

Assurance Argument

Bowling Green State University - OH

Review date: 9/1/2026

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

(1.A.1.) Under the leadership of its new president, [Dr. Rodney K. Rogers](#), Bowling Green State University (BGSU) began updating the University's strategic plan in Spring 2018, [which included revisions to the BGSU Mission statement in place since 2011](#). [Multiple consultations](#) with different stakeholder groups of faculty, staff, and students across the institution's academic colleges, offices and divisions led to the articulation of six objectives for BGSU's 2018 strategic plan, [Focus on the Future](#). They were:

1. Redefining student success
2. Increasing and connecting our research and creative activities for public good
3. Empowering and supporting all people to achieve excellence
4. Advancing our impact through engagement
5. Aligning infrastructure for value and excellence
6. Telling our story

Focus on the Future was developed with an eye towards positioning BGSU to successfully address the [predicted looming higher education enrollment cliff](#).

BGSU is a state institution that prides itself on staying on the pulse of best practices and trends that inform the success of academic and programmatic operations. The COVID-19 pandemic of 2020, coupled with news of downward first-time student enrollment figures, high unemployment rates, popularity spikes of online learning and a plethora of other local, national, and international factors precipitated the need for the institution to review the 2018 strategic plan and Mission statement for greater institutional adaptability and congruity with real-world demands and events. The review of

Focus on the Future began at the [Board of Trustees \(BOT\) meeting in October 2020](#).

In December 2020, President Rogers and Provost and Senior Vice President for Academic and Student Affairs (hereafter Provost), Whitehead, initiated the review of *Focus on the Future*. [Town halls and presidential email communication, including feedback survey requests](#), were utilized to ensure broad engagement and transparency of the process. A “comment period” in January 2021 provided University stakeholders opportunities to provide input regarding the reformulation of the University’s priorities. In February 2021, President Rogers and Provost Whitehead continued to meet with campus constituencies, to include faculty, classified and administrative staff, Faculty Senate, and the Faculty Association to gather feedback and recommendations to modify *Focus on the Future*. The recommendations and feedback led to a more refined strategic plan entitled [Forward](#) which contains four institutional objectives instead of six as in *Focus on the Future*. *Forward* was approved by the Board of Trustees in May 2021 (see 2.A.1.). The four institutional objectives that guide BGSU are:

1. Driving Public Good Through Redefining Student Success
2. Creating Public Good Through Research, Creative Activities, Partnerships and Engagement
3. Powering Public Good Through Our People and Community
4. Supporting Public Good Through efficient and Effective processes, Structures and Technology

[Forward](#) serves to accentuate BGSU’s redefinition of student success while elevating its commitment to research, creative activities, partnerships, external engagement, and overall quality of institutional effectiveness for the public good. [Metrics associated with this new strategic plan are currently in the process of development and/or refinement](#).

[BGSU’s Mission, Vision and Core Values statements](#) remained unchanged in the institution’s current strategic plan *Forward*.

“Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research and outreach, BGSU builds a collaborative, diverse and inclusive community where creative ideas, new knowledge and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation and the world.” – **BGSU Mission Statement**.

“With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms and impacts individuals and communities through learning, collaboration and discovery. As a public university, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic and social vitality of our region, the state of Ohio, the nation and the world.” – **BGSU Vision Statement**.

“Intellectual and personal growth; Creativity, innovation and entrepreneurship; Diversity and belonging; Collaboration with each other and our partners; Excellence in all we do.” – **Core Values**.

(1.A.2.) The opening sentence of the Mission statement defines the nature and scope of the institution’s purpose, which is further reflected in statements of purpose throughout the University. BGSU offers a wide array of over two-hundred degrees from nine academic colleges. [Academic colleges, departments and schools within the colleges, University Libraries, and other units](#) of the institution have developed mission, vision, values, or goals statements and related strategies that are

appropriate to their units to better guide their local activities and are aligned with the institutional Mission, Vision, Core Values, and strategic plan ([Colleges' Mission Statements](#); Samples of Colleges' and non-academic units' strategic plans aligned with *Forward: College of Health and Human Services*, [Schmidthorst College of Business](#), [Firelands](#), [College of Technology, Architecture and Applied Engineering](#), [Office of Institutional Effectiveness](#)).

To ensure mission statements are current at the unit level, each academic, cocurricular, and administrative department periodically undergoes a review of all aspects of its programs. As part of this review (see 4.A.1.), departments are asked to review their unit-level mission statements and indicate how they align with the University's teaching, research, and public service missions and strategic plan initiatives. Academic departments also are asked to describe the relevancy of their academic programs, faculty involvement in scholarly endeavors, and departmental service to the University and the community.

As a [public institution of higher education in the state of Ohio](#), BGSU's commitment to "create public good" has local, regional, national, and international impact. This is supported not only by the breadth and quality of the institution's academic offerings but also by the national recognition of BGSU as a Carnegie R2 classified doctoral research university. The University remains a longtime leader in the areas of service-learning/community-based learning and student community engagement. In 2015, BGSU was selected as one of only 240 institutions to receive the [2015 Community Engagement Classification from the Carnegie Foundation](#) – a classification valid until 2025. Many [alumni success stories](#) exemplify the relevance of the entrepreneurial, innovative, creative, and global stances of BGSU's excellence-driven mission. The Division of Research and Economic Engagement (DREE) supports the scientific, scholarly, research, and creative activities of faculty, staff, students, and manages the University's intellectual property portfolio. DREE also facilitates research and commercialization collaborations with the public and private sectors. In 2018, [BGSU was designated an Innovation and Economic Prosperity \(IEP\) University by the Association of Public and Land-Grant Universities \(APLU\) and its Commission on Innovation, Competitiveness, and Economic Prosperity](#). BGSU is one of just 60 institutions in North America to receive this internationally recognized distinction, demonstrating the University's commitment to economic and community engagement.

(1.A.3.) Spanning the spectrum from formal educational offerings to informal or formal relationships, services, and engagement activities, the University fulfills its stated mission of enhancing the lives of the "publics we serve." The University serves students in Northwest Ohio, but also many other regions of Ohio, the nation, and the world. This is reflected in the diversity of its faculty, students and staff as illustrated in the institutional enrollment profile ("[BGSU-at-a Glance](#)").

Educational opportunities encompass basic and applied sciences, teacher education, healthcare, the liberal arts, at bachelor, graduate, and doctoral levels as well as vocational and technical preparation at the associate level. The Undergraduate and Graduate Catalogs provide [a full list of all associate, baccalaureate, graduate, minor and certificate offerings](#). Educational modalities, including eCampus and the Graduate College, accommodate non-traditional populations. The Firelands campus is a non-residential, commuter campus whose student population is approximately 11% non-traditional. Firelands offers associate degrees in more than twenty areas of study and prepares students for transfer and/or entry into technical or paraprofessional job markets. Numerous student-focused services or offices exist on both campuses as part of the University's commitment to first-generation, non-traditional, under-prepared students, and, in general, a diverse student body. BGSU identifies as an LGBTQ-friendly institution (see Campus Pride Climate Index in 3.B.3.). The University is the

long-term recipient of [federal TRIO grant](#).

The following examples of partnerships and academic programs demonstrate the scope of BGSU's educational offerings and services aligned to its Mission and related statements:

- [The College of Health and Human Services partnered with the University of Findlay to expand its dual pharmacy degree](#). In doing so, the College recognized the need for [inter-university partnerships that leverage new, strong, in demand, and streamlined academic programs for students](#).
- BGSU offers a [Bachelor of Science in Resort and Attraction Management in partnership with Cedar Fair](#). The [Master Agreement](#) stipulates that, in consultation, BGSU develops a curriculum for the program while Cedar Fair collaborates on the design and implementation of high quality student Co-op opportunities.
- Similarly, the [Great Lakes Center for Fresh Waters and Human Health](#) is a broader collaborative effort between nine universities and research institutions studying cyanobacterial harmful algal blooms in the Great Lakes and other fresh waters. BGSU is one of four universities receiving funding from the National Institute of Environmental Health Sciences (NIEHS) and the National Science Foundation (NSF) to study the effects of algal blooms. This project is an example of an integration of research, student experiential learning, and public service that span across local state boundaries.
- A "[Science Café](#)" model, developed via a partnership between BGSU researchers and the Civic Engagement program, further models creative ways that engage the general public in learning more about how research impacts their lives and their communities.
- BGSU is one of only a few universities in the United States that has an airport on its main campus. [The University partners with North Star Aviation, Inc.](#), to deliver flight school and ground instruction to students in the College of Technology, Architecture and Applied Engineering. Graduates from the [Aviation Studies](#) program work for airports, airlines, aviation consulting firms, general aviation facilities, and aviation-auxiliary businesses.
- In a [mutual agreement, BGSU and Mercy College of Ohio have launched a co-enrollment, dual degree program](#) whereby students earn the Bachelor of Applied Health Science (BAHS) from BGSU and the Bachelor of Science in Nursing (BSN) from Mercy College.
- A new [Forensic Science undergraduate degree combined with an on-campus Bureau of Criminal Investigation \(BCI\)](#) offers a gateway to unparalleled research, experiential learning, and career opportunities to students.
- The [Center for Photochemical Sciences](#) offers the nation's first PhD program in Photochemical Science.

These are a few examples of engagement with constituents that speak directly to multiple initiatives in *Forward*, specifically "Differentiating the traditional undergraduate experience" (#3), "Broadening Access through partnerships, pathways and innovative programs" (#4), "Focusing Research and Creative Activities" (#5), "Partnerships" (#6), all of which fulfill the BGSU Mission of benefiting "others in our region, the state of Ohio, the nation and the world."

The significant and rapid shifts in business, changing demography, regional healthcare needs, and the desire to recruit new industry in the region have increased the demand for appropriately educated personnel. In response, BGSU has championed several new academic programs designed to meet these regional needs. For example, in addition to the stand-alone Bachelor of Science in Nursing (BSN) – one of the fastest growing programs on campus – [BGSU began a fully online RN to BSN program](#) that allows registered nurses with an associate degree or diploma in nursing the ability to

continue their education and earn a Bachelor of Science in nursing degree. BGSU graduated its first class of RN to BSN students in December 2020. The University also serves employers in the region in both public and private sectors through efforts and programming by its Colleges. Of significance is the [Division of Research and Economic Engagement](#) which serves regional economic interests.

Such innovations significantly expand access to education through partnerships in the community in alignment with BGSU's stated Mission commitment to "engaged citizenship and leadership in a global society" and with Strategic Objective #1 of *Forward* ("Driving Public Good Through Redefining Student Success"). As BGSU embraces community-based partnerships and collaborative faculty scholarship and innovation, these efforts are also in alignment with Strategic Objective #2 of *Forward*: "Creating Public Good Through Research, Creative Activities, Partnerships and Engagement." [BGSU's national and regional spotlight is strongly established.](#)

(1.A.4.) In 2020, [the divisions of Academic Affairs and Student Affairs were combined](#) to both report directly to the Provost and Senior Vice President for Academic and Student Affairs. Reporting to this division are 9 colleges: College of Arts and Sciences, Allen W. and Carol M. Schmidhorst College of Business, Graduate College, College of Musical Arts, Honors College, College of Education and Human Development, College of Health and Human Services, College of Technology, Architecture, and Applied Engineering, and Firelands College. In addition to extensive academic offerings as seen in 1.A.3., the division also includes units dedicated to the support of undergraduate and graduate students (e.g. Academic Advising; Center for Undergraduate Research and Scholarship; Non-traditional and Military Student Services; Dean of Students; Off-campus Student Services; Residence Life; University Libraries) and other programs or non-academic units such as Online and Summer Academic Program (OSAP), the Office of Institutional Research (OIR), the Office of Institutional Effectiveness (OIE), etc. [The Graduate College provides a broad range of support services to graduate students](#), including: webinars, virtual appointments, virtual information sessions, theses and dissertations resources and assistance, graduate assistantships, fellowships, scholarships and awards, professional development colloquia, etc. Student life opportunities are plentiful and include living learning communities, athletic and arts programming, and [over 300 student organizations](#). The C. Raymond Marvin Center for Student Leadership and Civic Engagement sponsors and organizes multiple community and volunteer service opportunities for students, faculty, and staff. BGSU also provides support to parents through the Office of Parent, Family, and New Student Connections. Through these opportunities and services, students gain the holistic education experiences referenced in the BGSU Mission Statement.

[Enrollments at BGSU](#) have held relatively steady in the past five years (2017-2021), with a total unduplicated headcount ranging between 22,000-23,000, with an average FTE of 17,265 over the same period. BGSU has a deep bedrock commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. This diversity is reflected in the [institution's enrollment profile](#): in 2021, approximately 20.5% of students identified an ethnicity other than white; the corresponding percentage among faculty was 16%. The [Division of Diversity and Belonging](#), home to the Office of Multicultural Affairs, LGBTQA+ Programs, TRIO Programs, the Center for Women and Gender Equity, the Center for Violence Prevention and Education, the Office of Title IX, the C. Raymond Marvin Center for Student Leadership and Civic Engagement, and the Office of Equity and Compliance, was created to foster and affirm diversity by promoting meaningful participation and to ensure that individuals are treated with dignity.

(1.A.5.) BGSU is a Public University for the [Public Good](#). This tagline has come to define the institution's identity and responsibility in all its programming. [This sentiment is articulated first and](#)

[foremost in the University's strategic plan, *Forward*](#). The University's Mission and Vision are prominently featured on BGSU's website, in print and on its campus, and are embedded in several institutional processes. such as [administrative staff performance evaluations](#).

To expand communications of the institution's work, impact, and contribution to the public good, the Office of Marketing and Communication was reorganized in 2020 as the Office of Marketing and Brand Strategy and its new Assistant Vice President is a member of the President's Cabinet. The elevation of this office to the President's Cabinet reflects a concerted emphasis on communications for accrued transparency to campus and external stakeholders concerning the institution's work, impact, and contribution as a public institution at the service of the "public good". [In April 2022, the University resumed the speaker series TEDxBGSU with the year's theme focused on 'For the Public Good.'](#) Such initiatives serve to demonstrate how the University community collaboratively helps to move its Mission forward.

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

(1.B.1) BGSU is committed to supporting the material and social well-being of the residents of northwest Ohio and the state as a whole. BGSU's engagement enterprise encompasses a wide range of activities, examples of which include:

- [Civic Engagement in the C. Raymond Marvin Center for Student Leadership](#) is a gateway for students to access opportunities and resources and develop leadership and partnership skills to impact our region and world.
- [The Institute for the Study of Culture & Society \(ICS\)](#) is a public humanities hub which serves to encourage innovation in the arts, humanities, and social sciences, empowering people and communities to leverage the strengths of the humanities to serve the public good.
- [The Center for Regional Development](#) partners with and convenes stakeholders from communities and organizations to enhance the economic vitality of Northwest Ohio. Through various programs, the Center provides labor data to assist communities and companies in developing workforce and talent attraction strategies. As an example, the [Reimagining Rural Regions \(R3\) Initiative](#) was developed to provide expertise to communities to improve the quality of life and aid the attraction and retention of talent. [Click here for the Center's 2021-2025 Strategic Plan](#).
- Additionally, the Allen W. and Carol M. Schmidthorst College of Business hosts 4 Centers and Institutes: 1) The Paul J. Hooker Center for Entrepreneurial Leadership, one of 20 centers worldwide recognized by the Association to Advance Collegiate Schools of Business (AACSB). It is also Northwest Ohio's premier resource for entrepreneurial education, featuring a [week-long Entrepreneurship Week \(E-Week\) which includes the annual student pitch program called The Hatch](#); 2) [The Center for Business Analytics](#), which provides consulting services to the BGSU community and to external companies and organizations; 3) [The Supply Chain Management Institute](#) which provides engagement with the business community, and 4) [The Insurance & Risk Management Institute](#), whose mission is to build collaborative relationships with the insurance industry and establish educational and professional networks between the industry and students.

More importantly, BGSU has a major impact on the overall economic prosperity of its region as exemplified by the long-standing commitment of its faculty to economic engagement through robust teaching, service, creative, and research activities.

(1.B.2.) BGSU constantly evaluates how best to provide quality educational experiences within the constraints of state support and the student population. To maintain the quality of its programs, close attention is paid to external accreditation processes, external program review, and assessment of student learning in both general education and in specific degree programs (see 4.A. and 4.B.), all within a balanced budget. Approximately 80% of expenses are allocated to instruction, student support services, academic support, research, and public service (see [Figure 21 in the 2020 IPEDS Data Feedback Report](#)).

(1.B.3.) Enhancing “the lives of our students, stakeholders and the many publics we serve . . . [to] benefit others in our region, the state of Ohio, the nation and the world” is an essential component of BGSU’s Mission. In response to increasing demand, BGSU amplified its nursing program (offered through the [newly-created School of Nursing](#)) and newly-created a School of Physical Therapy with a [Doctor of Physical Therapy \(DPT\) degree program](#) that uses an accelerated hybrid learning model. Both programs collaborate with large medical institutions, such as Bon Secours Mercy Health System, Cleveland Clinic and University Hospitals, as well as regional independent hospitals such as Wood County Hospital in the Vantage Group. Other efforts that demonstrate economic impact for the public good include:

- [An Ohio Humanities grant-funded environmental history project along the hiking trails of the Wintergarden/St. John’s Nature Preserve in Bowling Green.](#)
- The receipt of a [Second-Chance Act Award from the Department of Justice, Bureau of Justice Assistance, for the TASC-MAT Program for Opioid Disorders during Re-entry.](#)
- [Multiple projects on water quality, including monitoring wetlands in Ohio as part of Governor Mike DeWine’s H2Ohio Initiative,](#) and working with the Toledo Water Treatment Plant.
- [The MidAmerican Center for Contemporary Music,](#) which hosts an annual New Music Festival and collaborates with public radio to open access for the public to composers and their works.
- [Several faculty were appointed to Ohio Attorney General Dave Yost’s Scientific Advisory Council](#) to help preserve Ohio’s natural resources. BGSU has also partnered with the Attorney General to create a [new Center for Justice Research.](#)
- [Firelands Forward Regional Workforce Development Collaborative](#) to develop best practices in talent attraction and retention across a three-county area (Erie, Huron, and Ottawa).
- [A NOAA Aquaponics grant](#) to enable sustainable farming of fish and vegetables.
- [Collaboration with the Ohio Attorney General, Bureau of Criminal Investigation](#) regarding the construction and use of a facility staffed and operated by the Ohio Attorney General on the campus of BGSU.
- [Collaboration with the Wood County Health District](#) to develop academic and educational opportunities to support improved public health outcomes for the entire Wood County community and the Northwest Ohio region.
- [Collaboration with Owens Community College and the University of Findlay](#) to facilitate the growth and sustainability of jobs and company creation in the Advanced Manufacturing and Logistics sectors.
- A partnership between the Toledo Zoo and Aquarium, Bowling Green School District, and Bowling Green State University to foster inquiry-based education through the [“PRAiries that InvigoRate Inquiry LEarning” \(PRAIRIE\) initiative](#) Additional negotiations with the Toledo Zoo and Aquarium to facilitate onsite classes and internships geared towards job training and hiring of BGSU graduates are underway.

BGSU makes use of [advisory boards or leadership councils of key stakeholders](#) at many levels, including college, school, center, and departments.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

BGSU provides opportunities for civic engagement in a diverse, multicultural society, and globally connected world as expressed in its Mission statement and strategic plan, [Forward](#) (see Foundational Objective #3, "Powering Public Good Through Our People and Community," and Initiative # 9: Culture of Inclusion, Respect and Curiosity). Since the last HLC review, BGSU has been engaged in building an inclusive environment for all students, faculty, and staff through administrative infrastructure, support services, student and faculty data, and academic and cocurricular programs.

In 2019, the Task Force on Diversity and Inclusion was charged with reviewing the current state of BGSU's diversity and inclusion efforts, assessing their success and effectiveness, and providing a framework for moving forward. Following the issuance of a [Diversity and Inclusion Task Force Report](#), the Division of Diversity and Belonging was established July 1, 2019, and is currently led by the Chief Diversity and Belonging Officer who reports to the President and is a member of the President's Cabinet. In October 2019, the Diversity and Belonging Council was established to promote institutional initiatives to build a more diverse and inclusive community. The Diversity and Belonging Council developed a [2020-2023 Diversity and Belonging Comprehensive Strategy and Plan](#) based on data collected from Fall 2020 students, faculty, and staff. In July 2021, the Division of Diversity and Belonging published its first [biennial report](#). BGSU continues to benchmark state and national enrollment data and employment data and monitor progress toward a more diverse institution.

(1.C.1.) BGSU encourages curricular and cocurricular activities that prepare students for informed citizenship and workplace success through educational programs, community engagement, and institutional planning and priorities that emphasize preparing students to work effectively with diverse populations in a multicultural society and within the globally connected world. Examples include:

- Curricular: [Cultural Diversity in the United States and International Perspective BGP requirement](#) (detailed in 3.B.3.).
- Cocurricular: Programming of areas within the Division of Diversity and Belonging, as evidenced in the Diversity and Belonging Biennial Report, including the Center for Women and Gender Equity, the Office of Multicultural Affairs, LGBTQ+ Programs, the C. Raymond Marvin Center for Student Leadership and Civic Engagement, [TRIO Programs](#), [Beyond the Dream programming](#); [2020 Summer Dialogue Series on Race in America](#) and [Annual Day of](#)

[Dialogue.](#)

- Career preparedness and workplace success: [Career Center](#) and [Life Design](#).
- [Education Abroad programs](#).

(1.C.2.) BGSU's processes and activities demonstrate inclusive and equitable treatment of diverse populations as evidenced throughout the Diversity and Belonging Comprehensive Strategy and Plan and various recruitment, retention, and success efforts interwoven throughout BGSU. A synopsis is provided below.

Recruitment

Various areas across the institution are partnering with the Division of Diversity and Belonging to dialogue about best practices in increasing diverse personnel hires. For example, the Office of Human Resources, working closely with the Division of Diversity and Belonging, is presently investigating a process to track progress on diversifying faculty and staff in the future. Similarly, there is a concerted effort to ensure that BGSU partners with various school districts to attract and recruit diverse students. With the establishment of the new [Office of Parent, Family, and New Student Connections](#) reporting to the Office of the Dean of Students, BGSU is signaling an emphasis on building community by recruiting "families" – not *just* their students. Other noteworthy efforts to promote inclusive and equitable treatment of diverse populations include:

- [Search Committee training](#): Search chairs and committee members are expected to complete training to focus on building inclusive searches, understanding conflicts of interests, addressing implicit bias, and holding members of a committee accountable to a fair and equitable search.
- [Updated Diversity Statement process in hiring](#): In May 2022, at the conclusion of a pilot, it was announced that new search committees must ask one of five designated diversity questions during the interview process.
- [Office of Equity and Compliance](#) assists in monitoring institutional employment practices and procedures and in addressing harassment and discrimination.
- Scholarships geared toward increasing the diversity of the student body (e.g., [Presidential Graduate Diversity Scholarship](#)).

Retention

BGSU constantly seeks to employ various tools and support structures necessary to help faculty, staff, and students overcome personal, institutional, and societal barriers. This does not happen through human resources (*i.e.*, people) alone but also through attention given to policies and practices that may impact the experiences of individuals. A few examples include:

- [Equity Impact Statement](#): This is a tool by which new and revised University policies are assessed to ensure they do not have unintended, differential negative impacts on protected groups, and to identify, promote, and incentivize best practices for equity and inclusion.
- [Chosen Name Policy](#): The purpose of this policy is to enable students, faculty, and staff to use a chosen name within specific University systems and processes.
- [Affinity and University Resource Groups](#): These groups were formed to establish safe spaces and advocate for belonging on BGSU campuses and in the larger communities by providing meaningful ways for faculty and staff to connect and network with one another and serve as resources for the University's shared governance system.
- [NSF ALLIES & Advocates grant project](#): BGSU ALLIES is a three-year, \$984,484 project

funded by the National Science Foundation's ADVANCE program, which seeks to develop and disseminate systemic approaches to increase gender equity for faculty in academic STEM careers. Currently on an extension, the University is actively working on the sustainability of this project. [The Spring 2020 BGSU ALLIES' Internal Advisory Board report is provided.](#)

- [Students of Color Retention Committee](#): This committee is a subset of the Student Success Council which focuses specifically on strategies to support students of color.
- [Investigation and resolution of harassment, discrimination, and bias incidents](#): Investigations take place in the areas of employee relations (Office of Human Resources), Title VI and EEO (Office of Equity and Compliance), [Title IX](#) (Office of Title IX), and student conduct (Office of the Dean of Students) to address alleged violations of University policy.

Support: Access and Success

Through advocacy, education and development, programming, and community building, BGSU leverages experiences, resources, and services to foster a diverse community of belonging and an inclusive environment where people of all identities are affirmed, empowered, and supported. A few examples include:

- [Accessibility Services](#): This office works to ensure compliance with federal and state disability laws by providing equal access, support, and opportunity to qualified students, faculty and staff with disabilities.
- [Affinity and University Resource Groups](#): LGBTQ+, People of Color, Disabilities.
- Success programming for Students of color, first generation students, and students with disabilities (including [TRIO's \\$6.5 million in grants in 2021](#)).
- [International Programs and Partnerships](#).
- [Nontraditional and Military Student Services](#).
- The recent establishment of the [Office of Parent, Family, and New Student Connections](#).
- Organizational changes demonstrative of the realignment of resources and structure to better support institutional priorities (i.e., Elevation of Diversity and Belonging efforts from the Division of Student Affairs to its own Division, etc.).

Funding has been allocated to ensure success of the new Division of Diversity and Belonging, both in terms of staffing and to accomplish initiatives from the Diversity and Belonging Strategic Plan. In just three years (half of which spent under a pandemic), the Division has grown in offices, personnel, and initiatives. The salaries, wages, and operating expenses of the Division has increased by approximately \$500,000 as new offices have moved under the Division to support its work. Goal 3 of the Diversity and Belonging Comprehensive Strategy and Plan proposes to enhance diversity in hiring practices, and in recruitment and retention initiatives. An inventory of hiring practices will serve as a metric towards achieving a 5% increase in diverse hires by 2023.

(1.C.3.) BGSU fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives, as evidenced by the following:

- Board of Trustees Statement on Diversity and Belonging and revision of bylaws to create the Diversity and Belonging Committee.
- Additional Diversity and Belonging Council initiatives including: University-wide definitions of diversity, belonging, equity, and inclusion; [Diversity and Belonging Action Plan Template and rubric](#); rubric for cultural competence.
- Identity-based student organizations (Click [here](#) for a complete listing of student organizations, many of which offer a variety of diversity-themed events and celebrations in collaboration with

University departments and/or community partners).

- Increased partnership with Not In Our Town, Welcome BG, Perrysburg Coalition for Social Justice, and Bowling Green City Police.
- Through the [Community of Care](#) initiative, BGSU prioritizes community wellbeing and belonging, and awareness and education. The initiative synergistically brings together on- and off- campus partners and resources to offer programming salient to the health and care needs of the community (i.e., alcohol and substance misuse and abuse, diversity and belonging, hazing prevention and education, physical health and wellness, sexual misconduct and Title IX). While metrics for the initiative are being finalized, data from the [Healthy Minds survey](#) and the [American College Health Assessment \(ACHA\)](#) are used to monitor health and wellness metrics and benchmark practices against national averages. [BGSU has zero tolerance for any form of hazing](#). In April 2021, President Rogers appointed a group to build a framework for the University's anti-hazing efforts. Recommendations were published in [a full report in July 2021](#). A live hazing report dashboard is being developed to assist with the tracking of concerns. [BGSU hosted the first ever Ohio anti-hazing summit in August 2022](#).

The Division of Diversity and Belonging serves the entire institution by building a campus climate that fosters an inclusive environment, nurtures diversity, empowers and supports individuals, and builds a community where all feel welcomed, valued, respected, and affirmed. To that end, the Division sponsors trainings and programming for faculty, students, and staff throughout the year. The Division also develops and leads Campus Climate Surveys. In 2016, [the President's Advisory Council on Diversity and Inclusion \(PACODI\) was tasked with conducting a Climate Survey](#) to gather information about BGSU employees' perceptions of and experiences with diversity and inclusion on the Bowling Green and Firelands campuses and their surrounding communities. The belonging questions of the same survey were asked again to all faculty, staff and students in [2021](#) and in [2022](#). The questions from the BGSU Diversity & Belonging Survey were embedded within the Ohio Department of Higher Education's (ODHE) Changing Campus Cultures annual campus climate survey. [A summary regarding the climate and belonging survey was provided to the Board of Trustees \(BOT\) on March 5, 2021](#).

