Bowling Green State University, Ohio
Department of Architecture and Environmental Design

Architecture Program Report for 2017 NAAB Visit for Initial Accreditation (APR-IA)

Master of Architecture [preprofessional degree + 52 semester credits]
Master of Architecture [nonpreprofessional degree + 92 semester credits]

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Section 1. Program Description

I.1.1 History and Mission

Bowling Green State University (BGSU) is a major public research university that is one of the 14 state-assisted, public universities in the State of Ohio. The Carnegie Classification of Institutions of Higher Education classifies Bowling Green State University as a “Doctorate-Granting Research University” with high research activity. The 1,338-acre (541.5 ha) main academic and residential campus is located 15 miles (24 km) south of the City of Toledo. The institution was granted a charter in 1910 as a normal school, specializing in teacher training and education. This was part of the Lowry Normal School Bill that authorized two new normal schools in the state of Ohio. Over the university’s history, it developed from a small rural school into a comprehensive public university. BGSU held its first classes in 1914, but it was not until the following year that the first two buildings—now University Hall and Williams Hall—were ready for use. Student enrollment for that initial year totaled 304, with a faculty of 21. The first bachelor’s degrees were awarded in 1917.

In 1929, the functions of BGSU were expanded to provide two four-year degree programs; the College of Education and the College of Liberal Arts. The College of Business Administration and graduate programs were added in 1935, the year in which Bowling Green attained full university status. In 1947, the Graduate School was formed, and BGSU awarded its first doctorate in English in 1963. In the 1970’s, three new colleges were added to the university’s curricular offerings. In 1973, the College of Health and Human Services was established to provide degree programs in specialized areas in various health and community service fields. In 1975, the School of Music was expanded into the College of Musical Arts, and in the same year the Graduate School became the Graduate College. The School of Technology was granted college status in 1985.

The University’s operations are coordinated at the state level by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents), a Cabinet-level agency for the Governor of the State of Ohio who oversees higher education for the state. The Ohio Board of Regents, a nine-member advisory board to the chancellor with two ex-officio representatives from the state legislature, was created in 1963 by the general assembly. The Board of Regents members are appointed by the Governor with the advice and consent of the senate. Responsibilities of the board include: developing an independent annual report on the Condition of Higher Education in the Ohio, and issuing an annual performance review of the chancellor. The board is also responsible for advising the chancellor on issues of statewide importance affecting higher education.

State funds come to the University in accordance with a funding model legislated by the Ohio General Assembly and implemented by the Ohio Department of Higher Education. New degree programs and majors must be approved by the Ohio Department of Higher Education prior to implementation. The BGSU Board of Trustees is a group of eleven individuals (appointed by the Governor) who bring varied experiences and accomplishments to the University. By law the Board of Trustees is authorized to "do all things necessary for the proper maintenance and successful and continuous operation" for the University. In general, the Board of Trustees,

- establishes and monitors the execution of policy that guides the administration in the day-to-day operations of the University
- selects a president, and on his or her advice, a staff to administer the policy
- supports the efforts of the President and the staff in relation to the Ohio Board of Regents, members of the state legislature, and state officials.

The University President is responsible for the administration of the University, subject to the control of the Board of Trustees. The President fosters and promotes education, research and service as the primary aims of the University. The Senior Vice President for Academic Affairs and Provost reports directly to the University President as the institution’s second-in-command, and has the chief responsibility for advancing the academic mission of the university that provides educational experiences
inside and outside the classroom that enhance the lives of students, faculty, and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe, and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

Within the University system, the College of Technology, Architecture and Applied Engineering (CTAAE) offers an individualized mix of innovative and distinctive undergraduate programs, focused master's degree programs, and is a partner in a PhD consortium program. CTAAE programs lead to the Bachelor of Science in Technology degree except for architecture and construction majors who receive either a Bachelor of Science in Architecture or in Construction Management. Our focus is a hands-on approach to education. Students in all programs are required to complete multiple semester-long paid Cooperative Education experiences. Most programs are accredited by ABET, ATMAE, NCATE, or ACCE. The vision of the College aspires to be a global model for innovative and impactful teaching, scholarship and applied research. Our faculty will be recognized educators and scholars who embrace inclusion, collegiality and collaboration. Our programs will lead their respective fields through dynamic curricula, interdisciplinary opportunities, industry partnerships, cooperative education, and community engagement. Our graduates will be prepared for successful careers and continue to develop as life-long learners who thrive in an ever-changing world. The mission of the College is to provide an encouraging learning environment, experiential opportunities, and a culture of applied research and professional service. Transdisciplinary programs and industry partnerships empower our academic community to engage in critical thinking, hands-on problem solving and life-long learning. We value faculty and staff, and commit to sustain professional and intellectual growth (http://www.bgsu.edu/technology-architecture-and-applied-engineering.html).

