressive form.

Student Performance Criteria addressed:
B. 4. Site Design
A.2. Design Thinking

Topical Outline (include percentage of time in course spent in each subject area):
   Critical Thinking and Representation (60%)
   Leadership and Practice (40%)

Prerequisites:
C or better in ARCH 2220

Textbook/Learning Resources:

Offered (semester and year):
Fall only; annually

Faculty assigned:
Kate MacPherson (F/T)
Irene Brisson (F/T)
Salim Elwazani (F/T)
Brian Andrews (F/T)
Number & Title of Course (total credits awarded):
ARCH 3220: Design Studio 3 (6 credits)

Course Description:
Formal design studio focusing on the design of moderately complex structures emphasizing programming and adjacency analysis, the relationship of building envelope and structure, and the relationship between built form and site.

Course Goals & Objectives:
This course has three primary purposes:
1. To develop student’s understanding of the relationship of architectural form to site as well as understanding of how structure functions as a generator or determinant of form.
2. To develop an understanding of the pragmatic and technical issues related to architecture and design, including accessibility.
3. To build upon the knowledge and skills developed in previous architecture courses and foster continued development of graphic representation and communication skills.

Student Performance Criteria addressed:
A. 2. Design Thinking Skills
B.5. Life Safety

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking and Representation (60%)
Leadership and Practice (40%)

Prerequisites:
Prerequisite: C or better in ARCH 3210

Textbook/Learning Resources:

Offered (semester and year):
Spring

Faculty assigned:
Kate MacPherson (F/T)
Irene Brisson (F/T)
Salim Elwazani (F/T)
Kerry Fan (F/T)
Number & Title of Course (total credits awarded):
ARCH 3310: Theory in Architectural Design (3 credits)

Course Description:
Lecture and panel discussion session on topics in Architectural design theory.

Course Goals & Objectives:
The purpose of this seminar is to develop an understanding of several topics in architectural design theory. The seminar concentrates on building form, a topic that has been explored substantially in architectural scholarship. The seminar will also address a few alternative views in the studies of architecture that complement the formalist approach. Discussions will be based on reading assignments and library research, in conjunction with studying images and texts on building artifacts.

Student Performance Criteria addressed:
A.1. Communication Skills
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking and Representation (100%)

Prerequisites:
ARCH 2220, junior standing or permission of instructor

Textbook/Learning Resources:

Offered (semester and year):
Spring

Faculty assigned:
Andreas Luescher (F/T)
Number & Title of Course (total credits awarded):
ARCH 3360: Architectural Materials & Systems (3 credits)

Course Description:
Building systems approach to understanding architectural elements of buildings. Topics include fire protection, thermal and moisture protection, coatings, doors and windows, curtain walls, ceiling systems.

Course Goals & Objectives:
- Student will explore all forms of construction strategies, tactics and techniques.
- Student will also explore the fabrication processes and performance of various building materials including assemblies.
- Student will learn the impact of economic and environmental factors on the architect’s choice of construction materials.

Student Performance Criteria addressed:
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
- Critical Thinking and Representation (40%)
- Integrated Building Practices, Technical Skills and Knowledge (60%)

Prerequisites:
ARCH 2360 and junior standing

Textbook/Learning Resources:

Offered (semester and year):
Fall

Faculty assigned:
Andreas Luescher (F/T)
Brian Andrews (F/T)
Number & Title of Course (total credits awarded):
ARCH 3370: Mechanical & Electrical Building Systems 2 (3 credits)

Course Description:
A laboratory course investigating applications of mechanical and electrical building systems. Analysis of existing systems, system design, system modeling and report writing. Topics include water and sanitary waste systems, electrical distribution systems, HVAC systems, and lighting design. One hour of lecture and four hours of laboratory.

Course Goals & Objectives:
The course emphasizes the following student-oriented objectives:
- Developing design skills, including system planning and synthesizing. Among other things, this area covers calculations and the use of established data based on physical laws, standards, and codes.
- Gaining practical knowledge about systems by surveying and analyzing existing building systems and interacting with associated parties, such as engineers, architects, contractors, and owners.
- Refining communication and presentation skills in the area of system design and documentation through graphic, modeling, and written formats. A required portfolio submission also contributes to this objective.
- Training in technical and organizational decision making in group work and peer project reviews.

Student Performance Criteria addressed:
A.4. Technical Documentation
B.5. Life Safety
B.8. Environmental Systems
B.11. Building Service System

Topical Outline (include percentage of time in course spent in each subject area):
- Sanitation 20%
- Thermal 20%
- Electrical 20%
- Lighting 20%
- Sustainability 20%

Prerequisites:
ARCH 2360 and junior standing.

Textbook/Learning Resources:

Offered (semester and year):
Spring

Faculty assigned:
Salim Elwazani (F/T)
Number & Title of Course (total credits awarded):
ARCH 4210: Design Studio 4 (6 credits)

Course Description:
Fourth course in architectural design sequence focusing on the study of urbanism and the creation of site-specific architecture. Students study cities in the USA and abroad and then apply architectural concepts to design projects in urban environments.

Course Goals & Objectives:
- Student will explore all forms of urban design strategies, tactics and techniques.
- Student will learn to embrace collaboration with planning students, faculty, professionals, and community citizens while studying urban precedence, the history of downtown Toledo, and contemporary developments in the city.
- Student will learn to speak in public settings.

Student Performance Criteria addressed:
A.5. Investigative Skills
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking and Representation (60%)
Leadership and Practice (40%)

Prerequisites:
C or better in ARCH 3220

Textbook/Learning Resources:

Offered (semester and year):
Fall only; annually

Faculty assigned:
Andreas Luescher (F/T)
Scot MacPherson (F/T)
Sara Khorshidifard (F/T)
**Number & Title of Course (total credits awarded):**
ARCH 4220: Design Studio 5 (6 credits)

**Course Description:**
This intensive studio course represents the culmination and recapitulation of all previous courses in degree program: a capstone. This design course pursues a holistic and integrated approach to Architectural design.

**Course Goals & Objectives:**
Within the described holistic approach, the course objectives are handled under three student learning categories:

- Creating Architectural Form (Concept & Composition): Context, program, philosophical reference, and aesthetics.
- Materializing the Form (Development & Construction): Holding the form, enclosing the form, and acclimatizing the spaces.
- Communicating the design: Integrating diverse communication modes to address evolving stages of design, submissions, and presentations.

**Student Performance Criteria addressed:**
A.2. Design Thinking Skills
A.7. Use of Precedents

**Topical Outline (include percentage of time in course spent in each subject area):**
- Critical Thinking and Representation (40%)
- Integrated Building Practices, Technical Skills and Knowledge (40%)
- Leadership and Practice (20%)

**Prerequisites:**
C or better in ARCH 4210

**Textbook/Learning Resources:**

**Offered (semester and year):**
Spring

**Faculty assigned:**
Andreas Luescher (F/T)
Scot MacPherson (F/T)
Number & Title of Course (total credits awarded):
ARTH 3630: History of Modern Architecture (3 credits)

Course Description:
Lectures on history of modern architecture.

Course Goals & Objectives:
- To critically examine modern architecture and its practices in their historical and global contexts
- To analyze how modern architectural history portrays societal values
- To connect creative and critical historical ideas to built interpretations
- To communicate clearly (verbally, visually and in writing) about the relationship of modern architecture to the writing of modern histories and the formation of modern societies

Student Performance Criteria addressed:
A.1. Communication Skills
A.9. Historical traditions and global cultures

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking, Representation and Writing (100%)

Prerequisites:
None

Textbook/Learning Resources:
Required

Recommended

Offered (semester and year):
Fall; Spring on a rotation every two years

Faculty assigned:
Katerina Ruedi Ray (F/T)
Andrew Hershberger (F/T)
Kerry Fan (F/T) [special offering]
Number & Title of Course (total credits awarded):
CONS 2350: Introduction to Construction (3 credits)

Course Description:
Basic concepts of construction management and technology, building construction techniques, surveying, building materials, plan reading, and estimating.

Course Goals & Objectives:
- Students will acquire knowledge of basic residential and commercial construction materials and methods.
- Students will be introduced to construction estimating, math, safety, building regulations, and design.

Student Performance Criteria addressed:
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Construction Methodology (40%)
  Construction in Terminology (20%)
  Document Reading (40%)

Prerequisites:
None

Textbook/Learning Resources:

Offered (semester and year):
Fall, Spring

Faculty assigned:
Joseph N. Lavalette (F/T)
Lisa Marie Schaller (F/T)
Number & Title of Course (total credits awarded):
CONS 3360: Structural Design; 3 credits

Course Description:
Statics and strength of materials principals will be presented to provide the foundation to carry out basic structural design. The design portion of course will focus on floor framing members, columns and connections in steel and wood, as related to design codes. Two hours of lecture and two hours problem solving laboratory.

Course Goals & Objectives:
- To teach the students the analytical process to determine how forces are directed through and affect the structural requirements of building components.
- To teach the students the design procedures used in sizing structural members utilizing steel as bar joists and timber.
- The ultimate goal is to arm the students with the analytical tools to remediate construction errors and omissions and design simple structural elements.

Student Performance Criteria addressed:
B. 9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
- Statics – forces 15%
- Statics – trusses 10%
- Statics – beams 25%
- Loading & Materials 10%
- Timber 30%
- Truss Competition 10%

Prerequisites:
PHYS 201 and matriculated in CM&T, AED or CM&T/AED Dual Major.

Textbook/Learning Resources:
Instructor will hand out copies of additional material that will supplement the text.

Offered (semester and year):
Fall, Spring

Faculty assigned:
Joseph N. Lavalette (F/T)
Number & Title of Course (total credits awarded):
CONS 3380: Steel, Masonry and Concrete Structures (3 credits)

Course Description:
Design of structural steel members and elements. Steel design will include beams, bar joists, columns, bolted connections, and metal decking. Design and specification of concrete structures. Concrete design of slabs, beams, footers, and columns. Design and specification of masonry elements focusing on CMU’s.

Course Goals & Objectives:
- To expose the students to construction standards, codes and details.
- To teach the students the design procedures used in sizing structural members utilizing steel, concrete and masonry units.
- The ultimate goal is to arm the students with the analytical tools to remediate construction errors and omissions and design simple structural elements.

Student Performance Criteria addressed:
B. 9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
- Structural steel 30%
- Concrete Design 30%
- Masonry Design 30%
- Guests/Field Trips 10%

Prerequisites:
CONS 3360 and Matriculated in CM&T, AED or CM&T/AED Dual Major.

Textbook/Learning Resources:
Instructor will hand out copies of additional material that will supplement the text.

Offered (semester and year):
Spring

Faculty assigned:
Joseph N. Lavalette (F/T)
Number & Title of Course (total credits awarded):
ARCH 6210: Graduate Design Studio 1 (6 credits)

Course Description:
Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

Course Goals & Objectives:
- Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and their implication on the societal roles and responsibilities of architects.
- Ability to prepare a comprehensive project program, such as client and user needs, space and equipment requirements, an site condition analysis, related laws and standards, and site selection and design assessment criteria.
- Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- Ability to apply the basic principles of life-safety systems and especially egress.
- Understanding of architect’s responsibility to public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Student Performance Criteria addressed:
B.2. Accessibility
C.2. Human Behavior
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
- Site condition study (15%)
- Literature study (15%)
- Design project (50%)
- Class discussion, review (20%)

Prerequisites:
Graduate standing

Textbook/Learning Resources:
Media: Various featured movies and documentaries.

Offered (semester and year):
Fall

Faculty assigned:
Salim Elwazani (F/T)
Number & Title of Course (total credits awarded):
ARCH 6220: Graduate Studio 2 (6 credits)

Course Description:
This design studio course employs the theoretical and exploratory learning gained from ARCH 6520 as a base for sustainable building design in an urban context. The course emphasizes the integrative design approach for the whole building design and whole systems. Recognizing the unity of the environment and capitalizing on published case studies and analysis of existing green projects, the course will also address sustainable community design.

Course Goals & Objectives:
The course emphasizes:
- Application of basic sustainability theory in design
- Development of proficiency in integrative sustainable design of buildings and systems.
- Development of skills in green community design, including collaborations with community groups

Student Performance Criteria addressed
B.2. Sustainability
B.8. Environmental System

Topical Outline (include percentage of time in course spent in each subject area):
- Integrative design concepts 15%
- Sustainable building design 55%
- Sustainable community design 30%

Prerequisites:
ARCH 6210

Textbook/Learning Resources:

Offered (semester and year):
Spring

Faculty assigned:
To be determined
Number & Title of Course (total credits awarded):  
ARCH 6310: Graduate Design Studio 3 (6 credits)

Course Description:  
This course is intended to focus on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

Course Goals & Objectives:

- Acquisition of the confidence and knowledge necessary to describe architectural ideas effectively in a variety of graphic styles.
- Assignments are designed to familiarize students with habits of analytical observation and legible graphic presentation.
- Ability to develop a comprehensive architectural scheme through conceptual design thinking in tandem with construction specificity.