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

A mission-driven institution with a spirit of innovation, Bowling Green State University (BGSU) understands its primary purpose to be a premier institution committed to inclusive, collaborative, transformative, entrepreneurial, and discovery-focused learning that impacts individuals and communities for lifelong personal, career, societal and global engaged citizenship and leadership. BGSU recognizes that its Mission, Vision and Core Values are best realized through deep engagement of its students, faculty, staff, and administrators. The inclusion of its broad constituency in decision-making, strategic planning and execution was apparent in the recent formulation of the institution's new strategic plan, *Forward*. This deep engagement assures that institutional decisions are broad-based and include input from diverse perspectives. The Mission, Vision and Core Values of the institution are publicly articulated on the University's website, catalogs and manifold other reports and institutional documents. Academic programs support the University's Mission. Further, BGSU intentionally pursues strategies that continue to strengthen positive outcomes related to its Mission and related statements.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

(2.A.1.) In Spring 2018, faculty, staff, and students engaged in a shared process to create a strategy to position Bowling Green State University (BGSU) for future success. This resulted in the approval by the [Board of Trustees \(BOT\)](#) of a new strategic plan, “[Focus on the Future](#),” and the [revision of the University’s Mission, Vision and Core Values in December 2018](#). In Spring 2021, partially in response to COVID-19, to lessons learned from the strategic plan, and to general trends in higher education, BGSU once again engaged faculty, staff, and students in a shared process and refined its strategic plan. The result, [Forward](#), is a more focused plan, with four objectives and four initiatives within each objective. [Forward was presented to the BOT at its May 2021 meeting](#). The Mission and Vision statements were not amended at that time and remained as they were adopted by the Board in 2018.

(2.A.2.) The Board of Trustees, administration, faculty, and staff follow fair and ethical policies and processes to operate BGSU’s financial, academic, personnel, and auxiliary functions with integrity. In accordance with [Article II Section A of the Academic Charter on Membership and Section G on Shared Responsibilities](#), BGSU’s policies and procedures are written, approved, and implemented in a system of shared governance that respects the expertise, experience, and contributions of the BOT, administration, staff, faculty, and students (e.g., [Faculty Senate](#), [BGSU-Faculty Association \(BGSU-FA\)](#), [Administrative Staff Council \(Handbook\)](#), [Classified Staff Council \(Handbook\)](#), [Graduate Student Senate](#), [Undergraduate Student Government \(Bylaws\)](#), [General Counsel](#)). To assist in any new policy drafting or revision process, the University follows the [Policy Development Checklist](#) and [Policy 3341-1-5 on Policy Development](#). For example, [Policy 3341-6-40](#) recently underwent an [amendment process](#).

Board of Trustees (BOT)

The BOT, President’s Cabinet, Office of General Counsel, Deans Council, and all University employees are subject to Ohio Ethics Law ([Ohio Revised Code Chapter 102 and Sections 2921.42 and 2921.43](#)) and are required to undergo annual [Ohio Ethics Law training](#) offered by the Ohio Ethics Commission (OEC) or BGSU’s Office of General Counsel (OGC) to ensure knowledge and understanding of ethical and responsible conduct for Ohio public employees. [All new employees](#)

[receive a copy and/or links to University policies, including Ohio Ethics Law](#) and sign an [Acknowledgement of Receipt form](#) upon onboarding.

Furthermore, both BOT and University administration act in compliance with [Chapter 3345 of the Ohio Revised Code](#), which outlines the general powers of Ohio's public universities and includes authorizations and restrictions on the following activities: expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and the hiring and evaluation of the President (evaluations provided for [2018](#), [2019](#), [2020](#), [2021](#)). In addition to its [Bylaws](#) and [Policy Manual](#), the BOT adopted a [Statement of Expectations](#) that outlines ethical obligations Trustees have to the University, the Board itself, fellow trustees, the President, and internal and external constituents.

As public officials in Ohio, voting members of BGSU's BOT are required to file [financial disclosure statements \(FDS\) annually](#) with the Ohio Ethics Commission (OEC). The FDS reports sources of income, investments, real estate holdings, and other financial interests and reminds public officials of those financial interests that might impair their judgment on behalf of the public. BGSU's Director of Business Operations works with the OEC to determine if a BOT member has a conflict of interest.

The BOT also established a [Code of Ethics and Conduct Policy](#) for the purpose of "conducting its academic and business affairs with the highest degree of integrity and honesty and in a manner that is in full accord with principles of academic excellence, canons of ethical and professional conduct, and all controlling law." The Code of Ethics and Conduct Policy, which is applicable to students, faculty, staff, and Trustees, addresses ethics principles related to conduct in business arrangements, political activities, research, community engagement, record keeping, and use of University resources. The Code of Ethics and Conduct Policy is included in the [University's Policy Register](#), which is maintained by the Office of General Counsel, and is accessible online. Among the policies in the Policy Register enacted for fair and ethical behavior on the part of the governing board, administration, faculty, and staff are policies on [conflict of interest](#), [consensual amorous relationships](#), [drug-free workplace](#), [violence in the workplace](#), [anti-hazing policy](#), [personal leave](#), [disability/reasonable accommodations/accessibility services](#), [freedom of expression policy](#), [Title IX sexual harassment policy](#), and [religious accommodation](#). In addition to these policies, the Policy Register has multiple policies related to campus safety and the proper and ethical use of information technology resources. Prior to adoption, all new and revised policies are accompanied by an [Equity Impact Assessment](#), developed and maintained by the [Division of Diversity and Belonging](#).

Administration

The BOT delegates power to the President and administration of BGSU for the day-to-day management of its financial, academic, personnel, and auxiliary functions (see 2.C.). Per [Article V of the BOT's bylaws](#), the selection and periodic evaluation of the President is the responsibility of the Board of Trustees. The BOT may utilize representatives of the faculty, administration, student body, and others as appropriate in conducting the selection and/or evaluation. [Policy 3341-1-4 addresses the delegation of executive management](#) in the absence of the President or when other members of the President's Cabinet are absent from campus. [The Board of Trustees and President's Cabinet's Organizational Chart](#) is available on the Office of the President's website. The administration's collaboration with bargaining units that exist on campus, such as the [BGSU-Faculty Association \(BGSU-FA\)](#), serves as an additional example of BGSU's commitment to safeguarding professional

integrity in its academic function. The first contract with the BGSU-FA was completed in 2013. [In 2019, BGSU completed its third contract](#) with the BGSU-FA, with an agreement to extend this contract with [modified terms until 2024](#).

The [Division of Finance and Administration](#) is committed to maintaining the viability of the institution's fiscal position with integrity and in an ethical manner while providing service to the University community through facility maintenance and enhancements, efficient and responsive administrative processes, and safety initiatives in campus residential, work sites, and recreational environment. Pursuant to [Policy 3341-6-38 on purchasing, sales, and disposal of University property](#), the Purchasing Office organizes and administers procurement for the University in a cost-effective manner and in accordance with the responsibility and authority delegated by the President and BOT.

The [Risk Management department](#) provides oversight of insurance and risk financing programs; damage protection for the University assets; third-party claims resolution; control and mitigation of various activities (events planning, outdoor education, vehicle use, facilities use, field trips, and international travel); hazard identification and analysis; emergency response assistance; contract review and analysis; driver training for employees driving University vehicles; and annual inspection by insurance carriers.

The [Controller's Office](#) oversees the implementation of the University's financial policies (accounts payable, bursar, financial accounting and reporting, payroll, and restricted fund accounting (grants).

[Internal Auditing and Advisory Services](#) assists in assuring that financial resources are being properly managed and accounted for in a manner compliant with applicable processes and laws. Annually, the University undergoes an audit of its financial statements, conducted by external, independent auditors that is presented to the BOT each December and then filed with the Auditor of State. Audited Financial Reports for [2019](#), [2020](#), and [2021](#) are available to the public at the State Auditor's site (see also Criterion 5).

Both the Internal Auditing and the Finance and Administration sites have links to [BGSU's Compliance and Tip Hotline](#). BGSU has selected EthicsPoint, an independent provider of hotline services, to provide the University community a simple and anonymous way to report fraud, waste, and abuse.

The [Division of Intercollegiate Athletics](#) has a comprehensive policies website that covers NCAA rules and regulations, eligibility, financial aid, and recruiting. Coaches and staff in Athletics receive ongoing compliance education for NCAA rules. This, along with periodic ethics and leadership efforts, helps ensure that BGSU Athletics operates with integrity.

The [Equal Opportunity Compliance Committee](#) represents the University community in matters related to affirmative action, monitors institutional employment practices and procedures under affirmative action and equal employment opportunity, and investigates and resolves discrimination and harassment complaints. BGSU's equity and diversity policies cover civil rights, anti-harassment, and equal educational opportunity.

The Office of Equity and Compliance, the Office of Title IX, and the Office for Multicultural Affairs (OMA), all housed under the Division of Diversity and Belonging, and the Office of Residence Life, housed under the Division of Student Affairs, also conduct training programs and presentations on affirmative action, sexual and relationship violence, harassment, safe zones, and a wide range of diversity programs and workshops to ensure the most inclusive and productive living, learning, and

work environment for students, faculty, and staff. In addition, [Bridge Learn-sponsored online trainings and tutorials](#) are regularly offered to University employees to assure knowledge of civil rights and anti-discrimination law.

Faculty, Staff, and Students

The [Division of Academic and Student Affairs' organizational chart](#) reflects changes made to the division in May 2020. The Division of Student Affairs was combined with the Division of Academic Affairs under the leadership of the Provost and Senior Vice President of Academic and Student Affairs. By combining Academic and Student Affairs in one division, the University promotes a holistic approach to student success, seeing the academic experience as seamless with the student's curricular and extra-curricular life.

The Collective Bargaining Agreement between the BOT and the BGSU-FA contains many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University, tenure and promotion, disciplinary action, and grievance and arbitration. For example, Article 30 of the Collective Bargaining Agreement addresses [Professional Activities Outside the University](#) and includes specific provisions on conflict of interest and conflict of commitment.

The [Division of Research & Economic Engagement](#) publishes, educates, and enforces several policies designed to encourage professional, ethical, and legal practices in research and creative activities. Two offices housed within the Division are the Office of Sponsored Programs and Research (e.g., proposal submission and pre-award processes involving external agencies, conflict of interest, research misconduct, supplemental pay, patent, copyright, and commercialization of BGSU products) and the Office of Research Compliance (e.g., [Responsible Conduct of Research](#), [Institutional Review Board](#), [Institutional Animal Care and Use Committee](#), and [Institutional Biosafety Committee](#)).

BGSU has policies and procedures in place to assure ethical treatment of students. Every effort is made to ensure the confidentiality of student records. BGSU provides extensive materials and guidance for students, staff, faculty, and parents on [FERPA](#) and [HIPAA](#), located on the Student Affairs, Bursar, and Registration and Records websites. Faculty and staff are required to complete online training to fulfill requirements for Title IX and the Clery Act. They also have the opportunity throughout the year to participate in training related to diversity, inclusion, and best practices. Student complaint procedures are outlined on the website, in the catalog, and student handbooks. A few examples are included: (a) [General Appeal Form from the College of Health and Human Services](#) for handling grades-related concerns or issues; (b) [Student General Complaints Form from the Office of Institutional Effectiveness](#). Further, BGSU has [clear transfer policies](#) that are published on the Office of Registration and Records' website. This includes transfer-in-credit and credit transferred to other institutions. As [a member of the American Library Association \(ALA\)](#), BGSU has policies and procedures in place to assure ethical treatment of patrons using the libraries. These policies adhere to the patron's "right to privacy" and abide by the principles stated in the American Library Association's Library Bill of Rights and the Freedom to Read, the Freedom to View, and the Intellectual Freedom statements. BGSU has established standards for student conduct. [The Codes of Conduct](#) (i.e., Code of Academic Conduct and Code of Student Conduct) are available in print and online in the Student Handbook.

Finally, the Office of Institutional Effectiveness maintains the "[Important Consumer Information](#)" page, which contains links to BGSU policies and information, including FERPA, Title IV compliance information, policies and procedures governing student life and conduct, and campus

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

(2.B.1.) BGSU endeavors to be transparent and intentional about presenting itself clearly and completely to students and the public regarding information about academic offerings and requirements, faculty and staff, cost to students, governance structure and accreditation relationships.

The [Office of Marketing and Brand Strategy](#) has primary responsibility and authority to keep the University's website up to date. The Assistant Vice President of Marketing and Brand Strategy oversees content as it relates to branding and marketing. To ensure accuracy and currency, policies, facts, figures, and reports are updated on an as-needed basis and pages are reviewed annually. Further, to ensure that its sites are regularly updated and presented in a consistent, professional manner befitting of BGSU, the Office of Marketing and Brand Strategy recently updated [Web Identity policy](#). Individual departments are involved in drafting the text of departmental web pages to ensure that content is accurate and thorough. [Web and New Media staff from the Office of Marketing and Brand Strategy](#) work closely with appropriate University personnel, which include department chairs and staff office directors, to ensure all information is accurate. [Adobe Content Management System \(CMS\) and web accessibility training](#) is required for any University personnel responsible for localized web pages.

The University has policies and procedures in place to ensure that federally required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely, and appropriate (e.g. [FERPA](#)).

The [University home page](#) serves as the hub to link visitors to any area on the BGSU website and important information relative to admissions, course catalog, scholarships and financial aid, bursar sites, the undergraduate and graduate programs and majors, etc. The University home page is updated frequently, with enrollment messaging, student, faculty and alumni accomplishments, [important consumer information](#), as well as headlines in [University News and Spotlights](#). The [About BGSU link](#) offers an overview of the institution. BGSU's website also contains links designed for student and employee groups, including current students, prospective students and their families, and alumni. For example, the [Parent, Family, and New Student Connections link](#) takes visitors to information on parent/family communications, programming, scholarships and financial aid, and student safety/security.

The Student Handbook can be accessed on the University's website. The Student Handbook includes policies and procedures as well as information on students' rights and responsibilities relative to

academic and campus life and code of conduct.

Finally, BGSU actively uses [social media](#) to communicate with its internal and external stakeholders. The primary focus of social media is student activities and events and other pertinent University news. A [Social Media Directory](#) exists to help support positive communication efforts reflective of the University's Mission and Core Values.

Academic Offerings and Requirements

Students interested in program offerings at BGSU can [search majors and programs](#) on the University's main page which offers a "filter by interest" option. The website drop-down menu also features a "class search" tab. The Undergraduate Catalog and Graduate Catalog which provide current and up-to-date information on all programs and program requirements, are available on the Office of Registration and Records' website. Students can find the program learning outcomes for both undergraduate and graduate programs as well as program and course requirements in the catalogs. The Office of Registration and Records' website has links to current and past Academic Catalogs.

Faculty and Staff

[Information about faculty and staff is made available to students and the public and may be found on department webpages for each College as well as on non-academic units' webpages.](#) BGSU's news publications often include a special "Faculty Spotlight." The Human Resources Office maintains employee handbooks for classified and administrative staff. Student employees who work for BGSU have a handbook specific to their part-time campus employment. [Demographic information concerning the faculty and staff is included in institutional data reports provided by the Office of Institutional Research \(OIR\).](#) Information regarding faculty qualifications is codified in the University evaluation of faculty qualifications system (see 3.C.).

Cost to Students

BGSU is transparent about its [tuition rates and associated fees](#) for academic courses and publicizes these on the Office of Admissions webpage. The Financial Aid website describes the steps involved in filing for aid, receiving an award or seeking scholarships. The [Office of the Bursar](#) clearly communicates the tuition payment and refund policy and offers an [online tuition calculator tool](#). The [Falcon Tuition Guarantee](#) locks tuition and fees, housing, meal plan, and out-of-state costs for 12 consecutive semesters for undergraduate students.

Governance Structure

Under the [Ohio Revised Code 3341](#), Bowling Green State University is governed by a [Board of Trustees \(BOT\)](#) (see 2.A.2.). Information related to the Board of Trustees is readily available on the University website and is maintained by the Office of the President. The President's Cabinet includes leaders of several administrative divisions, each with its own accessible policies and procedures, as well as staff and reporting lines, to carry out its primary functions. The [President's Office website](#) links to sites for the Board of Trustees (BOT), the Cabinet, the University Council, BGSU's Organizational Chart, Former Presidents, the [Provost](#), and the [Strategic Plan](#).

Accreditation Relationships and Important Consumer Information

[BGSU has been continuously accredited by the Higher Learning Commission \(HLC\) since 1916](#) The

University's webpages concerning its [accreditation status with the Higher Learning Commission \(HLC\)](#) and the [current status of accreditation for all externally accredited programs](#) are maintained by the Office of Institutional Effectiveness (OIE).

Efforts to Maintain and Improve Transparency

To enhance transparent communication with students, the public, and other stakeholders, BGSU's website is updated and/or restructured as needed. The Office of Marketing and Brand Strategy is responsible for executing Initiative 8 of the Strategic Plan – *Telling Our Story* – through a comprehensive, [multi-channel marketing and communications strategic plan](#). Using the Bowling Green State University strategic plan as the foundation of our storytelling, the Office of Marketing and Brand Strategy elevates the BGSU brand as a public university for the public good.

As the official source of institutional reports and data, the [Office of Institutional Research \(OIR\)](#) ensures that its website provides clear, easily accessible information regarding retention and graduation, enrollment, degrees awarded, and other institutional characteristics to internal stakeholders and the general public. The [Office of Academic Assessment \(OAA\)](#) ensures the review of pertinent student outcomes (see 4.B.).

The [Division of University Advancement](#) works diligently to foster alumni engagement by facilitating accurate news and communications and a culture of philanthropy among all Falcons. Updates of major accomplishment are broadly publicized. For example, on December 31, 2020, BGSU successfully concluded the largest comprehensive fundraising endeavor in its history raising more than [a quarter of a billion dollars in philanthropic support during the *Changing Lives for the World Campaign*](#).

Finally, BGSU is committed to fully informing internal and external constituencies by providing a wealth of institutional information openly available on its website. Examples include the Board of Trustees' Bylaws, as well as [meeting agendas and minutes, strategic plan public announcements](#), and other pertinent announcements related to the offices of the President, Provost or Vice Presidents such as [employment searches, faculty and academic announcements](#), etc. BGSU allows public access to public records in accordance with the Freedom of Information Act (FOIA). The role of public records/FOIA officer resides within the Office of General Counsel.

(2.B.2.)

Research

As a [Carnegie R2: Doctoral University: High Research Activity classified institution](#), BGSU provides multiple opportunities for students, faculty, and staff to engage in research and creative activities. The [Center for Undergraduate Research and Scholarship \(CURS\)](#) was established in 2004 to increase the visibility, prestige, and material support for participation in undergraduate research and creative activities, both for students and faculty. The mission of the CURS is to enhance undergraduate education through the active intellectual participation of students in meaningful research and creative activities in all fields of study. CURS brings together students, faculty, administrators, alumni, and members of the greater BG community to foster a research culture as an integral component of learning through inquiry. CURS is responsible for hosting an array of research programming, most notably the Global Engagement Conference and the Undergraduate Symposium on Diversity. At the October 2019 Global Engagement Conference, CURS reported 42 presentations, with 53 student (41 undergraduates and 12 graduates) presenters and an estimated 200 faculty and students in

attendance. Further programmatic activities summaries and data can be found in the [Center's 2019-2020 Annual Report](#). At the Graduate level, many graduate student research awards exist; to name but a few: the [Distinguished Dissertation Award](#), the [Distinguished Studio Arts Award](#), the [Distinguished Thesis Award](#). See 3.B.4. for additional examples of scholarship at BGSU.

Community Engagement

BGSU has a long history of commitment to community engagement and a commitment to experiential learning both in and outside of the classroom. BGSU participates in the National Survey of Student Engagement (NSSE) ([see 2017-2021 NSSE snapshots](#)) and is committed to [High-Impact Practices \(HIPs\)](#). Experiential learning opportunities, practices and pedagogies have been supported through professional development via the [Center for Faculty Excellence \(CFE\)](#) and professional development initiatives within Colleges and departments such as the [Committee to Advance Teaching and Learning \(CATL\)](#) and the creation of [High Impact Teaching Awards](#) in the Schmidhorst College of Business.

BGSU has a strong focus on community-based learning and related forms of experiential learning, providing training and development support for faculty members, and working closely with programs, departments, and colleges. Based on [Fall 2020-Spring 2021](#) data (prior to the COVID-19 pandemic), 71 Community Based Learning (CBL) Courses with 94 sections were offered, engaging 1,556 undergraduate students, and 100 Graduate Students. CBL courses were offered in every College with Arts & Sciences, Education and Human Development, and Health and Human Services offering the greatest number of course-based experiences.

The importance of innovative engagement is evidenced by the inclusion of Initiative # 7 in the Strategic Plan: “We will creatively engage our extended community of alumni, friends, government officials, families and others to demonstrate the value of BGSU to our region, state and world, as well as to build support for the University” (see Criterion 1 for examples of partnerships). Regional and state level engagement is exemplified by the work in the [Division of Research and Economic Engagement](#) which oversees the economic engagement activities of the University by creating partnerships with private sector businesses, regional organizations, and local governments. Specifically, the work of the Center for Regional Development (CRD) and a new initiative [R3 – Reimagining Rural Regions](#) exemplify BGSU’s commitment to regional engagement, campus-community partnerships, investment in high impact experiential learning opportunities for students, and participation of faculty members in regional research activities – all demonstrating the ways in which BGSU brings to life the concept of “a Public University for the Public Good.”

Experiential Learning, Service Learning, Religious or Spiritual Purpose

Experiential learning has always been a signature of a BGSU education. For example, International Programs and Partnerships & Study Abroad, Learning Communities, Center for Undergraduate Research, the Career Center and the C. Raymond Marvin Center for Student Leadership & Civic Engagement, and others, work collaboratively to connect students with faculty and staff members, academic programs, and external partners to support students in developing a range of work, internship, research and community-engaged experiences in curricular and cocurricular areas. As the “public good” permeates across campus, in most units, departments, and Colleges, there are ample ways in which staff, faculty, and students link their work to the broader community. A few noteworthy examples include:

- [BGSU's Career Center](#) supports both work experiences and career opportunities, as well as

Clinicals, [Co-Ops](#), Internships and Practicums. The Career Center also administers the [Ohio Means Internships and Co-ops Grant Program](#) which releases state funds with the goal of retaining workers in Ohio through public private partnerships. In FY 2021, the Career Center reported nearly 24,000 student and alumni virtual and in-person interactions and offered 18,997 one-on-one and group sessions with employers at recruitment fairs.

- Students in the College of Technology, Architecture, and Applied Engineering (CTAAE) are required to complete one to three paid co-op experiences, depending on their major, that carry 4 credit hours each. [The CTAAE is accredited by the Accreditation Council for Cooperative Education and Internships \(ACCI\)](#) as endorsement of the [quality co-ops offered through its varied programs](#). Similarly, [the Schmidthorst College of Business sponsors internships and co-ops](#) with the purpose of integrating academic programs with employment in business through connected learning. Experiential learning also includes clinical and student teaching experiences (e.g., [Teacher Education program](#), [Social Work](#), etc.).
- BGSU consistently maximizes experiential learning opportunities supported by Federal Work Study for Community Service through partnerships with local schools and local Educational Service Center and non-profits serving low income communities (pre-pandemic FY 2020, 115 students earning \$62,131).
- BGSU's nationally known [Learning Communities program](#): 17 communities (both residential and non-residential) provide diverse experiences based on a theme and focus.
- BGSU supports over 40 study abroad programs.
- In 2006, BGSU was recognized for [community engagement with the Carnegie Community Engagement Classification](#). As mentioned in Criterion 1, in 2015, BGSU was recognized again with the award of the Community Engagement Classification from the Carnegie Foundation based on documentation of excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement.
- [Educators in Context and Community \(ECCO\)](#).

BGSU provides support to a variety of student clubs and organizations and a range of programming that supports students in developing their own set of beliefs and opportunities to engage across differences both in on-campus settings and in many course-based and community-based experiences. A Campus Multifaith Alliance met regularly prior to the COVID pandemic. [Additional religious and spiritual student organizations are listed on the Office of the Dean of Students' website](#). The [Not In Our Town movement](#) is a campus-community partnership with co-chairs from the Campus and the City, created to champion diversity, address acts of intolerance and discrimination, and advance the mission of guiding and inspiring the community to work together to stop hate and build safe, inclusive environments for all. The network helps foster connections between various sectors of the community, thus exemplifying BGSU's approach to campus and community engagement.

Economic Development

The Division of Research and Economic Engagement supports the growth and vision of the Center for Regional Development (CRD). [CRD is an Economic Development Administration \(EDA\) University Center](#) and a member of the State of Ohio Rural University Program. As a regional capacity-builder, CRD is a community-focused organization that partners with and connects community stakeholders to BGSU faculty, students, and resources to enhance the economic well-being and quality of life in northwest Ohio. Its [2020-2025 strategic plan](#) includes six strategic goals aligned with BGSU's Mission and Vision. BGSU is also a member of the [Ohio Business Roundtable](#) which comprises influential businesses that work with Ohio governors and legislative leaders to improve Ohio's competitiveness. Finally, in Spring 2020, BGSU joined an effort to streamline how

quickly research can flow from labs on campus into the economy by signing onto a statewide initiative, the [Ohio IP \(Intellectual Property\) Promise](#), spearheaded by Lt. Gov. John Husted. The goal of the initiative is to have a uniform and transparent system across the state's higher education community to commercialize research. Partnership with Ohio IP Promise further demonstrates BGSU's commitment to the public good through job creation obtained by the commercialization of University-spawned research developments.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

(2.C.1.) The Board of Trustees (BOT) participates in a wide variety of education and training workshops throughout their terms on the Board. At the state level, the Ohio Department of Higher Education periodically holds statewide trusteeship conferences that give trustees and university leaders an opportunity to hear updates on state initiatives and to share best practices with one another.

At the University level, each trustee participates in an orientation upon appointment to the Board. The orientation provides an opportunity to learn more about BGSU, its structures and operations. During orientation, trustees are provided with the [Board Bylaws](#), the [Board's Policy Manual](#), [Ohio Ethics Law and Related Statutes](#), the University's organizational chart, current strategic plan, latest financial statements and operating budgets, a roster of Board members, committee assignments, contact information for the Board office, summary of trustee responsibilities, and Statement of Expectations. In preparation for the orientation, many of the materials from the Association of Governing Boards that contain best practices recognized for Boards across the country, are adapted for new BOT member training.

While the orientation is a multi-hour, one-time event after new trustees are appointed and, where possible, prior to the new trustees' first meeting, continuing education for Board members occurs throughout their terms (See [November 2021 Governance Committee Minutes](#)). The Board recently adopted a mentorship program (See [September 2021 Governance Committee Minutes](#)), where each new trustee is assigned a more experienced trustee as a mentor. The mentor and mentee are expected to communicate with each other regularly, particularly in preparation for each BOT meeting in the first year of a trustee's term. In addition, each Board committee engages in discussions of educational/informational topics designed to better inform the Board for its decision-making. Finally, as a [result of the BOT's most recent periodic self-evaluation conducted in Fall 2020](#), the BOT's Governance Committee has proposed a continuing education program for Trustees, which will include several education sessions, virtual and face-to-face, throughout the year. Topics are inspired by ideas offered by the trustees themselves and by current issues facing higher education. The first

session was presented in June 2021 and consisted of a review and discussion of ethics, conflict of interest, and the Board's fiduciary responsibilities ([Fiduciary FAQs](#) and [AGB Fiduciary Document](#)). The BOT is also governed by the recently updated [Policy 3341-6-28 on Investment](#) which further describes its roles and responsibilities regarding the governance of the investable assets of the University. Namely, the BOT is responsible for oversight of University investment assets, but delegates management and implementation oversight to the [Joint Investment Committee](#).

(2.C.2.) The BOT generally holds five meetings each year, inclusive of a strategic planning workshop, and any other special meetings as needed (BOT Meetings Minutes: [2017-2018](#), [2018-2019](#), [2019-2020](#), [2020-2021](#), [2021-2022](#)) all in compliance with the Ohio's Open Meeting Act – Ohio Revised Code Section 121.22. All meetings are noticed and open to the public to attend in person. Each regular meeting is composed of committee meetings and meeting of the trustees as a whole. The meeting of the whole includes reports from each of BGSU's constituent groups (Faculty Senate, Classified Staff Council, Administrative Staff Council, Graduate Student Senate, and Undergraduate Student Government). In its deliberations and actions, the Board is guided by the University's Strategic Plan. For example, reflective of Objective #1, Initiative #1 ("Right programs that are sustainable"), the Board considers and approves academic programs such as the recent approval in healthcare and applied sciences (see 1.B.3.), while maintaining the strong, existing programs in areas such as business and education. In furtherance of Objective#2, Initiative #9 ("Culture of inclusion, respect and curiosity"), the Board established a Diversity and Belonging Committee in 2021. This Committee considers and makes recommendations to the Board on matters of strategy and programming pertaining to issues of diversity, equity, and belonging, including recruitment, retention, and success of a diverse student body, faculty, staff, and administration.

(2.C.3.) As reflected in meeting minutes of the BOT, business considered by the Board is responsive to the needs of students, faculty, staff, community members, and citizens of the state. According to the [Bylaws of the Board of Trustees](#), items considered by the Board may be introduced by a Board member, recommended by the President, or submitted to the Board Secretary at least three weeks prior to the meeting at which the item is proposed for consideration. Most of the action items that are placed before the Board are recommended by the President, who works with the Cabinet and Executive Council to assure that each item has been sufficiently considered and properly vetted in both substance and procedure. Topics include personnel changes, presidential evaluation and compensation, approval of honorary degrees, [approval of new degree programs](#) or degree name change, approval of legislatively mandated reports (i.e., efficiency reports, completion reports, etc.) or charters, naming, renovation or demolition of facilities, conferral of distinguished research professor distinction, approval of fiscal plans, purchase of land, scholarship recipients' recognition, [unit or facilities reorganization](#), etc. The [2020-2021 BOT's meeting minutes](#) serve as a comprehensive example of such reasonable decision-making deliberations for the overall interests and good of the institution.