The CTAAE Program in Architecture began with a few drafting courses offered in the late 1950s and early 1960s by the Department of Industrial Arts and Engineering Drawing, the forerunner of the current College of Technology. Graduates of the Program functioned in an auxiliary capacity in the design and construction industry. The Department of Industrial Arts became a school in 1983, and was then converted into the College of Technology in 1985. After considerable expansion, the college became the distinguished College of Technology, Architecture, and Applied Engineering in 2010. The Architecture Program shifted direction in 1990 towards a more comprehensive educational model by offering the degree of Bachelor of Science in Technology with Architecture Major that evolved into Architecture & Environmental Design Studies, which was part of the Department of Visual Communication and Technology Education (VC&TE). The growth in faculty as well as in architectural community support paralleled the growth of the academic unit. From only two full-time faculty in the early 1990s, the program witnessed an increase to four in 2002, and is now seven. Currently five adjuncts support the program as well as the faculty in Construction Management and Art History who provided substantial support by accommodating architectural students in classes offered by their respective units. Moreover, Northwest Ohio architects were also instrumental in supporting the program by serving on the Advisory Board, attending design reviews, and enhancing the visibility of the Department of Architecture and Environmental Design. The mission of the program is to pursue the convergence of technical and liberal arts to inspire and empower students to enhance the built environment.

In early 2001, planning began for a Master of Architecture degree (M. Arch.) at BGSU. To support this initiative, major revisions to the existing curriculum were made, resulting in a pre-professional, four-year tier to prepare for the M. Arch. The revisions, which became operational in the fall of 2003, featured a new design studio sequence structured around six-credit hour third and fourth-year studios augmented with professional courses in history, theory, technology, and computing. Three consecutively occurring events marked the rapid growth of the program in the last six years. In Spring 2008, the Ohio Board of Regents (OBOR) approved BGSU’s request to offer the degree of Bachelor of Science in Architecture to replace the previous Bachelor of Science in Technology. In the spring of 2009, the University Board of Trustees approved the Architectural Program’s request to create the Department of Architecture and Environmental Design; the Department became operational the same year. The culminating event occurred with the formal approval of the M. Arch. by the Chancellor of the University System of Ohio and
the Ohio Board of Regents in March 2010. The Department submitted an Architecture Program Report for Initial Candidacy (APR-IC) in September 2012, was granted initial candidacy in 2013, and continued candidacy in 2015. In Spring of 2016 our first cohort of five graduates received their M.Arch. degree from BGSU. These recent graduates are well prepared to contribute to the built environment at all levels to create more equitable, sustainable and well-designed architecture.

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

The university learning outcomes are integrated and shared within the fundamental educational values of the architecture major.

- Intellectual and Practical Skills
  - Critical and Constructive Thinking: Inquiry, Examining Values, Solving Problems Creatively
  - Communication: Writing, Presenting
  - Engaging Others in Action: Participating, Leading
- General and Specialized Knowledge
- Personal and Social Responsibility
- Integrate, Apply and Reflect

Master’s students will develop knowledge and skills through five primary curricular areas: design studios, technology courses, professional practice and business courses, research seminars and applied entrepreneurial experience. The design studio will explore the discipline’s focus on the cultural and physical environments and design problem-solving process. The technology courses will investigate the materialization and digitalization of architectural design. The professional practice and business courses will enhance students’ understanding of the economic and societal implications of design project delivery and entrepreneurial potential. The research seminar will facilitate the integration of varied methods of inquiry and ways of knowing in the discipline. The applied entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Students will observe, analyze and develop their own entrepreneurial business models.

The program benefits in multiple ways from the institutional setting. The architecture faculty, staff and students interact with and benefit from many services provided by several BGSU departments that are set to support faculty excellence and students’ success. For instance, the department continuously receives support in many forms, ranging from central administrative management of marketing our program, development for our program, recruiting and admissions, centralized ITS service, facilities management, and a library system that is fully integrated to provide instructional support for faculty, staff and students. Examples of these hubs include: the Center for Faculty Excellence (CFE) which supports faculty, staff, and teaching assistants who strive to achieve excellence in teaching through innovation, collaboration and creative solutions; the office of Sponsored Programs and Research which assists BGSU faculty, staff and students as well as regional partners to manage the research funding process; and the Office of Academic Assessment (OAA) which facilitates the assessment of university and programmatic learning outcomes, coordinates institutional and program assessment, and provides ongoing support services for academic assessment.
Probably the most prominent unit that supports the students is the well-recognized Division of Student Affairs. The Division promotes student learning, and collaborates across the university to implement innovative and student-centered programs, practices, and services to support student success. It offers orientation to comprehensive programs and services that range from health and wellness to student housing and dining services. No less important in enhancing the student learning experience is the Academic Advising function vested in the office of the Assistant Vice Provost and Director of Advising. This office provides general leadership and advocacy of university-wide academic advising efforts on campus, as well as central coordination and support for eight Academic Advising Centers across the university, including one for pre-major and academic planning and one for the honors college.

The holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture has become an integral part of both the college and the university. The College of Technology, Architecture, and Applied Engineering reflects the importance of the Department of Architecture and Environmental Design as a main player in the College. The M. Arch. is the first professional degree program on campus, and has become model for further development of professional degrees in other fields.

The Program curriculum is designed to build a cumulative educational experience over four plus two years in order to establish a broad and deep foundation of knowledge in architecture in relation to current developments in the sciences, arts, and technology. This curriculum stresses the importance of architecture as a humanistic discipline concerned with the design and construction of habitats in diverse social and ecological conditions, along with the corresponding requirements for sustainability and ethical responsibility. One characteristic of BGSU’s general education program, called BG Perspective, provides the foundation for a premier liberal arts education so that architecture graduates are fully prepared for self-reliant learning throughout their lives and capable of effectively participating in a democratic society.