Student Performance Criteria addressed:
B.9. Structural System  
B.10. Building Envelope Systems  
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
  - Integrated Building Practices, Technical Skills and Knowledge (60%)
  - Critical Thinking and Representation (20%)
  - Leadership and Practice (20%)

Prerequisites:
ARCH 6220

Textbook / Learning Resources:


Offered (semester and year):
Fall

Faculty assigned:
To be determined
Number & Title of Course (total credits awarded):
ARCH 6320: Graduate Design Studio 4 (9 credits)

Course Description:
This thesis studio constitutes the realization of the investigation and exploration initiated in ARCH 6310. 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.

Course Goals & Objectives:
1. The master's thesis should be the evidence of the graduate students’ ability to carry out independent investigation and to present the results in clear and systematic form.
2. Preparing a thesis assures students' expertise in a chosen area of architecture and reinforces a systematic, critical approach to architectural design.
3. The Department of Architecture and Environmental Design offers two separate but equivalent ways for students to undertake their thesis investigations: the Design Option and the ReseARCH Option. Students should choose the option that best accommodates their goals and working methods.

Student Performance Criteria addressed:
B.1. Pre-Design
B. 6. Comprehensive Design

Topical Outline (include percentage of time in course spent in each subject area):
A comprehensive Architectural design solution to given problem/project as selected by the student. (100%)

Prerequisites:
ARCH 6310

Textbook/Learning Resources:
Architectural and design periodicals
World wide web (i.e. U.S. Green Building Council, NCARB, AIA, UIA, etc.)

Offered (semester and year):
Spring

Faculty assigned:
To be determined
Number & Title of Course (total credits awarded):
ARCH 6510: Sustainability Systems (3 credits)

Course Description:
This lecture/seminar course investigates the environmental, social, and economic dimensions of sustainability and reviews leading initiatives applications as relating to the building industry. Approaching sustainability as an interdisciplinary field undergoing fast-growing theories, standards, and applications, the course employs an existing built-environment of a manageable size as a laboratory for student analysis and assessment of sustainability systems.

Course Goals & Objectives:
The course emphasizes understanding and skill development objectives:
- Grasping sustainability theory and systems in their physical, environmental, and social dimensions.
- Understanding contexts and mechanisms for driving sustainability including standards, incentives, and mandates as well as leading agencies and organizations.
- Developing assessment skills for sustainability systems in a segment of the built-environment.
- Refining communication and collaboration skills through student group assignments that require planned contacts and consultation with external parties.

Student Performance Criteria addressed:
B. 3. Sustainability
B. 8 Environmental Systems

Topical Outline (include percentage of time in course spent in each subject area):
- Theory and systems 30%
- Context and mechanisms 30%
- Assessment and applications 40%

Prerequisites:
Graduate standing

Textbook/Learning Resources:

Offered (semester and year):
Fall

Faculty assigned:
Karen Walker
Number & Title of Course (total credits awarded):
ARCH 6520: Advanced Structure and Materials Methods (3 credits)

Course Description:
Advanced structures and materials course covering an overview of design, and analysis of multiple structural systems in both steel and concrete, and related investigations into the implications of structural systems for material systems and architectural form. Topics include curtain wall support for lateral loads, truss systems, long-span and lightweight systems, tensile structures, thin shell concrete structures, non-load bearing and structural building envelopes, and structural/material integration.

Course Goals & Objectives:
- Regarding the fundamental function of structures: a) To understand structural system behavior in propagating gravity and lateral forces; b) To understand distinctions of structural systems of basic building materials
- Regarding the spatial role of structures: a) To explore attempts and paradigms of spatially integrative structural design at the conceptual phase; b) To perform spatially integrative structural design at the conceptual phase; c) To assimilate the holistic nature of structural design by probing the subsequent phases of preliminary and detail design phases
- Regarding material and assemblies in integrative design: To develop ability is selecting and applying material assemblies and elements to integrative structures

Student Performance Criteria addressed:
B.9. Structural Systems
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
- Structural Review ......................... 10%
- Lateral Forces ............................ 10%
- Long span and Lightweight systems 20%
- Curtain wall design principles ........ 20%
- Thin shell and tensile structures ...... 20%
- Structural envelopes ...................... 20%

Prerequisites: Graduate Standing

Textbook/Learning Resources:

Offered (semester and year):
Fall

Faculty assigned:
D. Scot MacPherson
Number & Title of Course (total credits awarded):
ARCH 6610: Professional Practice and Entrepreneurship (3 credits)

Course Description:
Essential course framework focuses on issues of Professional Practice of Architecture related to the field of Entrepreneurship are discussed and studied in depth. Topics include firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

Course Goals & Objectives:
1. Primary course goal is to have student understand relationship between the practice of Architecture and Entrepreneurship.
2. Understanding business goals of Architectural firms that have innovative entrepreneurial practices through case studies and firm / individual interviews.
3. Create an innovative business plan based on applied research as well as theory based research.

Student Performance Criteria addressed:
C.3. Client Role in Architecture
C.5. Practice Management
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
- Students will perform work with their advisor to plan scope of work in conjunction with schedule. (20%)
- Students will perform applied research as well as theory based research. (80%)

Prerequisite
None

Textbook/Learning Resources:

Offered (semester and year):
Fall

Faculty assigned:
To be determined
Number & Title of Course (total credits awarded):
ARCH 6620: Business Innovation by Design (3 credits)

Course Description:
This is a joint course with the College of Business Administration, which explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice.

Course Goals & Objectives:
- The primary goal of this course to provide student with the opportunity to explore, research, and report on specific design projects that resulted in an innovative design solutions throughout the world.
- Analyze the sustainability and ecology benefits and attributes of the specific design projects involving processes, practices and operations.
- Explain the role played by each of the key parties involved in the decision-making on specific design project(s).

Student Performance Criteria addressed:
C. 1. Collaboration
C. 4. Project Management

Topical Outline (include percentage of time in course spent in each subject area):
- The building team (10%)
- Pre-Design Analysis (20%)
- Design Development (30%)
- Understanding Sustainability and Ecology (20%)
- Project delivery and management (20%)

Prerequisites:
None

Textbook/Learning Resources:
Architectural and design periodicals
World wide web (i.e. U.S. Green Building Council, Design for Business Innovation, etc.)

Offered (semester and year):
Spring

Faculty assigned: To be determined
Number & Title of Course (total credits awarded):
ARCH 6630: Applied Entrepreneurship (1 credit)

Course Description:
This practical course allows graduate students the opportunity to engage architecture and design directly in the professional field. Learning occurs through both theory and active involvement in design-build project, design fabrications and/or similar settings.

Course Goals & Objectives:
- The primary goal of this course is to interface students with the Northwest Ohio Architecture, Engineering and Construction Association.
- Create a management plan for an independent investigation.
- Synthesize reading and application of knowledge to a research-driven project.
- Produce an applied design or research solution with the professional field.

Student Performance Criteria addressed:
C. 4. Project Management

Topical Outline (include percentage of time in course spent in each subject area):
Student will work in conjunction with her/his advisor to plan scope of work and reasonable schedule. (10%)
Student will perform applied entrepreneurship in the professional field. (90%)

Prerequisites:
ARCH 6620

Textbook/Learning Resources:
Architectural and design periodicals
World wide web (i.e. U.S. Green Building Council, Design for Business Innovation, etc.)

Offered (semester and year):
Fall, Spring, Summer

Faculty assigned: To be determined
Number & Title of Course (total credits awarded):
ARCH 6800: Seminar in Architecture and Design (3 credits)

Course Description:
Course addressing topics, trends, and developments in architecture and design, including theory, technology, and professional practice in the education of design professionals in architecture and allied fields.

Course Goals & Objectives:
- Identify client types and needs and developing approaches for advantageous working relationships
- Examining theories of leadership and leadership performance in diverse setting with particular focus on architecture and associated fields

Student Performance Criteria addressed:
C.3. Client Role in Architecture
C.6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Assignments / Projects (60%)
Leadership and Practice (40%)
Participation (10%)

Prerequisites: Graduate standing

Textbook/Learning Resources:

Offered (semester and year)
Spring, Fall, Summer

Faculty assigned: To be determined
2. Faculty Resumes

Faculty Taught Courses in the Last Two Years:
Irene E. Brisson, MA
Salim Elwazani, Ph.D., AIA
Kerry Fan, Ph.D.
Stan Guidera, Architect, Ph.D.
Andrew E. Hershberger, Ph.D.
Joseph N. Lavalette, MSCE., PE
Andreas Luescher, Ph.D.
D. Scot MacPherson, AIA, NCARB
Katherine B. MacPherson, AIA, NCARB
Katerina Ruedi Ray, Ph.D.
Heidi L. Reger, Architect, NCARB

Faculty Teaching Courses Starting Fall 2014:
Brian Andrews, MA
Sara Khorshidifard, Ph.D.
Shilpa Mehta, BA
Kris Phillips, AIA Associate, LEED AP BD+C
Karen Walker, AIA

(The faculty cv's on the following pages are ordered alphabetically.)
Name: Brian Andrews, MA

Course Taught (Two academic years prior to current visit):
ARCH 2360: Mechanical and Electrical Building Systems I
ARCH 3210: Design Studio 2
ARCH 3360: Architectural Materials and Systems

Educational Credentials:
M. Arch., Princeton University, School of Architecture, 1989
B. Arch., Tulane University, School of Architecture, 1985
Tulane University, College of Arts and Sciences, 1979 through 1981

Teaching Experience:
Adjunct Professor, Univ of Arizona, College of Arch & Landscape Architecture, 2011-2014
Assistant Professor, American Univ of Sharjah, College of Arch and Design, 2010-2011
Hyde Chair of Excellence, University of Nebraska, School of Architecture, 2009-2010
Visiting Professor, University of Nevada, Las Vegas, School of Architecture, 2008-2009
Assistant Professor, University of Southern California, School of Architecture: 2000-2008
Robert Mills Distinguished Professor, Clemson Univ, School of Architecture, 1999-2000
Associate Professor, Syracuse University, School of Architecture, 1989-1999
Assistant Professor, University of Virginia, School of Architecture, 1990-1998

Professional Experience:
Atelier Andrews, San Marino, California/Tucson, Arizona, 2000-Present
Andrews/Le Blanc, Los Angeles/Atlanta, Principal, 1993-2001
Schwartz/Kinnard, Charlottesville, Virginia, Wall House, 1990-1991
Ralph Lerner Architect, Princeton, New Jersey, 1989
Carnegie Mellon University Center, Pittsburgh, Pennsylvania, 1987
Schwartz/Silver Architects, Boston, Massachusetts, 1986
Koetter/Kim Architects, Boston, Massachusetts, 1985

Licenses/Registration:
Virginia No. 0401 008801

Selected Publications and Recent Research:
“Ellis House,” Proceedings, Asso of Collegiate Sch of Arch 92nd National Conference
ArchipeLAGOS: Outposts for the Americas, Enclaves Amidst Technology, Miami, Florida, 2004
“Baton Rouge Cemetery,” Proceedings, Asso of Collegiate Schools of Arch 88th National
Conference, Heterotopolis: Immigration, Ethnicity, and the American City, Los Angeles,
California, 2000
“Wall Housing: Three Prototypes for the Post – Industrial City”, Proceedings, Association of
Collegiate Schools of Arch, International Conference, La Citt Nuova, Florence, Italy, 1999
“Two Scupper Houses, or the Shotgun and Dogtrot Revisited,” Proceedings, Asso of Collegiate
Schools of Arch 86th National Conference, Constructing Identity, Cleveland, Ohio, 1998
“Disaster Relief Housing,” Proceedings, Association of Collegiate Schools of Architecture 82nd
National Conference, A Community of Diverse Interests, Montreal, Quebec, 1994

Professional Memberships:
Name: Irene E. Brisson

Course Taught (Two academic years prior to current visit):
ARCH 1100: CADD for Architecture and Construction
ARCH 3210: Design Studio 2
ARCH 3220: Design Studio 3

Educational Credentials:
Ph.D. in Architecture, University of Michigan, in progress
M. Arch. in Architecture, Columbia University, 2011
B.Sc. in Architecture, Massachusetts Institute of Technology, 2005

Teaching Experience:
Lecturer, Bowling Green State University, since 2012
Adjunct Instructor, Parsons the New School of Design, since 2011
Teaching Assistant, Barnard & Columbia Colleges, 2010-2011
Teaching Assistant, Hollins University, 2005, 2009
Staff Instructor, Massachusetts Institute of Technology, 2005-2006

Professional Experience:
Vice-president/Designer, Focus on Architecture Art Research & Making, New York NY since 2010
Architectural Consultant, SODADE, Port-au-Prince, Haiti, 2012
Designer, Ann Beha Architects, Boston MA, 2007-2008

Licenses/Registration:
N/A

Selected Publications and Recent Research:
“Structures of Intimacy,” Performance and exhibition, Brooklyn NY 2012
“Water Refractory|Refinery,” with Molly Calvani, Abstract, Graduate School of Architecture Preservation and Planning, Columbia University, 2010,
**Name:** Salim Elwazani, Ph.D., AIA

**Course Taught (Two academic years prior to current visit):**
ARCH 3370: Building Mechanical & Electrical Systems 2
ARCH 3220: Design Studio 3
ARCH 3210: Design Studio 2

**Educational Credentials:**
Ph.D. in Architecture, the Catholic University of America, 1989
M.S. in Architectural Engineering, the University of Kansas, 1980
B. ARCH., Kansas State University, 1978
B.Sc. in Planning, Al-Azhar University, Egypt, 1972

**Teaching Experience:**
Professor, Bowling Green State University, since 2007
Associate Professor, Bowling Green State University, 1999-2007
Assistant Professor, Bowling Green State University, 1991-1999
Professor, Savannah College of Art & Design, 1986-1987
Instructor/Assistant Professor, Al-Najah National University, West Bank, 1981-1983

**Professional Experience:**
Planner/Urban Designer, Municipality of Annaba, Annaba, Algeria. 1974
EcoTec, Algiers, Algeria, 1974-1975
Historic Building Surveyor, City of Alexandria, VA, 1986
Consultant: Valencia Government (Spain); Getty Conservation Institute; UNDP

**Licenses/Registration:**
State of Ohio; AIA

**Selected Publications and Recent Research:**
- Fulbright-Aalto University Distinguished Chair Award, 2012-2013 Aalto University, Department of Architecture; Espoo, Finland.