(2.C.4.) The [Statement of Expectations](#), adopted by the Board in 2008, opens with the following: "As Trustees of the Bowling Green State University, Board members have one overriding and all-encompassing responsibility: to serve the best interests of the University so that the University, in turn, can serve the best interests of the state of Ohio and society at-large." More importantly, the Statement recognizes the Board Chair as the primary spokesperson for the Board and the President as Chief Executive Officer, and strongly discourages micro-management. All trustees sign and acknowledge receipt of the Statement of Expectations, as their pledge to avoid conflicts of interest.

As seen in 2.A.3., the Trustees are subject to [Ohio Ethics Law](#), which strives to uphold integrity and

propriety in decision making, policymaking, and expending public funds. One of the ethics law's primary aims is the avoidance of conflict of interest. To that end, each Trustee who acts as a voting member of the Board, as well as the BGSU President, is required [to file an annual financial disclosure statement with the Ohio Ethics Commission \(OEC\) to report income](#), investments, real estate holdings, and other financial interests. The annual filing reminds public officials of the financial interests that might impair judgment as public officials, informs the public of these interests, and assists in instilling the public's confidence in the actions of these University officials.

(2.C.5.) Committees of the Board of Trustees include: Financial Affairs/Facilities (FAF), Academic and Student Affairs (ASA), Executive, Audit and Risk Management, Compensation, Governance, Joint Investment, Joint Development, Scholarship, and Diversity and Belonging. The Joint Investment and Joint Development Committees contain members of both BOT and the BGSU Foundation Board.

As stated in the [BOT bylaws](#), the ASA reviews all policy and programming matters requiring attention or action of the full Board which are integral to fulfilling the academic Mission of the University and to ensuring a high quality of life for students. The ASA reviews all personnel policies and procedures requiring the vote of the full Board, including tenure and promotion recommendations. In addition, the ASA reviews the collective bargained agreements, new academic programs and degrees, policy additions and/or amendments to the Academic Charter and the Student Handbook, emeritus professorships, distinguished professorships, and honorary degrees. During ASA sessions, the division of Academic and Student Affairs, Enrollment Management, and Research and Economic Engagement provide updates on student recruitment and retention, research and economic engagement, academic programming, and accreditation.

The [BOT bylaws](#) stipulate that FAF reviews all financial matters which are to be considered by the Board of Trustees, except those specifically assigned to the Audit and Risk Management committee. In addition, FAF reviews all proposed capital improvement projects, including major renovation, and maintenance projects, which are to be considered by the Board of Trustees. In a typical fiscal year, FAF considers the following items: budget, tuition and fees, room and board rates, master planning for facilities (including academic buildings, residence halls, dining facilities, and other capital projects), new buildings, renovations and repairs, land leases and purchases, and facilities naming.

The Audit Committee discusses matters such as risk assessments, compliance reports, fraud hotline statistics, corrective action updates, and internal and external audits. The Joint Investment Committee reviews market performance and investment schedules (see BOT meeting minutes in 2.C.2.).

Each of these committees receives information and action items from the various divisions of the University (through the President), with the BOT delegating management of the University to the administration. For example, prior to submission to the BOT through the President, tenure and promotion applications, new degrees and programs, and policy amendments for students and faculty are reviewed by ASA. Such items on the ASA's agenda have been reviewed with recommendations through shared governance processes defined in the Academic Charter, the Policy on Policies, and the Collective Bargaining Agreement. Similarly, the items considered by FAF have been reviewed with recommendations according to aforementioned Academic Charter, policy, and agreements and vetted primarily in the division of Finance and Administration, in collaboration with other administrative divisions.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

The importance of freedom of expression is documented in the opening paragraph of the University's [Academic Charter](#): "Essential to the atmosphere of a University is academic freedom, the full freedom of speech, freedom to teach, to learn, and to conduct inquiry in a spirit of openness necessary to the acceptance of criticism, the expression of differing opinions, and the pursuit of truth." These Basic Principles are reaffirmed in the University's policy on "[Freedom of Expression](#)," ([Policy 3341-2-45](#)), the University's collective bargaining agreement between the Board of Trustees and the BGSU Faculty Association – AAUP ([Article 9: Academic Freedom](#)), and the [Code of Student Conduct \(Policy 3341-2-28\)](#) which states that BGSU's academic community "is committed to fostering an environment conducive to academic inquiry, a productive campus life and thoughtful study and discourse." Other policies and practices support the BGSU's core commitment to freedom of expression and pursuit of truth in teaching and learning, including [Policy 3341-2-16: Guest Speakers](#), [Policy 3341-2-27: Political Campaigning](#), [Policy 3341-5-24: Political Activity by Classified Staff](#), and [Policy 3341-3-60: University Libraries Collection](#), with its subsection on censorship/academic freedom (Section (B)(5)(c) affirming: "The Bowling Green State University Libraries support the free exchange of ideas and endeavor to build collections which include all points of view" and goes on to state that it "attempts to provide a wide selection of materials encompassing the major viewpoints." These statements indicate the University's commitment to academic freedom, a commitment supported by faculty through their work in the classroom and through their scholarly and creative endeavors.

BGSU regularly educates all University community members on its commitment to freedom of expression and the pursuit of truth in teaching and learning. In December 2019, all deans, department chairs, and school directors participated in professional development on free speech and academic freedom. University websites provide access to additional information, [a "one-stop shop" on freedom of expression links university, student, and faculty resources for expressive activity, including recently enacted State of Ohio protections on expressive speech](#). The [Center for Faculty Excellence \(CFE\)](#) website offers a link to university-curated best practices on demonstrating and facilitating free speech and academic freedom inside and outside the classroom. In addition, campus presentations and events are held to raise awareness and reinforce the University's commitment to academic freedom and free expression. In 2019, the BGSU Center for Public Impact (now Civic Engagement in the C. Raymond Marvin Center for Leadership and Civic Engagement) hosted [a community dialogue series for the University and general public to learn how to engage in civil discourse about controversial topics](#) with others who may hold different views from their own. In 2020, the joint BGSU – Bowling Green Community "Not in Our Town" initiative hosted [a community conversation "Free Speech vs. Hate"](#) for University and community members. Finally, communications from University leaders and officers raise awareness of the importance of academic freedom and expressive free speech. [A September 10, 2021 email from the Provost and Senior Vice President for Academic and Student Affairs](#) reminded the entire university community of the supportive and educational resources available to enhance faculty, staff and students' understanding

and awareness of University policies, regulations and expectations regarding free expression on campus. During the transition to remote and hybrid learning in response to COVID-19, the Provost distributed [an August 2020 email to chairs and directors \(for distribution to all faculty\) on balancing intellectual property and student free speech/first amendment rights](#), which included recommendations on posting materials on Canvas, the University's Learning Management System (LMS), talking to students, and syllabi statements.

University leadership remains vigilant to ensure its ongoing commitment to freedom of expression and the pursuit of truth in teaching and learning. In 2019, the BGSU Board of Trustees' Audit Committee identified free speech as a significant risk management focus, directing and monitoring outcomes to reduce the level of risk. BGSU's [policy on Freedom of Expression](#) was updated in 2021 to include a new Section I: Free Speech and Harassment. The University's recently enacted [policy on Anti-Hazing \(3341-2-49\)](#) to clarify that hazing does not include lawful expressive activities that are protected under the First Amendment to the United States Constitution, the Ohio Constitution, or the Ohio Revised Code. [Ohio's Forming Open and Robust University Minds Act \(FORUM Act\)](#) ensures that unobstructed, lawful free speech can occur on university campuses. [The Office of General Counsel provided required FORUM Act reporting to the state legislature in September 2021.](#)

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

(2.E.1.) BGSU provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students receive guidance in the ethical use of information resources in several ways. For example, the University Libraries also offers a wide variety of resources in the effective use of research and information resources through a variety of in-person and online resources and interactions that ensure all students are afforded proper guidance. Librarians work in a team structure, with each team focusing on one or two colleges and/or academic departments and establishing relationships with faculty and students. This structure ensures that each academic department has at least one librarian dedicated to working with them who is an expert in the information resources in that field of study.

[BGSU's Office of Sponsored Programs and Research](#) provides support to BGSU faculty, staff and students in their search for external funding and proposal submission. Specifically, the Office of Sponsored Programs and Research assists and coordinates the administrative activities related to: Proposal Development and Budgeting including the monitoring of cost-share requests and identifying sources of university commitment, University Review and Approval Process for external submissions including obtaining the final signature of the Vice President for Research & Economic Engagement, and the development of contracts and subcontracts under collaborative grants and contracts. The Office of Sponsored Programs and Research's website features a listing of all grants and contracts activity (inclusive of submissions and awards) since 2007, proposal preparation resources, as well as salient research policies (e.g., [Copyright](#), [Patent policy](#), [Commercialization](#), [Protection of Human Subjects](#), [Use of Controlled Substances in Research](#), [Research Misconduct](#), etc.). During the COVID-19 pandemic, the Office of Sponsored Programs and Research also provided guidance for research under the unprecedented circumstances.

[The Office of Research Compliance \(ORC\)](#) provides training on the Responsible Conduct of Research and serves as an institutional hub for the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and the Institutional Biosafety Committee (IBC). Research regarding Institutional Review Board (IRB) must go through [Collaborative Institutional Training Initiative \(CITI\)](#) as part of the IRB approval for human research.

Finally, BGSU has approved many Canvas learning tools. The University employs the [anti-plagiarism software Turnitin.com](#). This tool is not used simply as a punitive measure. Faculty use it

to help students understand what constitutes plagiarism and to give rich feedback that enables students to write with academic integrity.

(2.E.2.) BGSU provides oversight over the ethical conduct of research and scholarly practices engaged by its faculty, staff, and students. While affirming the principles of academic freedom, the University's Academic Charter provision entitled [Policy on Research Misconduct \(3341-7-5\)](#) and [BGSU-FA contract \(Article 9: 2.2. and 2.3.\)](#) provide detailed policies and procedures for reporting, investigating, and handling of cases of research misconduct.

Administrative oversight over all research misconduct policies is maintained by the Vice President for Research & Economic Engagement who is responsible for their implementation. Reporting to the VPREE is the Office of Research Compliance, which supports and assists faculty members, staff, and students to ensure that their conduct of research and scholarly activities is in compliance with federal, state, local and University regulations and policies. This office serves as the administrative hub for the [Institutional Review Board \(IRB\)](#), [Institutional Animal Care and Use Committee \(IACUC\)](#) and the [Institutional Biosafety Committee \(IBC\)](#). The [Office of Research Compliance](#) also provides both online and face-to-face training in the "Responsible Conduct of Research" (RCR) to all student and post-doctoral personnel who are receiving support from federal funding agencies. [Online IRB and RCR training](#) is available to all students, faculty, and staff.

(2.E.3.) Efforts to inform students in the ethical use of information resources are conveyed via individual courses and at the University level, by [University Libraries \(UL\)](#), the [Learning Commons \(TLC\)](#), and the [Office of Research Compliance](#) (see 2.E.1.). Librarians partner with faculty to provide instruction and supporting materials for students on the information research process, including the ethical and legal guidelines in gathering and using information.

The First-Year Experience Librarian works closely with the instructors and students in the University Writing Program (UWP). Resources for UWP provide instructors with information and lesson plans related to academic honesty. The University Libraries also offer courses for academic credit that touch on how to properly paraphrase, quote, and summarize information sources and prepare students to ethically use information. The Coordinator of Scholarly Publishing meets one-on-one with faculty, staff, and students to discuss copyright concerns related to author rights and the use of copyrighted materials in teaching and research. The Coordinator maintains a [LibGuide of resources](#) covering the use of copyrighted works, fair use and exceptions, sharing research, identifying credible journals, and finding open materials.

The Learning Commons provides support for students regarding the proper use of information in the writing process. Students can receive this help throughout the academic year in one-on-one appointments with Writing Consultants. Additionally, the Learning Commons offers presentations or workshops on topics such as why the academy requires citations, choosing appropriate source material, incorporating material in a way that does not misrepresent the original intent, and the Academic Honesty policy.

(2.E.4.) The Code of Academic Conduct is designed to create "an environment of ethical and principled intellectual pursuit" through the enforcement of policies and procedures described in [Policy 3341-3-24: Academic Honesty](#). Administrative oversight over these policies (which include "cheating, fabrication, or plagiarism") is provided by Academic and Student Affairs. The Dean of Students assists students and faculty when cases arise, and the Office of the Provost maintains final appeal jurisdiction over all issues of academic honesty.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Bowling Green State University (BGSU) is committed to acting with integrity in its financial, academic, personnel, and auxiliary functions and is in compliance with Criterion 2 as evidenced by established institutional policies and processes that ensure fair and ethical behavior on the part of the Board of Trustees (BOT), administration, faculty, staff, and students. The BOT has the autonomy to make decisions that are in the best interest of the University and assure its integrity. Through a variety of venues and methods, BGSU presents itself clearly to students and the public regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation. Additionally, through various policies and procedures, BGSU shows its dedication to academic freedom of expression and the pursuit of truth in teaching and learning. The University provides oversight and institutional resources to support the quality and integrity of research and scholarly/creative activity and provides guidance for the responsible acquisition, discovery, and application of knowledge by faculty, students, and staff.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

(3.A.1.) There are several ways in which BGSU faculty, staff and administrators assure the University's courses and programs are current and require levels of student performance appropriate to the credential awarded.

New Course/Program Approval and/or Modification Process

For all new proposed programs, BGSU has a well-defined [curriculum approval process](#), involving several constituent groups: Department/School Directors, College Curriculum Committees, Deans, Undergraduate Council, Graduate Council, [the Faculty Senate](#), [the Faculty Senate's Committee on Academic Affairs](#), and [the Faculty Senate's Executive Committee](#). At both undergraduate and graduate levels, faculty are involved in creating, modifying, and approving program-specific learning outcomes for courses and programs. Faculty initiate new programs, new courses, or modifications to existing programs or courses by completing [a course/curriculum modification request](#). Both undergraduate and graduate program/course forms require that faculty identify student learning outcomes and plans for assessing student learning. At the University level, new programs and significant modifications to existing programs are reviewed by either the Undergraduate or Graduate Councils for comment and recommendations prior to Faculty Senate consideration. Faculty Senate, Undergraduate Council, and Graduate Council are composed of faculty representatives from academic units. Undergraduate Student Government and Graduate Student Senate have representation on the Faculty Senate's Executive Committee and the full Faculty Senate to allow for student input into the curricular process. Additionally, the [Office of Academic Assessment \(OAA\)](#) is actively engaged from the beginning of the course/program creation or modification process. Proposals for new programs must factor in several components, including the need for the program supported by labor market data, employment opportunities in the field, curriculum content benchmarked against best practices and similar programs at other institutions, faculty resources and credentials, availability of facilities, and a realistic resource impact analysis. [An example of new curriculum/program development guidelines is provided for the College of Arts and Sciences.](#)

[Agendas from curriculum committee meetings](#) at the College level show proposals for new courses and programs being considered.

At the [undergraduate level, many processes](#) exist to verify that a program or course is current and meets levels of student performance consistent with the credential awarded. A few recent course approval samples include: [SEES 2220 \(Water Resources and Issues\)](#) and [GEO 1260 \(Weather Studies Laboratory\)](#).

Approval of graduate courses and programs begins with review by the Graduate Curriculum Review sub-committee of Graduate Council before being acted on by Council. Procedures for the review and approval of new graduate degree proposals can be found at [this link](#). [All new undergraduate and graduate degree programs must also be reviewed and approved by the Ohio Department of Higher Education \(ODHE\)](#).

As part of budgeting and resource planning for all new programs, the Division of Finance and Administration provides a resource analysis to include [a revenue/expense analysis worksheet](#).

Ongoing Program Assessment

Ongoing program assessment provides evidence that programs are current and student performance expectations are appropriate. As part of internal program review (see 4.A.1.), external reviewers evaluate undergraduate and/or graduate programs and provide an [executive summary of findings](#) which typically include recommendations relative to the currency and appropriateness of courses and programs. For programs with specialized accreditation, evaluation of curricula is done in accordance with the respective accrediting body's guidelines (see 4.A.5).

Prerequisites, Transfer Agreements, and Advisory Committees

The hierarchical structure of program curricula, with course learning outcomes nested within program learning outcomes, and their sequential nature ensures that the level of student performance is appropriate to the awarded degree. Successful progression through a curriculum with embedded prerequisites means that appropriate levels of student learning have been attained and demonstrated. Over [70 degree programs](#) have admissions requirements, represented by a pre-program designation, making explicit the prerequisite conditions for successful progression through their curricula. Each college does a graduation check to ensure that students have demonstrated appropriate levels of performance by meeting program and University-level requirements (e.g., required GPA, general education course requirements (BGP), prerequisites completion, etc.). At the graduate level, per [Policy 3341-3-16: Master Degree Requirements](#) and [Policy 3341-3-6: Doctoral Degree Requirements](#), assessment of appropriate levels of student performance is accomplished through a variety of assessments, including: comprehensive examinations, research project proposals, defense of research projects, etc.

BGSU has a number of transfer agreements with primarily two-year community colleges and also participates in a dual enrollment program known as College Credit Plus (CCP). The University assures its curriculum remains current and pertinent to the degree awarded by prescribing guidelines and requirements in transfer agreements. Samples include the [Lorain County Community College Transfer Credit Agreement](#) and the [Sinclair College Transfer Credit Agreement](#). Section 4.A.4. provides further details on the [Firelands High School College Credit Plus Program \(CCP\)](#), including information pertinent to course currency and transferability as well as how BGSU monitors the rigor and quality of dual credit courses.

Finally, many programs have advisory committees or boards made up of professionals in the field who provide feedback on curricular content, best practices, and performance expectations from employers' perspectives (see 1.B.).

Addressing Concerns from the 2017 Assurance Review

To address concerns from the 2017 Assurance Review regarding program learning outcomes (PLOs), BGSU completed several actions. While PLOs have a long history of being included in BGSU's Undergraduate Catalog, learning outcomes for graduate programs were not traditionally included in BGSU's Graduate Catalog. To ensure clear and measurable PLOs were added to the Graduate Catalog, the Dean of the Graduate College sent a memorandum on October 10, 2017 to all Graduate Coordinators outlining the graduation PLO review process and professional development support offered by the Office of Academic Assessment (OAA). The memorandum contained [a template to aid in the revision of PLOs](#), providing guidance on how to make them clear, measurable, and tied to assessment. Tailored professional development sessions were provided to graduate program faculty and staff. A workshop on developing and revising graduate PLOs was held at the October 2017 Graduate College Breakfast. There were expanded workshops on developing and revising graduate PLOs offered from October 2017 to January 2018. Additionally, there were monthly workshops on writing clear and challenging learning outcomes facilitated by the OAA throughout academic year 2017-2018, and these will continue throughout upcoming academic years. All graduate programs submitted their PLOs to the Graduate College and the Office of Academic Assessment (OAA) in Spring 2018. The OAA reviewed all the PLOs and provided feedback to ensure the PLOs were specific, measurable, and observable statements, written clearly, communicate one concept, and use student-focused language (i.e., identifying what students should be able to do at the end of the program), and written at an appropriate cognitive complexity level (i.e., Bloom's Revised Taxonomy). The resulting graduate PLOs were published in the Graduate Catalog for each program.

(3.A.2.) BGSU is authorized to award degrees at the associate, baccalaureate, master's, professional doctorate, and doctoral levels. Undergraduate and graduate certificates are also offered. Learning outcomes and degree requirements are outlined in the Undergraduate Catalog and Graduate Catalog. Student learning outcomes are available for all programs and deemed appropriate for degree/credential level and scope per the curriculum review process (see 3.A.1.). All course learning outcomes are consistent with the general education program (if appropriate) and program learning outcomes. Program learning outcomes are reviewed for rigor and appropriateness by the Student Achievement Assessment Committee (SAAC) (see 4.B.1.). Except for programs with specialized accreditation, which undergo their own review, academic units or programs are reviewed on a five-year rotation (see 4.A.1.). Learning outcomes for certificate programs, while similarly crafted, are narrower which befits their limited scope. Proposals for new programs must clearly describe student learning outcomes for specific courses, indicate the level of courses proposed, and include detailed course syllabi featuring student assignments and grading scales ([Policy 3341-3-9: Graduate Grading Policies](#); [Undergraduate Grading Policy](#)). The Center for Faculty Excellence (CFE) provides [syllabus templates](#) and [guidelines on course and curriculum design](#).

Students must complete a minimum of [122 credit hours](#) for the baccalaureate degree and a minimum of [62 credit hours](#) for the associate degree. [All master's degree programs require at least 30 semester hours of graduate course work](#). Master's students are required to enroll in at least one credit hour in the semester of graduation. At the doctoral level, students must complete at least [60 semester hours of graduate credit](#) beyond the master's degree or ninety semester hours beyond the bachelor's degree.

These hours must include at least sixteen hours of dissertation research. Graduate learning outcomes and expectations are clearly differentiated between master and doctoral levels. Graduate certificates range from a requirement of 12 to 18 credits hours. Per [Policy 3341-3-2: Advanced Undergraduates-Graduates](#) and [Policy 3341-3-66: Accelerated Program](#), under specified circumstances, undergraduate students with excellent scholastic records may register for graduate coursework prior to having received the baccalaureate degree.

Finally, differentiation of performance standards and learning outcomes for associate's degree, bachelor's degree, master's degree, certificate programs, and doctoral programs is further maintained through [a course numbering system](#). Courses 1000-4000 are undergraduate courses. Courses numbered 5000-7990 are for graduate courses. Courses at the 5000-level may be cross-listed with 4000-level undergraduate courses. Courses at the 6000- level are intended primarily for master's degree students. Courses at the 7000-level are intended primarily for doctoral students. Per [Policy 3341-3-6](#), the number of 5000-level credits that may be counted towards a doctoral degree shall not exceed ten hours or three courses in post-master's studies.

(3.A.3) Learning outcomes for degree programs are stated in the Undergraduate and Graduate Catalogs and are consistent across all locations and modalities, including online, Bowling Green and Firelands campuses, and dual credit programs. Consistency of program quality, learning outcomes, and assessments is maintained by requiring that all courses, regardless of modality or locations, undergo the curriculum approval process described in 3.A.1. The online availability of syllabus templates also aid uniformity across modalities. Examples of course learning outcomes remaining consistent across learning modalities are provided for the following courses delivered in both traditional and online formats:

College	Online Course Syllabus	Traditional (Face-to-Face) Syllabus
Health and Human Services	Graduate: EN 6070: Community and Public Health Nutrition	Graduate: EN 6070: Community and Public Health Nutrition
Schmidthorst College of Business	Undergraduate: MGMT 3000: Integrated Operations and Supply Chain Management	Undergraduate: MGMT 3000: Integrated Operations and Supply Chain Management
	Graduate: MBA 6050: Marketing Management and Strategy	Graduate: MBA 6050: Marketing Management and Strategy
Arts and Sciences	Undergraduate: COMM 1020: Introduction to Public Speaking	Undergraduate: COMM 1020: Introduction to Public Speaking
	Graduate: COMM 4071/MC 5071: Family Communication	Graduate: COMM 4071/MC 5071: Family Communication
Firelands	Math 1220: College Algebra	Math 1220: College Algebra

Courses offered through the Online and Summer Academic Programs (OSAP) abide by a [rigorous online course approval process](#), inclusive of the regular curricular process described in 3.A.1. and a specialized process conducted by OSAP. As a standard to maintain high academic standards in online courses, BGSU has adopted [Quality Matters](#), a peer-review process designed to monitor and certify the quality of its online programming. BGSU is a founding partner of a state-wide consortium

of 35 institutions including the Ohio Learning Network, who implement Quality Matters for the state of Ohio. As a peer reviewer training site, BGSU hosted the first Ohio Quality Matters training session and received Quality Matters Online Learner Support certification for its [eCampus-affiliated programs](#). BGSU is the only institution in Ohio to earn this distinction and one of only six institutions to receive it nationwide.

[Canvas](#) is the learning management system (LMS) for BGSU. Faculty have the option to use common rubrics across course sections, [to copy course shells over time for accrued uniformity](#), and [to align student learning outcomes to the AAC&U VALUE Rubrics](#), thereby intentionally expanding the distribution of consistent learning outcomes. Canvas contains University Learning Outcomes (ULOs) as operationalized by the corresponding VALUE Rubrics, select program learning outcomes (PLOs), and BG Perspective (BGP LOs). Faculty can import ULOs, BGP LOs and/or PLOs into their courses and then link the LOs within a rubric to be used with assessments. Canvas templates exist for BGP courses that contain BGP LOs, assessments, and rubric faculty use to enhance consistency across courses.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

(3.B.1.) BGSU's general education program, [BG Perspective: 21st Century Liberal Studies \(BGP\)](#), went into effect at the beginning of Fall 2015, following a redesign of the previous program by the BGP Committee and the University community at large. The redesigned general education program resulted in the creation of new learning outcomes, a restructuring of program requirements, and the addition of a required assessment of BGP learning outcomes. Consistent with the University's Mission of preparing students for "lifelong personal and career growth, lives of engaged citizenship and leadership in a global society," the BGP Program provides students with a coherent combination of courses designed to prepare them for a lifetime of learning and to enable them to participate thoughtfully in a diverse, democratic society that is situated in a global context. The BGP Program was created with the intention to provide students with a set of courses ([Fall 2021 Course List](#); [Fall 2022 Course List](#)) in which active learning strategies are the norm and pedagogies are guided by regular, [formal assessment of general education learning outcomes](#), thereby preparing students with a solid foundation for moving into their upper-level courses. During the completion of their general education requirements, students are assisted in honing their intellectual skills that 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. Achievement of these skills and values is central to all BGP courses arranged in the following domains: English Composition and Oral Communication, Quantitative Literacy, Humanities and the Arts, Social and Behavioral Sciences, Natural Sciences, Cultural Diversity in the United States, and International Perspective. [Each of these domains utilizes between four and six learning outcomes](#). During the creation of the BGP, the BGP Program learning outcomes for the domain categories were mapped to the University student learning outcomes, which align with [the VALUE Rubrics created by the Association of American Colleges and Universities \(AAC&U\)](#). The BGP Program outcomes also were aligned with [Bloom's Revised Taxonomy](#) and with the outcomes and guidelines provided in the [Ohio Department](#)

[of Higher Education Transfer Module \(Ohio Transfer 36\).](#)

BGSU articulates the structure, purposes, learning outcomes, and content of the BGP Program widely. Students and their families are introduced to the [BGP Program during orientation](#), and their understanding of the program is furthered through contacts made by the [Parent, Family, and New Student Connections newsletter](#). Students gain deeper understanding of the purpose and structure of the BGP Program in BG Perspective courses, [BGSU 1910 Life Design Courses](#), in meetings with academic advisors, on their Degree Audit Reports, on the BG Perspective website, and in BGSU's Undergraduate Catalog. BGP faculty are contacted by the general education director multiple times each semester to provide them with program information and to invite and encourage them to attend [a variety of general education-related workshops and discussion sessions](#) offered by the BGP Perspective Committee. BGP learning outcomes and BGP assessment measures are required elements of all syllabi (Samples: [SEES 2220](#), [GEOG 1260](#), [ECON 2030](#), [ASTR 2010](#), [SOC 2310](#)). The Office of Academic Assessment (OAA) compiles BGP domain assessment data each term and creates an annual report regarding student achievement in each of the BGP domain categories which is shared widely with the University community ([2019-2020 Annual Report](#); [2020-2021 Annual Report](#)) with the goal of using the data to further develop and strengthen student learning within the general education program. The BGP Committee is comprised of faculty and an Associate Dean from each of the Colleges. Not only do the [BGP Committee members](#) work on curricular aspects of the program, they also serve as conduits of information about the BGP Program within the units they represent and campus wide.

(3.B.2.) BGSU's philosophy of general education is instantiated within the [framework of the University Outcomes](#), a set of skills, knowledge, values, and abilities that undergraduates should acquire as a result of achieving any major, participating in any academic program, and engaging in appropriate cocurricular activities. BGSU students are expected to: acquire Intellectual and Practical Skills (i.e., Critical and Constructive Thinking, Communication, and Engaging Others in Action); learn General and Specialized Knowledge; develop Personal and Social Responsibility, revealed through an understanding of diverse perspectives, engaging communities through informed, values-driven action, and by acting ethically in concert with their principles; and be able to "Integrate, Apply, and Reflect," which includes being able to synthesize what they have learned and show a commitment to life-long learning.

To fulfill their general education requirements, students must complete a minimum of 36 credit hours from the approved curriculum distributed as follows: at least one course from English Composition and Oral Communication; at least one course from Quantitative Literacy; at least two courses from Humanities and the Arts; at least two courses from Social and Behavioral Sciences; at least two courses from Natural Sciences (one of which must have a lab component); at least one course from Cultural Diversity in the U.S.; and at least one course from International Perspective. Approved courses from the Humanities and the Arts and the Social and Behavioral Sciences domains may also be used to fulfill a Cultural Diversity in the United States or International Perspective requirement (Undergraduate Catalog).