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

Ethical integrity, reflective thinking, and active social engagement are characteristics of a liberally educated person. The BG Perspective program emphasizes student-centered active learning so that students acquire both broad intellectual skills and a sufficient breadth of knowledge to be more successful in the architecture major and their future career paths. These intellectual skills include the ability to think critically and communicate effectively; the ability to understand different cultures, modes of thought, and multiple values; and the ability to investigate forces that shape the social, scientific and technological complexities of contemporary culture. In other words, the seven BG Perspectives learning outcomes for each knowledge and skill domain are as follows:

- English Composition and Oral Communication
- Quantitative Literacy
- Humanities and the Arts
- Social and Behavioral Sciences
- Natural Sciences
- Cultural Diversity in the United States
- International Perspective

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

I.1.2 Learning Culture

The Program fosters a culture that embraces a positive and respectful learning environment which encourages optimism, respect, sharing, engagement, and innovation based on the university’s core values that provide a framework for our studio culture policy. In addition, we also value collaborative and cross-disciplinary learning, shared knowledge, and the practice of architecture that expands and deepens the horizons of the discipline.

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

In this vein, the studio culture fostered by the program is characterized by:

- Respect for one another: members of the studio community, including both faculty and students, interact with each other with constructive dialogue and respect other members' property and well-being in the community. If a healthy interpersonal relationship is essential for success in work organizations, it is more relevant to architectural communities, and is critical in studio environments.
- Collaboration: the studio will foster a competitive yet collaborative environment. This environment is nurtured through interactive course activities and, more importantly, by the philosophy that students should regard each other as colleagues and members of a studio community.
- Intellectual and personal growth: the studio environment will foster intellectual and personal growth by encouraging individual expression in the context of the larger community. Individual alternatives and approaches will be encouraged by both faculty and the student members of the studio groups.
- Creativity and innovation: creativity is the hallmark of the studio experience. BGSU architecture faculty encourages students to maintain an environment, in their studio, that embraces freedom to express academic and creative ideas, promotes a healthy professional collegiality, and provides maximum technical convenience and safety.
- Pursuit of excellence: expectations of excellence are a critical component of the BGSU learning culture. Each member of the studio community will be expected to produce works of the highest quality in intellectual depth and technical perfection. The key to the pursuit of excellence is that the expectation for quality and progress applies equally to both faculty and students. Just as there is the expectation that students endeavor to pursue excellence, BGSU faculty is also expected to pursue excellence in teaching and to embrace continuous learning and improvement.

The Studio Culture Policy is made available to students and faculty on the Department’s website (http://www.bgsu.edu/content/dam/BGSU/college-of-technology/images/Architecture/BGSU-ARCH-Learning-Culture-.pdf) and is distributed to all incoming students. It should be understood that BGSU Studio Learning and Culture Policies is an evolving document, and faculty and students are encouraged to discuss the policy, to comment and make constructive suggestions on its further development. Furthermore, students, faculty, and staff are welcomed and encouraged to provide input and feedback on a regular basis regarding the content of the policies which have been and will be continuously discussed in department meetings; changes will be considered and adapted by a majority vote.
I.1.3 Social Equity

The University’s strategic plan for diversity initiatives is explicitly defined in Goal 5: Build a Campus and Community that fosters diversity and inclusion. The following actions are underway and clearly benefit our program.

Increase diversity
- Received $200,000 from an NSF AGEP grant to increase the number of minority STEM Ph.D students interested in academic careers.
- Repositioned graduate funds for diversity recruitment to increase enrollment yield of students from targeted backgrounds.
- Restored graduate recruitment relationships with eight HBCUs.
- Established graduate recruitment relationships with McNair Scholars programs in the region.

Programming
- Enhanced work by President’s Advisory Council on Diversity and Inclusion.
- Conducted workshops focused on diversity/inclusion challenges facing BGSU.
- Conducted Black Issues Conference and Latino Issues Conference.
- Supported “Not in Our Town” and “It’s on Us” initiatives.
- Received national and international awards for “Not in Our Town” programming.

In addition, the University created a website which acts as a hub for diversity and inclusion resources for students, faculty, staff, and community members. This informational website was designed in order to serve those individuals who are new to the area and who have the need for diverse resources that are important to their acclimation to their new home (https://www.bgsu.edu/diversity-inclusion-community-and-campus-resources.html). This inclusive approach is embraced by the program’s faculty, staff and students. The program is also totally aligned with the University’s goal to foster an environment which reflects and celebrates diversity, promotes tolerance and civility, encourages inclusion, embraces healthy interdependence, and promises to all members a learning community free of discrimination. All architecture faculty, staff and students are part of the process to be heard and/or participate by an equal opportunity compliance committee in matters relating to the affirmative action program (http://www.bgsu.edu/faculty-senate/committees/equal-opportunity.html).