**Professional Memberships:**
The American Institute of Architects
Association of Collegiate Schools of Architecture (ACSA)
International Council on Monuments & Sites (ICOMOS)
Int’l Comm. For Documentation & C. of M. Movement (Docomomo)
Name: Kerry Fan, Ph.D.

Course Taught (Two academic years prior to current visit):
ARCH 1050—Design Representation 1
ARCH 2330—History of Architecture 1
ARCH 2340—History of Architecture 2
ARCH 3210—Design Studio 2
ARCH 4800—Problems in Modern Architecture (ARTH 3630)

Educational Credentials:
Ph.D.—History of Architecture and Urbanism, Cornell University, 2000
M.A.—History of Architecture and Urbanism, Cornell University, 1993
M.S.—Architectural Design and Theory, Southeast University, China, 1985
B.S.—Architectural Design, Southeast University, China, 1982

Teaching Experience:
Senior Lecturer—Department of Architecture, Bowling Green State University, 2010-present
Lecturer—Department of Architecture, Bowling Green State University, 2001-2009
Instructor—Department of Architecture, Bowling Green State University, 1998-2001
Lecturer—Department of Architecture, Huazhong University of Science and Technology, China, 1985-1990

Professional Experience:
Architect—Architectural Design Institute, HUST, China, 1985-1990

Licenses/Registration:
N/A

Selected Publications and Recent Research:
“Architectural Model for Maozhou Resort Hotel,” photographs of studio work, Huazhong University of Science and Technology, Expression of Architecture (Beijing, China), no. 6, MARCH 1989.

Professional Memberships:
Member—Society of Architectural Historians
Name: Stan Guidera, Architect, Ph.D.

Courses Taught (Two academic years prior to current visit):
ARCH 3220: Design Studio 3
ARCH 3210: Design Studio 2
ARCH 2710: Computer Application for Architecture
ARCH 3720: Computer Animation and Rendering for Architecture
Arch 4800: Architecture, Art, and Design: London Paris Rome (Short-term study abroad course)

Educational Credentials:
Ph.D., Bowling Green State University, 2000
M. Arch., The Ohio State University, 1987
B.Sc. in Arch., The Ohio State University, 1985

Teaching Experience:
Adjunct Faculty, University Of Toledo, 1992-1994
Assistant Professor, Bowling Green State University, 1998-2003
Associate Professor, Bowling Green State University, 2004-2009
Associate Professor and Dept. Chair, Bowling Green State University, 2009-2010
Professor and Dept. Chair, Bowling Green State University, 2010-present

Professional Experience:
Intern Architect, Peirce Design Group
Project Architect, Seyfang Blanchard Duket, Architects, Toledo, OH, 1989-93
Associate Partner, Seyfang Blanchard Duket Porter Architects Toledo, OH, 1993-94
Stan Guidera, Architect (limited private practice) 1994–present

Licenses/Registration:
Registered Architect Ohio Registration No. 9145, 1989

Selected Publications and Recent Research:

Professional Memberships:
Association for Computer Aided Design In Architecture
The American Institute of Architects
American Society for Engineering Education
Name: Andrew E. Hershberger, Ph.D.

Course Taught (Two academic years prior to current visit):
ARTH 3630 History of Modern Architecture

Educational Credentials:
Ph.D.—Art and Archaeology, Princeton University, 2001
M.A.—Art and Archaeology, Princeton University, 1999
M.A.—History of Art, University of Chicago, 1996
B.F.A.—Media Arts, University of Arizona, 1992

Teaching Experience:
Associate Professor—School of Art, Bowling Green State University, 2007-present
Assistant Professor—School of Art, Bowling Green State University, 2001-2007
Graduate Teaching Assistant—Art and Archaeology, Princeton University, 1998-2000

Professional Experience:
Curatorial Assistant, Research Assistant and Cataloger, David H. McAlpin, Class of 1920,
Photography Study Center, Princeton University Art Museum, 1998-2001
Interlibrary Loan Lender, Harlan Hatcher Graduate Library, University of Michigan, 1995-1997

Licenses/Registration: N/A

Selected Publications and Recent Research:
Senam Okudzeto, Susette S. Min, Martin Beck, Lucy Soutter, Gareth James, Odili Donald Odita, Jon Rubin, and Andrew E. Hershberger, "The Currency of Practice: Reclaiming Autonomy for the MFA," Art Journal 68, 1 (Spring 2009), 40-57.

Professional Memberships:
College Art Association
Society for Photographic Education
Name: Sara Khorshidifard, PhD.

Course Taught (Two academic years prior to current visit):
ARCH 2710: Computer-Aided Design for Architecture
ARCH 3720: Advanced Computer Aided Design for Architecture

Educational Credentials:
Ph.D. Architecture, School of Architecture and Urban Planning, University of Wisconsin Milwaukee, 2014
Graduate Certificate in Teaching and Learning in Higher Education, School of Education, University of Wisconsin Milwaukee, 2012
Master of Arts in Landscape Architecture, School of Architecture, College of Fine Arts, University of Tehran, 2006
Continuous Master in Architecture (including Bachelor), Department of Architecture, Qazvin Azad University, 2003

Teaching Experience:
Adjunct Professor, School of Architecture and Urban Planning, University of Wisconsin Milwaukee, 2012-2013
Teacher Assistant, School of Architecture and Urban Planning, University of Wisconsin Milwaukee, 2007-2009

Professional Experience:
Design Consultant, Community Design Solutions, University of Wisconsin Milwaukee, 2011-Present
Senior Project Manager, Community Design Solutions, University of Wisconsin Milwaukee, 2009-2011

Licenses/Registration:

Selected Publications and Recent Research:
“A Paradigm in Architectural Education: Kolb’s Model and Learning Styles in Studio Pedagogy,” In Plowright, P., & Gamper, B. (Eds.), Proceedings of the 2011 ARCC Spring Research Conference (pp. 621-635), Lawrence Technological University. (2011),
“Genuine, Protean, Ad Hoc Public Spaces: Patogh-Space Networks of Tehran,” in e.polis 2014: an online student journal of urban studies (36-64), Urban Studies Program, University of Wisconsin Milwaukee, Vol. IV, Fall/Winter 2011

Professional Memberships:
Name: Joseph N. Lavalette, MSCE., PE

Course Taught (Two academic years prior to current visit):
Cons 3060: Residential Construction
Cons 3180: Construction Surveying and Layout
Cons 3360: Structural Design
Cons 4060: Concrete and Temporary Structures

Educational Credentials:
M.S. in Civil Engineering, The University of Toledo, 1978
B.Sc. in Civil Engineering, The University of Toledo, 1972

Teaching Experience:
Lecturer, Bowling Green State University, since 2005
Instructor, Bowling Green State University, since 2000
Instructor, University of Toledo, 1984 –1988
Adjunct, University of Toledo, 1972–1984 & 1988 - 1999

Professional Experience:
Design Engineer, Mannik, Schneider and Associates, 1972 – 1974
Design Engineer, AVCA Corp. , 1974 – 1976
Department Head, AVCA Corp. , 1976 – 1980
Vice president of operations, AVCA Corp. , 1977 – 1980
Founder/ Vice president of Operations, Matrix Technologies Inc. , 1980 – 1984
Owner, Cedar Hollow Design/Build Inc. , 1984 - 2005

Licenses/Registration:
State of Ohio; PE

Professional Memberships:
Outstanding Young Engineer of the Year – Toledo Chapter ASCE
Name: Andreas Luescher, Ph.D.

Course Taught (Two academic years prior to current visit):
ARCH 4220: Design Studio 5 (“Senior Thesis”)
ARCH 4210: Design Studio 4 (“Urbanism Studio”)
ARCH 3360: Architectural Materials & Systems
ARCH 3310: Theory in Architectural Design

Educational Credentials:
Ph.D., The Pennsylvania State University, 1998
M. ARCH., Philadelphia College of Art and Design/The University of the Arts, 1993
B. ARCH., University of Applied Sciences, Lucerne, Switzerland, 1990

Teaching Experience:
Professor, Savannah College of Art and Design, 1997-1999
Assistant Professor, Bowling Green State University, 1999-2004
Associate Professor, Bowling Green State University, 2005-2009
Professor, Bowling Green State University, 2010-present

Professional Experience:
Draughtsman and Designer, Steinegger+Hartmann of Binningen, Straumann-Hipp AG of Basel
and Andrea Roost of Bern, Architects, Switzerland, 1980-1990
Project Manager, Central European Development Corporation (CEDC); Philip Johnson and
Skidmore, Owings & Merrill of New York, 1992 -1994

Licenses/Registration:
Switzerland

Selected Publications and Recent Research:
Great Travel Machines of Sight in Travel, Space and Architecture, Ashgate, 2009.
“When Economic Growth is No Longer the Norm: Teaching Urban Design in a Time of
“Inter-disciplinarity in urban design: Erasing boundaries between architects and planners in
“Concrete Geometry: Playing with Blocks,” The International Journal of Art & Design Education,
2010.

Professional Memberships:
The American Institute of Architects
College Art Association of America
Design Communication Association
Name: D. Scot MacPherson AIA, NCARB

Courses Taught (Two academic years prior to current visit):
ARCH 4220: Design Studio 5 / “Senior Thesis”
ARCH 4210: Design Studio 4 / “Urban Design and Planning”
ARCH 2220: Design Studio 1 / “Introduction to Design Principles”
ARCH 2050: Graphic Representation 2 / “Representation and Design”

Educational Credentials:
Master’s of Architecture, Washington University, St. Louis, MO, 1981
Bachelor of Economics, Denison University, Granville, OH, 1977

Teaching Experience:
Lecturer, Bowling Green State University, 2008- present
Instructor, Bowling Green State University, 2004-2007
Instructor, Boston Architectural College, Boston, MA 1982-1987
Studio Design Critic, Rhode Island School of Design, Providence RI, 1988-1990
Design Critic, GSD, Harvard University, Cambridge MA, 1990-1993

Professional Experience:
Principal, MacPherson Architects: Toledo, OH, 2004-present
Principal, Duket, Porter, MacPherson Architects: Toledo, OH, 2001-2004
Principal, MacPherson Partnership: Cambridge, MA, 1992-2001
Associate, The Architects Collaborative: Cambridge, MA 1985-1992

Licenses/Registration:
Ohio and Massachusetts

Selected Publications and Recent Research:
AIA Honor Award, Rossford Public Library, Rossford, OH, 2010
AIA Honor Award, Leverette Middle School, Toledo, OH, 2008
Harleston Parker Award: Finalist, Frog Pond, Boston Common, Boston, MA, 1998
Boston Visitor Center International Competition, Second Place, Boston, MA, 1989
Heritage on the Common Competition, Winner, Boston MA, Arch. Record, 1989
Widmann Prize, Washington University, Outstanding Student in University, 1981

Professional Memberships:
The American Institute of Architects
National Council of Architectural Registration Boards
Name: Katherine B. MacPherson AIA

Course Taught (Two academic years prior to current visit):
ARCH 1050: Design Representation I, 2012/2103
ARCH 3210: Design Studio 2, 2012/2013
ARCH 3220: Design Studio 2, 2012/2013

Educational Credentials:
Master of Architecture - Washington University, St. Louis, MO, 1981
Summer Program - Syracuse University, Florence, Italy, 1980
Bachelor of Fine Arts, Cum Laude - University of Michigan, Ann Arbor, MI, 1978

Teaching Experience:
Visiting Professor, Bowling Green State University, 2012 - present
Guest Critic, Bowling Green State University, Bowling Green, OH, 2006 - present
Guest Critic, Rhode Island School of Design, Providence, RI, 1987
Instructor/Design Studio, Boston Architectural Center/ College, Boston, MA, 1982 - 1984

Professional Experience:
Principal, MacPherson Architects Inc / 2MA, Toledo, OH, 2004 – present
Principal, Duket Porter MacPherson, Toledo, OH, 2001 – 2004

Licenses/Registration:
Ohio
NCARB

Selected Publications and Recent Research:
2011 Presentation; Design Themes of MVCDS, Winterim Lecture, Toledo, OH
2010 Presentation; Secondary Structures, HPI Commissioned Public Lecture, Perrysburg, OH
2010 Presentation; Secondary Structures, NSCDA Annual Lecture, Perrysburg, OH
2009 Presentation; Taking the LEED to Save our Planet – Leading Green in School Design ,
Women Alive Annual Lecture, GSA, Toledo, Ohio
2008 Presentation; Themes Base Lecture, BGSU, Bowling Green, OH

Professional Memberships:
The American Institute of Architects (AIA)
National Council of Architectural Registration Boards National Certificate (NCARB)
United States Green Building Council (USGBC)
Name: Shilpa Mehta

Courses Taught (Two academic years prior to current visit):
ARCH 1100: Cadd for Architecture and Construction

Educational Credentials:
M. Arch. - Pursuing Masters of Architecture, Bowling Green State University, presently.
B.Arch. - Bachelors of Architecture, School of Architecture, IPS Academy, Indore affiliated by University: Rajiv Gandhi Technical University, Bhopal, India, 2012
High School - Higher Secondary, AISSCE, Science with C++, Sri Sathyaa Sai Vidya Vihar, Indore, India (CBSE Board), 2007

Teaching Experience:
Teaching Instructor- Department of Architecture, Bowling Green State University, present.