For each of the domains, the BGP Program features general education learning outcomes which are measurable and aligned with BGSU outcomes, [AAC&U VALUE rubrics](#), [Bloom's Revised Taxonomy](#) of cognitive process dimensions, knowledge dimensions (i.e., factual, conceptual, procedural, or meta-cognitive), as well as with the [Ohio Transfer 36 outcomes](#).

The BGP Program aligns with the University Learning Outcomes and tailors them to meet its goals. Beyond the integration of cognitive skills, the BGP Program is dedicated to outcome-driven learning.

The following outcomes are taught with particular emphasis at varying degrees across BGP courses: effective communication; critical thinking and engaging in creative problem solving; actively engaging with other groups and teams of individuals; developing inquiry skills; and developing information literacy skills (See [BGP Program Posters Used at National Conferences](#)).

(3.B.3.) The educational experience at BGSU promotes and nurtures diversity and belonging of all people, cultures, and nations of the world, within the curriculum and cocurricular opportunities. The University's commitment to inclusivity promotes a campus climate and an educational environment that fosters mutual respect, understanding, and valuing of individuals. BGSU offers several resource centers and programs that support student education and engagement with cultural diversity. The University has a [3.5-star rating on a 5-star scale, from the Campus Pride Index](#), a national listing of LGBTQ friendly colleges and universities.

The [BGSU Diversity and Belonging Statement](#) aligns directly with University learning outcome of interacting with diversity. BGSU undergraduate major options (e.g., [Africana Studies](#), [Asian Studies](#), [Ethnic Studies](#), [World Music](#), etc.) and minor options (e.g., [Chinese](#), [Latino/a Studies](#), etc.) in a variety of programs include courses that focus on human and cultural diversity. Per the BGP curriculum requirements, all students enrolled in a baccalaureate program must satisfactorily complete one course approved for Cultural Diversity in the United States and one course approved for International Perspective. Many students complete additional courses above the minimum requirement.

At the graduate level, BGSU students can earn degrees (e.g., [Master of Arts in Cross-cultural and International Education](#), [PhD in American Culture Studies with a specialization in Ethnicity, Gender, and Social Identity](#), etc.) and/or graduate certificates (e.g., [Autism Spectrum Disorders](#), etc.) in advanced programs focused on human and cultural diversity. The BGSU Graduate College supports the [Presidential Graduate Diversity Scholarship](#) which offers \$5,000 for Master's or Specialist students and \$7,500 for Doctoral students.

In addition to curricular content emphasizing diversity, BGSU offers students a variety of cocurricular activities and opportunities that support and promote inclusivity and belonging (see 1.C.1.). These include, but are not limited to, residential learning communities (e.g., [Global Village](#); [La Comunidad](#)), study abroad, special programs that are geared to increasing the success of underrepresented students in STEM disciplines (e.g., the [Academic Investment in Math and Science \(AIMS\)](#)), fiscal support for low income, first generation individuals or underrepresented groups to prepare for graduate studies during their undergraduate experience (e.g., as a [McNair Scholar](#)), service + learning project (e.g., [BG Alternative Spring Breaks](#)), Peace Corps Prep undergraduate certificate, campus conferences and programming (e.g., [Office of Multicultural Affairs](#)). The Graduate College also hosts the [Paul D. Coverdell Peace Corps Fellows Program](#), featuring 16 degree programs that admit Peace Corps fellows who support diversity initiatives on campus, the community, and the world. Locally, BGSU is dedicated to increasing access to higher education for disadvantaged Toledo-area youth through the [Educational Talent Search and Upward Bound programs](#).

International students enhance BGSU's diversity. In Fall 2021, BGSU enrolled [716 international students](#) (graduate and undergraduate) from approximately 50 different countries. For international students who need to develop English language skills, BGSU has dedicated faculty in the English department whose program in English for Speakers of Other Languages provides intensive language training. Additionally, the [BGSU Speech and Hearing Clinic](#) offers services for a variety of communication related issues including helping English language learners be more effective and

proficient communicators in English.

(3.B.4.) Initiative #5, “Focus on Research and Creative Activities” within Objective # 2, “Creating Public Good Through Research, Creative Activities, Partnerships, and Engagement” supports the ecosystem of research and scholarship engrained inside and outside of the classroom. [Article 23 on Scholarship, Creative Activity and Grants of the Collective Bargaining Agreement \(CBA\)](#), requires tenured and tenure-track faculty appointments have a scholarship/creative activities component. The expectations for faculty research/creative activities are detailed in departmental and college reappointment, tenure, and promotion guidelines. Self-studies compiled for the internal program review process provide ample evidence of [faculty scholarly productivity](#). Scholarly/creative activity is also exemplified by internal and external grant awards. A [FY 2021 grant submission activity report](#) prepared by the Office of Sponsored Programs and Research reported 306 submissions.

Faculty, graduate students, and undergraduates often partner in scholarship and creative work as indicated by the number of co-authored publications, presentations, and performances produced annually. [An example of faculty and students participating in joint scholarly activity comes from the Master of Arts in Cross-Cultural and International Education \(MACIE\) program](#) The program reports 16 faculty-students co-authored publications. Additionally, there have been 20 joint MACIE faculty-student presentations at conferences of major academic societies. MACIE Graduate Assistants work very closely with core faculty on research projects and are instrumental to their success. The College of Musical Arts hosts [a variety of performance events and concerts](#). The [Office of Sponsored Programs and Research](#) assists students and faculty in the acquisition and management of research grants. Master’s theses and doctoral dissertations are held to high academic standards, as are program and degree capstone experiences. Specific undergraduate programs, such as the [Honors College](#), [Building Ohio’s Sustainable Energy Future \(BOSEF\)](#), [Science and Math Education in ACTION](#), [Center for Undergraduate Research and Scholarship \(CURS\)](#), and the [McNair Scholars Program](#), pair students with faculty to engage in research and scholarly work. For example, in its [2019-2020 annual report](#), CURS reported on the BGSU Undergraduate Symposium for Research and Scholarship held in April 2019. The purpose of this event is to provide an opportunity for undergraduate students at BGSU regardless of major to showcase their research/scholarly/creative projects to the BGSU community as well as the public and prospective students and their families. Because of COVID-19, the event was moved to an online format. Yet, 207 undergraduate students participated (of this number, 144 poster/PowerPoint/video presentations were made). The [Hoskins Global Scholars Program](#) is another noteworthy opportunity for students to be exposed to international experiences on which they report. [The Charles E. Shanklin Award for Research Excellence](#) was established by the Graduate Student Senate as a meritorious award to recognize excellence in original research by graduate students. A [Spring 2022 College-specific summary](#) provides additional insights from College Deans about student involvement in research at both graduate and undergraduate levels, their assessment, the role of research assistants (if any) and creative work highlights.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

(3.C.1.) [BGSU's strategic plan, specifically Initiative #9](#), states that the institution aspires to intentionally prioritize and create a culture of inclusion, diversity, and democracy. BGSU continues a concerted and intentional effort to recruit a faculty that is more representative of our student body at the Main and Firelands campuses. This also aligns with one of strategic goals articulated in the [Division of Diversity and Belonging's 2020-2023 strategic plan](#) – namely: “Through our strategies, we will enhance our culture to support diversity and belonging from our hiring practices, to our recruitment and retention initiatives” (see 1.C.2.).

As of Fall 2021, there were a combined 1,187 total full-time (FT) and part-time (PT) instructional staff at Bowling Green and Firelands campuses (123 total FT and PT at Firelands and 1,064 total FT and PT at Bowling Green Campus). Additionally, there were a combined 3,945 full-time and part-time non-instructional staff which included 813 administrative staff, 461 classified staff, 992 graduate student staff, and 1,679 student employees. In terms of race, ethnicity, and gender, 81% of the institution's faculty were White (Bowling Green Main and Firelands campuses combined). Other races and ethnicities represented (Bowling Green Main and Firelands campuses combined) included, 7% Asian, 3% Black, 3% Hispanic, 0.7% multi-racial/ethnicity, 2% international, and 3% not specified. [While the Fall 2021 student body was predominantly White, the next most represented minority was Black, followed closely by Hispanic](#). BGSU is committed to adopting best approaches to attract diverse candidate pools, hire diverse candidates, and ensure their retention (see 1.C.1).

(3.C.2.) Despite necessary operating budget reductions and consolidations dictated by the global pandemic crisis, [BGSU saw in the projected budget shortfalls](#) an opportunity to flatten the

organization and proactively further its strategic plan. The impact of unplanned reductions in staff and faculty that occurred as a direct consequence of COVID-19, coupled with the State of Ohio's prediction of a 20% reduction in state-share of instruction (SSI), had a minimal impact. As BGSU has adapted to life with COVID-19, it has been able to rehire most of those positions that were eliminated or restructured, creating different or new positions, thereby aligning processes, organizational structures, and financial budgets in the most conducive way to promote efficiency at a high level. In the "new post-pandemic normal," BGSU continues to maintain sufficient numbers and continuity of faculty necessary to deliver high-quality education, programming, and student services. Beyond classroom instruction, faculty are responsible for many aspects of the educational process, including curriculum development, developing and assessing learning outcomes, mentoring students, and assigning grades. These additional responsibilities demand a sufficient number of well-qualified faculty who dedicate an appropriate amount of time to instruction and related activities. As of Fall 2021, BGSU employed 772 full-time faculty (Bowling Green Main and Fireland campuses combined). Of the combined total full-time faculty, 278 were Non-Tenure-Track, 90 Tenure-Track, and 404 Tenured faculty. Additional faculty and staff-related information can be retrieved on the live [Faculty and Staff Dashboard](#) maintained by the Office of Institutional Research (OIR).

Knowledgeable and committed faculty and staff are critical for effective oversight of the curriculum and student success. [Article 14](#), Sections 2 and 4, of the Collective Bargaining Agreement (CBA) outlines the process for the appointment and hiring of non-tenure-track and probationary tenure-track faculty, respectively. Per the Collective Bargaining Agreement (CBA), [Article 14](#), Sections 4.3.1 and 4.4.1, the request for a new faculty position may be initiated by the majority of the faculty in an academic unit in consultation with the unit's Chair/Director. It is the responsibility of the department Chairs/Directors to discuss the request process with all faculty members. Then, College Deans work with department Chairs/Directors using quantitative and qualitative data to inform the prioritization of faculty line requests and to ensure these requests are aligned with the strategic objectives of *Forward*. Final decisions are a collaborative effort between the College Deans, Provost, and President. Faculty are hired following guidelines in the Collective Bargaining Agreement (CBA) and the [Faculty Hiring Manual](#) which contains an [overview of the hiring process](#).

(3.C.3.) The BGSU hiring process ensures that qualified faculty are hired based on academic credentials, including those in dual credit, contractual, and consortial offerings. To initiate the hiring process, the department/school submits a request for an instructor, and the deans' office reviews and approves the position description which includes the minimum credentials. The Provost reviews and approves the requests. Faculty credentialing is a key step in the hiring process and determines whether a candidate will be considered for a formal interview. Several reviews take place to ensure that faculty are appropriately qualified to teach at the institution. Initial screening and review of faculty qualification begin at the search committee level where qualified candidates are identified against criteria in the position description. The hiring College/Department/School reviews intake documents (i.e., resume/CV, letter of application, etc.) of approved candidates to ensure they meet the minimum qualifications. Adjunct faculty requests are approved at the College Dean level and go through the same faculty credential review process. For College Credit Plus Program (CCP) instructors, the initial faculty qualification review is done by CCP staff and the hiring department (See 4.A.4. for further details on qualifications for CCP instructors). In all instances, [the Office of Institutional Effectiveness \(OIE\) completes a secondary review](#). Prior to beginning employment, all new faculty are required to present an official transcript to verify degree completion and conferral. For candidates in the final stages of completing their required degree (i.e., ABD), the OIE will review reports from Human Resources to ensure an awarded terminal degree is on file with the Provost's Office within the appropriate timeframe. Faculty Curricula Vitae are archived in the

Provost's Office (Academic Affairs).

Faculty of record teaching undergraduate credit-bearing courses must hold a master's degree in the teaching discipline or a master's degree and 18 hours of graduate work in the teaching discipline. Exceptions are graduate Teaching Associates who are supervised by a qualified faculty member. [Policy 3341-3-11: Graduate Faculty Status \(GFS\)](#) describes the application process, criteria, and privileges associated with Graduate Faculty Status, required for anyone teaching graduate level courses or serving on graduate level committees (e.g., thesis, dissertation). GFS requires a minimum of a doctoral or terminal degree within the academic field in which they teach. Exceptions may be made for graduate faculty with a terminal or master's degree who may have done sufficient research in a different field. These instructors must apply and be approved for graduate faculty status and the Chair/Director must initiate the tested experience workflow. [Other GFS-related forms and information are located on the Graduate College's website.](#)

If the instructor assigned to an undergraduate course does not have a master's degree in the teaching discipline or if the instructor assigned to a graduate course does not have a terminal degree, the Chair/Director must initiate the tested experience process by completing the form available via a workflow link on the OIE' website. The College Dean/Associate Dean and Provost review and approve the tested experience form. If approved, OIE date stamps the form and assigns a four-digit Classification of Instructional Program (CIP) code that aligns with the instructor's academic discipline (and which can then be matched to the CIP code for courses).

As of Fall 2021, the institution had over 732 faculty members with terminal degrees, distributed as follows: College of Arts and Sciences, 359; College of Musical Arts, 70; College of Education and Human Development, 94; Firelands College, 36; College of Health and Human Services, 54; Provost's Office, 10; Schmidthorst College of Business, 63; College of Technology, Architecture, and Applied Engineering, 27; University Libraries, 18; President's Office, 1.

(3.C.4.) All full-time instructors at BGSU are evaluated regularly in accordance with established procedures outlined in [Article 14 of the Collective Bargaining Agreement \(CBA\)](#).

For tenure track faculty, the CBA mandates an annual performance review (APR) for probationary faculty to ensure that the faculty member is making satisfactory progress toward tenure and promotion. The APR consists of an evaluation of the faculty member's performance in teaching/librarian effectiveness, scholarly/creative activity, and service by the Chair/Director. The unit faculty may participate in the review as indicated in the unit's RTP document. The nature of this review and evaluative criteria are described in the Department/School's RTP document. The Chair/Director's recommendation is communicated to the candidate and submitted in writing to the College Dean whose independent review is also submitted to the Provost and the candidate.

Tenure track probationary faculty are hired on an initial three-year contract. In addition to APRs, they also undergo an enhanced performance review (EPR) in their third year. At that time, the candidate is evaluated by the unit's faculty and the College Committee. This is followed by a vote by the tenured faculty to reappoint or not reappoint the faculty to a second three-year contract. The results of the vote, along with the committee and the Chair/Director's recommendation letters are forwarded to the Provost. Candidates are provided copies of all independent review letters.

At the end of the probationary period (typically year six), faculty members are evaluated for tenure and promotion (P/T) to Associate Professor. The evaluation is based on a dossier consisting of a curriculum vitae, indicators of performance in the areas of teaching/librarian effectiveness,

scholarly/creative activity, and service, and external letters of evaluation. The dossier is reviewed by the faculty and the college committee. Eligible tenured faculty vote for or against promotion and tenure (P/T) to the rank of Associate Professor. P/T requires a two-thirds affirmative vote by eligible faculty. The results of the vote, along with unit faculty and college committee's recommendations are then sent to the Chair/Director. The Chair/Director completes their independent review and sends it to the College Dean. The College Dean then completes their independent review and forwards their recommendation to the Provost and communicates it to the candidate. After review by the Provost, a recommendation is then made to the Board of Trustees, who votes on final approval. Promotion to Professor follows a similar process but with more rigorous criteria as defined in the CBA. [Article 31 of the CBA](#) addresses "the extraordinary review process for tenured faculty," collaboratively designed to provide assistance, when needed, to tenured faculty members determined to be underperforming so that they may meet the professional expectations established by their academic units and realize continued career growth and professional success.

Qualified-rank faculty (QRF), formally called non-tenure track faculty are reviewed annually according to unit RTP documents and processes described in the CBA. The Chair/Director makes a recommendation whether to reappoint the faculty for another year based on their review in accordance with the unit's reappointment policy. QRF also receive an EPR in year three and year six. Unit faculty, the Chair/Director, the college committee, and the College Dean all complete independent reviews that are then forwarded to the Provost for their review and decision. All full-time faculty (tenured, tenure track, and QRF) are evaluated annually for salary adjustments based on the submission results from an activity report. Market adjustments, if provided for in the CBA, are determined through review of national benchmarks to inform salary adjustments. [A sample evaluation for a qualified-rank faculty assistant clinical professor from the College of Health and Human Services is provided.](#) It includes Chair and Dean's evaluation memos for promotion, merit review, and a success plan. Part-time faculty are hired on a one-semester or one-year contract basis. To be renewed, they must reapply for the position in an advertised, competitive search. Given the specificities and needs of each College, [adjunct faculty evaluations](#) are College specific. However, common evaluative metrics might include course evaluation results, student satisfaction survey results, informal/formal feedback received from other faculty or colleagues. In Spring 2022, the College of Health and Human Services convened an Adjunct Committee with representation from each of its program and generated an [Adjunct Faculty Handbook](#).

Each Department or School has a reappointment, tenure, and promotion (RTP) document which has been approved by the college and Provost and references teaching/librarian effectiveness, scholarly/creative activity, and service criteria. A list of approved RTP documents can be found here. At the college-level, additional information is provided on dossier preparation. An example is provided from the College of Arts and Sciences (A&S): [A&S Faculty Review Handbook](#), [A&S Policy on Reappointment, Tenure, and Promotion Review Dossier Preparation and Content](#). [Article 17](#) of the CBA deals specifically with faculty compensation including minimum salaries for faculty.

(3.C.5.) BGSU recognizes that the intellectual growth and professional development of its faculty are essential for effective teaching and student success. As seen in 3.C.4., the annual evaluations and enhanced performance review in year three of performance for tenure-track faculty help assure that BGSU faculty stay professionally active and pedagogically effective. The Office of the Provost supports faculty scholarly activity through the [Speed Grant opportunity](#), [Faculty Improvement Leave](#), [Faculty Development and Instructional Improvement Grant](#) as well as other [professorships of excellence awards](#). Through the Faculty Improvement Leave (FIL), faculty who meet the eligibility criteria can apply for a one-semester (at 100% salary) or two-semesters (at 70% salary) leave for the

purposes of improving professional prowess and expertise. Some colleges may also have additional support of faculty teaching in place. An example comes from the Schmidhorst College of Business's [Committee to Advance Teaching and Learning \(CATL\) and the creation of High Impact Teaching Awards](#). The Division of Research and Economic Engagement offers the [Building Strength program](#), a workshop that provides basic grant writing understanding and skills to faculty with an interest in applying for external funding opportunities. Individual Colleges, department and schools also offer internal support for research such as travel funds or funds to present at conferences.

Faculty development support includes the [Center for Faculty Excellence \(CFE\)](#) which fosters excellence in teaching by sponsoring workshops, learning communities, book clubs, web resources, consultations, and other campus events. Per Section B of the Academic Charter, the CFE maintains a liaison with the Faculty Development Committee. The CFE also sponsors: (1) The [Faculty Associates Program](#), and (2) BGSU's institutional membership in the [National Center for Faculty Development and Diversity \(NCFDD\)](#) and in the [Association of College and University Educators \(ACUE\)](#). NCFDD provides professional development, training, and mentoring activities. The ACUE Effective Teaching Practices course is a 25-week learning experience that provides faculty opportunities to implement and reflect on evidence-based pedagogical strategies. Similarly, [the Teaching and Learning Center on the Firelands campus](#) provides instructional services to the Firelands college faculty and collaborates with the Bowling Green CFE to support institution-wide initiatives.

Additional faculty development opportunities related specifically to distance education include the following:

- 1:1 consultations with a CFE Instructional Designer, which involve topics such as course design, pedagogy, and also academic technology support (i.e., assistance with Canvas, Zoom, and other tools that support teaching and learning)
- The CFE also offers [a variety of workshops geared specifically toward distance education](#), including: Organizing Your Canvas Course Shell, Introduction to Canvas, Camtasia for Beginners, Canvas New Quizzes, Creating Engaging Micro-Learning Videos, Intro to Canvas Studio, Accessibility and Content Creation, Building Community in a Virtual Environment, Assessing Course Design & Delivery
- [A Canvas-based eCampus Online Teacher Training and Resource Guide/Course](#).

[Article 24](#) on "Professional Development" of the Collective Bargaining Agreement (CBA) articulates that faculty members "shall be eligible to receive funds from their department/school and/or college to support professional development activities, including but not limited to reimbursement for travel expenses." The distribution of these funds is determined by the department, school, and/or college.

(3.C.6.) [Section E on Ethical Responsibilities of the Academic Charter](#) affirms the responsibility of faculty members to assure students' freedom to learn, through maintaining an atmosphere conducive to free inquiry; the responsibility to exercise intellectual honesty, through the development and improvement of one's scholarly competence, the exercise of critical self-discipline and judgment, and the avoidance of subsidiary interests that compromise or hamper freedom of inquiry; the responsibility to meet classes and other academic obligations regularly and at scheduled times, to assist in arrangement when emergencies intervene, to maintain reasonable opportunities for student contact and conference, and to provide timely information on progress and evaluation as part of the student learning experience.

Learning takes place outside the classroom in informal meetings, labs, field experiences, and internships. Key to these experiences is an accessible faculty. Faculty list scheduled office hours (in

person or virtual) in their course syllabi, [on their office door](#), or website. For online teaching, faculty post times they will be available for online discussions or help sessions.

However, faculty support of student inquiry extends far beyond consultation on course material. BGSU has a strong culture of faculty-mentored student research, which is supported by its institutional mission and demonstrated through a number of significant programs as described in 2.B.2. Specifically, BGSU's Center for Undergraduate Research and Scholarship (CURS) celebrates exceptional academic inquiry and creative projects of undergraduate students. Faculty also support student inquiry at the graduate level, primarily through faculty mentorship of graduate research assistants or fellows. Finally, per [2021 NSSE High Impact Practices \(HIPs\) data](#), 61% of senior students participated in research with faculty, in service learning, and/or in a learning community compared to 56% at Carnegie peers.

(3.C.7.) BGSU fully supports staff members' continual professional development to ensure they are appropriately qualified, trained, and up to date within their respective area of work. Staff members are encouraged to attend, participate in, become members of, and serve in leadership roles in national organizations (federal and state), and other external organizations and activities. Staff members who work in student support areas such as Financial Aid and Scholarships, Learning Communities, Life Design, among others are appropriately trained and qualified to support a diverse student population. [A sample collage of training session materials for Financial Aid staff is included here.](#) [BGSU's Office of Human Resources provides skills and professional development activities to staff members to enhance their personal and professional development.](#) These trainings are offered in a variety of ways, such as instructor-led, computer-based, or blended formats. Despite restrictions imposed by the COVID-19 pandemic, BGSU continued to support staff members in attending webinars, virtual national conferences and summits, and many other professional development activities conducted during that time. Academic and student support offices and departments are provided dedicated funds for staff professional development. The [Classified Staff Council Professional Development Fund \(CSCPDE\)](#) and [Administrative Staff Professional Grants](#) are additional funds available to classified and administrative staff. An example worth noting given the significance of the initiative for the University pertains to qualifications for Life Design coaches. A Master's degree (in college counseling, higher education or related field preferred) and relevant experience in advising, counseling, teaching, facilitation or coaching in a secondary or higher education setting are required. All coaches are trained on the Life Design curriculum by the [Life Design Lab at Stanford](#), attend additional certifications and professional development as appropriate, and participate in a community of practice for continuous improvement.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

(3.D.1) To affirm its Mission and Strategic Plan objective of “redefining student success” to prepare graduates for “lifelong personal and career growth and engaged citizenship and leadership in a global society,” BGSU offers a variety of programs and offices to support student success. While the responsibility for student support services involves all areas of the institution, organizationally, it resides primarily under the auspices of the Provost. Exceptions would be the [Life Design initiative](#), the [Division of Diversity and Belonging](#), and the [Division of Health and Wellness](#) which report directly to the President. Student services are available on campus, as well as online via e-mail, the MyBGSU portal, Navigate, and Canvas LMS. A non-exhaustive synopsis of programs and services providing student support is listed below.

Name of Program/Services/Unit	Brief Description
Life Design	Life Design is a fundamental transformation of undergraduate education initiative at BGSU. It is a new approach to higher education where students participate in a multi-year journey designed to shape their college experience and beyond, through purposeful, career-focused, meaningful connections in a coaching model. On April 20, 2022, the University announced \$13.5 million in gifts to create the Michael and Sara Kuhlin Hub for Career Design and Connections and the Geoffrey H. Radbill Center for College and Life Design, formally approved by the Board of Trustees. (See 4.C.3. for further data on Life Design)
Centralized Academic Advising and Planning	Students are assigned an Academic Advisor and Planner to develop an on-going partnership for student success (see 3.D.3.)

<p>Tutoring/Learning Commons and Writing Center</p>	<p>Services include academic coaching, course-based tutoring, tech tutoring, Math and Stats lab, supplemental instruction, writing assistance for non-native English speakers, writing consultations, Falcon Learning Your Way (FLY) program, Study on Sunday program, etc.</p>
<p>University Orientation</p>	<p>At orientation, students have an opportunity to connect with returning students, staff members, and get to know other new Falcons. They are connected with a Connections Ambassador who continues to be a resource throughout the Weeks of Welcome.</p>
<p>Counseling Center</p>	<p>The Counseling Center promotes the psychological well-being of students from diverse backgrounds; to foster their development, learning, and academic success; and to provide appropriate intervention when students are experiencing serious mental health concerns.</p>
<p>Falcon Health Center</p>	<p>The Center provides a wide range of primary, urgent, and preventative care including, but not limited to, immunizations, lab and radiology services, and a full-service pharmacy.</p>
<p>Department of Recreation and Wellness</p>	<p>The Department provides fitness facilities and unique educational wellness opportunities and programs including outdoor leadership courses and intramural sports.</p>
<p>Accessibility Services</p>	<p>The mission of Accessibility Services is to provide equal access and opportunity to eligible students, faculty, and staff with disabilities, both physical and learning disabilities. The office's goal is to increase awareness of disability issues and support the success of students with disabilities by providing opportunities for full integration into the BGSU community. The office provides individual learning support to students with verified disabilities by ensuring appropriate accommodations.</p>

<p>Division of Diversity and Belonging</p>	<p>This division is home to the Office of Multicultural Affairs, LGBTQA+ Programs, TRIO Programs, the Center for Women and Gender Equity, the Center for Violence Prevention and Education, the Office of Title IX, the Marvin Center for Student Leadership, Spirit Programs, Civic Engagement, and the Office of Equity and Compliance. Each department offers programs and services for students, faculty, and staff.</p>
<p>Career Center</p>	<p>The Career Center team strives to engage, educate, and empower by providing high-quality services in career development, planning and preparation, experiential learning, job search strategies, and job attainment.</p>
<p>Office of Financial Aid/Scholarships</p>	<p>The office advises students and families as to types of financial resources available, and how to apply as well. The department also processes federal, local, and institutional aid.</p>
<p>Informational Technology Services (ITS)</p>	<p>ITS provide troubleshooting services for all laptops and desktops to support the academic needs of students and is a licensed Apple and Dell repair center.</p>
<p>Center for Women and Gender Equity</p>	<p>The Center for Women and Gender Equity addresses issues of gender equity on campus and in the community through various programming and service.</p>
<p>LGBTQ+ Resource Center</p>	<p>The LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer +) Resource Center's purpose is a Safe Zone to provide programming, education, and support to the BGSU community. It is a place where LGBTQ+, questioning, and ally students can gather to foster learning and affirm their sense of identity, community, and collaboration.</p>
<p>Nontraditional and Military Student Services</p>	<p>The office serves as a one-stop resource for nontraditional students starting or restarting their education, or active-military or Veteran students.</p>

Off-Campus Student Services	The department is focused on providing students with resources to help them navigate the off-campus housing process and supply resources to ensure they are prepared and protected.
Student Legal Services (SLS)	SLS strives to assist students in responding to legal problems that may adversely affect their well-being or otherwise interfere with academic endeavors.
TRIO Program	The federally funded program supports target populations of first-generation students, low-income, and students with disabilities by providing mentoring and tutoring assistance.
Students Who Are Parents	BGSU is committed to supporting the parenting student population. As part of that effort, the office connects parenting students with services available on the BGSU campus and beyond.
The Office of Multicultural Affairs	The office supports a campus environment that understands and embraces diversity and offers culturally rich programming and experiences.
International Programs and Services	The office provides support for international students (i.e., admissions, immigration advising, language assistance, advocacy, and programming).
Student Employment Services	The office prepares students for part-time employment opportunities consistent with their personal, academic, and professional goals and serves as the University's student human resource office.
Graduate College	The Graduate College provides services to graduate students seeking graduate assistantships and funding.
Department of Public Safety	The BGSU Police Department is staffed by 24 full-time, sworn State of Ohio Peace Officers commissioned by the Ohio Peace Officer Training Commission. All BGSU police officers have full police authority to enforce state laws, local ordinances and University policies. The Department oversees shuttle and parking services as well as emergency management.

eCampus	BGSU offers over 40 distance degrees and certificates with seven-weeks session and multiple start dates tailored for working adults. BGSU is currently only 1 of 6 universities in the nation to have earned the Online Learner Support Certification from Quality Matters. This certification, which covers all academic programs associated with eCampus, recognizes programs that provide the critical student and academic services needed for learner success.
Firelands Academic and Career Counseling Center	Career and Academic Advising services geared towards Firelands Campus students.