The program is fully committed to equality and diversity as outlined in a series of University policies including: Anti-Harassment Policy; BGSU’s Racial and Ethnic Harassment Policy; Equal Educational Opportunity Policy; Equal Employment Opportunity Policy (http://www.bgsu.edu/equity-and-diversity/university-policies.html). The program also fully embraces a Code of Ethics and Conduct Policy that values the promotion of ethnic and racial diversity in our academic programs and activities and in the composition of our student body, our faculty, and our staff. The failure to provide an education with cross cultural experiences and insights would inhibit our graduates from functioning to their fullest potential in a pluralistic society. To realize this academic interest, we must engage in positive efforts to promote racial and ethnic diversity in our classrooms, in our curricula, and in all other activities that are designed to further the educational experience of our students. We also believe these efforts are supported by, and are in furtherance of, our interest as an instrumentality of the State of Ohio, to affirm the equal protection of law for all Ohio citizens (http://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Code-of-Ethics.pdf).

The program also benefits from the University’s Disability Services Office which provides equal access and opportunity to qualified students with disabilities and to fully integrate those students into the academic unit. This policy includes the provisions of ADA compliance for all facilities used by the Department and, in cooperation of the Disability Services Office, the accommodations and academic adjustments, including adaptive technology, assistive listening devices, captioning/interpreter services, course substitution, exam accommodations, materials in alternative format, and note taking assistance. All these services will be offered with a protection of student privacy rights (http://www.bgsu.edu/disability-services.html).
The University’s Office of Equity & Diversity (OED) monitors University’s compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. All architecture faculty searches have adhered to hiring processes set up by OED and have made use of its resources (http://www.bgsu.edu/equity-and-diversity.html). In addition to administrative measures and policies, the program has worked closely with BGSU’s Office of Multicultural Affairs and its Diversity Resource Center to create a healthy culture of diversity in terms of promoting awareness, appreciation, understanding and skill building around issues concerning disability, age, race/ethnicity, culture, sexual orientation, socioeconomic class, gender, religion, and other forms of human variation (http://www.bgsu.edu/multicultural-affairs.html).

I.1.4 Defining Perspectives

In response to the following five perspectives, we have made a diligent effort to structure our initiatives and long-range plans so that they serve the profession as well as the program, embracing the themes of collaboration and leadership, design, professional opportunity, stewardship of the environment, and community and social responsibility. The faculty has also been working to align the five perspectives of our program’s vision and mission, in addition to providing feedback to the college’s and university’s strategic planning. For example, we offer a Master of Architecture with an emphasis on entrepreneurship, we are building partnerships with regional organizations, and we are welcoming emerging digital applications in professional practice. The alignment of these activities has a direct correlation with the University Goal 3: Expand Academic, Research, and Public Service Partnerships with Regional Communities, the State of Ohio, and Other Universities; and with National and Global Private, Nonprofit, and Governmental Entities.

A. Collaboration and Leadership

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

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

B. Design

BGSU’s Architecture Program emphasizes a world of unbounded design that provides a healthy culture for investigation. It allows for a search for one’s uniqueness through the exploration of how new design forms and tools are being developed, produced and marketed. It builds on the
conceptual thinking which happens through brainstorming, mind mapping and free association. These tools of questioning and generating require experimentation and risk-taking to seek answers to the challenges of the daily application of design inventions. These tools rely on a willingness on the students’ part to be open-minded in order to naturally achieve the greatest possible self-determination. One way we do this is by capturing the accidents and mistakes that occur during the design process and studying them in order to figure out what happened; the students can then fashion something new and unimagined to demonstrate their problem-solving design skills. There are several programs at the University level in which students can participate to showcase their design skills, such as the Hatch program to learn how to launch your own business (http://www.bgsu.edu/business/centers-and-institutes/dallas-hamilton-center-for-entrepreneurial-leadership/e-week/the-hatch.html), the Center for Undergraduate Research and Scholarship (CURS, http://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship.html), among others.

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

C. Professional Opportunity

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

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

D. **Stewardship of the Environment**

The program emphasizes protection of and an acute responsibility to keep our planet and its environment safe. Sustainability is a key component that is emphasized and taught in multiple ways throughout the curriculum. By providing broad based studies our students understand that every subject they encounter represents a concept that will help them understand ecological design practices and the large impact it has on environmental factors such as climate, energy, and biodiversity. For example, in our graduate program, a course entitled Sustainable Systems (ARCH 6510) is opening our students’ understanding of ecological design practices and the larger impact of environmental factors such as climate, energy, and biodiversity. Another design studio course (ARCH 3220) addresses the 2030 Challenge by emphasizing the goal to design carbon-neutral buildings, developments, and renovation schemes by the year 2030.

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

E. **Community and Social Responsibility**

The program emphasizes an understanding of the origins and development of interactions and connections with the community and social behavior. Social justice and behavioral understanding are key components in the program. A community studio will emphasize involving the students in communities, with potential client interaction, and design build opportunities. This will provide a strong training ground. Community problem solving is critical, not only for our studio, but also because it can be linked through the entire broad based curriculum. Students will become more aware of varied human habitats. Curiosity and broad based knowledge threads will be initiated to tie in innovative problem solving solutions while connecting with a profound understanding of community and social behavior.