Professional Experience:
Freelance Work: Worked as freelancer in Indore, India, 2013 (6 months)
Junior Architect: Bobby Mukherji and Associates, Mumbai, India, 2012-2013, (1 year 6 months)
Architect Intern: Bobby Mukherji and Associates, Mumbai, India, 2012 (3months)

License/ Registration:
Registration number (Council of Architecture, India)- CA/2013/61441

Selected Publications and Recent Research:
• Studied the traffic flow and urban schematics of the area near Krishnapura Chattri (Heritage), Indore, and a part of urban design research work. Proposed a design solution for congested areas for proper flow and functionality.
• Dissertation report on Organic Geometry and Architecture.
• Report on Mughal Gardens and their elements and design.
• Research on hospital design, special study of Cardiology Hospitals with anthropological and space studies of various existing hospital designs for thesis project work.
• Thesis in Bachelors on Cardiac Hospital proposed in Indore, India.
Name: Kris Phillips, AIA Associate, LEED AP BD+C

Courses Taught (Two academic years prior to current visit):
ARCH 2360, CONS 3000

Educational Credentials:
Bachelor of Arts in Design (architecture), Clemson University, 1994
Master of Architecture (concentration in sustainability), Lawrence Technological University, 2008

Teaching Experience:
BGSU – Fall 2012 - present

Professional Experience:
Architect [Intern] 3, SSOE Group, Toledo, OH 2006-2012
Intern Architect, McMillan Pazdan Smith, Spartanburg, SC 2002-2006
Intern Architect, Poggemeyer Design Group, Bowling Green, OH 2000-2002
Draftsman, KSA Architects and Planners, Perrysburg, OH 1999-2000

Licenses/Registration:
NA (passed six of seven ARE divisions in Ohio)

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects, Associate Member
Northwest Ohio Chapter of the USGBC (Founding Member)
Name: Katerina Ruedi Ray, Ph.D.

Course Taught (Two academic years prior to current visit):
ARTH 3630 History of Modern Architecture

Educational Credentials:
Ph.D.—Architecture, Bartlett School, University College London, 1998
M.A.—History of Modern Architecture, Bartlett School, University College London, 1991
AA Dipl (Hons), Architectural Association, London, 1983
B.Sc.—Architecture, University of Dundee, 1978

Teaching Experience:
Professor—School of Art, Bowling Green State University, 2002-present
Professor—School of Architecture, University of Illinois at Chicago, USA 1996-2002
Senior Lecturer—Department of Architecture, Kingston University, London, UK, 1986-1996

Professional Experience:
Principal, ReadyMade Studio, Toledo, OH and St.Louis, MO, 2002-present

Licenses/Registration:
Registration as Licensed Architect, ARCUK (became ARB), 1985-2009

Selected Publications and Recent Research:

Professional Memberships:
Member—Society of Architectural Historians
Board of Trustees—Ohio Citizens for the Arts and Arts Commission of Greater Toledo
Name: Heidi L. Reger, Architect, NCARB

Duties Performed (Two academic years prior to current visit):
Academic Advising for freshmen and first year transfer students
   including summer orientation “SOAR”
Recruiting visits with prospective students
University Representative to Architecture Co-op Students including site visits
IDP Educator Coordinator

Educational Credentials:
Master’s of Architecture, Miami University, Oxford, OH, 2001
Architecture Field School, Society for the Preservation of New England Antiquities,
   University of Connecticut, Storrs, CT 1999
Bachelor of Art, History of Art and Architecture, Miami University, Oxford, OH, 1996

Teaching Experience:
Instructor (Faculty Advisor), Bowling Green State University, 2010-present
Visiting Design Critic, Bowling Green State University, 2000-present (volunteer)
Graduate Assistant, Architecture History and Philosophy, Miami University, Oxford, OH, 1998-2000

Professional Experience:
Intern Architect, Kadushin Associates: Ann Arbor, MI 2001-2004

Licenses/Registration:
Ohio

Selected Publications and Recent Research:
“A Symphony in Brick and Glass: The Integration of Music Analysis and Architectural Design,” at the
2nd Annual Symposium on Systems Research in the “Arts, Music, Environmental Design, and the
Choreography of Space” at the 12th International conference on Systems Research, Informatics and
Cybernetics in Germany. 2000

Professional Memberships:
National Council of Architectural Registration Boards
Young Architects Forum (AIA), Toledo, OH 2003-present
   Including High School Design Competition, Toledo, OH 2003
Habitat for Humanity of Wood County, Bowling Green, OH 2001
**Name:** Karen Walker, BA, AIA

**Course Taught (Two academic years prior to current visit):**
ARCH 6510: SustainabilitY Systems

**Educational Credentials:**
Bachelor of Architecture, Kent State University, 1999

**Teaching Experience:**
Adjunct Professor, Bowling Green State University, 2014-present

**Professional Experience:**
The Collaborative Inc, Toledo, Ohio 2003–Present
Munger Munger + Associates, Toledo, Ohio, 1999 - 2003
Phillips Sekanick Architects, Warren, Ohio, internship, 1998

**Licenses/Registration:**
Architect, State of Ohio 2002
LEED® Accredited Professional 2004
LEED® Accredited Professional, Building Design & Construction 2010
LEED® Accredited Professional, Interior Design & Construction 2014
LEED® Accredited Professional, Existing Buildings Operation & Maintenance 2014

**Selected Publications and Recent Research:**

**Professional Memberships:**
AIA Ohio
3. **Visiting Team Report** (VTR) from the previous visit

(VTR starts next page)
August 5, 2013

Dr. Mary Ellen Mazey
President
Office of the President
220 McFall Center
Bowling Green State University
Bowling Green, OH 43403

Dear Dr. Mazey:

At the July 2013, National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the Bowling Green State University, Department of Architecture and Environmental Design.

As a result, the professional architecture program Master of Architecture was formally granted candidacy. The candidacy period is effective January 1, 2013.

The program is expected to achieve initial accreditation no later than 2019, but not before 2017. The program is tentatively scheduled for a continuation of candidacy visit in Spring 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application. For information on the processes for candidacy and initial accreditation, please see Sections 3 and 4 of The NAAB Procedures for Accreditation, 2012 Edition, Amended.

Continuing candidacy is subject to the submission of Annual Reports and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 10, of the NAAB Procedures for Accreditation, 2012 Edition, Amended. This report captures statistical information on the institution and the program.

A complete description of the Annual Report process can be found in Section 10 of the NAAB Procedures for Accreditation, 2012 Edition, Amended.

Finally, under the terms of Section 4.4.a of The NAAB Procedures for Accreditation, 2012 Edition, the program is required to disseminate the APR, the final VTR and pertinent attachments, the current editions of the Conditions and the Procedures and any addenda. These documents must be housed together in the architecture library and be freely accessible to all.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon)., Ph.D.
President

cc: Andreas Luescher, Chair
Donna Dunay, AIA, Visiting Team Chair
Visiting Team Members

Enc.
The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of Team Findings</td>
<td></td>
</tr>
<tr>
<td>1. Team Comments</td>
<td>1</td>
</tr>
<tr>
<td>2. Conditions Not Yet Met</td>
<td>2</td>
</tr>
<tr>
<td>3. Causes of Concern</td>
<td>3</td>
</tr>
<tr>
<td>4. Progress Since the Previous Site Visit</td>
<td>3</td>
</tr>
<tr>
<td>II. Compliance with the 2009 Conditions for Accreditation</td>
<td></td>
</tr>
<tr>
<td>1. Institutional Support and Commitment to Continuous Improvement</td>
<td>4</td>
</tr>
<tr>
<td>2. Educational Outcomes and Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>III. Appendices:</td>
<td></td>
</tr>
<tr>
<td>1. Program Information</td>
<td>27</td>
</tr>
<tr>
<td>2. Conditions Met with Distinction</td>
<td>28</td>
</tr>
<tr>
<td>3. Visiting Team</td>
<td>29</td>
</tr>
<tr>
<td>IV. Report Signatures</td>
<td>30</td>
</tr>
<tr>
<td>V. Confidential Recommendation and Signatures</td>
<td>31</td>
</tr>
</tbody>
</table>
I. Summary of Team Findings

1. Team Comments & Visit Summary

The team wishes to thank the school and university for the open dialogue about the program and the hospitality shown the team during the visit.

The assembly and organization of the team room demonstrated a sustained commitment and progress in developing the professional degree program. The team was impressed by the quality of the work exhibited and the commitment of the faculty, students, staff, and university to the success of this endeavor.

The program provided a comprehensive narrative, along with discussion that situates the program in the Northwest Ohio region, outlining benefits and opportunities the professional degree will provide to the larger community.

In discussions with the dean and provost, the team found that the proposed program is viewed to advance the university mission and the State of Ohio goal, "Building on Knowledge, Investing in People," as stated in the Ohio Governor's Commission on Higher Education and the Economy Report (2007). In March 2010, the program was granted formal approval for the proposed Master of Architecture degree offering by the Chancellor of the University System and the Ohio Board of Regents. In conversation with the dean, it was indicated approvals have been received to include architecture in the name change of the College of Technology.

With the support of the university president, the university master plan has evolved, now designating a site internal to the campus where all program spaces will be housed in a single facility at the center of campus. A recent investment of over $250 million has brought new construction to the campus. The university looks to the next capital investments to continue furthering the master plan. New or renovated facilities for the College of Technology and Department of Architecture & Environmental Design are designated a part of this.

The university administration looks forward to the opportunities this new program will bring to the university-at-large. This will be the first Professional Master’s Degree to be offered at Bowling Green State University.

The Visiting Team finds:

- As this visiting team visit begins, the school is taking steps directed towards offering a professional degree, fully accredited by NAAB.

- The administration, faculty, students, alumni and staff are enthusiastically in support of this endeavor.

- All together, faculty credentials indicate the faculty possesses a broad knowledge of the field of architecture along with a commitment to community service.

- There is an ongoing national search for a new program head and two future faculty lines allocated for the new program.

- Students in the four-year program are alert, energetic, and look ahead to entry into practice. The two required co-op summer programs during the second and third summers along with the discussions with the IDP Education Coordinator acquaint students with working in the profession. Since these components begin early in the program, students relate to the world of practice as a normal part of their education.
Students gain additional educational and professional perspective through studio site visits, travel programs, visiting lecturers, and AIAS opportunities. International students in the program also contribute to a larger worldview. With the four-year pre-professional program, the students look ahead to attain the professional degree.

The AIAS is an active and motivated group. They are assertive in the pursuit of funding to bring prominent speakers to the school and fund trips to AIAS national meetings. A large number of the students participate in these activities.

The Fourth Year Thesis Prize with professionals as jurors showcases student work in an annual exhibition to highlight student achievement while connecting with the practice community.

Student and faculty engagement with the public is commendable and serves as an example especially through outreach activities such as the Toledo Design Center.