(3.D.2.) Students arrive on BGSU’s campus with a wide range of educational preparation. BGSU provides learning support and preparatory instruction to address the academic needs of all students. To ensure effective placement of students in appropriate levels of math courses, math placement is determined by ACT/SAT math scores and high school GPA. Students who do not meet these requirements may be required to take a math placement test. Students are required to complete a writing essay prior to University Orientation to determine appropriate composition placement. Program- specific academic advising provides targeted individualized academic guidance and degree planning that enhance the learning experience of undergraduate, graduate, and online students. The [Learning Commons](#) offers supplemental instruction in several courses, academic coaching to help students develop productive study habits, test taking strategies, writing consultations, and specific support for Math and Statistics courses.

The Office of Admissions evaluates student academic profiles upon application and admission. Beginning with the admission process and throughout the first year, students’ interests, abilities, and skills are also evaluated. If the designated major or program requires a standard for admission that is higher than general admission to BGSU, a student who does not meet those secondary requirements, is notified and provided alternate admission options, including admissions to Firelands College, the [Pathway Program](#), the [Transfer Pathway to community colleges](#) or, a “pre-track” depending on the College. Students might also be advised to join the [Deciding Students Program \(DSP\)](#), which provides them with an opportunity to explore degree options and a range of career interests before selecting a major. The DSP has a team of Academic Advisors and Planners who assist students in building their first semester class schedules and, more importantly, in defining long-term educational goals.

The most significant practice related to introducing undergraduate students to BGSU and college life is [University Orientation](#). During the pandemic, over 30 Orientation Program sessions were held throughout the year for incoming first-year and transfer students to learn more about the intended major, campus resources, and services. During summer 2022, BGSU held 17 orientation program dates. [The Orientation Program sessions are also offered virtually.](#) [Weeks of Welcome](#) allows for a variety of programming to connect new students to the BGSU community and serves as an introduction to the classroom and out-of-classroom environment. Weeks of Welcome Extended Orientation provides additional supplementary academic meetings and advising opportunities, including a major-specific orientation session (“Get with the Program”) with faculty and staff from respective programs and colleges. Finally, Fall Welcome activities occur during the first six weeks of

the fall semester. Over 140 events are offered to provide students opportunities to learn more about campus resources, build friendships, and assist with the transition to college life. Approximately 40 Fall Welcome events take place the first weekend. [Returning students serve as Weeks of Welcome or Fall Welcome Group Leaders](#). [Graduate Admissions hosts graduate student orientation](#) with a preparatory emphasis on general and discipline-specific graduate programming in anticipation of the rigors of graduate study.

(3.D.3.) Through [a centrally coordinated academic advising structure](#), BGSU is purposeful in providing personalized delivery of comprehensive, consistent academic planning to effectively serve students in a variety of academic programs. At the beginning of their academic career, students are assigned an Academic Advisor and Planner, and a Life Design Coach who is a member of an academic cluster that serves a set of related majors. This advising structure provides purposeful redundancy so that if an advisor is unable to meet, a student can still connect with another advisor in the same cluster. This structure also ensures that each student has a consistent advising experience when they start at the institution, regardless of their college or major. During advising meetings, Academic Advisors and Planners help students make informed decisions about selecting a major, understand University curriculum, build an academic schedule and connect with academic resources. Advisors also outreach to non-registered students or registered at-risk students, serve as early alert outreach coordinators, and create appointment campaigns to provide intentional and strategic registration communication. These standard operating advising protocols support registration and continued enrollment for all students.

Students in the Deciding Student Programs and students in other select majors will meet with their assigned Life Design Coach at least twice during their first semester. All DSP students and any incoming first-year student in select majors or scholarship programs will register for BGSU 1910: Life Design at BGSU – a first-year seminar course that provides students with the tools to design academic, career and life experiences. For first-year students enrolled in BGSU 1910 and assigned a Life Design Coach, there is an expectation of coaching built into the curriculum/course requirements. Coaching after students' first year is student-led, that is, they can meet with their Life Design Coach as often as desired. Life Design Coaches do ongoing outreach to engage with those who may be at risk. While approximately 1,200 students will be enrolled in [BGSU 1910 Life Design courses](#) during the Fall 2022 semester based on their area of study or participation in a signature program, all students have an opportunity to engage with Life Design and get connected to a Life Design Coach.

The [Academic Alert System](#) was introduced [to identify academically at-risk students](#) on all BGSU campuses and puts those students in contact with appropriate campus resources as early as possible. The [Early Alert flowchart, process description](#) and [instructions](#) have been widely communicated to faculty and staff who directly contribute to the Academic Alert System's success by issuing alerts on students who are doing poorly in their academic work, are chronically absent from class, or are having difficulty adjusting to campus life. Faculty and staff members may also issue alerts on students who are having personal or financial issues that are making it difficult for them to be successful. [In Spring 2022, 1731 alerts were generated](#). [Examples of the kind of email notifications students receive](#) after an alert has been issued are provided. At a minimum, all students receive two types of academic progress reports each semester: early alert and midterm grade reporting.

At the graduate level, no formal advisors are assigned. However, all graduate programs have a program-specific Graduate Program Coordinator who generally serves in this role. [An example of advising protocol is provided for the online MBA program](#). As noted in 3.D.1., eCampus staff and advisors have been commended for their excellence in advising through the Quality Matters Online

Learner Support Certification. BGSU implements both a centralized and decentralized approach to distance learning. [The Office of Online and Summer Programs \(OSAP\) acts as a grand central station to ensure all key offices across the university \(both academic units and business operations offices\) are streamlined and working together to support the needs of distance learning students.](#) A chart demonstrating this model is available [here](#). Nontraditional and military students' advising needs are addressed through the Office of Nontraditional and Military Student Services (see. 4.A.2.)

(3.D.4.) BGSU is committed to improving teaching and learning through [infrastructure improvements and technological support](#).

The University Libraries (UL) is a founding member of OhioLINK, a statewide library and information system that enables BGSU students, faculty and staff to borrow materials from 121 Ohio academic libraries and provides access to more than 100 online research databases, more than 100,000 e-books, and over 46 million books and other library materials. The University Libraries holdings include more than \$7 million in items, including books, journals, sound recordings, government documents, audiovisual materials and archival manuscripts and photographs. Special research collections include the Center for Archival Collections, the Music Library and Bill Schurk Sound Archives, and the Browne Popular Culture Library. The Curriculum Resource Center provides a rich collection of current K-12 resources supporting BGSU's teacher education programs. The UL is home to The Learning Commons and the Collab Lab all of which provide students curricular support at one location. To continuously improve efficiency, [a proposal to reconfigure the UL has been initiated](#).

The Library Instruction Coordinator coordinates efforts in developing and maintaining information literacy modules, research and course guides, and instructional videos for the academic community. All UL instructional resources are fully available to on-campus and remote students. Distance education students can request that physical books from BGSU's general collection, as well as books from OhioLINK, be mailed to their home address. The number of e-books and e-resources has increased to make library resources more accessible. The UL has made a concerted effort to make their website, as well as their research guides, fully accessible for use with assistive technologies. All media created by UL librarians and staff include closed captions and transcripts, when appropriate. [Statistics demonstrating UL instructional services provided \(in-person and online\) from July 01, 2017 to December 02, 2021 are provided](#).

In recent years, BGSU has renovated or redesigned approximately 32 classrooms to maximize student engagement and active learning (i.e., movable chairs and tables, whiteboard walls and tables, color-separated furniture to more easily separate classes into smaller teams or related units, a variety of new or updated classroom technologies, multiple projection screens/monitors, etc.). Many redesigned rooms (i.e., [Active Learning Classrooms \(ALC\)](#)) also include some form of touchscreen display technology or the ability for teams to connect their own devices to displays. Combined with built-in document cameras in most rooms, telepresence and Sync platforms, and related hardware and software, each redesigned room is well-suited for "flipped" classroom environments, demonstrations and/or simulations and greater student-to-student collaboration. [Information Technology Services maintains and updates a master list of technology equipment/resources on both campuses](#). Colleges, departments/schools, and units also keep their respective inventory as information relative to infrastructure adequacy may also be required for the purpose of specialized accreditation or program review. Examples are provided from the [College of Health and Human Services](#) and the College of Arts and Science ([Biology](#) and [Chemistry](#)).

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

BGSU has sufficient resources, including faculty, instructors, and support staff to provide high quality education wherever and however its offerings are delivered. The appropriateness of all degree programs, including general education, are supported by the broad engagement of faculty in the development, review, and approval process for programs and courses, including the teaching and assessment of student learning outcomes. The curriculum and rigor of programs and courses are upheld by a well-defined curriculum change process and system of program reviews. Annual program assessment reports are required of all programs to assure clearly defined learning outcomes are in place and used to improve teaching and learning. During scheduled program reviews and general education course reviews, departments provide evidence that learning outcomes and course content are consistent regardless of the mode of instruction. The University boasts of a robust body of highly qualified faculty and staff, many of whom have received local, regional, and international commendations for their outstanding research, teaching, and service. The student/faculty ratio remains at or below 20:1. BGSU continues to build and strengthen long-standing and effective practices in support of quality teaching and learning, including professional development for its faculty and staff and a variety of student support services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

(4.A.1.) A key component in demonstrating responsibility for the quality of its educational programs is the institution's commitment to a process of regular program review. Per the Academic Charter, academic programs are to be reviewed on a five-year cycle (see: [Academic Charter: Article XII, Section D. on the evaluation of Academic Departments and Article XI, Section E. on the evaluation of Schools](#)).

At BGSU, systematic program review provides a vehicle to ensure evidence of educational quality and consistency with national trends; documentation of student performance, inclusive of enrollment, retention, and completion rates, and achievement of stated program outcomes; evaluation of resources including student support, faculty and space; improvement of educational quality and strategies for improvement; contributions to the University's Mission; a self-reflective and evaluative process which identifies strengths, weaknesses, threats, and opportunities with a forward-looking projection; and an emphasis on actions or action plans focused on continuous improvement in alignment with BGSU's strategic plan. [BGSU's Provost has emphasized programmatic and curricular accountability and contextualized the activity of program review as one intrinsically linked to initiatives #1, 2, 3, 10, 12, 13 and 14 of the University's strategic plan, *Forward*](#). Academic Affairs

further supports the program review process through the [allocation of funds to contract external reviewers](#). In addition to positioning BGSU in terms of regional, national, and international trends and best practices for maintaining cutting-edge and competitive programming of 21st century-relevance, program review aids the development of parallel institutional processes focused on program quality, growth, and vitality.

The Office of Institutional Effectiveness (OIE), reporting to the Provost, has charge of the coordination and monitoring of program review for the University. Though a [2016-2023 program review schedule](#) was published, various factors (e.g., leadership changes, staffing priorities, COVID-19 pandemic, etc.) held an adverse effect on the schedule's implementation. However, in Fall 2020, a new Program Review Coordinator was hired in the Office of Institutional Effectiveness, and since then, more precise guidelines addressing timeline, content, communication, reporting tools and methods, etc., have been developed to improve program review consistency, quality, and completion across the institution. The University has a clearer vision and [plan for moving forward towards a more regular and timely practice of program review](#). Programs with specialized accreditation are not required to complete the BGSU internal program review as their specialized accreditation reaffirmation meets the program review requirement. Information related to those programs is found in 4.A.5. Information related to the review of cocurricular programs or non-student learning centers is found in 4.B. and 5.C.

At BGSU program review is conducted through a collaborative process involving program faculty, the Department Chair and/or Program(s) Coordinator, the College Dean or Associate Dean, OIE Program Review Coordinator, and the Provost. Comprehensive reviews are mandated for all degree-awarding programs that do not have an affiliated external specialized accreditation. The schedule for Academic Program Review is set by the Office of Institutional Effectiveness (OIE) with input from College Deans/Associate Deans, the Program Review Academic Committee (PRAC), and the Provost. Various reasons may signal the need for a program to be reviewed earlier than the scheduled dates, such as concern about the performance of a program or a decrease in the number of degrees awarded. A program that has already participated in a review may be asked to be reviewed again outside of its regularly scheduled review to assure progress towards improvement is being made.

While a cluster model was in place at the time of the hire of the new OIE Program Review Coordinator, the University is committed to regularly evaluating this approach against best practices to maximize data-gathering potential and data-based decision-making. One emerging concept in consultation with the Provost's office is that of the [Program Vitality Analysis \(PVA\)](#), a value-added reporting tool leveraged annually that could serve to compliment the more extensive 5-year program review cycle. The purpose of this uniform but decentralized mechanism is to strengthen department, school, and college ownership of the overall program review process while informing overall unit strategic planning and resource management on an incremental basis, leading to the comprehensive program review at the five-year mark. Piloted with undergraduate programs on the Bowling Green campus in Fall 2021, the PVA provides data regarding program's health with a focus on program enrollment, student retention, and student graduation as primary metrics. Graduate programs and Firelands campus will be added to the process in Fall 2022. PVA allows faculty and administrators to evaluate program effectiveness and growth more regularly, supporting a practice of intentional, data-driven continuous improvement. [Initial PVA result sets are provided](#).

The [Program Review Guidebook](#) and [Infographic](#) delineate procedures, processes, and responsibilities for the review of academic programs. Major steps in the program review process include: (1) completion of a Memorandum of Understanding (MoU) by the program/program cluster

highlighting the primary questions to be explored by the self-study, (2) completion of a self-study with input from faculty, staff, and students and institutional data, (3) submission of a [No-Conflict-of-Interest form](#) and Independent Contractor Agreement (ICA) by the external reviewers; (4) site visit (virtual or in-person) completed by a team of external reviewers to include class observations, tour of facilities, interviews of students and faculty, etc., (5) provision of an external review report and [executive summary](#) by the team of external reviewers, (6) review of the external findings by the program/program cluster and [response made to the College Dean/Associate Dean](#), (7) revision of program/program cluster action plan against the external findings and approval by the College Dean/Associate Dean of the revised action plan, and (8) implementation of the final action plan and follow-up.

In 2020-2021, to facilitate compliance and support academic departments and schools, the Office of Institutional Effectiveness (OIE) augmented [program review resources](#) and updated the program review website. OIE also held meetings to support data literacy and use and to clarify next steps. An executive summary template was developed to provide a useful snapshot of major findings from external reviewers. The executive summary serves as an abbreviated synopsis of the external reviewers' more detailed report.

Program review results guide the institution in making decisions about academic direction and resource allocation to ensure ongoing academic excellence. OIE provides the Provost with [Master Reports](#) that inform institutional and program planning. Despite COVID-19 challenges and while the program review process itself is continually being refined, a 100% program review cycle was completed in 2021-2022. Copies of sample program review MoUs, self-studies, external reports, and program responses are provided for the following: Biology/Neuroscience, Health, MACIE, Economics, and Criminal Justice.

Biology/Neuroscience Cluster (College of Arts & Sciences)	MoU	Self-Study	External Reviewers Executive Summary of Findings	Responses to Findings and Revised Action Plan
Health Cluster (College of Health and Human Services)	MoU	Self-Study	External Reviewers Executive Summary of Findings	Responses to Findings and Revised Action Plan
MA in Cross-Cultural and International Education (College of Education and Human Development)	MoU	Self-Study	External Reviewers Executive Summary of Findings	Responses to Findings and Revised Action Plan

Economics (Schmidthorst College of Business)	MoU	Self-Study	External Reviewers Executive Summary of Findings	Responses to Findings and Revised Action Plan
Criminal Justice Cluster (Firelands)	MoU	Self-Study	External Reviewers Executive Summary of Findings	Responses to Findings and Revised Action Plan

Examples of department/course-level adjustments or proactive planning made as a result of a review of external findings are extensively addressed in the programs/clusters' Revised Action Plans. A few noteworthy excerpts are provided in the table below:

Cluster/Discipline	External Reviewers' Findings	Action Taken by Cluster/Discipline
Biology/Neuroscience	<p>1) Reviewers emphasized the importance of signature courses, experiential learning programs, outreach activities, and undergraduate research experiences as prime examples of how the Cluster effectively integrates student experimental learning with outreach and education.</p> <p>2) The external reviewers highlighted the need for both institutional and departmental changes/actions to maintain current levels of teaching, research, and service productivity.</p>	<p>1) The cluster proposed to strengthen specializations through curricular revisions aimed at increasing independent research activities, experiential learning, and integrative learning to enhance student retention in target programs: Microbiology Marine & Aquatic Ecology & Conservation Biology and Pre-Health/Pre-Vet Forensic (see Revised Action Plan in table above).</p> <p>2) The cluster proposed the development of a workload analysis and policy to balance faculty contributions to teaching, research, and service; a mentoring plan for pre-tenured faculty; and a long-term hiring plan that will create new funding opportunities and support student demand for the specializations (see Revised Action Plan in table above).</p>

Media Communication	The faculty need to offer a deeper curriculum and additional curricular/degree opportunities that reflect shifts in modern student demand.	The cluster submitted a course/curriculum modification request whereby proposing to make the BA and BAC degree programs more distinct from one another with the hope that the BA will become a stronger academic oriented program that prepares students for research and graduate study. The changes will incorporate integrative learning, updated areas of emphasis for the major, and a modern core (media literacy, culture, civic responsibility).
MA in Cross-Cultural and International Education (College of Education and Human Development)	For continuous quality improvement, the program should strengthen strategies to increase student enrollment such as creating a MACIE certificate program.	The program submitted a New Graduate Program Proposal Form which was reviewed and approved during Graduate Council Meeting deliberations in Spring 2022 .
Psychology	In early Spring 2022, in response to the external reviewers' findings, the action plan was revised to include curriculum review as a goal with the focused intention of identifying opportunities for advanced courses, increased attention to diversity and structured professional development.	As an example of active implementation of the revised action plan, in May 2022, the Psychology Department actively reached out to the Office of Academic Assessment to schedule a meeting to discuss pertinent curriculum data and information to inform departmental review .

While many program review initiatives are underway, a noteworthy accomplishment was the creation of [a Program Review Advisory Committee \(PRAC\) in Fall 2021](#). The Program Review Advisory Committee (PRAC) aids the Office of Institutional Effectiveness (OIE) in fostering a culture of program and department review by continuously developing, refining, and supporting its processes, resources, and activities. PRAC members have the responsibility to advise, assist, support and advocate for activities designed to strengthen program review at BGSU.

(4.A.2.) BGSU identifies experiential learning courses that require students to engage with partners off campus, including clinicals, co-ops, and practica, in BGSU's student information system. These identifiers are known as "course attributes" and provide a way to monitor and track student experiential learning participation. Each College is responsible for reviewing and approving a student's experiential learning course request and submitting their employer-related information such as position title, company name, and supervisor in the system. The number of credits earned for each course is reviewed and approved by each College, as well, and is dependent upon several factors, including the duration of the experience.

Additional experiential learning courses include those associated with Learning Communities, Community-Based Learning, Education Abroad, and Undergraduate Research.

[Nontraditional and Military Student Services \(NTMSS\)](#) facilitates the review of credit for portfolio assessment and reviews non-equated military education and training for transfer credit. Portfolio assessment is designed primarily for students who have gained documented college-level learning through significant volunteer work, work-related training, or work experience outside a formal classroom setting. Students seeking credit via [portfolio assessment](#) work with faculty to identify learning outcomes and provide documentation based on prior learning experiences. Once the portfolio is evaluated by faculty, the results are sent to R&R to document credit and award the appropriate course equivalency. Military and some work-place education and training may be assessed based on the American Council on Education (ACE) recommendations. This resource is used for students with non-equated military service included on their military transcript. R&R reviews the recommendations and awards the appropriate credit in consultation with NTMSS and academic departments. In May 2022, BGSU received the [Collegiate Purple Star Campus designation](#) by Ohio Governor and Ohio Department of Higher Education in recognition of the institution's strong support to students with military backgrounds.

Professional and Industry Certification

BGSU has a process to award college credit for industry credentials that provide documentation of collegiate-level learning that took place outside of the University and meets BGSU course learning outcomes. [BGSU maintains a list of faculty-approved industry credentials](#). Students present their industry credential for verification by NTMSS staff, and when approved R&R posts the corresponding credit to the academic record. Students holding a credential, certificate, or training record believed to be equivalent to college-level learning are encouraged to use the [Prior Learning Self-Assessment tool](#). This will determine which prior learning options are available to pursue.

Additional methods for students to demonstrate achievement of college-level learning include the awarding of credit for acceptable scores achieved on completed International Baccalaureate coursework, CLEP and AP exams, and departmental assessments and credit-by-exam. Once assessed, these credits are processed by R&R. The [full academic policy concerning earning credit by exam](#) is found in the Undergraduate Catalog.

(4.A.3.) BGSU complies with [state guidelines related to transfer of credit as determined by the Ohio Department of Higher Education \(ODHE\)](#) and evaluates all credits that are transcribed. Transcripts are submitted to the Office of Admissions as part of the admissions process. A workflow then sends the transcripts electronically to [Registration and Records\(R&R\)](#) for evaluation and makes available electronic versions submitted to the Articulation Transfer Clearinghouse (ATC) or other means. Transcripts from other institutions are reviewed to determine BGSU course equivalencies. Equivalencies are determined by the [State of Ohio's Transfer Assurance Guide Approved Courses Reporting System](#) (i.e. transfer equivalencies are stored in the state database accessible by BGSU students and institutions) and the BGSU academic department recommendation. R&R works with academic departments to determine equivalencies not established in the State of Ohio's database. These determinations are stored for future awarding of credit. If significant changes have been made to the course content, the academic department determines if the equivalency remains valid. [Courses without a direct equivalency](#) are granted either elective credit in the appropriate academic subject or, if no appropriate subject exists, general elective credit. Once credit is awarded, the equivalency is posted to the student's record, and the student is notified via email. Only earned credit from the source institution will transfer to an equivalent course at BGSU. Bowling Green State

University awards transfer credit for formal coursework of baccalaureate level from an acceptable collegiate source as described in the “[Acceptable collegiate sources for credit transfer](#)” section of the Catalog.

BGSU publishes and adheres to the policies regarding the transfer of credit in the Undergraduate Catalog: [Acceptable collegiate courses of credit transfer](#), [Acceptable non-collegiate sources for credit transfer](#), and [Ohio Transfer Module \(Ohio Transfer 36\)](#). If an institution is regionally accredited, the course information is reviewed to determine appropriate equivalency. The guiding principle is for 70% commonality of learning outcomes. Learning outcomes have been established for many general education and pre-major courses. These guiding principles are used for all transfer courses. A [Transfer Evaluation Process description](#) is also available.

Internal review of undergraduate courses for transfer is initiated by Registration and Records (R&R). If equivalency cannot be determined, courses considered for transfer are sent to individual departments/schools with faculty considering how courses from other accredited institutions demonstrate alignment with BGSU courses, thus ensuring equivalency of transferred credits. When needed, additional documentation may be required for the vetting process. If equivalency cannot be determined, the course description for accredited institutions is sent through the Transfer Equivalency System (TES) to the appropriate department for review. For transfers from unaccredited institutions, recommendations from the American Council on Education (ACE) are used to determine if transfer credit can be awarded. BGSU also publishes [instructions for Graduate Course Transfer](#), including a [Graduate Course Transfer Request form](#) and [Policy 3341-3-5](#). Transferability is a critical issue for many students. Access to tools such as [Transferology](#) as well as access to transfer advisors and Open House events help students prepare to attend BGSU.

BGSU maintains [transfer agreements with many community colleges in Ohio](#). Examples are provided for the BGSU-Lorain County Community College Transfer Agreement and BGSU-Sinclair College Transfer Agreement in 3.A.1. The [Ohio Guaranteed Transfer Pathways \(OGTP\)](#), established by the ODHE in 2015, includes documented paths to associate and bachelor’s degree completion in designated majors. Creation of these pathways are under the purview of steering committees and working groups representing community colleges, four-year universities, and other higher education administrators across Ohio. Establishing documented pathways for the more common majors and programs provides students with transfer planning resources that support efficient transfer, offering more affordable options for students to earn a bachelor’s degree. Further, BGSU welcomes the opportunity to create program-specific transfer agreements that create efficient transfer practices to support students’ bachelor’s degree completion. A small working group initiated [a draft of pertinent guidelines and criteria for consideration when developing future agreements](#). Lastly, BGSU regularly communicates [updates pertaining to credit transfer from the Ohio Department of Higher Education](#).

(4.A.4.) Prerequisites for courses or other academic requirements are determined by each academic Department. Prerequisite requests and changes are documented through a curriculum modification process. Once the request is approved, the document is sent to R&R. The prerequisite information is then added to the student information system. Students are prevented from registering for the course unless the student has earned credit for the prerequisite or the student is currently enrolled in the prerequisite. Individual departments are responsible for determining if all prerequisites are met and notifying students accordingly.

In terms of rigor and expectation of courses, faculty have authority for the academic curriculum, including the determination of appropriate prerequisites. Further, the oversight of academic

programs and the authority over course and programmatic rigor is inherent in the multi-level process of course and program development, review, modification, and approval. Section 3.A.1. provides further elaboration of the process. Learning outcomes are determined for course content based on academic level within undergraduate and graduate programs. When courses are cross-listed as both graduate and undergraduate, the graduate level typically involves more rigorous projects and exams and apply different expectations of attainment levels on assignment rubrics. For instance, in the MBA program, graduate students are expected to perform at the highest level (“Create”) of Bloom’s Revised Taxonomy, whereas the BSBA students are expected to perform at one-level below (“Evaluate”). Brief synopses of how rigor is established are provided for the [College of Health and Human Services](#) and the [Schmidthorst College of Business](#). Course numbering, instructor qualifications, prerequisite designation, and an input process about course content involved the faculty together ensure high quality and consistent course and program offerings.

BGSU has specific [Dual Enrollment Guidelines](#) (i.e., College Credit Plus (CCP), reviewed by the Council of Deans, Undergraduate Council, the Associate Director of Pre-College Programs, and Senior Administrators for BGSU Firelands). Memoranda of Understanding (MoU) are reviewed annually by General Counsel, Provost’s Office and the CCP Office to determine any needed updates or changes. CCP eligibility criteria is set by the State (ODHE and ODE). The eligibility rules are reviewed every 5 years for an evaluation of equity and diversity. There is no cost to a CCP student from a public school to attend a public institution of higher education. Ohio Revised Code requires that school districts cover the cost of the CCP course, books, and course supplies.

To ensure consistency and rigor in curriculum in the Dual Credit program, the BGSU-CCP MoU states that courses offered in the high school must follow the same curriculum, learning outcomes, contact hours, and delivery methods as on-campus/online BGSU courses. Teachers are paired with a BGSU Faculty Mentor to review syllabi and learning outcomes before the class begins and teacher observations are conducted annually. CCP courses are approved by departments so they align with current course offerings on BGSU’s Main or Firelands campus. A few examples of CCP syllabi from Maumee High School teachers are included: [HIST 1520 \(Modern World History\)](#), [SOC 1010 \(Introduction to Sociology\)](#), [BIO 1010 \(Environmental Ecology\)](#). To ensure that students enrolled in CCP courses are adequately prepared for the type of academic rigor they will find on BGSU campus, all CCP students are assigned a BGSU academic advisor and invited to orientation to discuss expectations. They are also added to a non-credit bearing CCP student Canvas course shell with learning modules on how to navigate the BGSU system, available resources, what to expect with college courses, and other information. Additionally, CCP students are expected to meet the same pre-requisite requirements for courses as traditional undergraduates. Required pre-requisites are also listed on the MOUs for district knowledge.

[CCP Instructors](#) are required to meet BGSU’s criteria for instructors by having least a master’s degree and have earned at a minimum of 18 hours of graduate credit in the discipline or content/subject area as stated in the [CCP Credentialing Guidelines](#). If a potential CCP instructor has not earned a minimum of 18 hours of graduate credits in the discipline, BGSU offers Graduate Certificates specifically created to fulfill this requirement along with other pertinent certificate programs or non-degree graduate-seeking pathways. Qualifications and hiring guidelines are shared with BGSU Departments that oversee dual credit courses as well as with schools interested in offering dual credit. The CCP Office collects the credentials from the interested teacher and then routes to BGSU’s Office of Institutional Effectiveness (OIE) and the specific Department Chair for review and approval. Both sign off on [a credentialing coversheet with rationale](#). The coversheet is saved to the teacher’s file. BGSU also has implemented extensive training and a mentoring program

in which CCP faculty are mentored by full-time faculty teaching the same courses on the BG or Firelands campuses to ensure that learning outcomes, required course assessments, and levels of achievement are aligned, consistent, and implemented appropriately. All CCP teachers complete 3 hours of professional development annually. This includes workshops from the Center for Faculty Excellence (CFE), training videos developed by the CCP Office, and 1:1 meeting/instruction with the BGSU faculty mentor. [CCP instructors are also observed annually for ongoing feedback.](#)

Finally, to ensure transferability, BGSU CCP program follows State requirements that [the first 15 credit hours must be Level 1 courses](#). A listing of all BGSU Level 1 courses is available on BGSU website along with the notation if the course is a transferrable course to aid in advising and student selection. [Level 1 course listing](#) is reviewed and updated annually. Dual enrollment students also have equal access to all BGSU academic resources including the library, Collab-lab, learning commons, accessibility services, counseling center, career center, etc.