Our program educates the future generation of architects who will be the key creators of the built environment. They will enjoy an advantaged position to design places that can serve the common good. By adopting social responsibility as an ethical framework, the program connects disciplinary knowledge to critical realities, social dimensions, and imperative challenges of the time. Students develop civic-mindedness and engaged citizenship through community-based theory and design courses. For instance, ARCH 3210 is a service-learning design studio in partnership with BGSU’s Center for Community and Civic Engagement (CCCE) service-learning initiatives. Community-based projects conducted in this studio assimilate larger Public Interest Design (PID) concepts and discourses. PID concepts are also targeted through the program’s AIAS Lecture Series, which invites external speakers to discuss a variety of techniques and tactics related to how architecture can work towards the common good of societies and bring social change.

Civic engagement is supported and encouraged by Bowling Green State University as demonstrated by its recently established Center for Community and Civic engagement (http://www.bgsu.edu/center-for-community-and-civic-engagement.html). Civic engagement is a
primary focus of several courses. For example, at the graduate level, ARCH 6210 has been taught with a specific emphasis on service projects involving regional constituencies, and at the undergraduate level, CONS 2350 integrates a service learning component. Additionally, architecture students are actively engaged in a variety of university-sponsored community service projects. For instance, students support Architecture faculty in hosting the annual Rendering Day to help high school students perfect their designs for the AIA Toledo Design High School Design Competition which is currently in its 67th year.

I.1.5 Long Range Planning

The program’s long-range plan has been developed through many different avenues such as our annual faculty retreat. Our long-range plan serves as a blueprint for developing initiatives as well as to measure and analyze our progress. Our plan must be seen within the larger context of the University’s seven strategic goals that directly provide us with a referential source of inspiration and guidance. The intense work involved in this process generated many productive collegial discussions. The program planning process also involves a continuous evaluation to improve the program mission and culture through identification of multiyear goals within the context of our institution. Our program vision is well defined and acknowledged in the architecture community at large. It reads: The BGSU Architecture program pursues the convergence of technical and liberal arts to inspire and empower students to enhance the built environment.

In keeping with Bowling Green State University's vision to be national model as a premier learning community that develops, transforms, and impacts individuals and communities by shaping their futures through learning, discovery, and collaboration, the Architecture program strives to balance the development of technical knowledge and skills with the cultivation of professional values and leadership abilities necessary for success in our knowledge and innovation-based economy. The Architecture Program utilizes a quality-driven approach for graduate and undergraduate education that is structured to address the multiplicity of the profession of architecture - design, technology, communication media, theory and history, practice, and entrepreneurship - as equally important components of the discipline. This approach is based on the conviction that broad-based inquiry and analysis yield the greatest benefit for our community and profession as well as our students.

Based on the current goals that fall into the five strategic areas, the department faculty has performed analysis in order to harmonize its plan with that of the University. The department has also updated a long-range plan with seven objectives and six focuses. These seven objectives will continue to guide the department as it enters its seventh year:

1) NAAB Five Perspectives
2) Local and Regional Relationships/Engagement
3) Globalization
4) Development
5) Growth
6) Practice
7) Entrepreneurship

The six focus areas are being used as a tool to fully integrate the seven goals into a long-range plan. The department will be able to analyze and measure the outcomes of the seven objectives against the areas described below. Within the six areas, there are specific initiatives and activities designed to move our program to the next level of a fully functioning NAAB accredited program.

1) Curriculum
2) Faculty
3) Facilities & Equipment
4) Recruitment & Retention
5) Scholarship
6) Assessment
In further development of our 2014 long-range plan, the five new perspectives have been part of the process based on general discussions regarding the overall objectives of the program. Because of that, the program stresses the importance of architecture as a humanistic discipline concerned with the design and construction of habitats in diverse social and ecological conditions, along with the corresponding requirements for sustainability and ethical responsibility. Since the creation of the Department of Architecture and Environmental Design, the department has become a forerunner in educating students to become design and technological professionals for a sustainable world. In addition, the College will be a pioneer and will aid our program in innovation, and as an effective driving force of economic development through applied research, engagement and partnerships in the region and beyond.

### I.1.6 Assessment

The program's faculty, staff and students are able to participate freely in departmental affairs because it allows room for innovation, experimentation and risk-taking. The architecture community at large recognizes that in order to achieve a vision, one must create a sense of common enterprise, set ambitious goals, foster collaboration among all members including different disciplines, to create and carry out long-range plans and advance the program's agenda. Towards that goal, the program emphasizes the importance of a collaborative and open-minded learning environment, but it is also mindful of the architectural tradition of effectiveness in leading innovation. The representatives of the architecture program firmly believe that creating a sense of intellectual excitement will attract diverse people and generate great ideas.

With that in mind the Program's self-study methods include both an informal and formal way of assessing the program's performance. The informal element is that the program operates on an open-door policy that welcomes input from others; the department understands that collaboration and multiple perspectives are necessary in order to achieve optimal results. In group settings, we welcome being challenged in order to find the most creative solutions to complex challenges. The formal part of the Department self-assessment process is composed of several parts. It includes, but is not limited to: solicitation from faculty; students’ and graduates’ views about the program; individual course evaluations; and periodic faculty review of teaching and program offerings. The program is involved in and contributes to institutional self-assessment, both at the College and University levels which is reflected in the University-wide academic plan.