2. Conditions Not Yet Met

1.4 Long-Range Planning
   Evidence of college or departmental specific strategic plans and measurement matrix for the future professional degree program was not found. See 1.1.4

1.2.3 Physical Resources
   After speaking with students, faculty and staff, it is the assessment of the NAAB Visiting Team that the Department would benefit greatly from contiguous spaces which promote the learning environments described above. While the program should be commended for its current successes, the disjointed nature of the Department may stunt future program growth. See 1.2.3

1.3.1 Statistical Reports
   Statistical reports do not provide all the characteristics of the current pre-professional program. See 1.3.1

SPC Not Yet Met
B. 1. Pre-Design:
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 6. Comprehensive Design
B. 7. Financial Considerations
B. 8. Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems Integration
B. 12. Building Materials and Assemblies Integration
C. 1. Collaboration
C. 2. Human Behavior
C. 3. Client Role in Architecture
C. 4. Project Management
C. 5. Practice Management
C. 6. Leadership
C. 7. Legal Responsibilities
C. 8. Ethics and Professional Judgment
C. 9. Community and Social Responsibility

3. Causes of Concern

A. At present, the school has three locations across the campus. The fragmented geography of the studio and school environment may be limiting learning the potential for the present and proposed program.

B. While opportunities for faculty and staff to pursue professional development are evident through publications, professional work, and university-sponsored courses, teaching loads should be examined so that creative scholarship and entrepreneurial opportunities are not diminished. Further, the Visiting Team supports the reassessment of the balance between teaching and creative workloads when the professional degree commences.

C. Work schedules presently reduce the possibilities for staff to participate in professional development. It appears to the team that additional administrative, technical, and shop support will be needed for this new professional program.

D. The lack of diversity of the tenure track faculty is an area of concern.

4. Progress Since the Previous Site Visit

This category is not applicable to the proposed Master of Architecture program.
II. Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

The program provided a comprehensive narrative in the APR-IC of how the proposed M.Arch. Program will be drawing upon academic units within the university as a resource to create the architectural, technology, and entrepreneurial vision it is setting forth as a central tenet. The program directly contributes to the liberal arts offerings of the university with the history of architecture course. Architecture faculty contributes to college and university offerings in Construction Management, Interior Design, and the School of Art. Conversations with faculty, the provost, vice provost for general education, and dean of the College of Technology confirm the program's fit within the university and how the linkages the program is creating now to grow and broaden in the future is being met with a great sense of expectation. The Visiting Team Summary mentioned above relates the fit of the proposed program in contributing to the goals of the State of Ohio.

1.1.2 Learning Culture and Social Equity:

- Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the
program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2013 Team Assessment: Learning Culture: A positive and respectful learning culture is evident among faculty, students, and staff of the Department of Architecture and Environmental Design. The department's studio and learning culture is defined by the university's core values which include respect for one another, collaboration, intellectual and personal growth, creativity and innovation, as well as, a pursuit of excellence. The Department's Studio Learning and Culture policies and the University's "Code of Ethics and Conduct Policy" which clearly provide a statement of expectations for all members of the Department embody these shared values. The collegial comments, attitudes, and perspectives from both the students and faculty further validate the success of the learning culture.

Social Equity: The overall educational environment is culturally rich given its respective size. The Department's contribution to the northwest Ohio region provides unique opportunities for students and faculty. The outreach programs, student organized lecture series, the co-op experience, and the Department led study trips and field trips contribute to cultural opportunities available to students and faculty. The University's Disability Services Office works with the Department to provide equal access to all students. "Equal Opportunity and Anti-Harassment Policies" and the "Resolution Reaffirming Commitment to Diversity" are communicated on the university web site.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 Team Assessment: From the APR-IC and in discussion with faculty and students, and Dean of the College of Technology and Director of the School of Art, Vice Provost for Undergraduate Education, and with the University Provost, the team finds: The pre-professional program engages the university at-large through the university's general elective offerings or the "BG Perspectives" with some of these classes offered by architecture faculty. The proposed M.ARCH. Program is envisioned to join with other sectors of the university with an entrepreneurial engagement focus through joint offerings with the College of Business. The proposed program lists Business Innovation by Design, Applied Entrepreneurship, and Marketing among the future required courses in seeking to create a unique graduate program of study in architecture. Faculty and students have multiple opportunities to connect to the programs of Interior Design, Construction Management and the School of Art. Faculty in the program initiated the Toledo

Design Center where students and faculty provide urban design insights in collaboration with the University of Toledo.

B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 Team Assessment: Students gain a broad perspective through suggested studio project content areas, studio site visits, travel programs, visiting lecturers, AIAS opportunities, and the required two co-op experiences. For the thesis projects, the Senior Architecture Award program sponsored by AIA Toledo promotes excellence in design and provides a model of a program that is to be replicated for the professional degree at the graduate thesis level. The international students in the program contribute to an understanding of a global world. From discussions, in the four-year pre-professional program, students look ahead to gaining the professional degree. They relate how many of their peers have provided a clear history of how this can be achieved.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 Team Assessment: Students in the pre-professional program are knowledgeable about the requirements for internship and licensure. The First Year Academic Advisor and IDP Education Coordinator provide students with a good foundation early in the program regarding the regulatory environment at the state and national levels.

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 Team Assessment: The AIAS Chapter organizes an excellent lecture series annually inviting prominent architects to speak. This opportunity allows faculty, students, and local professionals to understand the diverse and collaborative roles assumed by architects in practice. Students also have an opportunity to participate in required co-ops as part of their educational experience where students gain a first hand view of practice.

E. Architectural Education and the Public Good. That students enrolled in the accredited degree 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 environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the
architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 Team Assessment: Departmental engagement with the public is defined largely through the faculty and students at the regional, national, and international strata. An upcoming example of international engagement is the Haiti trip for students led by faculty. Supporting evidence of program involvement includes development of downtown partnerships with university outreach programs and international lectures. The faculty and student engagement with the public is commendable and serves as an example for students. through outreach activities such as the Toledo Design Center.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes do not meet the standards as set by the NAAB.

2013 Team Assessment: Long range planning is evident at the university level through the Board of Trustees approval of the strategic plan entitled 'Charting Our Future' in 2009. Conversely, evidence of college or departmental specific strategic plans and measurement matrix for the future professional degree program was not found. Through review of the APR-IC narrative and list on page 13, the Department has identified the following goals for future implementation:

a. Having one single location in place once Graduate Students arrive
b. Allocated funding for faculty line and development
c. Upgrade facilities and equipment to house digital fabrication lab
d. Actively recruit female, minority, and international students
e. Secure funding for more collaborative and outreach ventures

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
- Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
- Self-assessment procedures shall include, but are not limited to:
  o Solicitation of faculty, students' and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.
  o Individual course evaluations.
  o Review and assessment of the focus and pedagogy of the program.
  o Institutional self-assessment, as determined by the institution.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.
2013 Team Assessment: The self-assessment procedures in the APR-IC provide an outline for how the program will be evaluated in the future. The team supports the development of assessment procedures that identify specific and measurable outcomes before the program begins in the fall 2014.
PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.\(^2\)
  - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.
  - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 Team Assessment: The department is well positioned to provide appropriate human resources for the current pre-professional degree. Future growth of the department into the professional degree program will require additional resources. As identified in the APR-IC and confirmed through meetings with university and college administration, two new FTE positions will be allocated to the department concurrent with the first cohort of students. The team finds in addition to the two planned FTE positions, commensurate administrative, technical, and support staff will be necessary to maintain the future level of support to the student learning environment.

The Office of Equity governs equal Employment Opportunity/Affirmative Action within the department at the university level.

Statistical analysis of faculty and staff workloads in comparison to peer departments within the college was not provided. Yet, through anecdotal accounts, it appears that an equitable balance of workload exists for current faculty and staff. Future growth of the department into a professional degree program may adversely impact the current workload balance.

The department benefits greatly from having an appointed IDP Education Coordinator. In addition to providing academic advising to first and second year students, the IDP Coordinator is well versed in the available tools for students and engaged with the professional community. An IDP Coordinator will continue to be an asset to the future professional degree program by informing students about the path to licensure, and through student advisement regarding the co-operative educational component. The Visiting Team supports the continued integration of the IDP Coordinator into the First Year advising component.

\(^2\) A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.
Opportunities for faculty and staff to pursue professional development are evident through publications, professional work, and university sponsored courses. Work schedules presently limit the possibilities for staff to participate in professional development.

The criteria used for determining rank, reappointment, tenure, and promotion, as well as eligibility requirements for professional development resources, is defined by BGSU Faculty Handbook. The Visiting Team supports the clear definition of college and departmental policies and procedures related to this topic, as well as, the articulation of expectations for creative work.

- **Students:**
  - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.
  - An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

[X] Human Resources (Students) are adequate for the program

**2013 Team Assessment:** University student admissions, transfer, and advanced placement policies are stated in the 2013 BGSU Catalog for the four-year pre-professional program. Policies are not defined at present for the professional M. Arch. degree. The program provides an array of opportunities for students to engage each other through team projects that require participation in work outside the classroom.

**L2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

**2013 Team Assessment:** The administrative structure is adequate as provided in the APR-IC, however more information needs to be provided on the "administrative autonomy sufficient to affirm the program's ability to conform to the conditions for accreditation". Identifying where the new graduate coordinator for the program will fit into this administrative structure is needed. It also appears to this visiting team that additional administrative support will be needed for this new professional program. The team supports the efforts of the program in the national search for a new program chair.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

**2013 Team Assessment:** The program has an adequate governance structure that allows for faculty, staff and students to have opportunities for participation in program and institutional governance. With the professional degree program moving forward more definition may be needed to guarantee full participation in the governance of the department.
I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical Resources are inadequate for the program

2013 Team Assessment: From meetings with University Administration and the Office of Capital Planning, the team finds the university is in the midst of planning and implementing a significant campus master plan that will have a direct impact on the department. Currently, the department is housed in three separate academic buildings, two of which are located at the campus periphery. After speaking with students, faculty and staff, it is the assessment of the NAAB Visiting Team that the department would benefit greatly from contiguous spaces which promote the learning environments described above. While the program should be commended for its current successes, the disjointed nature of the department may stultify future program growth. However, it is important to note that the University and College Administrations are both aware of the situation and committed to a permanent and contiguous location for the Department. Furthermore, consideration is being given in the Campus Master Plan to the collocation of the department and affiliated building science programs in a signature renovation project to Memorial Hall along the main academic core. If completed, the renovation of Memorial Hall would geographically center the department between buildings housing the professional schools and the arts.

Full endorsement of the campus master plan is moving forward, however, it has not been reached. It appears from conversations with the University’s Capital Planning and Design Office, that capital funding approval and renovations to Memorial Hall will not be complete prior to the graduation of the professional degree’s first cohort of students. As such, special consideration of the department’s interim location is warranted.

Given that the period between this visit and the completion of Memorial Hall may be a number of years, additional considerations may include the permanency, quality, and accessibility of current and interim departmental spaces.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2013 Team Assessment: Financial information provided in the APR-IC is adequate. The visiting team supports providing more detailed information for operating costs of the program. Future budgets should clearly distinguish the expenses for the professional program that will start in 2014.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program
2013 Team Assessment: From information provided in the APR-IC and in meeting with University Library Staff, the team finds progress is being made to bring the collection of monographs to parity with peer schools of architecture in the state. The University Libraries' statewide access through the "Ohio Link" program provides access to significant holdings in the state where materials requested are available a few days after request. Online resources aid this progress. As the program moves to the professional degree, more close-at-hand school accessibility to heavily used reference information would benefit the program. The program would benefit from having the informational resources and digital portals for online materials more available during the transition to a new facility. Overall, more resources may be needed to support this effort.
PART I: SECTION 3 – REPORTS

1.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports do not provide the appropriate information

2013 Team Assessment: Statistical reports do not provide all the characteristics of the current pre-professional program. Future statistical reports should reflect the program's student and faculty characteristics for the professional degree that will start in 2014.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports

---

3 In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[ ] Annual Reports and NAAB Responses were provided and provide the appropriate information
[ ] Annual Reports and NAAB Responses do not provide the appropriate information
[ ] Annual Reports and NAAB Responses were not provided

2013 Team Assessment: This is not applicable at this time since the program is progressing towards the M. Arch degree.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Team Assessment: Together, the faculty credentials provided indicate that the faculty possesses a broad knowledge of architectural design, history, construction, building assembly, and environmental concerns, along with community and practice experience. The faculty binders and exhibit demonstrated these abilities.

---

4 The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.
PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Team Assessment: A binder was provided in the team room with policies for the Department, Office of Senior Vice President for Academic Affairs and Provost, Office of Equity and Diversity, and the University Libraries.
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

[X] Met

2013 Team Assessment: From the APR-IC and the binders in the team room evidence is found that ARCH 2330 History of Architecture 1 and ARCH 2340 History of Architecture 2 meet this criterion in the pre-professional program.

A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2013 Team Assessment: Students demonstrate design-thinking skills in various modes in projects and assignments from Arch 3320 Design Studio 3 and Arch 4420 Design Studio 5.