(4.A.5.) Bowling Green State University maintains good standing with 30 programs that are approved or accredited by specialized accrediting agencies. [A table is provided with information on current status for all specially accredited academic programs, including the name of the accrediting agency, the year of initial accreditation, and the dates of next review cycles.](#) Examples of official accreditation notices are listed below:

- [Council of Social Work Education \(SCWE\)](#)
- [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#)
- [Forensic Science Education Programs Accreditation Commission \(FEPAC\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [Commission on Accreditation for Respiratory Care \(CoARC\)](#)
- [Association to Advance Collegiate Schools of Business \(AACSB\)](#)
- [National Association of Schools of Music \(NASM\)](#)
- [Accreditation Board for Engineering and Technology \(ABET\)](#)
- [Aviation Accreditation Board International \(AABI\).](#)

[Provided at this link is an example of self-study submitted to the National Association of the Schools of Music \(NASM\) by the College of Musical Arts](#) For some programs, specialized accreditation is required for licensure or program purposes while for other programs, specialized accreditation is voluntary with the goal of enhancing program quality, recognition, and reputation in their respective competitive field. To maintain accreditation, programs with external accreditation complete and submit required program updates or reviews per the guidelines of their agencies. Data provided to specialized accrediting bodies vary but typically include program retention rates, graduation rates, employment rates, board pass rates, clinical experience or [licensure pass rates](#), and program outcomes that led to quantifiable changes within the program. The [Educator Outcomes Data](#) provided by the College of Education and Human Development for CAEP serves as an example. Data are accompanied by supporting documentation to demonstrate compliance with regulatory agency standards. Reporting periods vary across programs and may include annual, mid-credentialing, and re-accreditation cycles. In Spring 2021, the Office of Institutional Effectiveness (OIE), charged with the coordination and supervision of specially accredited programs throughout the institution, has updated [guidelines for specialized accreditation report submission](#).

(4.A.6.) BGSU assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish their intended purposes. For all programs, the institution looks to indicators it deems appropriate to its Mission, such as employment rates, licensure rates (as seen in 4.A.5), admission rates to advanced degree programs, and participation rates in fellowships,

internships, and special programs (e.g., Peace Corps and AmeriCorps).

BGSU has an institutional process to gather data about the success of its graduates through the lens of employment status through a graduation survey. The [Graduation Survey](#) was developed through a collaborative process with the Career Center, Registration and Records (R&R), and the Office of Academic Assessment (OAA) in Fall 2012. The survey was modified and finalized in AY2015-2016 when satisfaction questions were added to the employment questions based on recommendations from the Colleges. The Graduation Survey is administered at every Summer, Fall, and Spring commencement. There is also some follow-up six months after graduation.

OAA coordinates the Graduation Survey. The data collection process occurs within one month of commencement where an online survey is sent to students who applied for graduation; there also is a condensed version of the survey on the back of the commencement card that students may complete at the commencement ceremonies. OAA compiles the two versions of the survey data (card and online) gathered around the time of commencement and deletes duplicate responses. Using graduation status data, OAA eliminates students who were not officially cleared for graduation from the Graduation Survey data. Six months after commencement OAA sends an online follow up survey to students who responded they were "looking for a job" at the time of commencement. OAA removes students who did not respond to the follow-up Graduation Survey from the final data set. Students are included in the final data set if they responded that they had a plan (i.e., selected any of the employment status response options besides "looking for a job") at commencement or if they responded to the follow up survey. Only students who complete the Graduation Survey by responding to the employment status question are included in the dataset. Respondents may not have answered other survey questions.

[The total respondent rate six months after graduation over the six-year period from AY2015-2016 to AY2020-2021 was 48%](#) (12,473 out of 25,997 students completed the survey). 97.75% of the students who completed the survey reportedly had a plan within six months of graduation. The 6-year cumulative results revealed that 71.63% of those responding to employment location inquiry indicated a location in Ohio. Additionally, of the students who responded to the question by six months from graduation, 86.51% identified their employment position being related to their BGSU degree or field of study. Of the students who responded to the salary question, the overall average salary was \$46,357.

Regarding satisfaction, for the cumulative (AY2015-2016 through AY2020-2021) results at six months after graduation, of the students who responded to the questions:

- 70% were satisfied or very satisfied with the quality of the instruction in their courses
- 79.53% were likely or very likely to recommend BGSU
- 86.01% were pleased or very pleased with their overall experience at BGSU.

Targeted discussion on how to use these data occur at Deans' Council and at Chairs and Directors meetings. Graduation Survey data are also shared with units for accreditation and program review purposes. [The Office of Academic Assessment \(OAA\) shared an Employment Outcomes presentation with the Board of Trustees in December 2021.](#) OAA is in the process of developing Graduation Survey dashboards to make the data more widely accessible.

Periodically, individual Colleges and/or programs assess the success/impact of their programs and some are required to make employment-related placements or success outcomes publicly available (i.e., accreditation, state requirements, etc.). Examples of such are the [2018 Summer Graduation](#)

[Survey conducted by the Graduate College](#) and the [Business Career Accelerator tool](#) from the Schmidthorst College of Business. More importantly, the Office of Institutional Research (OIR) maintains [a state and nationwide employment-rates dashboard based on Classification of Instructional Programs \(CIP\) codes of degrees earned](#).

Sources

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- 4.A.1. Response to External Reviewers+ RevisedActionPlan_MACIE
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- 4.A.1. Revised ActionPlan PSY 1-31-22
- 4.A.1. Sample External Reviewer Visit Schedule
- 4.A.1. Self-Study Biology-Neuroscience
- 4.A.1. Self-Study CRJ_Firelandspdf
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- 4.A.2. and 4.A.3. ODHE Articulation and Transfer Policy
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- 4.A.2. and 4.A.3. Acceptable Collegiate Sources for Credit Transfer (UndergCatalog)
- 4.A.2. Approved List of Industry Credentials
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- 4.A.3. BGSU Transfer Agreement Framework pdf
- 4.A.3. Graduate Credit Request Transfer Form
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- 4.A.3. Ohio Transfer 36 Module BGSU Web Pages
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- 4.A.6. OIR Employment Rates Dashboard

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

(4.B.1.) The University clearly articulates goals for student learning and maintains effective processes for assessment of curricular and cocurricular activities. BGSU's Assessment System provides the foundation needed for the integration of campus-wide assessment. Course-level embedded assessments help inform program-level assessment (program review), which are connected to college-level and campus-level assessment (BGP assessments). Course-embedded data are coupled with national data to help provide a holistic picture incorporating both direct and indirect data. These data are then reviewed by various constituents with the goal of continuous improvement.

Institutional Level Assessment Infrastructure and Support

BGSU has a structure to coordinate assessment processes across campus. The [Office of Academic Assessment \(OAA\)](#), created in AY 2012-13, provides an infrastructure for systemic institutional support and promotion of new assessment activities and initiatives on BGSU campuses. OAA is staffed by an Associate Director, a Coordinator for Survey and Program Data, a faculty affiliate, graduate assistants, and undergraduate student learning analysts. OAA assists with curricular and cocurricular assessment practices and coordinates a variety of assessment-related activities including, but not limited to, the development of a technological infrastructure that supports assessment efforts (e.g., [learning outcomes alignment in Canvas LMS](#)), identifying and overseeing the administration of external measures of student learning, communication and use of assessment results for continuous improvement of student learning, the generation of solutions and strategies to facilitate effective distribution of assessment results, and the evaluation of assessment practices and methodologies to ensure adherence to best practices. Colleges/schools also maintain local assessment groups or committees that liaise with OAA as needed.

University General Education Learning Outcomes Assessment

While program learning outcomes accommodate specialized knowledge, all majors share fundamental educational values. These values are reflected in the University Learning Outcomes (ULO) and encompass the following institutional priorities: critical and constructive thinking (i.e., inquiry, problem-solving), engagement/personal and social responsibility, information literacy/specialized knowledge, integrated learning (i.e., ability to integrate, apply, and reflect), communication (i.e., oral and written communication) (see 3.B). The ULOs are aligned and assessed using the [Association of American Colleges and Universities \(AAC&U\) VALUE Rubrics](#). These

VALUE Rubrics were first reviewed and edited by faculty committees to ensure their language was applicable to BGSU. The AAC&U VALUE Rubrics help operationalize the ULOs and are embedded in Canvas, the University's Learning Management System. [The use of Canvas facilitates the generation of reports for assessing how well specific ULOs are being met in any target course.](#)

The ULOs are integrated throughout the curriculum and align with the expectations of BGSU's general education program - Bowling Green Perspective (BGP) program learning outcomes, and student life. The ULOs are intentionally scaffolded into program- and course-level student learning outcome statements. All courses have their own learning outcomes (LOs) that are consistent with BGP (if appropriate) and program learning outcomes. These outcomes are then reviewed for rigor and appropriateness at the course level, when the course is proposed, and then annually at the program level as evaluated by the Student Achievement Assessment Committee (SAAC). To aid in transparency, the ULOs are listed in the undergraduate and graduate catalogs and linked from the Office of Academic Assessment web page.

The current general education program (BGP) was implemented in Fall 2015 and utilizes learning outcomes (LOs) approved by the BGP Committee in academic year (AY) 2013-2014. The BGP program emphasizes student mastery of domain-specific learning outcomes. The BGP Committee is comprised of faculty and administrators from the various colleges. When approving the BGP LOs, the Committee evaluated each BGP LO for conciseness, appropriateness, and measurability. All BGP courses illustrated alignment with the BGP LOs and identified course level assignments to assess these LOs. The BGP learning outcomes also were connected to the AAC&U VALUE rubrics and aligned with levels and types of knowledge (factual, procedural, and metacognitive) of [Bloom's Revised Taxonomy](#). For the 2020-2021 academic year, there were a total of 167,904 data points and assessment data submitted for 120 BGP courses (86.96%). The submission of [student learning outcome assessment data](#) guides the continuous improvement of the BGP and promotes student learning (see 3.B.1 and 3.B.2. for more details related to BGP).

Course and Program-Level Assessment

A cornerstone of BGSU's Assessment System are faculty created, course-embedded assessments. All BGP courses have assessments of student learning consistently required throughout sections of the same course. Another key aspect of our assessment system is vertical alignment of LOs (i.e., mapping of the relationship among LOs within a course to the program level, then the program level to the college level, and the college level to the institution level). [Programs' use of Canvas illustrates the scaffolding of LO assessment.](#) Undergraduate and graduate programs use Canvas-based key-assessments rubrics that are aligned with program learning outcomes, accreditation standards (as applicable) and ULOs. Examples are provided for [Management and Technology \(MT\)](#) courses and [Visual Communication Technology Education \(VCTE\)](#).

To continue to enhance student learning, BGSU created a plan to audit, revise, and communicate program learning outcomes (PLOs). The Student Achievement Assessment Committee (SAAC), a comprehensive committee of Associate Deans and faculty from all colleges, the University Libraries and Student Affairs and assessment staff, led this systematic evaluation initiative by developing the plan and guiding its implementation in Fall 2018. The goal was to evaluate the PLOs in terms of measurability and alignment with ULOs and AAC&U VALUE Rubrics. All academic departments complete an assessment plan for their program learning outcomes and annual assessment reports. These plans contain the program learning outcomes and their alignment with ULOs, information about the approval and communication of the ULOs, and a multi-year learning outcome assessment plan, with corresponding rationale and schedule. SAAC reviews the assessment plans and reports

annually using a rubric to guide feedback on continuous improvement.

During 2015-2016, SAAC piloted the short-form and long-form reports to streamline the assessment reporting process and the forms and process are currently in use. The purpose of the short-form assessment report is to identify and describe the Programmatic Learning Outcomes that were assessed the past academic year and how the results were utilized for program improvement. The goal of the long-form assessment report is to describe the assessments completed during past academic years and how the results are applied to improve programs. In 2020, an additional reflection question was added to the short- and long-form reports to gauge the impact of the pandemic. The short- and long-forms use the assessment plan as a guide as to which program learning outcomes to assess when and in what courses. Annually, programs submit a SAAC short-form or long-form depending on their [reporting cycle](#). The SAAC reports are a useful resource that programs can use to support program review or accreditation needs and strategic planning. Several examples of short and long forms are provided in the table below:

Dietetics (BS)	Student Achievement Assessment Committee (SAAC) Short-Form Assessment Report	SAAC Short-Form Assessment Report Rubric	Student Achievement Assessment Committee (SAAC) Program Assessment Plan & Reporting Cycle	SAAC Program Assessment Plan & Reporting Cycle Rubric
Music Education (BM)	Student Achievement Assessment Committee (SAAC) Short-Form Assessment Report	SAAC Short-Form Assessment Report Rubric	Student Achievement Assessment Committee (SAAC) Program Assessment Plan & Reporting Cycle	SAAC Program Assessment Plan & Reporting Cycle Rubric
Construction Management (BS)	Student Achievement Assessment Committee (SAAC) Short-Form Assessment Report	SAAC Short-Form Assessment Report Rubric	Student Achievement Assessment Committee (SAAC) Program Assessment Plan & Reporting Cycle	SAAC Program Assessment Plan & Reporting Cycle Rubric
Criminal Justice (MS)	Student Achievement Assessment Committee (SAAC) Long-Form Assessment Report	SAAC Long-Form Assessment Report Rubric	Student Achievement Assessment Committee (SAAC) Program Assessment Plan & Reporting Cycle	SAAC Program Assessment Plan & Reporting Cycle Rubric

BSBA Business Administration (BS)	Student Achievement Assessment Committee (SAAC) Short-Form Assessment Report	SAAC Short-Form Assessment Report Rubric	Student Achievement Assessment Committee (SAAC) Program Assessment Plan & Reporting Cycle	SAAC Program Assessment Plan & Reporting Cycle Rubric
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Cocurricular Assessment

In cocurricular and student services areas, there is also a firm commitment to assessment. For example, since 2017, learning communities have documented student learning using adapted Connections to the Experience and Reflection and Self-Assessment learning outcomes from the AAC&U VALUE Rubrics. [Learning communities submit their connections and reflection data annually which is then compiled for a more holistic review of achievement.](#) Generally, students who engage in learning communities are first-year students. Therefore, the goal is not to have them achieve the highest level of connections and self-reflection (i.e., capstone), but rather grow during their time and obtain a level of benchmark 1 or 2. The majority of students participating in learning communities achieved this, and the results are shared and discussed with the directors at the Learning Communities Directors meetings. A noteworthy example comes from the Academic Investment in Mathematics in Sciences (AIMS) learning community: using the connections and reflection components of integrative learning as its learning outcomes, AIMS has transformed their program learning outcomes to better promote connections to the experience, transfer, and reflection. As a result, AIMS is aligning all of their program activities with these [Integrative Learning LOs](#).

BGSU is intentional about having students design their college experience and provides them with the tools to design their life through the Life Design initiative. The foundation of the Life Design program is about wayfinding, curiosity, making connections, transferring skills, and reflecting/self-assessing. The BGSU 1910 Life Design course includes a variety of pre- and post- assessments that explore connections/belonging, wellness, purpose, and career. [A summary of development and activities related to this important initiative is provided.](#)

Another example of cocurricular assessment is the [President's Leadership Academy \(PLA\)](#), a four-year leadership development program that engages scholars in classes, workshops, experiential learning, and community service activities. The curriculum focuses on specific outcomes, with each year's experiences building on those of the previous year. The PLA has a comprehensive assessment plan and is in the process of aligning their learning outcomes and activities with the Integrative Learning LOs.

Additionally, the University Libraries recently conducted an [outcomes-based survey](#) to assess the impact of its programs and the measure in which instruction services and programs support user needs. The majority of respondents indicated increased knowledge, confidence, application of new skills, and awareness of resources. The University Libraries are exploring how to embed Integrative Learning in their ongoing assessment.

The Cocurricular Assessment Committee is currently adapting the SAAC assessment plan and report to meet the needs of cocurricular activities. This committee is comprised of individuals from AIMS, assessment, learning communities, life design, leadership, residence life, undergraduate research,

University Libraries, and wellness. The committee has developed a cocurricular definition for BGSU aligning with Integrative Learning – “activities, experiences, and/or initiatives primarily existing outside of formal degree completion content, processes, and/or disciplines that support the achievement of the University Learning Outcomes (emphasis on Integrative Learning, i.e., integrate, apply, and reflect and Engagement i.e., personal and social responsibility and engaging with others).” [On May 19, 2022, the Cocurricular Assessment Committee hosted a 4-hour assessment workshop](#) where cocurricular units shared assessment processes. At that time, several documents were reviewed and discussed, including: (1) the [cocurricular assessment report template](#) and (2) the [cocurricular assessment plan](#).

(4.B.2.) Using results to improve student learning is the primary focus of the assessment process at BGSU. Through accreditation, program review, SAAC reports, BGP assessment, strategic planning, and special assessment initiatives, BGSU uses information gained from multi-level assessments to inform programmatic changes and improve student learning in curricular and cocurricular offerings.

Course and Program-Level

Programs and academic departments are responsible for assessing student learning outcomes for programs and courses, then analyzing and applying the data for continual improvement. These assessment results are captured at the program and department level and documented throughout the Program Reviews process (see 4.A.1). The program review processes require academic programs to identify programmatic outcomes for student achievement and report improvements that affect student learning, retention, and completion. Deans and the provost respond to recommendations for program improvements, including specific improvements to enhance student learning. Recommendations also may be made based on the findings of the external reviewers. All changes made to curricula and/or programs are vetted through the normal curriculum review process. Examples of actions resulting from recent program reviews are provided in 4.A.1.

Accreditation agencies, many of which require direct assessment of student achievement and indicators that assessment is used to improve curricular and cocurricular programming. Accreditation agencies also provide external benchmarks for BGSU (see 4.A.5.).

Regular SAAC reporting promotes the use of assessment feedback received from both internal and external constituencies to guide program improvement. The SAAC assessment report guidelines and process have assisted with educational achievement and program improvement through the ongoing assessment of student learning in several ways, including the provision of SAAC feedback to curricular programs and the recent modification to the SAAC review process. For example, [the History program recently went through a thorough curriculum revamp documented in their program review self-study](#). The History program used their SAAC assessment plan and data to guide this curricular process. The Nursing program (BSN) referenced BGSU’s SAAC assessment process in their self-study submitted for renewal of accreditation by the Commission on Collegiate Nursing Education (CCNE). [The self-study includes SAAC report forms \(appendix U\) documenting use of the BGSU SAAC process for ongoing evaluation of program learning outcomes towards program improvement. The Nursing program has been re-accredited through 2026](#). Similarly, in their pursuit of initial accreditation, [the Fashion Merchandising and Product Development \(FMPD\) program is using the SAAC process to guide their learning outcomes assessment](#). The [FMPD assessment plan](#) is another example of alignment between accreditation standards, program learning outcomes and University learning outcomes. Finally, the [Quality Systems program received commendation by ABET for their use of SAAC forms to successfully embed outcomes](#).

Additional Noteworthy Examples and Achievements

Quantitative Literacy is a University Learning Outcome where student assessment and success data are utilized to improve student learning and success. A Quantitative Literacy Taskforce was created with faculty from courses within this domain. They investigated the courses within quantitative literacy and their corresponding assessments. In Spring 2017, a nationally recognized math education expert led a workshop for mathematics faculty on course design and instructional strategies to promote student learning and success. The [task force report](#) focused on alignment of assessments, increasing active learning strategies, and investigation of the impact of technology tools on quantitative literacy. While still in progress, this example illustrates how BGSU uses learning outcome and success data to design, monitor, and promote student learning.

Beginning in AY 2016-17, BGSU hosted [an annual Closing the Loop Workshop](#) in which faculty, students, and staff members reviewed BGP learning outcomes assessment data and engaged in discussions about the assessment instruments/methods used, domain learning outcomes, next steps, and how departments could use and benefit from these data. Faculty and staff continued these conversations during the annual Teaching and Learning Fairs/Summits. Additionally, external stakeholders from surrounding colleges and universities participated in reviewing BGSU assessment data at the Spring 2016 Teaching and Learning Fair. In 2020-2021, these discussions continued virtually during the COVID-19 pandemic. The virtual platform enabled BGSU to reach a wider audience and additional faculty, including those at the Firelands campus and the College Credit Plus program (CCP).

Similarly, in AY 2016-17, BGSU piloted and continued the [Student Learning Analyst \(SLA\) program](#) to intentionally engage students in the assessment. The SLAs are a group of undergraduate students who take an active role in gathering information on student learning experiences and ULOs. [The SLAs design assessment projects, implement them, analyze the data, create summary reports, and present findings to the campus community.](#) BGSU uses the results from the SLA projects in varied ways. The Center for Faculty Excellence (CFE) has incorporated findings from SLA assessment projects into their professional development sessions with faculty. In a workshop focused on building community, their results from diversity and belonging projects were incorporated. The belonging project also was shared with the Chief Diversity and Belonging Officer and has informed their work. The SLA capstone assessment project is helping inform the signature work initiative and has been shared with key areas. The academic honesty assessment project was shared with Student Affairs and helped provide a student perspective to this important concept. The SLAs collaborated with the University Writing Program to gain insight into students' perceptions of writing, and they collaborated with a faculty member on a grant about quantitative literacy. [The SLAs further examined NSSE results through their Higher Order Learning/Learning Strategies and Reflective and Integrative Learning assessment projects and helped BGSU use the NSSE results more effectively. The SLA program was recognized by NSSE in their 2017 Institution Report – Lessons from the Field](#) (see 2.A.2. and 5.A.2.). The SLAs provided timely insight with their COVID-19 assessment projects gaining students' perspectives about academics and cocurricular experiences during the pandemic.

While relatively new, the Life Design Initiative also works to ensure assessment efforts are connected to the University broader assessment processes. Life Design is a member of the University wide Cocurricular Assessment Committee and has made several [data-informed decisions based on information collected in Fall 2020 and 2021.](#)

Prior to 2017-2018, individual colleges/departments conducted course evaluations, without a University-wide, standardized tool. To further assess student learning, BGSU Faculty Senate and

Academic Affairs collaborated to explore the development and utilization of a student evaluation of teaching and learning, which includes a set of common University questions on course expectations, feedback and assessment, support for student success, and engagement. The common course evaluation questions were developed by an ad hoc committee, inclusive of faculty, administrators, Faculty Association, undergraduate and graduate student representation. The questions were piloted in AY2017-2018 and fully implemented in Fall 2018. Courses evaluations are administered each semester in all delivery modes and regardless of course length. The six questions on the [University-Wide Evaluation of Teaching and Learning](#) align with BGSU's focus on continual improvement and student success. They also align with the professional development areas of focus for the Center of Faculty Excellence (CFE). [Aggregate data were reviewed and the CFE has incorporated information and resources into their professional development activities to support teaching and learning.](#)

(4.B.3.) BGSU has demonstrated a commitment to utilizing best practices to assess student learning and the development of curricular and cocurricular offerings. The creation of a shared vision and learning outcomes by BGSU faculty and cocurricular personnel through an ongoing developmental strategic planning process has been well documented (noted in 4.B.1).

BGSU has a history of excellence in outcomes assessment. BGSU was recognized by the Council for Higher Education Accreditation (CHEA) in 2007 with the [CHEA Award for Institutional Progress in Student Learning Outcomes](#). Aligning with best practices, BGSU now uses the National Institute for Learning Outcomes Assessment (NILOA) framework to evaluate the extent to which BGSU is “making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences”. BGSU was one of five institutions nationwide awarded the [2017 Excellence in Assessment Designation](#) for their best practices in learning outcomes assessment. Application for the five-year renewal of this designation is in progress.

The collaboration and participation of faculty and cocurricular personnel in refining measurable learning outcomes, designing rubrics, and evaluating programmatic assessment methods that reflect best practices is a priority at BGSU. BGSU faculty and cocurricular personnel have participated in a variety of assessment initiatives over time in accordance with best practices in assessment. For example, the BGP assessment is faculty-driven where faculty developed the embedded assessments, evaluate them, review assessment data, and identify potential action items. Notably, [faculty and cocurricular personnel were deeply involved in the development and revision of University Learning Outcomes at BGSU. AAC&U's VALUE meta-rubrics were developed from many voices and faculty who piloted drafts and participated in revising the rubrics.](#) The revision of the AAC&U VALUE Rubrics required the participation of faculty and allowed important feedback from students.

SAAC adheres to best practice for internal program assessment reports. Several features of the SAAC assessment report review process are worth mentioning. The review process requires programs to have clear, explicit, and measurable learning goals with the responsibility of assessment at the program level. Furthermore, SAAC evaluation rubrics for assessment reports have been utilized to facilitate a feedback loop to provide programs with an examination and recommendations for how to improve their assessment of student learning and how assessment will be used for program improvement. The re-examination and reconstitution of the SAAC committee structure and charges also were needed to provide mechanisms for communication of best practices. To further support best practice, in [AY 2016-17 SAAC added faculty representatives from each college to increase college representation.](#) In reviewing the assessment reports, SAAC identifies best practices across campus, and acts as a consulting body to programs on student assessment practices.

BGSU has a [Center for Faculty Excellence \(CFE\)](#) that provides professional development workshops

and training on a variety of assessment topics. Professional development sessions focus on assessment methods/practices, learning outcomes development, and continuous improvement. Faculty and staff regularly attend these assessment sessions. Finally, the Colleges showcase particularly effective teaching practices, including impactful assessment methodologies through their own teaching and learning committees and faculty recognition or high impact teaching awards. For example, the Schmidthorst College of Business supports the [Committee to Advance Teaching and Learning](#). BGSU is intentional about gathering student voices (as noted in 4.B.2. with the work of the SLAs). Actively involving students in the assessment process aligns with best practice and supports an equity-minded assessment focus.

Sources

- 2.B.2. + 2.D. and 3.C.5. and 4.B.3. CenterforFacultyExcellence and ProfDev
- 2.B.2. and 3.B.4. CATL High Impact Teaching College of Business Example 042022
- 3.B.1. and 3.B.2. and 4.B.1. Blooms Alignment Table Revised
- 4.B.1. Added_ SAAC Short-Form Assessment ReportRubricCONST_MGT
- 4.B.1. AIMS Learning Outcomes
- 4.B.1. and 3.A.1. Office of Academic Assessment Web Page
- 4.B.1. and 3.B.1. AACandU VALUE Rubrics
- 4.B.1. BGP Domain Assessment Summary_Report
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- 4.B.1. Guide for Importing BGP Template Content into a Canvas Course Shell
- 4.B.1. Learning Communities Assessment Data Summary
- 4.B.1. Library Outcomes-Based Survey
- 4.B.1. LifeDesign StatusUpdatePerApril2022
- 4.B.1. MT Courses Canvas ULOs Report
- 4.B.1. President Leadership Academy Assessment Plan
- 4.B.1. SAAC Assessment Plan+Reporting Cycle Rubric BSBA BUSINESS
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- 4.B.1. SAAC Assessment Plan+Reporting Cycle Rubric CRIMINAL JUSTICE
- 4.B.1. SAAC Assessment Plan+Reporting Cycle Rubric DIETETICS
- 4.B.1. SAAC Assessment Plan+Reporting Cycle Rubric MUSIC_ED
- 4.B.1. SAAC LONG Form Assessment Report CRIMINAL_JUSTICE
- 4.B.1. SAAC LONG Form Report Rubric CRIMINAL JUSTICEdocx
- 4.B.1. SAAC Program Assessment Plan and Reporting Cycle Mapping (Master Schedule)
- 4.B.1. SAAC Program Assessment Plan+Reporting Cycle BSBA BUSINESS docx
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- 4.B.1. SAAC Program Assessment Plan+Reporting Cycle DIETETICS
- 4.B.1. SAAC Program Assessment Plan+Reporting Cycle MUSIC_ED
- 4.B.1. SAAC Short Form Assessment Report BSBA_BUSINESS
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- 4.B.1. SAAC Short Form Assessment Report DIETETICS
- 4.B.1. SAAC Short Form Assessment Report MUSIC_ED
- 4.B.1. SAAC Short Form Report Rubric BSBA BUSINESS
- 4.B.1. SAAC Short Form Report Rubric DIETETICS

- 4.B.1. SAAC Short Form Report Rubric MUSIC_ED
- 4.B.1. Sample_PLO_ALignment in CanvasLMS
- 4.B.1. University Learning Outcomes 2020-2021 Data
- 4.B.1. VCT Courses Canvas ULOs Report
- 4.B.2. Added_SLA_Position_Description081222
- 4.B.2. CCNE Accreditation Letter
- 4.B.2. CCNE Self-Study Specialized Accreditation Application Using SAAC Process
- 4.B.2. CCNE Self-Study Specialized Accreditation Application Using SAAC Process (page number 127)
- 4.B.2. Closing the Loop Agenda
- 4.B.2. ETAC_ABET_Self_Study_Quality Systems
- 4.B.2. FMPD_ReportingCycle_AssessmentPlan 2021-2022pdf
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- 4.B.2. Key Assessment Plan FMPD
- 4.B.2. LifeDesign Data-Informed Decisions
- 4.B.2. NSSE 2021 Frequencies and Statistical Comparisons
- 4.B.2. NSSE Lessons from the Field
- 4.B.2. OAA-CFE Course Eval Data - Using Results to Inform Pedagogy
- 4.B.2. Quantitative Literacy Taskforce Report
- 4.B.2. SLA Assessment Projects
- 4.B.2. University-Wide Evaluation of Teaching and Learning
- 4.B.3. CHEA Award for Institutional Progress in Student Learning Outcomes
- 4.B.3. Excellence in Assessment Designation
- 4.B.3. Faculty_Involvement in ULOs (Student Learning Collaborative Prg Prospectus)
- 4.B.3. SAAC Membership
- 4.B.3. VALUE Rubrics Revision Collaborative

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

(4.C.1.) Bowling Green State University (BGSU) has defined goals for student retention, persistence, and completion that are aligned with the University's strategic plan, *Forward*. Goals are established as part of the strategic planning process using the best practice principles, as well as by reviewing student performance compared to peer-like institutions. Below are the goals and progress made towards them as stated in the [2020-2022 Completion Plan Update](#) submitted to the Ohio Department of Higher Education.