Most effective results can only occur through evaluating the results of our efforts, therefore, we in the department regularly exchange ideas for improvements in our curriculum and approach to teaching, research, and service. Guided by Department and College policies and University governance, these informal daily discussions about program development and curriculum improvement are then formally developed and documented beginning with formal course proposals that are written, reviewed, and edited with the participation of all faculty. The next step is to have these proposals reviewed and approved by the Department Curriculum Committee before being referred to the College Curriculum Committee for approval and entrance into the university-level curriculum approval process. This method of informally developing ideas, followed by formal documentation, is efficient and effective. Throughout the process, faculty and administrators seek the advice of students, alumni, and professionals, as well as faculty colleagues at other departments, schools and colleges.

As preparation for the initial accreditation, the faculty in the Department of Architecture and Environmental Design initiated a series of discussions reviewing the curriculum, our shared pedagogy, and the structure of our degree programs. Department meetings are held bi-monthly during the academic year, and in retreats which are held at least a twice year which provide a comprehensive review of the curriculum. These discussions have highlighted a number of issues related to curriculum and program structure that will be taken up on a continuous basis as part of the strategic planning process. As described in the academic charter, the academic department shall prepare, at least once
every five years, an evaluation of its problems, plans, and objectives. The outcome of the accreditation review in the form of the Visiting Team Report has been reviewed in the broader context of the department, college and university strategic plans, availability of resources, and projected future directions of the professions.

I.1.6.B. Curricular Assessment and Development

The program’s curricular assessment and development have been articulated within the framework of the University student learning outcomes that address four arching areas: intellectual and practical skills, general and specialized knowledge, personal and social responsibilities, and integration, application and reflection. Our Master’s curricular assessment and development, in particular, has been advanced around the knowledge and skills of five primary curricular areas: design studios, technology courses, professional practice and business courses, research seminars and applied entrepreneurial experience. The design studios are exploring the discipline’s focus on the cultural and physical environments and design problem-solving process. The technology courses are investigating the materialization and digitalization of architectural design. The professional practice and business courses are enhancing students’ understanding of the economic and societal implications of design project delivery and entrepreneurial potential. The research seminar is facilitating the integration of these varied methods of inquiry and ways of knowing in the discipline. The Applied Entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Students are also observing, analyzing and developing their own entrepreneurial business models.

As described in the University of Academic Charter, the College Dean is responsible for undergraduate degrees and the Graduate Dean for graduate degrees and function as the principal administrative officer. The College Dean is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses which includes the appropriate involvement of the faculty and college committees or councils. The College Dean also coordinates between the college and the Graduate College in matters including modifying the graduate curriculum within the departments and schools, scheduling of graduate courses, recruiting and scheduling graduate faculty, and clarifying the financial impact of the graduate courses on the collegial budget. With that mind, any new courses or the modification or discontinuance of existing courses may originate with an individual faculty, a group of faculty members, or with the administration. Following that, a curricular proposal and its assessment will be submitted to the department chair for review and approval by the chair and the faculty of the department. The department chair will then forward the proposal and supporting materials to the appropriate curriculum council of the college for approval and transmittal to the college dean. After approval, the dean returns the proposal and supporting materials to the proposal initiators, who then transmit the proposal and supporting materials either to the Undergraduate or Graduate Council.

The whole curricular assessment and development is driven and involves the university community as seen in the graphic below (Fig. 1). The Board of Trustees recognizes that there are five groups within this community: students, faculty, administrators, administrative staff and classified staff. As it reads in the academic charter, there are some basic principles that guides the curricular process. The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty. There must be faculty participation within the academic governance structure of the University, and student participation when deemed appropriate for discussion of academic problems and policies at all levels within the University. Faculty and student participation is fundamental to good faculty-student-administrator relations in a mature university. In addition, there also external groups that guide and advise the program in the curricular assessment process, such as the program advisor board, the Ohio Architects Board, the local and state-wide chapter of AIA, among others.
Curricular assessment and development involves all members of the university community. Emphasis is on good faculty-student-administrator relations to be successful in this endeavor.

Fig. 1 Relationship diagram showing the holistic approach to curricular assessment and development.
Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

Meeting Student Performance Criteria has been in the forefront for faculty, staff and students because we all value the process of obtaining a NAAB accredited graduate degree. The first step was to perform a comprehensive analysis and initiate careful studies, as seen in table one, to help us modify, revise and improve our matrix as described below:

- Synchronization between courses/faculty has occurred and adjustments have been made so that each faculty knows and applies the pertinent SPC in his/her syllabus.
- Synchronization between faculty/faculty has occurred to address the overlapping nature of some SPC’s that relate to more than one course.
- Faculty are working to reinforce the SPC Conditions which we have “Met” in the classes they teach, and are also transforming the SPC Conditions “Not Yet Met” into “To Be Met” criteria.
- Minor changes such as course offerings, lecture vs. lab time, pre-requisites, etc., are being constantly reviewed in the SPC matrix.
- Some current catalog course descriptions are not quite aligned with the updated versions driven by NAAB Conditions, but are in the process of being modified.
- A timeline for updating course notebooks and studio work documentation is being followed to assure a smooth setup for the Fall 2017 team visit.