A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

[X] Met

2013 Team Assessment: In the team room, traditional graphic and digital technology skills were primarily observed in final work products of ARCH 1050 – Design Representation 1, ARCH 2050 – Design Representation 2 and 2710 CAD for Architecture.
A.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

**2013 Team Assessment:** Evidence in the team room shows work in ARCH 3360 - Architectural Materials and Systems and ARCH 3370 - Mechanical and Electrical Building Systems 2 meets this criterion.

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

**2013 Team Assessment:** Student work in the Arch 3310 Theory in Architectural Design and Arch 4210 Design Studio 4 indicates that students have gained the ability to gather, record, apply, and evaluate information in various modes – including writing, diagramming, and design. The team finds this criterion Well Met.

A.6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Met

**2013 Team Assessment:** Student work in ARCH 2220 – Design Studio 1 and 3210 – Design Studio 2 demonstrates the ability to use basic and environmental principles.

A.7. Use of Precedents: *Ability to* examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

**2013 Team Assessment:** ARCH 4210 - Design Studio 4 and ARCH 4220- Design Studio 5 show evidence that this criterion is well met. Design Studio 4 - Urban Design Lab provides students with a range of precedent projects to analyze that are an excellent resource for approaching potentials for urban design ideas for the City of Toledo. Design Studio 5 has students investigate a comprehensive set of precedents for design solutions for the Niagara Falls project.

A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

**2013 Team Assessment:** Course work from ARCH 2050 Design Representation 2 and ARCH 2220 Design Studio 1 demonstrates an understanding of fundamental ordering systems. In each area this
understanding is exhibited in two and three-dimensional design with an evolutionary progression presented.

A. 9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

2013 Team Assessment: Evidence was provided in the course work of ARCH 2330 – History of Architecture 1 and ARCH 2340 – History of Architecture 2 that students are gaining an understanding of traditions and global culture. Work from Modern Architecture 3630 also contributes to meeting this criterion.

A. 10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

2013 Team Assessment: Work in the team room demonstrated that students are gaining an understanding of cultural diversity through the seminar ARCH 3310 - Theory in Architectural Education. This criterion is considered Well Met.


[X] Met

2013 Team Assessment: Evidence from work in Arch 4210 Design Studio and ARCH 4420 indicates the understanding students gain of applied research as a means to deepen their design work. This criterion is considered Well Met.

Realm A. General Team Commentary: SPCs in Realm A evaluated are seen to contribute to the professional degree through pre-professional coursework. Throughout this realm, the team found all eleven SPCs were met, four SPCs were considered well met: Investigative Skills, Use of Precedents, Cultural Diversity, and Applied Research.
Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Not Yet Met

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Not Yet Met

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Not Yet Met

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met
B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPG:

- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.7. Environmental Systems
- B.9. Structural Systems

[X] Not Yet Met

B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Yet Met

B. 8. Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Not Yet Met

B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

[X] Not Yet Met
B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Not Yet Met

**Realm B. General Team Commentary:** Since the program is in progress, the Team evaluating this realm found these SPCs *Not Yet Met.*

**Realm C: Leadership and Practice:**
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. **Collaboration:** *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Not Yet Met

C. 2. **Human Behavior:** *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Not Yet Met

C. 3 **Client Role in Architecture:** *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Not Yet Met

C. 4. **Project Management:** *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

[X] Not Yet Met
C. 5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Not Yet Met

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

[X] Not Yet Met

C. 7. Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Not Yet Met

C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

[X] Not Yet Met

C. 9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Not Yet Met

Realm C. General Team Commentary: Since the program is in progress, the Team evaluating this realm found these SPCs Not Yet Met.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of; an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2013 Team Assessment: The University is accredited by the Higher Learning Commission and is a member of the North Central Association, as evidenced in the APR-IC on page 34.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2013 Team Assessment: The proposed degree title is M. Arch (pre-professional degree + 52 graduate credits) as stated in the APR-IC, page 38.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Team Assessment: At present, since there are nine faculty members who teach in the school, all faculty participate in decisions regarding school curriculum and development. Course and curricular approvals are governed by university policy with subsequent approvals reached at the college and university levels. Four licensed architects as indicated in the APR-IC number among the school faculty and participate in these discussions.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAE-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising files.

[X] Not Yet Met

2013 Team Assessment: The BGSU School of Architecture + Environmental Design program is in the process of developing the program of study and does not as yet have a policy for evaluation of preparatory/pre-professional education.

The visiting team did not find evidence of policies, procedures for how the program will evaluate the preparatory or pre-professional education of individuals admitted to the future NAAB-accredited degree program that will start in 2014. SPCs need to be further defined in the pre-professional and professional programs.

Information needed is referenced in the 2009 Conditions:
- Sample SPC Matrix, Appendix 4, page 38
- Part Two (II) Educational Outcomes and Curriculum under Evaluation of Preparatory/Pre-professional Education, page 20
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2013 Team Assessment: The designated candidacy text appears on the school website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
   - The 2009 NAAB Conditions for Accreditation
   - The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: The BGSU School of Architecture + Environmental Design website directly links to the NAAB Website for the 2010 Procedures and the 2009 Conditions.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
   - www.ARCHCareers.org
   - The NCARB Handbook for Interns and Architects
   - Toward an Evolution of Studio Culture
   - The Emerging Professional's Companion
   - www.NCARB.org
   - www.aia.org
   - www.aias.org
   - www.acsa-arch.org

[X] Met

2013 Team Assessment: The BGSU School of Architecture + Environmental Design website directly links to these websites to assist students, parents, and others to gain a greater understanding of architectural education and the profession.

II.4.4 Public Access to APRs and VTRs
In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
   - All Annual Reports, including the narrative
   - All NAAB responses to the Annual Report
   - The final decision letter from the NAAB
   - The most recent APR
   - The final edition of the most recent Visiting Team Report, including attachments and addenda
These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Team Assessment: The APR-IC for the BGSU M. Arch Program can be found in the school office where it is available for review.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2013 Team Assessment: This not yet applicable.
III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Bowling Green State University, APR, pp. 1-2

B. History and Mission of the Program (I.1.1)

Reference Bowling Green State University, APR, pp. 2-4

C. Long-Range Planning (I.1.4)

Reference Bowling Green State University, APR, pp. 12-13

D. Self-Assessment (I.1.5)

Reference Bowling Green State University, APR, pp. 13-14
2. **Conditions Met with Distinction**

See comments II.1.1 Student Performance Criteria:

**Realm A: Critical Thinking and Representation:**

A.5. Investigative Skills

A.7. Use of Precedents

A.10 Cultural Diversity

A.11. Applied Research
3. The Visiting Team

Team Chair, Representing the Academy
Donna Dunay, FAIA
G.T. Ward Professor of Architecture
Chair, Board of Advisors, International Archive of Women in Architecture
School of Architecture & Design
College of Architecture and Urban Studies Virginia Tech
Blacksburg, Virginia 24060
(540) 231-5512
ddunay@vt.edu

Representing the Profession
Kenneth E. Crabel, AIA, CDT, LEED® AP
Associate
Cannon Design
1100 Clark Avenue
St. Louis, MO 63102
(314) 425-8701
(314) 598-7668 mobile
kcrabel@cannondesign.com

Representing the NAAB
Thomas Fowler, IV, AIA, NCARB, Director, (CIDS)
Collaborative Integrative-Interdisciplinary Digital-Design Studio
Architecture Department
California Polytechnic State University
One Grand Avenue
San Luis Obispo, CA 93407
(805) 756-2981
(805) 756-1500 fax
tfowler@calpoly.edu
IV. Report Signatures

Respectfully Submitted,

Donna Dunay, FAIA  
Team Chair  
Representing the Academy

Kenneth E. Crabel, AIA, CDT, LEED®AP  
Team member  
Representing the Profession

Thomas Fowler, IV, AIA, NCARB  
Team member  
Representing the NAAB
SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of Annual Statistical Reports.

Annual Statistical Reports are submitted online through the NAAB's Annual Report Submission (ARS) system (http://ars.naab.org) and are due by November 30 of each year. For specific information or instructions on how to complete Annual Statistical Reports, please refer to the ARS website.

1. Annual Statistical Report
   a. Content. This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS).<sup>16</sup> Much of the information requested this report corresponds to the Institutional Characteristics, Completion and 12-Month Enrollment Report submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.

   b. Submission. Annual Statistical Reports are submitted through the NAAB's Annual Report Submission system and are due on November 30.

   c. Fine for Late Annual Statistical Report. Annual Statistical Reports are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of $100.00 per calendar day until the Annual Statistical Report is submitted. This fine will be assessed when the report is submitted.

   d. Failure to Submit an Annual Statistical Report. If an acceptable Annual Statistical Report is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable Annual Statistical Report after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.

---

<sup>16</sup>IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see http://nces.ed.gov/IPEDS/
SECTION 11: INTERIM PROGRESS REPORT

Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year term of continuing accreditation is approved.

Programs with three-year terms of continuing accreditation or two-year probationary terms are exempt from this requirement.

Annual statistical reports (Section 10) are still required, regardless of a program's interim reporting requirements

*Interim Progress Reports* are due on November 30 at defined intervals after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving an eight-year term of accreditation must submit two interim progress reports.
   a. The first is due on November 30 two years after the most recent visit and shall address all sections in the interim report template (see Appendix 5).

   b. The second report is due on November 30 five years after the most recent visit and shall address at least Section 4 of the template, although additional information may be requested by the NAAB (see below).

   c. **Content:** This is a narrative report that covers three areas:
      i. Changes to the program's responses to Conditions 1.1-1.5 since the previous Architecture Program Report was submitted.
      ii. The program's response or progress in addressing not-met Conditions or SPC or Causes of Concern from the most recent Visiting Team Report.
      iii. Significant changes to the program or the institution since the last visit.

   d. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports must use the template (see Appendix 5). Files may not exceed 5 MBs.

   e. **Review.**
      i. *Two-Year Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the first interim report:
         1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; only the mandatory section of the fifth-year report is required. The annual statistical report (Section 10) is still required.
         2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth year report must include additional materials or address additional sections. The annual statistical report (Section 10) is still required.
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.

4. The annual statistical report (Section 10) is still required.

ii. *Five-Year Interim Progress Reports* are also reviewed by the NAAB Executive Committee. The Committee may make one of two recommendations to the Board regarding the acceptance of the report:
   1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
   2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.

3. The annual statistical report (Section 10) is still required.

f. Decision. The Executive Committee's recommendation on any interim progress report will be forwarded to the Board at the next regularly scheduled meeting.
   1. The responsibility for the final decision rests with the NAAB Board of Directors.
   2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.
4. Catalog (or URL for retrieving online catalogs and related materials)

The University Catalog with course descriptions and related information can be accessed at:
http://www.bgsu.edu/registration-records/courses-and-classes/class-course-information.html

**General reminders when browsing the course catalog**

- The course attribute field can be used to search for Web Based courses and BG Perspective (General Education) courses.
- Clicking on the Course Title will provide you with the course description, number of units, and enrollment information.
- Navigate to the individual class sections by clicking on the “View Class Sections” button.
Appendix A: Timeline for Achieving Initial Accreditation

Timeline for Accreditation of the BGSU Master of Architecture by the NAAB

December 2011  Candidacy Application submitted
January 2012   Eligibility Visit by NAAB representative.
March 2012     Notice of Eligibility received from the NAAB
Summer 2012    Visit for initial candidacy requested for Spring 2013
                NOTE: The visit must take place before April 15, 2013 in order to
                have a decision in at NAAB board meeting July 2013.
September 2012 Candidacy APR submitted
Spring 2013    Applicants reviewed and accepted into first cohort for BGSU M.
               ARCH.
Fall 2013      First cohort for BGSU M. ARCH. advertised for/recruited.
Spring 2014    Applicants reviewed and accepted into first cohort for BGSU M.
               ARCH.
Fall 2014      First cohort enters BGSU M. ARCH.
September 2014 Architecture Program Report for Continuation of Candidacy
due. Visit for continuation of candidacy scheduled.
Spring 2015    Visit for Continuation of Candidacy.
July 2015      Board decision on Continuation of Candidacy
Fall 2015      Second cohort enters BGSU M. ARCH.
Spring 2016    First cohort eligible for graduation. BGSU Awards first M. ARCH.
Summer 2016    Application for Initial Accreditation submitted. Initial Accreditation
               visit scheduled for fall 2016.
Fall 2016      Third cohort enters BGSU M. ARCH.
March 15, 2016 APR for Initial accreditation submitted. Initial accreditation visit
               scheduled.
Spring 2017    Second cohort eligible for graduation.
Fall 2017      Fourth cohort enters BGSU M. ARCH.
Fall 2017      Visit for initial accreditation.
February 2018  Board decision on term of initial accreditation, effective date
determined by recommendation of the visiting team.
Appendix B: BGSU Architectural Accreditation Student Data