Metric	2014-2016	2016-2018	2018-2020	2020-2022	Goals
1st year	70.1%	77.5%	77.0%	79.4%	83.0%
Retention rate	2012 cohort	2014 cohort	2016 cohort	2019 cohort	2022 cohort
4-year graduation rate	35.9%	34.1%	41.7%	48.6%	60.0%
	2006 cohort	2009 cohort	2013 cohort	2016 cohort	2022 cohort
6-year graduation rate	57.5%	55.6%	52.3%	60.5%	75.0%
	2006 cohort	2009 cohort	2011 cohort	2014 cohort	2022 cohort

Retention rates measure the percentage of first-time, full-time freshmen who return to BGSU the following fall, and graduation rates measure the percentage of first-time, full-time freshmen who complete their program at BGSU within a specified time, usually 4-, 5-, and 6-years. Overall, the University continues to make progress towards these goals. First year retention rate increased by 9.3% between 2012 cohort (70.1%) and 2019 cohort (79.4%). The four-year graduation rate increased by 12.7% between 2006 cohort (35.9%) and 2016 cohort (48.6%). Six-year graduation rate increased by 3.0% between 2006 cohort (57.5%) and 2014 cohort (60.5%). Graduate retention data is

provided in 4.C.2.

BGSU Firelands College has a unique opportunity to extend its market reach by leveraging existing and emerging relationships within the region whereby securing stability and growth in retention and graduation rates. While ambitious, the strategies they propose are appropriate to the specificities of the Huron campus and address the recruitment and retention of specially targeted populations. Retention strategies considered in their broad [2019-2025 Strategic Enrollment Plan](#) include: investment in short-term, stackable certificates, new degree programs that can serve as catalysts for strengthened partnerships and wider-scope industry credentials for graduates (e.g., Bachelor of Technical and Applied Studies, Associate in Technical Studies, and Allied Health Programs).

Further, strategies at both institutional and departmental levels exist to aid in reaching established retention goals: (1) the Life Design Initiative is a comprehensive, powerful system affording students with coaching and coping skills through design thinking to enhance satisfaction, and therefore, higher retention; (2) individual departments are developing strategies to address high course DFW rates. [A proactive and exemplary model of such is provided from the Math Department](#); (3) Student Affairs is committed to enhancing support services to an array of students; (4) the [Division of Diversity and Belonging](#) is working towards one of its strategic goals aligned with retention in implementing high-quality educational and engagement opportunities for student success that can be used for programmatic and assessment purposes to expand on personal and social responsibility to diversity and inclusion.

(4.C.2.) University data collection and analysis of retention, persistence, and graduation rates have centralized and decentralized components. BGSU's [Office of Institutional Research \(OIR\)](#) collects and analyzes data on student retention, persistence, and completion. OIR tracks student retention and graduation rates and publishes 10-year trend information by gender, ethnicity, and residency for both [first-time full-time students](#) and [transfer students](#). Further disaggregation by College, Department, Program, ACT range, first generation, Pell Grant recipients, race/ethnicity, gender, residency, etc. are provided to appropriately credentialed internal users on the newly developed BG Analytics and Dashboard platform.

First-time, full-time, degree-seeking first-year students who entered BGSU in Fall 2020, had a cohort retention rate of 78.3%. The Fall 2020 cohort which ranked the second highest in ten years was accomplished during the COVID-19 pandemic. The highest retention rate of 79.4% was recorded by the Fall 2019 cohort.

Between 2017 and 2021, the overall 6-year graduation rate for first-time, full-time first-year students who began seeking a bachelor's degree at BGSU increased from 52.3 percent (for first-year students who began their studies in 2011 and graduated within 6 years) to 60.6 percent (for first-year students who began their studies in 2015 and graduated within 6 years), the highest in five years.

For graduate students, OIR publishes four campus summary reports of [Master's degree student retention](#); [Master's degree student completions and time to degree](#); [Doctoral degree student retention](#); and [Doctoral degree student completions and time to degree](#). OIR also tracks completions, i.e., [degrees and certificates awarded](#) by the University. In FY2021, BGSU awarded 323 associates degrees, 299 certificates, 3,001 bachelor's degrees, 963 master's degrees, 10 specialist degrees, and 72 doctoral degrees.

BGSU also participates in the national initiative called [Student Achievement Measure \(SAM\)](#) to provide meaningful data about student success by including data regarding students who attend other

institutions after withdrawing from BGSU. OIR also produces [Factsheets](#) – one-page documents on enrollment, retention and graduation, degrees and majors awarded, race/ethnicity, faculty/staff as well as [other critical success reports](#) that are key influencers to University planning and decision making.

(4.C.3.) BGSU uses data and information collected to improve student success and make informed decisions in many ways, from significant institutional efforts to efforts within individual units. BGSU has developed a variety of strategies and initiatives to improve student success as shown in the redefining student success initiative of the strategic plan. BGSU’s commitment to using data to improve student success remains central to the University’s mission. A [Retention Task Force](#), a group consisting of representatives from Academic Affairs, Student Affairs, each of the colleges, Athletics, and BGSU’s student success programs meets biweekly to set short-term retention goals and identify [opportunities to improve student success](#). The Task Force has established [guiding principles for retention and completion initiatives](#) on both campuses. The Provost’s Office provides regular retention updates, including progress toward goals, through weekly emails to senior leadership, colleges, and other campus partners. A few noted examples stemming from the Retention Task Force include:

- A centralized advising model, which provides students with a consistent experience, regardless of their major or college; a comprehensive review and subsequent revision of email, text, and print communication associated with registration to ensure consistency of voice, relevance of message, and timeliness of contact; the adoption of a peer mentoring platform, the Mentor Collective, which provides an additional layer of support for first-year students; and continued partnering with the Education Advisory Board (EAB) to improve BGSU’s ability to provide timely, relevant support to students.
- During the pandemic, BGSU adopted the [Outreach Coordinator model](#), which assigned each student to a staff member who would reach out to them in the event that an alert was raised, or another intervention was required. A student’s Outreach Coordinator is determined by their connection to programs or groups on campus. For example, a student in the Honors College will have someone in that unit assigned as Outreach Coordinator. [Academic Advisors and Planners](#) help students navigate academic programs, policies, and procedures, and make progress toward their degree.
- Work with [EAB’s Navigate platform](#) (formerly the Student Success Collaborative) has focused on Early Alerts for students who are academically at-risk. Knowing that students persist and do better in classes when they attend, faculty file Academic Alerts upon identifying students whose success may be jeopardized. See section 3.D.3. for further elaboration on Early Alerts.

BGSU uses student data to both predict and respond to issues associated with student persistence and retention. Working with a combination of pre-enrollment data and student activity data, predictive models are built to help identify key factors contributing to student persistence and retention. The factors are used in the construction of a business intelligence (BI) tool to provide the campus community with access to data regarding at risk students so appropriate, timely interventions can be offered. The [Student of Color Retention Committee](#) (see 1.C.2.) uses this data to identify opportunities to improve the retention and completion rates of Black Indigenous People of Color (BIPOC) students at BGSU. This approach to BI was especially helpful during the pandemic, when BGSU developed flexible tools to capture responses from students to indicate instructional modality preference and monitor usage of the learning management system to ensure students stayed engaged with their courses.

Additional activities guided by retention, persistence, and graduation data in their respective programming include:

- Summer and Fall Orientation: Based on campus partner feedback as well as participant feedback, [Summer and Fall Orientation schedules will be modified for 2022](#) to focus more intentionally on promoting students' sense of belonging from day one.
- The [eCampus Satisfaction Survey results](#): The Office of Online and Summer Academic Programs (OSAP) conducts an eCampus student survey to gauge satisfaction with eCampus and learner support services and to identify any gaps in service. Over the years, OSAP has made improvements based on student feedback, including:
 - Building an online orientation;
 - Partnering with the Bursar to offer a payment plan for eCampus students;
 - Partnering with Registration and Records (R&R) to create a self-registration process designed for eCampus students.
- Discussions about [Life Design](#), a framework that uses design thinking principles to help students develop agency and self-efficacy, reframe problems, and forge connections between their curricular and cocurricular experiences, began in 2017. This approach to student success is central to Objective # 1 of BGSU's revised strategic plan, *Forward: Redefining Student success*. In 2020-2021, 615 first-year students were assigned to a Design Coach. The number of Design Coaches increased from six to twelve in the summer of 2021, and 1,402 students successfully completed the first-year seminar on Life Design in Fall 2021. As of April 2022, 1,953 students are assigned to a Design Coach. In conjunction with retention efforts and the outreach coordinator role, coaches are available to support and engage with any undergraduate student throughout their college experience.

(4.C.4.) BGSU uses standard methodologies for collecting and analyzing information on student retention, persistence, and completion of programs. For example, institutional definitions align and reflect best practice established by [IPEDS guidelines and definitions](#) and Ohio Department of Higher Education, [Higher Education Information System \(HEI\)](#). In terms of processes, OIR follows national best practice of creating a first-time full-time first-year student cohort every semester (Fall and Spring) as of the official census day. The [Council of Graduate Schools Completion Project](#) concept is used to create a cohort of students entering Master's or Doctoral programs during a given academic year (Summer, Fall, Spring). The cohorts are tracked to the subsequent semesters to determine the percentage of students who were retained and have graduated each year. The University's student database system governed by the [Data Governing Council \(DGC\)](#).

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

A focus on student learning, development, and success toward the achievement of essential learning outcomes remains an institutional priority and hallmark. BGSU's educational mission is to facilitate and support the development of students who will investigate and make connections, write and make presentations, and participate and lead as defined within the learning outcomes of their disciplines. With a focus on empowering students to become adaptive lifelong learners, BGSU takes to heart its responsibility to teach and guide students by facilitating responsive and encouraging environments in and outside of the classroom, where expectations are clear, and the fullest potential of educational achievement is obtainable.

Evaluation of Bowling Green State University's educational quality (to include both academic and cocurricular programs) and effectiveness of student learning processes and of support services is continually fine-tuned to promote continuous improvement through ongoing assessment, experiments, benchmark, and input from pertinent stakeholders. The institution's faculty, the academic administration, and the student life staff each play a critical role in the ongoing evaluation. Information gleaned from the University's multiple levels of evaluation and assessment is employed in making decisions that ensure a lively and rigorous educational environment and continuous improvement of the University's academic programming, operation, planning and budgeting.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

(5.A.1.) BGSU is committed to and has a strong history of shared governance. Shared governance is guided by the Academic Charter which contains the roles and responsibilities of governing bodies and representative bodies of internal constituencies. The governing and representative bodies of Bowling Green State University include the [Board of Trustees \(BOT\)](#), [Faculty Senate](#), [Administrative Staff Council](#), [Classified Staff Council](#), [Undergraduate Student Government Association](#), [Graduate Student Senate](#), and College-based councils and committees that expand the participation of faculty, staff and students beyond the University level to college and unit levels. [Policy 3341-1-5: Policy on Policies Development](#) ensures all constituencies that may be impacted by a proposed policy or policy modification are given opportunities to provide input prior to consideration for approval. The Policy on Policies also prescribes the elements of the policy review process.

Per the [“Basic Principles” underscored in Articles 1.E. and 1.F. of the Academic Charter](#), shared governance is important for “discussion of academic problems and policies at all levels within the University,” and likewise, “faculty and student participation are fundamental to good faculty-student-administrator relations in a mature university.” The principles of shared governance are also recognized in the faculty Collective Bargaining Agreement (CBA), [Article 10 on Governance](#) in regards to the appointment, evaluation, reappointment, and review of deans, chair, and directors. Specifically, Article 10 describes the roles of Faculty Senate and bargaining unit faculty members (BUFMs) in the academic affairs of the University. BUFMs are expected to continue their traditional roles, including in such fundamental areas as: curriculum, subject matter and methods of instruction, BUFMs' scholarly/creative activity, governance of undergraduate colleges, the Graduate College, Honors College, University Libraries, departments/schools, organizational structure, while participating in standing committees and councils.

The [Bowling Green State University Faculty Association \(BGSU-FA\)](#) is the collective bargaining unit of full-time BGSU faculty. Its main mission is to negotiate the terms and conditions of employment for the full-time BGSU faculty, to include salary, benefits, and working conditions. The BGSU-FA is affiliated with the American Federation of Teachers (AFT), the American Association of University Professors (AAUP), and the Ohio Conference of the American Association of University Professors (OCAAUP).

BGSU practices shared governance by engaging and collaborating with each constituent group. Calling itself “a University Community,” BGSU recognizes “that all members of the University Community and the Trustees have legitimate concerns about all aspects of the University” ([Academic Charter, 1.G.](#)). [BGSU’s Board of Trustees \(BOT\) is comprised of fourteen members, including two non-voting students and three non-voting National Trustees appointed by the Governor of Ohio.](#) By welcoming guests, the BOT not only ensures representativeness of constituents but also ensures that its decision-making is anchored in the data-driven realities of the institution. [An example would be presentations on employment outcomes by the Office of Academic Assessment \(OAA\) at the December 09, 2021 Board of Trustees’ meeting.](#)

[Per Article 3 of the Academic Charter](#), the President of the University is the Chief Executive Officer (CEO) of the University. The authority, responsibilities, and duties of the President are specified in the Bylaws of the Board of Trustees, [Article V Sec.1](#) (University Policy 3341-1-1). Specific responsibilities with respect to shared governance are included in the Academic Charter and in the Bylaws of the Faculty Senate, Bylaw E.4. The University Council is composed of the members of the [President’s Cabinet](#), the Chair of Faculty Senate, and a representative from each of the following groups: Deans, Undergraduate Student Government, Graduate Student Senate, Classified Staff Council, Administrative Staff Council, and the Faculty Association (BGSU-FA). The Secretary of the Faculty Senate attends these meetings. The President’s Cabinet meets monthly, bringing together leaders of the primary administrative divisions to discuss and plan strategic initiatives, major issues, and policies. In addition, the President meets on a weekly basis with the Executive Council that is a subset of the President’s Cabinet.

The Faculty Senate provides input to the President and Provost regarding matters that affect college or university-level matters. Membership in the Faculty Senate is by election or by virtue of office. Per the Academic Charter, there are sixty-two Senators elected by and from the faculties of the degree-granting undergraduate colleges. Elected senators are composed of tenured/tenure-track and full-time qualified rank faculty. [Agendas and minutes of the Faculty Senate are published on the University’s website.](#) The work of BGSU is carried in large part by [standing and ad hoc committees](#). For example, the [Fiscal Affairs Advisory Committee \(FAAC\)](#) has the important task of reviewing resource impact statements of program for new programs, reconfiguration and new unit proposals to advise the Senate Executive Committee and the full Senate. The [Senate Committee on Academic Affairs \(SCAA\)](#) monitors curricular and programmatic matters as well as major changes or updates to academic regulations or policies. Many curriculum and policy changes must first receive approval from the Undergraduate Council and the Graduate Council prior to Faculty Senate approval. The Undergraduate Council as defined by the [Academic Charter \(9.F.i\)](#) is comprised of the Provost (or provost designee), undergraduate faculty, undergraduate deans, Dean of University Libraries, a representative of chairs and directors and two undergraduate students. The Graduate Council is comprised of the Dean of the Graduate college, graduate faculty, deans or persons responsible for graduate education in colleges, Dean of University Libraries, and two graduate student representatives. The composition of these bodies demonstrates a shared governance process involving all constituents.

In addition to the Faculty Senate, Undergraduate Student Government, and Graduate Student Senate, [Administrative Staff Council \(ASC\)](#) and [Classified Staff Council \(CSC\)](#) represent BGSU's staff. These Councils provide input into the policies and plans that affect staff members at BGSU. Per the [ASC Bylaws](#), there is a member appointed to serve as a liaison with the CSC and the Faculty Senate, thus ensuring reciprocal exchange and feedback. Finally, Undergraduate Student Government and Graduate Student Senate provide input to the Faculty Senate and university administrators.

(5.A.2.) Institutional leadership uses data to make informed decisions in the best interest of the institution and its constituents. In the budgeting process, the institution considers historical data regarding enrollment, high school demographic data, forecasted state share of instruction funds, and other revenue streams prior to allocating resources to support the strategic plan. BGSU collects, maintains and makes available institutional data through the [Office of Institutional Research \(OIR\)](#). OIR oversees data management for reports mandated by federal and state government agencies (IPEDS), accreditation reviews, enrollment management, strategic planning benchmarking, peer analysis, and other internal and external requests. Additionally, to provide a value-added layer of data accuracy and depth, BGSU has partnered with the Education Advisory Board (EAB), to leverage Navigate software which helps track student progress and provides data to support student success initiatives. EAB also provides [Academic Performance Solutions \(APS\)](#), a data analysis tool that provides a visualization of data relative to student enrollment and retention by college, department, and program, as well as course data that can be utilized to enhance efficiency and effectiveness of course delivery for overall student success. APS data and data analysis guide decision making regarding instructor training for high D/F/W courses, course optimization, program viability, and retention.

The Division of Academic Affairs utilizes [Faculty 180](#), a digital database, to manage the reappointment, promotion, and tenure process. In addition, Faculty 180 is used to manage other faculty-related initiatives such as Faculty Improvement Leave application processes and reviews. In the case of reappointment, promotion, and tenure, faculty upload information on scholarly/creative activity, teaching, research, and service activities for review by unit, College, and University-level committees.

In addition, the University participates in numerous national benchmarking data projects. Since 2000, BGSU has participated in the National Survey of Student Engagement (NSSE) to assess student learning and growth. This data set benchmarks and measures potential student development through time and help inform the University of areas where it is performing well compared to peers and to identify areas of improvements. Specifically, the NSSE constitutes an indirect indicator of student learning in curricular and cocurricular areas. NSSE results provide indicators pertinent to undergraduate student learning, development, and success. While NSSE results are utilized to gauge how BGSU students rate their college experience, especially in the areas of acquiring a broad general education as well as job/work-related knowledge and skills, there are nascent steps by the [Schmidthorst College of Business](#) and the [BGP Committee](#) to utilize these results to inform local curricular practices that can impactfully improve student learning.

On the campus level, data are collected locally in all colleges and in other units (Career Center, Title IX, Center for Faculty Excellence, Information Technology Services, C. Raymond Marvin Center for Student Leadership and Civic Engagement, Human Resources, Admissions, etc...). Program reviews revised action plans, as seen in 4.A.1., serve as an illustration of how data are utilized towards programmatic improvements and planning that benefit the institution. Department Chairs, School Directors, Deans, and the Office of the Provost use student learning data, student enrollment data,

and faculty data through program reviews, student learning assessment reports, and [Program Vitality Analysis \(PVA\)](#) to make data-informed programmatic and fiscal decisions which are also guided by [Forward](#) and the respective College/department's strategic plans.

During the COVID-19 pandemic, BGSU used data provided by the CDC and other local health agencies to realign classroom spaces to meet social distancing requirements, determine mask wearing requirements, and develop appropriate policies. BGSU worked under a mutual aid agreement with the Wood County Health Department to address contact tracing, create and identify educational resources, as well as other needs related to the pandemic, such as the development of Polymerase Chain Reaction (PCR) testing capabilities and the provision of testing and vaccination clinics to both the University and County community. In 2020, [the University hired a new Chief Health and Wellness Officer](#) who was former health commissioner for the Wood County Health Department. As pandemic data were consistently changing, BGSU leadership made decisions based on the best available scientific data at the time to quickly pivot when necessary to meet the needs of students, faculty, staff, and the local community.

BGSU is also required by the State of Ohio to conduct reviews regarding low enrollment courses, low enrollment programs, and duplicate programs every five years. An element of the required analysis is to identify opportunities for collaboration with the University of Toledo to enhance efficiency of course and/or program offerings. For the purpose of the review, BGSU is compared with the University of Toledo which is located in the same region of the state as BGSU.

(5.A.3.) BGSU's shared governance structure is designed to ensure broad participation and collaboration by administration, faculty, staff, and students in academic matters. BGSU involves constituents in setting academic requirements, policies, and processes through its governance structures, as described in the Academic Charter through University Programs, Institutes, and Centers as well as Academic Departments, Schools, Undergraduate Colleges, and the Graduate College. The Charter articulates the structure and primary functions of each of these governance units, including the leadership roles, required committees and councils and their roles. For example, each Department, School, and College has a curriculum committee that receives, reviews, and approves new or modified courses and programs. The process for curriculum change is detailed, involving faculty, staff, and student input at all levels. The University's Undergraduate Council is responsible for evaluating and approving undergraduate curriculum changes; the Graduate Council has similar responsibility for graduate curriculum. All new programs must be approved by the Faculty Senate and by the Board of Trustees. New graduate programs and any other curriculum matters require approval by the Ohio Department of Higher Education Chancellor's Council on Graduate Studies. Administrative policies or initiatives that may impact students, such as elimination of services or increase in special fees are presented to Undergraduate Student Government and/or Graduate Student Senate for consideration, input, and feedback. New policies or policy revisions require faculty and staff constituency group input and development and required approvals by academic leadership. [The Graduate Policy Revision Workflow is provided.](#)

Academic requirements and policies begin with the faculty discussion and approval processes in Undergraduate Council or Graduate Council. Program proposals or other policies approved by the Undergraduate Council and Graduate Council then move to the necessary faculty Senate committees. The Faculty Senate Committee on Academic Affairs (CAA) reviews these proposals and forwards them to the Senate Executive Committee which then brings these proposals to the full committee. The CAA in collaboration with the FAAC develops a non-binding recommendation of curricular and academic priorities and objectives to inform the yearly academic budget planning process. In

addition, the CAA makes recommendation regarding the calendar, and acts as an advisory group regarding academic affairs of the institution. [A university-wide process that called for faculty, staff and students to be heavily involved in the establishment of academic requirements was the development of the University Learning Outcomes \(see. 4.B.\).](#)

[Article 15](#) of the Academic Charter contains provisions on Academic Reconfiguration, which are also explicitly mentioned in the faculty CBA. When, for example, multiple Departments wish to merge to form a School, particularly across Colleges, the academic reconfiguration process involves multiple levels of review, discussion, and recommendations from student, staff, and faculty stakeholders. This is best demonstrated through [the recent proposal to reconfigure the University Libraries](#) and its [timeline](#) for [engaging all necessary constituents](#) towards final approval by the President and Board of Trustees.

	Undergraduate Council	Graduate Council	Faculty Senate	President and Board of Trustees
Library Reconfiguration	January 19, 2022	January 27, 2022	March 01, 2022	May 19, 2022

The faculty CBA defines and delineates provisions concerning faculty retrenchment should reconfiguration result in faculty reductions. The faculty CBA also contains provisions concerning the selection and review of academic administrators, including the President, Provost, Deans, Department Chairs, and School Directors. Additional examples of faculty involvement are reflected in the [Graduate Council meeting minutes pertinent to discussions on changes to the Doctoral Requirement Policy](#). The table below provides a snapshot of how different constituents participate in curricular/programmatic decision-making from one level of collaborative structure to the next at the University:

Policy or Program Under Review	Undergraduate Council	Graduate Council	Student Organizations	Faculty Senate	Board of Trustees
Graduate Student Admissions	----	April 15, 2021	----	----	----
Doctoral Requirements	----	March 24, 2022	----	----	----
Appeals Policy Revision	----	January 21, 2021	----	----	----
Retaking Course Policy	March 31, 2021	----	----	----	----
Incomplete Mark Policy	March 31, 2021	----	----	----	----
S/U Grading	----	----	August 31, 2021	October 06, 2020	----

BS in Health Care Administration	October 21, 2021	----	----	December 01, 2020	March 05, 2021
Doctor of Physical Therapy	----	November 05, 2020	----	December 01, 2020	March 05, 2021

ASC and CSC are very active in non-academic matters. Through campus emails and/or updates, they advocate for transparency in decision-making matters, [such as compensation and benefits](#), on behalf of staff. [The ASC also provided feedback into the institutional Flexible Work Policies](#). One recent [example of the shared governance model working together to shape policies and processes involved the development of the new strategic plan, Forward, where input from the entire University Community was solicited](#) (see 1.A.1.).

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

(5.B.1.) Bowling Green State University has the appropriate operational staff to support its operations in any setting. In addition to its faculty (see 3.C.), BGSU employs over 1,000 administrative and classified staff members ([Employment Counts Spreadsheet](#)) to support its operations and programs. Further, when asked about the adequacy of the police corps, BGSU Public Safety provided [a statement](#) affirming that BGSU police staffing levels are adequate for daily needs and are determined utilizing several factors to include, law enforcement crime trends, University per capita and collective bargaining minimum staffing levels.

Hiring operational staff requires a [Job Application Questionnaire](#) in which departments establish the appropriate minimum qualifications and experience for specific positions. Applicants who do not meet minimum requirements for job positions are not considered. Once hired, each department provides its own training for the new employee to support onboarding and transition. All new positions and refilled positions require that a [Hiring Rationale Memorandum](#) is submitted to the responsible division head who evaluates the merit of the request before it is presented to the President. If the position is deemed necessary and budget allows, the hiring department can open a search. Since the COVID-19 pandemic, BGSU has received fewer applicants for open positions, especially if the position does not allow remote work. This trend required that BGSU review and update compensation and [remote work policies](#). The Office of Human Resources (HR), in partnership with the Division of Diversity and Belonging (specifically the Title IX Office and the Equity and Compliance Team) verifies that the person offered the job was an applicant and met the minimum qualifications as posted. Search committee members are trained about the hiring process, expectations, and policies. The Office of Human Resources (HR) is committed to the success of BGSU employees and provides an array of [professional development opportunities](#), including (but not limited to): skills training, supervisor and leadership programs, performance management, new employee orientation, online courses, and online tools for employee growth and development. Additionally, the [Center for Faculty Excellence \(CFE\)](#) offers new faculty orientation, and teaching and learning support for all faculty and graduate students, including workshops on a variety of topics and techniques, and the opportunity to participate in the [Association of College and University Educators \(ACUE\) comprehensive course on college teaching](#).

BGSU has appropriate classroom space with usage of classrooms around 50% during daytime hours

and 37% for evening hours in Fall 2021. This is only a few percentage points lower than in Fall 2019 indicating some COVID-related impact. The [University Classroom Committee \(UCC\)](#), comprised of personnel from Academic Affairs, Planning Design and Construction, Information Technology Services, Enrollment Management, and Registration and Records, is charged with “effectively managing classrooms on campus to provide excellent learning spaces for the students and faculty within the resources available.” A more detailed description of infrastructure and resources and their adequacy may be found in 3.D.4.

BGSU’s 1,338-acre main academic and residential campus is 15 miles (24 km) south of Toledo, Ohio. The Firelands Campus is located in Huron, Ohio, about 60 miles east of Bowling Green. BGSU Firelands is a non-residential, commuter campus and accommodates approximately 1400 undergraduate degree-seeking students and 950 non-degree seeking students (primarily dual enrollment students) served by 45 full-time faculty members and 77 part-time faculty members. BGSU Firelands has a 20:1 student-faculty ratio. Firelands Campus has approximately 40 full-time staff members on campus to provide student services and maintain administrative oversight.

[Bowling Green’s main campus](#) has the physical plant necessary to meet the educational needs of all students and programs at both campuses. This includes the recent development of the [Robert W. and Patricia A. Mauer Center](#) to house the Schmidthorst College of Business, the renovation in Central Hall for Nursing laboratories and classroom space, and the addition to Park Avenue building to co-locate Architecture and Construction Management, the two units in [School of Built Environment](#). The Senior Vice President for Finance and Administration provides for the management and control of University property related to acquisitions, sales, leasing, disposal, and property management of real property. Departments and Colleges can request [New Capital Planning Projects](#) which must have appropriate approval and funding for additional space. Further, the Division of Planning, Design and Construction, which oversees the Office of Facilities Information, exists to ensure that construction standards abide by [BGSU standards](#) and guidelines of the Ohio Facilities Construction Commission. The COVID-19 pandemic taught BGSU that remote work is feasible for some positions. This realization has allowed for more flexible use of office space for areas that are not primarily student facing.