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<td>Student Performance Criteria (SPC)</td>
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<tr>
<td><strong>Met</strong> (Spring 2015)</td>
<td><strong>Not Yet Met</strong> (Spring 2015)</td>
<td><strong>To Be Met</strong> (2017)</td>
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**Realm A**
- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents

**Realm A**
- A.1. Professional Communication Skills
- A.2. Design Thinking Skills
- A.3. Investigative Skills
- A.5. Ordering Systems
- A.6. Use of Precedents
- A.7. History and Global Culture
Program Response to Causes of Concern

A. Program Leadership

An ongoing leadership challenge is created by the continuing reliance on interim chairs for the program and the fact that several of the existing faculty have rotated through the chair position in the past. The significant delay in filling the architecture program’s chair position could impact program development. A decision on filling the current interim dean position in the College of Technology, Architecture, and Applied Engineering and a decision on the proposal for a School of Built Environment will likely have to occur before selecting a chair for the architecture program; therefore, these decisions should be expedited as much as possible.

Symptoms of the lack of stable and enduring leadership are revealed in several ways. The faculty does not seem to function as a cohesive unit. Students perceive the existence of strong divergent
faculty personalities, which results in added student stress in studios due to mixed messages and conflicting objectives. Fragmented coordination and a lack of consensus among faculty regarding coursework, as well as disagreement on course content, exist. How and where NAAB student performance criteria are addressed in coursework is inconsistent.

Whether the organizational structure for the program is a department or a school, the chair or director leading the education of future licensed architects should be credentialed as a professional architect.

**Program Response to Program Leadership**

The governance of a department is guided by the University Academic Charter in Article XII ([http://www.bgsu.edu/faculty-senate/academic-charter.html](http://www.bgsu.edu/faculty-senate/academic-charter.html)). Other forms and mechanisms of governance are defined by the Collective Bargaining Agreements (CBA) and signed Memoranda of Understanding (MOU) ([http://www.bgsu.edu/content/dam/BGSU/provost/documents/policies-guidelines/cba-2-july2016-june2019.pdf](http://www.bgsu.edu/content/dam/BGSU/provost/documents/policies-guidelines/cba-2-july2016-june2019.pdf)). The department also recognizes that both undergraduate and graduate students provide a collective voice on issues and policies affecting the entire architecture student body. For example, governance opportunities are available for students through the AIAS Chapter. AIAS representatives are welcome to attend every other Department meeting or whenever there is a timely issue. Students are represented on the search committees, the last of which was the search for a permanent dean for the college early in the summer of 2016.

The College and University administration has recognized that departmental leadership has been mostly directed by an interim chair with outstanding professional qualifications; however, faculty, staff and students have been part of the process and provide stable continuation in fulfillment of the departmental mission. In the meantime, there is currently an intensive search for a Director for the School of Built Environment who will be responsible for creating synergy between the Architecture and Construction programs. There is a reasonable understanding of and support for selecting a director with professional credentials as an architect. To provide a more flexible setting and opportunity for a new director, it was decided to hold off on selecting a permanent Department Chair. Representatives of the department are also actively participating to create a new vision for the College which is slated to be completed by the end of December 2016. A search for a permanent dean will follow.

**B. Model Shop and Digital Tools**

A model shop with reasonable hours of accessibility does not exist for architecture department use. Students state that the existing shops in the Interior Design Department and the Construction Management Department would adequately serve their needs, but their use is restricted or they are inconveniently located. The college also has digital routers, plotters, and a laser cutter, but they are not managed for maximum utilization. A lack of prioritization for student access aligned with project deadlines hampers student productivity, as do prohibitively expensive printing and plotting costs.

**Program Response to Model Shop and Digital Tools**

The Department has moved to a single location: a 30,000 sq. ft. renovated building at 103 Park Avenue (next to the College of Technology Building), with state of the art studios, a faculty suite, lecture space, an exhibit area, and a design shop, among others. For the first time ever, the student population at all year levels (first year undergraduate through second year graduate) is under one roof. Within this state of art facility, there is an area of 800 square feet dedicated to model building and which houses an array of digital tools. 24-hour access is granted under the management plan, and proper use of this newly operating facility and equipment is articulated in the design shop manual.

**C. Co-op Program**

The co-op program is an exceptional program and should be celebrated. However, it may become increasingly challenging to sustain as the student population increases due, simply, to the limited
availability of placement opportunities. Attention now might allow planning for how to address the
potential of regional firms becoming saturated and the unpredictability of economic cycles.

Program Response to Co-op Program
The College has a well-functioning Co-op office headed by an assistant director who helps our
students by guiding them through the process of finding a co-op anywhere in the United States, and
even overseas, with the support our diverse faculty who enjoy both national and international
recognition. Our College co-op office is nationally accredited by the Accreditation Council for
Cooperative Education. In addition, BGSU has completely staffed the Office of Career Services in
order to support our students an identity and to secure cooperative education opportunities
(http://www.bgsu.edu/career-center.html). It should also be noted that our undergraduate students
have the option of participating in the Department-led International Summer Program, which can be
used as substitute for one of the two required coops. Moreover, the department has close and
continued engagement with the AIA-Toledo Chapter and the professional community in Northwest
Ohio in order to find more internship job opportunities for our students.