Students’ demographics

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEX</th>
<th>ETHNIC</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>F</td>
<td>AmInd</td>
<td>1</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>White</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Female</td>
<td>23</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Black</td>
<td>2</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>White</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Total</td>
<td>83</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>AmInd</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Internation</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Multirace</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>White</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Female</td>
<td>26</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Black</td>
<td>3</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Internation</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>White</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Total</td>
<td>60</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>AmInd</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Internation</td>
<td>2</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Multirace</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>White</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Female</td>
<td>27</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Internation</td>
<td>2</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Multirace</td>
<td>1</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>White</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Male</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Total</td>
<td>74</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Black</td>
<td>3</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Internation</td>
<td>2</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Multirace</td>
<td>1</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>White</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Female</td>
<td>27</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Black</td>
<td>3</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Internation</td>
<td>2</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Multirace</td>
<td>3</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>White</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Male</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Total</td>
<td>67</td>
</tr>
<tr>
<td>YEAR</td>
<td>SEX</td>
<td>ETHNIC</td>
<td>COUNT(DISTINCTA.EMPLID)</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>AmInd</td>
<td>55</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Asian</td>
<td>76</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Black</td>
<td>985</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Hawaiian</td>
<td>4</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Hispanic</td>
<td>298</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Internat</td>
<td>115</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>Multirace</td>
<td>59</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>NotSpec</td>
<td>286</td>
</tr>
<tr>
<td>10-11</td>
<td>F</td>
<td>White</td>
<td>6,866</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Female</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>AmInd</td>
<td>31</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Asian</td>
<td>86</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Black</td>
<td>708</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Hawaiian</td>
<td>7</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Hispanic</td>
<td>276</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Internat</td>
<td>219</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>Multirace</td>
<td>44</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>NotSpec</td>
<td>286</td>
</tr>
<tr>
<td>10-11</td>
<td>M</td>
<td>White</td>
<td>5,864</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Total</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>AmInd</td>
<td>43</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Asian</td>
<td>79</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Black</td>
<td>1,065</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Hawaiian</td>
<td>6</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Hispanic</td>
<td>327</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Internat</td>
<td>129</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>Multirace</td>
<td>113</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>NotSpec</td>
<td>288</td>
</tr>
<tr>
<td>11-12</td>
<td>F</td>
<td>White</td>
<td>6,769</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Female</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>AmInd</td>
<td>22</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Asian</td>
<td>94</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Black</td>
<td>727</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Hawaiian</td>
<td>10</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Hispanic</td>
<td>254</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Internat</td>
<td>191</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>Multirace</td>
<td>75</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>NotSpec</td>
<td>284</td>
</tr>
<tr>
<td>11-12</td>
<td>M</td>
<td>White</td>
<td>5,687</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Total</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>AmInd</td>
<td>34</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Asian</td>
<td>68</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Black</td>
<td>1,074</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Hawaiian</td>
<td>6</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Hispanic</td>
<td>319</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Internat</td>
<td>118</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>Multirace</td>
<td>164</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>NotSpec</td>
<td>290</td>
</tr>
<tr>
<td>12-13</td>
<td>F</td>
<td>White</td>
<td>6,815</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Female</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>AmInd</td>
<td>21</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Asian</td>
<td>93</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Black</td>
<td>693</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Hawaiian</td>
<td>9</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Hispanic</td>
<td>273</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Internat</td>
<td>196</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>Multirace</td>
<td>102</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>NotSpec</td>
<td>256</td>
</tr>
<tr>
<td>12-13</td>
<td>M</td>
<td>White</td>
<td>5,463</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Total</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>AmInd</td>
<td>24</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Asian</td>
<td>64</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Black</td>
<td>907</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Hawaiian</td>
<td>6</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Hispanic</td>
<td>349</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Internat</td>
<td>124</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>Multirace</td>
<td>242</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>NotSpec</td>
<td>249</td>
</tr>
<tr>
<td>13-14</td>
<td>F</td>
<td>White</td>
<td>6,676</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Female</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>AmInd</td>
<td>14</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Asian</td>
<td>100</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Black</td>
<td>608</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Hawaiian</td>
<td>12</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Hispanic</td>
<td>282</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Internat</td>
<td>193</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>Multirace</td>
<td>151</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>NotSpec</td>
<td>221</td>
</tr>
<tr>
<td>13-14</td>
<td>M</td>
<td>White</td>
<td>5,304</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall Total</td>
</tr>
</tbody>
</table>
## Faculty Demographics

<table>
<thead>
<tr>
<th>Year</th>
<th>SEX</th>
<th>ETHNIC</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>F</td>
<td>Asian</td>
<td>20</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>White</td>
<td>319</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>Amlnd</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>Black</td>
<td>13</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>Internat</td>
<td>28</td>
</tr>
<tr>
<td>2011</td>
<td>F</td>
<td>Hispanic</td>
<td>6</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>Asian</td>
<td>26</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>Internat</td>
<td>39</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>White</td>
<td>344</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>Amlnd</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>Hispanic</td>
<td>17</td>
</tr>
<tr>
<td>2011</td>
<td>M</td>
<td>Black</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>827</strong></td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>Hispanic</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>NotSpec</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>White</td>
<td>312</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>Asian</td>
<td>20</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>Internat</td>
<td>27</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>Amlnd</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>F</td>
<td>Black</td>
<td>15</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>Internat</td>
<td>34</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>Amlnd</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>Black</td>
<td>11</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>Hispanic</td>
<td>18</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>White</td>
<td>338</td>
</tr>
<tr>
<td>2012</td>
<td>M</td>
<td>Asian</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>814</strong></td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>Amlnd</td>
<td>2</td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>White</td>
<td>286</td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>Asian</td>
<td>17</td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>Hispanic</td>
<td>8</td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>Internat</td>
<td>29</td>
</tr>
<tr>
<td>2013</td>
<td>F</td>
<td>Black</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>Asian</td>
<td>25</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>Amlnd</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>Internat</td>
<td>35</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>Hispanic</td>
<td>15</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>White</td>
<td>308</td>
</tr>
<tr>
<td>2013</td>
<td>M</td>
<td>Black</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>
# Appendix C: Long Range Planning Documents

## 1. Architecture and Design Strategic Plan – September 2004

**Target**

Establish a NAAB accredited Masters degree in Architecture with unique strengths to serve the region, the state of Ohio and the nation with quality graduates.

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Roadblocks</th>
<th>Resources</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-7 years</th>
<th>Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>Need significant faculty/ admin. time required for blue sheeting new graduate courses to meet NAAB Criteria Political considerations internal and external.</td>
<td>NAAB Criteria Advisory Committee Targeted institutions and individuals for consulting</td>
<td>PDP for Master of Architecture approved by Ohio Board of Regents</td>
<td>Granted candidacy by NAAB for the Master of Architecture Program</td>
<td>Having NAAB accredited Master of Architecture Program</td>
<td>Alignment all courses with NAAB requirements Define M. ARCH. Specializations Achieve local, regional, statewide support for MARCH</td>
</tr>
<tr>
<td><strong>Assessment of Learning Outcomes</strong></td>
<td>International experience not currently required in the program.</td>
<td>Advisory Committee Network of national and international design professionals for juries. Office of international studies</td>
<td>First summer international experience Showcase A/EDS student work</td>
<td>Establish formal reviews for design studios Allocated funding for Lecture series</td>
<td>Having meet all Student Performance Criteria for NAAB</td>
<td>Alignment Co-op and international experiences with NAAB standards for assessment.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Departmental status may be required Priority for Chair Search No females on staff Departmental Budget allocation</td>
<td>Chair is willing to create new department Dean and Provost want NAAB status NAAB guidelines and site visit recommendations Female Architects are in area</td>
<td>Propose creating a new department with shared chair of VCTE Hire national leader for the accreditation process Search for Department chair Establish budget</td>
<td>New department of Architecture has own chair and budget. Total faculty at minimum of 10 for NAAB MAarch degree Allocated funding for faculty development</td>
<td>Achieve NAAB status with our first graduate and maturing department of tenured faculty and professors of practice.</td>
<td>Strengthen the faculty to meet or exceed NAAB guidelines as a department</td>
</tr>
<tr>
<td><strong>Facilities &amp; Equipment</strong></td>
<td>Make MAarch priority at the University level for a space and equipment</td>
<td>Well-document facilities of accredited architecture programs</td>
<td>Upgrade Junior/Senior Studios with computers</td>
<td>Add one technical staff For model workshop</td>
<td>Reach the level of Compliance with NAAB standards</td>
<td>Provide space that meets NAAB standards Upgrade drafting tables and apparatus Dedicate computers for the A/EDS Program</td>
</tr>
<tr>
<td><strong>Enrollment Management</strong></td>
<td>Marketing to prospective undergraduates would be much easier with NAAB status</td>
<td>Alumni University Administration College UPSO AIAS Matriculation Status Portfolio Reviews</td>
<td>Upgrade and enhance Web page for A/EDS Improve Marketing/ Promotional materials</td>
<td>Actively recruit women and minorities Consider international recruitment</td>
<td>Provide professional registration seminars Provide AIA Continuing Ed offerings</td>
<td>Balanced program to serve both undergraduate and graduate program</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Public is unaware of tremendous outreach of student/faculty work. Need to rally support to expand this at the graduate level MArch</td>
<td>Excellent faculty expertise in Urban Design Historic Preservation, Digital applications Junior Studio Senior Studio Toledo Design Center</td>
<td>Grow Urbanism studio in association with UT Geography &amp; Planning and Toledo Design Center Increase PR in this area</td>
<td>Secure state funding for more collaborative ventures Highlight Graduate projects in Architecture.</td>
<td>Establish all year-round Design Studio at the TDC in Urban Design, Preservation, Others</td>
<td>To make engagement and contextual based learning a centerpiece of the program.</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Comparatively fewer grants Lack of conference presentation financial aid,</td>
<td>Good base of scholarship by faculty Center for Applied Technology SPAR</td>
<td>Plan to encourage involvement of lecturers and instructors</td>
<td>Get involved in planned collaborative grant writing</td>
<td>Host of ACSA Regional Conference at BGSU</td>
<td>Increase scholarship with graduate program and undergraduate research</td>
</tr>
</tbody>
</table>
2. “Strength, Weaknesses, Opportunities, and Threats” Report, BGSU Department of AD+ED, 2004

A SWOT Analysis is an exercise designed to identify Strengths, Weaknesses (internal), Opportunities, and Threats (external), and then to consider how opportunities can be leveraged with strengths, threats can be avoided or mitigated with strengths, and opportunities and threats can be used to overcome weaknesses.

Readings on SWOT Analysis and Strategic Planning:


SWOT Analysis: Department of Architecture and Environmental Design

PREAMBLE (Principles deconstructed from the SWOT analysis below)

Strengths
- Have completed NAAB Accreditation Candidacy materials
- The department committed to recruitment growth and increased retention
- Number of graduates accepted to Master of Architecture programs continues to increase along with the level of financial support and scholarships they receive.
- Culturally diverse faculty with a variety of skills and interests
- Strong faculty scholarly accomplishments
- Strong collaboration with academic units across campus, including, the Department of Construction Management, the School of Art, and American Culture Studies
- Course offerings include BGP classes with International Perspective
- Recruitment efforts directed towards targeted two-year institutions have resulted in a number of students transferring into third year of BS in Architecture program
- Affiliation with AIA Toledo
- Affiliation with Toledo Design Center and collaboration with University of Toledo
- Miscellaneous strengths
  - Available digital and software resources provide opportunities to enhance student learning
  - Established Lecture series enhances program credibility
  - Library holdings for architecture have increased
  - Short-term study abroad program offers a unique learning experience for architecture students
  - Affiliation with the AIA High School Design Competition
  - Annual Student Exhibition promotes program across campus

Weaknesses
- Lack of contiguous facilities that house all levels of program. Lack of interaction between studio levels is detrimental to learning. Not acceptable by accrediting body.
- Limited recognition due to lack of accreditation by NAAB
- Lack of a graduate program – limits recruitment and retention
- Lack of well formulated department-based admission criteria
- Lack of a dedicated computer lab for architecture majors
- Lack of adequate printing and fabrication resources
- No resources aligned to improve advanced digital skills for faculty
- Challenging environment for external funding and grants
- No established structure for department specific development
- No gender or racial diversity among faculty
- Faculty salaries lack parity with other architecture programs
- Disproportionate allocation of non-tenure faculty to tenured/tenure track faculty
- Faculty professional development funding very limited
- Level of departmental funding in c
- No department specific graduate coordinator for architecture
- Instructional load required for department chair
Weak alumni relations – graduates receive professional degrees elsewhere which reduces their connections to BGSU

Opportunities
- Positioned for enrollment growth with recruiting plan in place
- Opportunities for collaboration with the new Center of Excellence for Sustainability and the Environment in teaching and research
- Short-term study abroad program offers a unique learning experience that could be expanded to include students from other institutions
- Potential for development of full semester study abroad program
- Potential for a career discovery program to enhance the department outreach and recruitment efforts
- Potential for increased professional continuing education offerings
- Establishing articulation agreements with two-year institutions to increase transfer
- Graduate program, when in place, will enhance opportunities for research and external funding
- Graduate program, when in place, will enhance opportunities for alumni relations and development efforts
- Graduate program, when in place, will attract better prepared students
- Establishing relationships with high schools in Northwest Ohio has potential to enhance recruitment
- Expanding studio projects to connect with communities in region
- International collaboration and faculty exchange

Threats
- Not staying on track for NAAB candidacy and accreditation
- Delays in completion of facility in relation to accreditation and graduate program timeline
- Negative impact of cut back in tuition waivers may impact the M. Arch as the program plan calls for teaching assistants for first year undergraduate courses.
- Increasing tuition and costs
- Further cuts in the college and departmental budget
- Further cuts in faculty and staff lines
- Instructional load not reduced for department chair
- No department-specific graduate coordinator allocated
3. 2012-2017 Strategic Planning Cycle-College Level
(Appendices of the original document are not included)

University Vision
Bowling Green State University (BGSU) aspires to be a premier learning community, and a national model, for developing individuals and shaping the future through learning, discovery, collaboration and personal growth.