BGSU has a comprehensive technological infrastructure to support its operations and programs wherever and however delivered. [Informational Technology Services \(ITS\)](#) updated wireless access across campus in 2021-2022. ITS maintains 13 computer labs across campus for student use, supports the current Learning Management System (Canvas), and works with department and programs to support and maintain the necessary technology for programs (e.g., conferencing needs, printing, telephone and voicemail, devices, software, projects, network access troubleshooting, etc.). The University’s Chief Information Officer (CIO) oversees all technology initiatives and leads ITS to support the needs of faculty, students, staff, and guests.

(5.B.2.) The goals emphasized in BGSU’s Mission Statement (holistic and comprehensive educational experiences; lifelong and personal career growth; engaged citizenship and leadership; collaborative, diverse and inclusive community; creative ideas, new knowledge, and entrepreneurial achievements) align with the division of the University’s organizational structure and the allocation of resources. Further, these goals are embedded in the University’s strategic plan, *Forward*. The [BGSU’s Division of University Advancement](#) supports the institution’s goals through the raising of private dollars to advance priorities established by University leadership through initiatives such as the “[The Changing Lives for the World Campaign for BGSU](#)” which celebrated a “[history-making changing lives for the world fundraising campaign](#)” with more than \$255 million in philanthropic

support. Thousands of alumni and constituents responded enthusiastically to [BGSU One Day](#), the University's annual day of giving, which raised \$2.5 million in its first four years. A focused effort to assist students adversely affected by the pandemic secured an additional \$379,000 in 2020 for the Student Emergency Fund.

Several significant structural changes have been made to support the institution's goals and mission. In 2017, a new position, Assistant to the President for Diversity and Inclusion, was created to join the Chief Human Resources Officer as Cabinet-level positions to strengthen the presence and practice of equity and diversity at the University. This structural change was in direct alignment with the mission's goal of building "a diverse and inclusive community." The [LBGTQ+ Resource Center](#) and other programming by the Office of Multicultural Affairs illustrate the incorporation of the mission's goals in institutional operations as well as its relevance. See 1.C. for more details on the Division of Diversity and Belonging.

In addition, the Center for Faculty Excellence (CFE) offers strong teaching and learning support that aligns with the creation of new knowledge and creative ideas as stated in the institutional mission. The same can be said of the [Center for Undergraduate Research and Scholarship \(CURS\)](#) for its emphasis on enhancing intellectual stimulation and active student engagement in creative research projects. Similarly, the [Center for the Future of Forensic Science](#), which aims at revolutionizing the profession and practice of the forensic sciences through education and cutting-edge research, coalesce with BGSU's entrepreneurial mission trend. The [Center for Family and Demographic Research](#), housed in the College of Arts and Sciences, by its dedication to the wellbeing of families and children and to the pursuit of personal happiness and fulfillment, is an exemplar of university programming that "benefits the region, the state of Ohio, the nation, and the world," whereby "creating public good". The [Division of Research and Economic Engagement \(DREE\)](#) facilitates robust local and regional growth by creating partnerships with private sector businesses, regional organizations, and local governments (see Criterion 1).

(5.B.3.) BGSU has well-developed processes in place for budgeting and monitoring its finances. The Division of Finance and Administration initiates and oversees an annual process to create the University's institutional budget. The annual budgeting process begins in October. The Division of Finance and Administration estimates revenue for the institution based on projected enrollment, [projected state-share of instruction \(SSI\)](#), projected auxiliary revenue, and known external grant funding.

The Chief Financial Officer (CFO) and the Director of University Budgets and Resource Planning are responsible for managing the budgeting process and ensuring that the University overall and individual departments, units and divisions operate within the available financial resources of the University. [Historical and current approved budgets are provided on the Finance and Administration's website. A copy of the FY21 Proposed Budget is provided.](#)

The Fiscal Affairs Advisory Committee (FAAC) of the Faculty Senate provides input to the Provost regarding strategic priorities of Academic Affairs. Students can also provide feedback on budgetary priorities related to academic decisions via input through Undergraduate Student Government, Graduate Student Senate, or the Student Budget Committee. An example of shared governance being applied in relationship to programmatic reconfiguration and budget monitoring by the CFO and FAAC is demonstrated in a request made by the College of Technology, Architecture, and Applied Engineering to reorganize into three schools, thus eliminating two department chair positions and creating a new school director position. The [proposal](#) for these internal changes was [reviewed and approved first by the Fiscal Affairs Advisory Committee \(FAAC\)](#). The CFO then followed with a

direct determination letter (“[Resource Impact Analysis](#)”) to the Provost.

The University prepares budgets using a participatory process with input solicited at different levels of the process. Within the Division of Academic Affairs, the Department Chair/School Director initiates the process with faculty and staff at the academic unit level, aligning budget requests with the unit’s strategic plan (which is aligned with college, division, and University strategic plans). College Deans, working with college budget committees, review the academic unit requests and rank them as collegiate priorities and then forward them to the Provost. After reviewing the collegiate requests, the Provost determines the overall priorities for Academic Affairs.

The process for developing budget requests and recommendations for consideration by individual divisional vice presidents is similar to Academic Affairs. BGSU Firelands campus is a separate budget center and is solely responsible for its own revenue and expenditures. Its budget, prepared in a manner identical to that described for the Main campus, is also forwarded to the Provost and CFO for review. The President approves all budgets and then submits them to the Board of Trustees (BOT) for approval.

Budget administrators (Deans, Chairs, Directors, Vice Presidents, etc.) are responsible for monitoring the budgets and expenses of their areas of leadership. [Budget administrators receive training regarding budgeting, journal entries, different funds, and how to track expenses.](#) Finance and Administration provides access to a variety of reports to monitor departmental, college, divisional and University financial transactions and monthly financial performance. Additional reports are provided to departments (e.g., payroll, position budgets, auxiliary profit/loss statements, enrollment projections, etc.).

The Board of Trustees receives and reviews a quarterly budget-to-actual financial report for the Bowling Green and Firelands campuses. The report includes variance analyses and explanatory comments describing the cause of all significant variances. Additionally, a quarterly financial report with a prescribed format and content is prepared and provided to the Ohio Department of Higher Education in partial fulfillment of the Department’s oversight role established per [SB 6 in 1997](#), a Senate Bill designed to increase financial accountability of state colleges and universities by using a standard set of measures to monitor fiscal health. From [SB 6 Institutional Ratios calculations](#), BGSU received a 3.10 FY20 composite score that factors in viability (BGSU scored 3.0), net income (BGSU scored 1.0) and primary reserve (BGSU scored 4.0) (A score of 5 indicates the highest degree of fiscal strength in each category).

The Vice President for Finance and Administration/Chief Financial Officer (CFO) monitors the ongoing fiscal health of the University and prepares three-year rolling budget projections. BGSU is required to prepare annual accrual financial statements subject to audit by an independent external auditor (see samples for [FY 2019](#), [FY 2020](#), and [FY 2021](#)). All public universities in Ohio are required to submit annual, audited financial statements for inclusion in the State’s Comprehensive Audited Financial Report.

(5.B.4.) Fiscal allocations ensure that the educational purposes of BGSU are achieved. The percentage of core expenses related to instruction and academic support increased 3% from FY21 (62%) to FY 22 (65%). The percentage increase in educational purposes demonstrates that BGSU prioritizes the educational mission of the institution. Illustrative examples included are IPEDS Reports for:



FY20-21 – Academic Libraries, Firelands	FY21-22 – Academic Libraries, Firelands
FY20-21 – Academic Libraries, Bowling Green (Main)	FY21-22 – Academic Libraries, Bowling Green (Main)
FY20-21 – Finance	FY21-22 – Finance
FY21-22 – Human Resources (Firelands)	FY21-22 Human Resources, Bowling Green (Main)

Budgets for auxiliary functions (e.g. residence halls) are designed to be self-supporting, with a majority of revenue derived from sales and services to students or external constituencies. Grant funds and other funds received from external parties designated for an activity are segregated from the University operating budget. The overall total expense decreased as the University made [necessary projected budget cuts](#) as a result of the COVID-19 pandemic.

[The University is transitioning to Campus Master plan 2.0.](#) As part of Campus Master Plan 1.0, dating back to 2008, the Maurer Center was built which incorporated the renovation of Hannah Hall to house the Schmidthorst College of Business. The [Wolfe Center for the Arts](#) was completed to provide space for student learning and performances and houses the Department of Theatre and Film. BGSU completed other renovations to academic spaces in Moseley Hall, on the Firelands Campus, and numerous classroom upgrades over the past years. BGSU used institutional and COVID relief funds to upgrade classrooms with audiovisual technology to expand student participation through flexible delivery mode to include classes allowing for both in-person and remote participation.

BGSU has the resources to achieve its educational purposes. In addition, BGSU employs strategic planning and *pro forma*-based resource allocations to successfully implement educational and institutional goals tied to its strategic plan. The following are examples of strategic programming and initiatives that required insightful planning and resource allocation:

- [Nursing](#) and [Doctor of Physical Therapy](#) aligning with strategic initiative 1.
- The Life Design program provides students with the tools to navigate a college and career. [BGSU received \\$13.5million dollar gifts to strengthen Life Design](#) to fulfill its strategic initiative to differentiate “the traditional undergraduate experience.”
- BGSU invested in Navigate software to support student advising and to help the institution support student success.
- The development of the Division on Diversity and Belonging has demonstrated work in developing a culture of inclusion, respect and curiosity. The [Division’s biennial report](#) describes the breadth of services to students, faculty, and staff.

In times of COVID-19 pandemic, BGSU emerged from a “perfect storm” of financial challenges with its principles of affordability, access, and opportunity intact. Unlike trends in other states, public universities in Ohio have noted a slight increase in State appropriations (from FY 21 to FY 22, State Share of Instruction increased by 0.86% in total allocations). The trend is likely to continue with the [Governor’s announcement of a FY23 budget targeting student needs](#) and allowing Ohio’s colleges and universities to serve more students than ever before. The [ODHE-approved Falcon Tuition Guarantee policy](#) provides transparency and predictability regarding the tuition cost to attend BGSU and is an example of the University’s commitment to affordability and accessibility in achieving its educational purposes.

The [FY 19 Financial Audit](#) noted “an increase in state appropriations of approximately \$1.3

million.” That same report found that “the University’s current assets of \$254.0 million were sufficient to cover current liabilities of \$64.5 million (current ratio of 3.9).” The [FY 20 Financial Audit](#) found that “operating revenues were consistent with the prior year until the national emergency declaration in response to COVID-19 in March of 2020. As a result of initiating safety and health protocols in response to COVID-19 and suspending in-person classes, BGSU issued refunds of revenues related to auxiliary operations of \$12 million. In addition to American Rescue Plan funding, pandemic expenses were offset by a \$1.1 million increase in nongovernmental grants, a \$2.3 million increase in other revenues and an increase of approximately \$4.4 million in tuition and fees.

Sources

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- 2.A.2. Information Technology Web Pages
- 2.B.1. Division of University Advancement 042022
- 2.B.2. + 2.D. and 3.C.5. and 4.B.3. CenterforFacultyExcellence and ProfDev
- 2.B.2. and 3.B.4. Center for Undergraduate Research and Scholarship (CURS) Web Pages
- 3.C.2. BGSU addresses COVID19 relatedbudget shortfalls +accelerates Focus on the Future Strategic Plan
- 3.C.7. HR Professional Development Web Pages
- 3.D.1. and 3.D.4. BGSU announces 13.5M in gifts to support student success
- 3.D.1. LGBTQ+ Programs
- 5.B.1. Added_ACUE Effective Teaching Practices
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- 5.B.1. Employment Counts by Department
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- 5.B.1. PoliceCorpsAdequacyofStaffing
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- 5.B.1. Robert W. and Patricia A. Mauer Center
- 5.B.1. Sample JobDescription_Director of Academic Advising and Planning
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- 5.B.3. CTAAE School Proposal Reconfiguration2-25-22[2]
- 5.B.3. Financial Reporting and Budgeting Presentation (Budget Workshop Presentation)

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

(5.C.1.) As stated in section 5.B, the institution has a budget process that aligns budget priorities with most resources directly tied to educational purposes. The strategic plan provides guidance as to the allocation of resources and priorities.

Strategic Initiative	Specific Example of Resources Allocation
Initiative 1: Right programs that are sustainable	Development of the Nursing Program and necessary laboratory space and of the Doctor of Physical Therapy program .
Initiative 2: Intensive focus on outcomes	Partner with EAB for APS dashboards that support program analysis. The allocation of resources for Life Design has included a commitment to appropriate staffing, professional development, and certifications for coaches, and operating and programming expenses that prioritize the student experience. Renovations to the 3rd floor of the Math and Science Building are in the planning stages, with an intent to open a dedicated, donor-named Center for College and Life Design in 2023. The Hub for Career Design and Connections will be located on the 2nd floor of the Bowen-Thompson Student Union, where the Career Center is currently located.

Initiative 9: Culture of inclusion, respect, and curiosity	Development and funding/staffing of Division of Diversity and Belonging.
Initiative 10: Teaching and service excellence	Partnering with the Association of College and University Educators (ACUE) for faculty development.
Initiative 14: Efficiency and alignment	Partner with EAB for APS dashboards for program analysis.

In addition to these overarching initiatives, any additional requests for funding or staffing by colleges or divisions must include a description as to how it furthers the mission or strategic initiatives of the institution. For example, the [Office of Academic Assessment \(OAA\) was approved to hire a Survey and Data Program Coordinator](#) to provide analysis regarding survey and other data to promote “Efficiency and alignment” as well as “Intensive focus on outcomes.” To further support knowledge creation as stated in the University’s mission, BGSU also provides compliance and integrity resources/support in the form of research integrity committees. These include [Institutional Review Board \(IRB\)](#), [Institutional Animal Care and Use Committee \(IACU\)](#) and [Institutional Biosafety Committee \(IBC\)](#), among others. Likewise, the [Office of Sponsored Programs and Research](#) provides resources in support of faculty, staff and student research, grant explorations and applications and compliance regulations. Another example of alignment of BGSU resources allocation with its mission’s goals and priorities is the recent [\\$1.4 million state grant received to fund scholarships for students in STEM majors](#). The grant helps BGSU address Ohio’s workforce needs while supporting student academic research, career goals, and entrepreneurial achievements which aligns with the University’s mission.

(5.C.2.) BGSU links its processes for assessment of student learning, evaluation of operations, planning and budgeting. As described in 4.B, to ensure resources are used effectively in the academic enterprise, BGSU programs are required to complete regular assessment reports as part of the regular program review process described in 4.A.1. These program reviews lead to program and departmental planning which informs budgeting. For programs with specialized accreditation, the self-study process with the specialized accreditor, leads to similar actions. The program review action plans provide guidance to the colleges regarding allocating resources for additional faculty and planning for other capital expenses. For example, findings from the program review for the Biology and Neuroscience cluster in the College of Arts and Sciences found that there was a need for new laboratory equipment and additional faculty to accommodate academic needs in advanced research courses (see 4.A.1.). The Dean of the College of Arts and Sciences will use this program review along with others to determine priorities for funding and prioritizing requests for faculty lines. These requests are submitted to the Provost’s Office which will help determine the feasibility of funding decisions based on institutional priorities and projected available funds.

In 2019, each College Dean created a three-year hiring plan for their respective college (samples provided from the [College of Musical Arts](#) and the [College of Health and Human Services](#)). These three-year plans were based on the evaluation of program growth and potential retirements to help prioritize annual faculty line requests. The Provost evaluates these requests considering availability of funding and the needs across all the colleges.

As with academic program reviews, other departments within the University make decisions after evaluating their operations, plans and budgets. In Spring 2020, departments were asked for ways to save money as BGSU was told that Ohio’s State Share of Instruction (SSI) may be cut by 20%. In

anticipation of this cut, departments analyzed their operations and, in some cases, planned for long term changes. For example, the library worked through an evaluation of its operations leading to a reconfiguration (see 5.A.3.) that will provide the same services but at lower cost. After evaluating the success of remote work forced by the COVID-19 pandemic, the University has adopted more flexibility towards remote work (see 5.A.3.).

(5.C.3.) The planning process at BGSU encompasses a variety of constituents and a commitment to shared governance. [Institutional strategic planning regularly engages all stakeholders and constituents through Town Halls or other venues.](#) The COVID-19 pandemic alongside trends in higher education precipitated a re-evaluation of the previous strategic plan, *Focus on the Future*, which led to the articulation of the current strategic plan, *Forward*. Examples of strategic planning documents for workshops and sessions held in [2018](#) and [2020](#) and at [BOT's meeting retreats](#) are included. Also, see 1.A.1. for further elaboration.

Focus on the Future development process involved internal and external constituents:

- January 2018: President's Cabinet Retreat to develop framework for strategic plan
- April 2018: Faculty, Staff, Student forums to seek input as to priorities and initiatives for the strategic plan
- May 4, 2018: Meeting with Alumni Board for input (external)
- May 11, 2018: Meeting with Foundation Board (external)
- May 2018: A select leadership team took all the input and data to develop themes and initiatives for the plan.
- June 11, 2018: Deans and President's Cabinet retreat to finalize plan to be presented to the Board of Trustees
- [June 21-23, 2018: Board of Trustees Planning retreat.](#)

Forward included the evaluation and eventual streamlining of the original 6 objectives and 30 initiatives of *Focus on the Future*. This process continued to involve input from all internal constituents as follows:

- Cabinet and Deans met to discuss *Focus on the Future* in light of COVID-19 and other higher education trends
- Fall 2020: The President conducted a "college listening tour" regarding the pandemic and BGSU's Strategic Plan. This included administrative staff round tables.
- December 2020: The President invited EAB (Education Advisory Board) to present their research on the state of higher education to faculty, staff, and trustees.
- The President's Cabinet and Deans began to prioritize *Focus on the Future* initiatives as "Stop, Accelerate, Continue."
- An additional [open comment period for faculty and staff](#) was held.
- Finalized updated strategic plan, renamed "Forward," was presented to the Board of Trustees in March 2021.

This process led to the more focused strategic plan, *Forward*, with four strategic and foundational objectives, each with four initiatives. To expedite operationalizing the new strategic plan, deans and departments were asked to align their respective college strategic plans with *Forward*. Examples of college-specific *Forward*-re-aligned strategic plans are provided in 1.A.2. In particular, [the Allen W. and Carol M. Schmidhorst College of Business Strategic Planning process provides details of the different groups and organizations who were involved in the planning process.](#)

In addition to these processes, the [Inter-University Council of Ohio](#), representing all 14 public 4-year universities in Ohio, coordinates the gathering and sharing of information critical to the University planning process. Through regular meetings of the Presidents' Council as well as eight committees representing key functional areas across the universities (e.g., Provost, Business and Finance Officer, Chief Information Officer, Controllers, Budget Directors), information on issues such as the State budget, legislative hearings and proposed bills, and Ohio Department of Higher Education funding and accountability proposals are shared and discussed to inform institution-level planning. Up-to-date information on outcome-based student funding models, projections for changes in need-based student financial aid from the State of Ohio and expected capital appropriations by the State Legislature for new construction, help BGSU develop a realistic annual plan and budget to support the University's vision and strategic priorities.

(5.C.4.) The planning process for BGSU takes into consideration the potential revenue fluctuations. The Chief Financial Officer (CFO) oversees the process of budget development which evaluates a variety of factors when determining future income. These resources are then budgeted appropriately with potential remaining funds allocated as needed. As described in 5.B, any requests for additional budget lines must align with the strategic plan for consideration. New academic programs must provide a *pro forma* that demonstrates they will be self-sustaining within five years (see 5.B.4. for samples of *pro formas* for Nursing and the Doctor of Physical Therapy). Approval of new programs and initiatives depends on a sound financial projection based on the *pro forma* analysis.

Additionally, many areas throughout the University provide information and/or projections to support institution-wide planning. [The Vice President for Enrollment Management and Student Outcomes prepares projections on enrollment \(e.g., undergraduate, graduate, international, nontraditional, online, College Credit Plus\) and retention](#); the Office of Capital Planning and Design reports on the condition and use of current academic space, the Office of Sponsored Programs & Research provides information on external grants and awards, and the Office of Human Resources shares information on faculty and staff as well as projected healthcare costs and the state-based pension. The participation of multiple areas within the University helps test and verify assumptions of the planning process to provide a reasonable set of scenarios based on anticipated fluctuations in the University's sources of revenue and expenses.

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (ODHE) to maintain an "Efficiency Advisory Committee" that includes an "efficiency officer" from each state institution of higher education (IHE). Each IHE must then provide an "efficiency report" updated annually to ODHE, which is compiled by the Chancellor into a statewide report shared at year end with the Governor and legislature. [Historical reports from all Ohio public institutions, including BGSU, are available at the ODHE website](#) This efficiency report requires BGSU to consistently identify ways to create efficiencies (reduce costs) and to maintain affordability for students. Efficiency reports are included for [FY 20](#) and [FY 21](#).

In addition to the efficiency report, BGSU has adopted a [Program Vitality Analysis \(PVA\)](#) in which academic programs look at key enrollment metrics. Programs are then asked to develop plans to improve enrollment and retention. These reports are used to help guide resource allocation and strategic planning.

(5.C.5.) BGSU understands that the world is changing demographically and technologically. Spring 2020 brought unprecedented challenges to higher education. The combination of the COVID-19 pandemic and rapid economic downturn require strategic and sometimes difficult decisions. These

factors are evident within the new strategic plan and its development. The [projected “enrollment cliff”](#) has been accelerated because of COVID-19. This reality is the primary driver of the initiatives in Strategic Objective #1: Driving Public Good Through Redefining Student Success. A focus on developing academic programs that are now in greater demand, focusing on opportunity gaps, differentiating the undergraduate experience, and making BGSU more accessible will hopefully help attract and retain students, thus helping to sustain BGSU.

BGSU also understands that the demographics in the United States are shifting. Initiative 9 acknowledges that BGSU needs to develop a culture of inclusion, respect, and curiosity to become a place where all students are welcome. The pandemic taught BGSU how technology can be leveraged to fulfill its mission. Strategic Objective # 4 acknowledges that technology and structure can be used to minimize cost and causes us to rethink the nature of how higher education functions. [BGSU also develops tentative five-year budget projections](#). Factors included in these analyses are current enrollment projections, projected State-Share-of-Instruction (SSI), projected legislative approved tuition increases, and possible changes to the Collective Bargaining Agreement (CBA). One difficulty in budget projections and planning is that the state of Ohio works on a biennium budget, so any projection beyond the two-year biennium are estimates limited to historical biennium approvals.

(5.C.6.) Areas of the University with primarily administrative functions evaluate the effectiveness of their respective units. As staff interact (directly and indirectly) with students, they contribute to their educational experience by empowering students to make meaningful decisions. Individual administrative units work to best identify and assess operational goals and outcomes to ensure that “organizational structures and processes are efficient and effective” (Strategic Objective # 4).

Over the past few years, BGSU has implemented or initiated numerous initiatives to improve student outcomes, specifically retention and degree completion. All retention and completion initiatives are aligned with the following strategic initiatives from *Forward*:

- Initiative 2: Intensive focus on outcomes
- Initiative 9: Culture of inclusion, respect, and curiosity
- Initiative 10: Teaching and service excellence
- Initiative 11: Community well-being
- Initiative 12: Culture of innovation and accountability (initiative not included in the previous strategic plan)
- Initiative 14: Efficiency and alignment.

As seen in 3.D.3. and 4.C.3., BGSU centralized (undergraduate) academic advising during the 2019-2020 academic year. This change was to ensure that students have a consistent experience with academic advising, regardless of college, major, or program. BGSU has also begun implementing the Life Design initiative for incoming first-year students. The initiative includes a one-credit course taught by a Life Coach to help students apply “design thinking” to their college experience and their chosen career. Life Design most specifically aligns with Initiative 3 of *Forward*: “Differentiating the traditional undergraduate curriculum.” Its implementation provides students with value-added points of contact on navigating not just academics but cocurricular experience at BGSU. Though BGSU had begun implementing an Early Alert system in 2017, the new strategic plan has accelerated a more intrusive outreach to students, especially those who may be at-risk. BGSU has also partnered with the Association of College and University Educators (ACUE) to provide training to faculty and instructors. This initiative was piloted in Spring 2022 with seventy-seven faculty members (see 3.C.5.). The Schmidthorst College of Business tracked which courses had the highest D/F/W rates and encouraged those instructors participate in the ACUE training and assessment of student success

post completion of the ACUE training.

In addition to plans and initiatives to improve student success, several offices have deployed new technology to improve efficiency and speed in administrative processes, which aligns with Initiative 14 (“Efficiency and Alignment”). For example, the Office of Planning, Design and Construction made the following changes:

- [Improved project intake process to collect more data upfront and to streamline the development of a request to allow a seamless transition into a project if approved.](#)
- Built a digital platform to house electronic floorplans resulting in easier access as well as a system that enables the layering in space size, condition and current assignments.
- Implemented an improved and consistent messaging memo for campus related disruptions.

[In April 2022, the Office of Marketing and Brand Strategy announced a re-branding effort to augment website capabilities, including customizations, and to increase online accessibility.](#) Registration and Records (R&R) made the following changes to improve their operations and service to students:

- uAchieve Upgrade: The Degree Audit system was upgraded and moved to a cloud hosted service, which will allow BGSU to keep up with upgrades and functionality without needing to use internal ITS resources. This update will allow R&R to improve the student experience more quickly.
- End of Term Grade Communication strategy for students and faculty. R&R has worked with Marketing and Brand Strategy to clarify the readability in communications regarding the timeline and process regarding grade submission and sharing of final grade reports.
- Accelerated Students: Shared Credit Maintenance feature has been updated to better reflect credits earned as both graduate and graduate, for more accurate reflection of the student’s enrollment in the accelerated master’s degree as well as improved explanation on the transcript.
- Updated transcript layout and additional details about transfer credit, to include details regarding the transfer courses (in addition to the cumulative transfer credit hours previously reported.)
- Updated the re-admit process so that students can reapply after 2 years of non-enrollment.

Sources

- 1.A.1. TownHalls and PresidentEmails 0412022
- 1.A.3. New BSN Program to Meet Critical Demand for Nurses
- 1.B.3. and 2.C.3. Doctor_Physical_Therapy ApprovalNotives_WebsiteScreenshots04132022
- 2.A.2. and 2.E.2. IRB and Animal Care_Use WebPages 041922
- 2.A.2. and 5.C.1. Institutional Biosafety Committee (IBC) Web Pages
- 2.B.2. and 3.B.4. Office of Sponsored_Programs_Research WebPages 04202022
- 4.A.1. and 3.A.1. Program Vitality Analysis (PVA) Proposal
- 5.C.1. BGSU continues to advance STEM-related study through new 1.4M state grant
- 5.C.1. OAA_Coordinator_JAQ_+RationaleMemorandum
- 5.C.2. CHHS 3-year Hiring Plan
- 5.C.2. Sample 3 Year Hiring Plan Musical Arts
- 5.C.3. Allen W + Carol M SchmidthorstCoB StrategicPlan+Process

- 5.C.3. Board of Trustees Strategic Planning Workshop June 2018
- 5.C.3. BOT June 21_2018 Focus on the Future Presentation
- 5.C.3. Forward. BOT Meeting Retreat - June 2021
- 5.C.3. Mission Statement _ Inter-University Council of Ohio
- 5.C.3. Open Comment Period E-mail January 2021
- 5.C.3. Strategic Planning Session 2020
- 5.C.4. Added_ Affordability and Efficiency _ Ohio Higher Ed Web Pagespdf
- 5.C.4. FY2020 Efficiency Report
- 5.C.4. FY2021 Efficiency Report
- 5.C.4. Strategic Enrollment Plan (SEP)
- 5.C.5. Master Recommendation 5YearGoal for Institutional Efficiency+New Resource Generation
- 5.C.5. The Looming Higher Ed Enrollment Cliff _ CUPA-HR
- 5.C.6. Added_ PPT Capital Planning Online Project Request System
- 5.C.6. ReBrandingEmailCommunication

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

BGSU's effectiveness is ensured by mature, established operational philosophies and practices:

- Data and strategic planning provide the foundation for informed decision making.
- Governance and budgetary processes are aligned with the institution's mission. BGSU collaborates with its employees and community stakeholders in the development of strategic goals and the actions associated with attaining them. The strategic goals are used to inform budget development. Budgetary allocations ensure the University's Mission and educational priorities can be achieved. BGSU's financial position continues to be evaluated as "strong" based on annual external audits. These demonstrate that BGSU has the necessary human resources and physical infrastructure to support its operations. BGSU utilizes its shared governance system to engage in an annual budget development process to ensure appropriate allocation of fiscal resources to operations across all areas of the institution to support the mission. The budget development process provides for prioritization of proposed expenditures based on their alignment with concrete actions and strategic initiatives outlined in the strategic plan. BGSU has been intentional in its planning to meet current fiscal challenges and anticipated future obligations – especially in the context of the COVID-19 pandemic.
- Qualified staff ensure the effective daily operations of the institution. BGSU is organized to maximize the efficiency of operations and empower individual units to focus efforts on teaching, learning, and support. Faculty and staff are qualified and engage in training and ongoing professional development to ensure they are equipped to do their work.
- Strategic planning provides links between institutional resources and appropriate goals and initiatives. Ongoing planning processes and initiatives, which focus on the improvement of operational efficiency and student outcomes, are realistic, intentional, innovative, responsive, and forward-focused.

Sources

There are no sources.