College of Technology Vision
The College of Technology will be nationally known as an prominent academic leader in educating students to become design and technological professionals for a sustainable world. The College will be a pioneer in innovation, and an effective driving force of economic development through applied research, engagement and partnerships in the region and beyond.

Mission
Bowling Green State University (BGSU) provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

College of Technology Mission
The College strives to provide students with a supportive learning environment, experiential opportunities, and a culture of applied research, to prepare them to be successful technical and design professionals. The College academic programs enable students to become life-long learners, skillful communicators, and leaders in a global community. The College is committed to service, scholarship and the dissemination of knowledge.

University Strategies
1. Create distinctive coherent undergraduate learning experiences that integrate curricular and co-curricular programs.
2. Expand the student populations for BGSU enrollment and implement programs to recruit and retain them to successful program completion.
3. Identify and pursue economic development and curricular engagement opportunities.
4. Enhance institutional capabilities for research and creative achievements.
5. Realign individual and institutional incentives and resources to support institutional priorities.
6. Adapt institutional processes and resources for attracting new faculty and staff and for promoting the development of their talent and contributions.
7. Increase institutional diversity and inclusion through communication of benefits.
**SUMMARY OF PLANNED ACTIONS**

<table>
<thead>
<tr>
<th>Identified Actions</th>
<th>Related Strategies</th>
<th>Action Timeline</th>
<th>Responsible Party</th>
<th>Measure Index(es)</th>
<th>Review Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: Review and revise new student orientation process.</strong></td>
<td>1, 2</td>
<td>AY 2011-12</td>
<td>Dean</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>1. Pursue reconfigurations of academic departments and services</td>
<td>1,2,3</td>
<td>AY 2012-2014</td>
<td>Dean, A deans &amp; Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Revitalize Advocate board and Improve communication with stakeholders</td>
<td>3,5</td>
<td>AY 2012-2013</td>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Increase enrollment &amp; retention and enhance advising, mentoring and COOP operations</td>
<td>2,6</td>
<td>2012-2014</td>
<td>Dean &amp; A deans &amp; Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Elevate the reputation and develop a new brand for the College</td>
<td>2,3,4,6</td>
<td>2012-2017</td>
<td>Dean, Chairs, Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Improve the current facilities, classrooms and other spaces</td>
<td>1,2,5</td>
<td>2012-2017</td>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Expand and improve the undergraduate programs in the College</td>
<td>1,2,6,7</td>
<td>2012-2017</td>
<td>A dean and Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Expand and improve the graduate programs in the College</td>
<td>2,3,4</td>
<td>2012-2017</td>
<td>A dean and Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Develop strategic partnerships &amp; collaboration with industry</td>
<td>3,4,6</td>
<td>2012-2014</td>
<td>Dean and Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Increase the volume of funded research and scholarship in the College</td>
<td>3,4</td>
<td>2012-2017</td>
<td>A deans &amp; Chairs and Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Develop a plan to secure endowed professorships in every discipline.</td>
<td>3,4,5,6,7</td>
<td>2012-2017</td>
<td>Dean and Development Officer &amp; Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Develop an active outreach and educational programs for K-12 and for adult learners</td>
<td>2,3,5</td>
<td>2012-2014</td>
<td>Dean, Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Increase the number of online undergraduate and graduate programs</td>
<td>2,5,7</td>
<td>2012-2017</td>
<td>Dean and Chairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTES ON PLANNED ACTIONS

Action 1
Pursue reconfigurations of academic departments and services.
1.1 Establish a new Aviation Technology Department
1.2 Establish a new Visual Communication Technology Department
1.3 Establish a new Learning Design Technology Department
1.4 Restructure The office of undergraduate Services
1.5 Realign the Dean’s Office to better serve students and departments

Action 2
Revitalize Advocate board and Improve communication with stakeholders
2.1 Recruit new members to the College advocates board
2.2 Develop new bylaws for the board
2.3 Establish the advocates development Committee

Action 3
Increase enrollment & retention and enhance advising, mentoring and COOP operations.
3.1 Develop long term recruitment plan
3.2 Develop an annual recruitment plan
3.3 Establish a robust advising model for first year –Focus on student success
3.4 Implement the College retention strategies
3.5 Review the current COOP program and develop a roadmap for improvement
3.6 Increase the number of endowed scholarships in each program

Action 4
Elevate the reputation and develop a new brand for the College
4.1 Change the name of the college
4.2 Develop a marketing plan to promote each academic program and their unique features
4.3 Showcase all the research accomplishments of the faculty
4.4 Showcase EVI and its accomplishments
4.5 Showcase our COOP program and its successes
4.6 Develop a plan to secure endowed professorships in every discipline
4.7 Establish an endowed center for clean & renewable energy technologies
4.8 Achieve NAAB and ABET accreditation

Action 5
Improve the current facilities, classrooms and other spaces
5.1 New facility for department of architecture
5.2 A new construction technology laboratory
5.3 Rehabilitate the engineering technology laboratories
5.4 Build a new cross media technology Laboratory
5.1 Rehabilitation of the Annex

Action 6
Expand and improve the undergraduate programs in the College
6.1 Conduct curriculum review for all undergraduate programs
6.2 Define components of experiential learning more clearly
6.1 Position the College to respond to the engineering & technology challenges of 2020
6.4 Hire faculty strategically to support the College STEM agenda

Action 7
Expand and improve the graduate programs in the College
7.1 Utilize the engineering & technology challenges of 2020, to define relevant focus areas.
7.2 Recruit aggressively from outside the USA
7.3 Hire faculty strategically to support the College STEM agenda
7.4 Establish an endowed center for clean & renewable energy technologies
7.5 Develop a plan to secure endowed professorships in every discipline.
7.6 campaign for named scholarships for graduate students

Action 8
**Develop strategic partnerships & collaboration with industry**
7.1 Aggressively pursue establishing active relationship with regional industries and technology firms
7.2 Utilize COOP relationship to establish ties in other venues
7.3 Offer certificate and continuing education programs to cater to the need of local industries
8.3 Establish an endowed center for clean & renewable energy technologies

Action 9
**Increase the volume of funded research and scholarship in the College**
9.1 Establish an endowed center for clean & renewable energy technologies
9.2 Hire faculty strategically to support the College research ambitions
9.3 Adopt a policy of course release to allow faculty to engage in significant research

Action 10
**Develop an active outreach and educational programs for k-12 and for adult learners**
10.1 Each department will develop a proposal for different types of summer camps
10.2 Seeks grant funding to support cost
10.3 campaign for donation and endowment of summer camps
10.4 Collaborate with other units on campus
10.5 Offer workshops and certificate programs in summer

Action 11
**Increase the number of online undergraduate and graduate programs**
11.1 Conduct external review of College online programs
11.2 Carry out Market study to identify needs
11.3 develop a strategic plan for College online programs
<table>
<thead>
<tr>
<th>Index</th>
<th>Title</th>
<th>Strategies</th>
<th>Actions</th>
<th>Target Level</th>
<th>Five Year History</th>
<th>Other Bnchmrk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial Stability Discretionary private dollars rec’d during fiscal year</td>
<td>3, 4</td>
<td>2, 7, 8</td>
<td>100,000</td>
<td>$16,448.21 $21,612.49 $17,453.00</td>
<td>$15,162.50 $25,210.25</td>
</tr>
<tr>
<td>1</td>
<td>Financial Stability Restricted private dollars rec’d during fiscal year</td>
<td>3, 4</td>
<td>2, 7, 8</td>
<td>250,000</td>
<td>$72,713.64 $106,353.83 $55,435.08</td>
<td>$81,402.08 $52,555.57</td>
</tr>
<tr>
<td>1</td>
<td>Financial Stability Total FTE of Grad Stus (as of 15th day Fall Term-* )</td>
<td>2, 3, 4</td>
<td>4, 5, 7, 9, 11</td>
<td>120</td>
<td>31 45 39 38 45</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Financial Stability Total FTE of Grad Stus not receiving scholarships</td>
<td>3, 4</td>
<td>4, 7, 9</td>
<td>70</td>
<td>7 13 17 19 19</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Financial Stability Total FTE of Grad Stus supported by grant dollars</td>
<td>3, 4</td>
<td>4, 5, 7, 8, 9, 11</td>
<td>40</td>
<td>0 0 0 1 0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Financial Stability SCH taught by Grad Stus</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Access &amp; Success SCH / FTE for UG, Grad and Total (for fall and spring terms combined)</td>
<td>1, 2, 3</td>
<td>1, 3, 4, 5, 6, 7, 8</td>
<td>UG-400 Grad-60 Total-436</td>
<td>UG-341 Grad-49 Total-362</td>
<td>UG-335 Grad-41 Total-352</td>
</tr>
<tr>
<td>2</td>
<td>Access &amp; Success 1st yr Freshmen Retention Rate</td>
<td>1, 2</td>
<td>3, 4</td>
<td>82</td>
<td>79.1 78.4 80.5 80.7 69.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Access &amp; Success Degrees Awarded / FTE (Students)</td>
<td>1, 2, 7</td>
<td>1, 3, 5, 6</td>
<td>0.30</td>
<td>0.26 0.28 0.26 0.26 0.23</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Access &amp; Success Diversity of Students</td>
<td>1, 2, 7</td>
<td>3, 6, 8, 10</td>
<td>Grad- 35% UG-25%</td>
<td>Grad – 35% UG – 16%</td>
<td>Grad – 26% UG – 11%</td>
</tr>
</tbody>
</table>
## SCORECARD OF KEY MEASURES

<table>
<thead>
<tr>
<th>Index</th>
<th>External Measures</th>
<th>Related Items</th>
<th>Strategies</th>
<th>Actions</th>
<th>Target Level</th>
<th>Five Year History</th>
<th>Other Bnchmrk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Access &amp; Success</td>
<td>Diversity of Faculty / Staff</td>
<td>3,6,7</td>
<td>4,9,10</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>Student Achievement</td>
<td>6 yr UG Graduation Rate</td>
<td>1,2,5,6</td>
<td>1,2,5,6</td>
<td>4yr - 50%</td>
<td>4 yr - 26.7%</td>
<td>4 yr - 26.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5yr - 70%</td>
<td>5 yr - 44.2%</td>
<td>5 yr - N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6yr-90%</td>
<td>6 yr - N/A</td>
<td>6 yr - N/A</td>
</tr>
<tr>
<td>3</td>
<td>Student Achievement</td>
<td>Median ACT for incoming Freshmen class &amp; for all stud. enrolled in the College</td>
<td>1,2,4,5,6</td>
<td>1,3,4,6,10</td>
<td>Freshman-23</td>
<td>Freshman-21</td>
<td>Freshman-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-23</td>
<td>All -21</td>
<td>All -21</td>
</tr>
<tr>
<td>3</td>
<td>Student Achievement</td>
<td>Percent of Students in the Top 20% of H.S. Class</td>
<td>1,2,4,5,6</td>
<td>1,3,4,6,10</td>
<td>35%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>4</td>
<td>Economic Development &amp; Research % of Students in Coop/Internships</td>
<td>1,3,4</td>
<td>3,7,8,9</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Economic Development &amp; Research Research / Grant $</td>
<td>3,4,6</td>
<td>5,8,7,9</td>
<td>$2,000,000</td>
<td>$591,421</td>
<td>$330,893</td>
<td>$750,264</td>
</tr>
<tr>
<td>5</td>
<td>Efficiency FT / PT Faculty %</td>
<td>2,5</td>
<td>1,3,5,6</td>
<td>95%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>5</td>
<td>Efficiency TT / NTTF Faculty %</td>
<td>3,4,5,6</td>
<td>4,9</td>
<td>80%</td>
<td>48%</td>
<td>48%</td>
<td>43%</td>
</tr>
<tr>
<td>5</td>
<td>Efficiency Degrees Awarded / FTE (Faculty)</td>
<td>1,2,6</td>
<td>1,3,4,6</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>