Program Response to Change in Conditions
In preparation for the initial accreditation, the faculty and staff in the Department of Architecture and
Environmental Design met on a special retreat to compare 2009 to 2014 Conditions. Stemming
from that we have been engaged in a series of discussions reviewing the curriculum, our shared
teaching strategies, and the configuration of our degree programs. Specifically, the department saw
the opportunity to better align our strategic planning based on an evaluation of its problems, plans,
and objectives driven by the new NAAB perspectives. For example, in the area of community and
social responsibility, we have seen our studio based projects engage the community along with
undergraduate students that have also been involved in volunteering at community events to
introduce young children to the built environment. Students have also been involved in planning
community projects by doing co-ops with various regional Habitat for Humanity chapters. Faculty
are involved with the AIA Toledo chapter that sponsors a High School Design Competition to
encourage students to pursue architecture.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

The Department of Architecture and Environmental Design’s full-time faculty who teach in the
professional degree program are:
- Salim Elwazani, Professor
- Kerry Fan, Senior Lecturer
- Stan Guidera, Professor
- Sara Khorshidifard, Assistant Professor
- Andreas Luescher, Professor
- Scot MacPherson, Senior Lecturer

The Department of Construction Management’s full-time faculty who teach in the professional degree
program are:
- Joseph N. Lavalette, Senior Lecturer
- Wilfred Roudebush, Associate Professor
- Lisa Schaller, Instructor

The School of Art’s full-time faculty who teach in the professional degree program are:
- Andrew E. Hershberger, Professor
- Katerina Ruedi Ray, Professor

(The faculty resumes on the following pages are ordered alphabetically.)
Name: Salim Elwazani, Ph.D.

Course Taught (Two academic years prior to current visit):
ARCH 6210: Graduate Design Studio 1
ARCH 6620: Graduate Design Studio 2
ARCH 6510: Sustainable Systems
ARCH 6630: Applied Entrepreneurship
ARCH 4220: Design Studio 5
ARCH 3370: Mechanical and Electrical Systems II

Educational Credentials:
PhD, Architecture
MS, Architectural Engineering
B. Arch
BSc, Planning

Teaching Experience:
26 years BGSU architecture faculty; graduate studios & supportive courses; undergraduate studios, mechanical/electrical, historic preservation; other courses. Teaching at international and other domestic institutions. Extensive curricular development experience accommodating NAAB criteria.

Professional Experience:
Worked domestically and internationally in preservation surveys, building design, and planning. International consultation associated with UNDP, Getty, and Valencia Government, Spain.

Licenses/Registration:
Ohio Architect (Reg. No. A-95-11107)

Selected Publications and Recent Research:
Well over 100 research related items: funded grants, peer reviewed journal articles, book chapters, book editing, book review, monographs, refereed abstracts, reports, posters, and international presentations.
- Five research projects with graduate students resulting in poster or oral presentations at the College’s research symposium and APA Workshop in Toledo; proposals with students to 2016 and to 2017 AIA Convention: one passed 1st round.
- As member of Discipline Peer Review Committee for the Fulbright U.S. Scholar Program, completed reviews for twelve applications (to Australia, Mongolia, Slovenia, Ireland, Brazil, Finland, Japan, China, Albania, Global Flex, Austria, Germany); by August 1, 2015.

Professional Memberships:
The American Institute of Architects (AIA)
International Council on Monuments & Sites (ICOMOS)
Arb Society for Computer-Aided Architectural Design (ASCAAD)
Name: Kerry Fan, Ph.D.

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

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

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

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

Licenses/Registration:
N/A

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

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

Courses Taught (Two academic years prior to current visit):
ARCH 1100: CADD for ARCH & CONS
ARCH 2710: Computer Application for Architecture
ARCH 4800: Architecture, Art, and Design: London, Barcelona, Rome and Florence (2016 Summer Study Abroad)
ARCH 6620: Graduate Design Studio 2
ARCH 6520: Advances Structures and Methods

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

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

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

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

Selected Publications and Recent Research:

Professional Memberships:
Association for Computer Aided Design in Architecture
The American Institute of Architects
American Society for Engineering Education
Name: Sara Khorshidifard, Ph.D.

Courses Taught (Four semesters prior to current visit):
ARCH 6220 (Spring 2017)
ARCH 3310 (Spring 2017)
ARCH 3210 (Fall 2016)
ARCH 3720 (Fall 2016)
ARCH 3220 (Spring 2016)
ARCH 4210 (Fall 2015)

Educational Credentials:
Ph.D. Architecture, University of Wisconsin Milwaukee, 2014
Graduate Certificate in Teaching & Learning in Higher Education, UWM, 2012
Master of Arts in Landscape Architecture, University of Tehran, IRAN, 2006
Continuous Master in Architecture (+ Bachelor), Qazvin Azad University, IRAN 2003

Teaching Experience:
Assistant Professor, Department of Architecture & Environmental Design, BGSU, 2015-
Instructor, Department of Architecture & Environmental Design, BGSU, 2014-2015
Adjunct Professor, SARUP, University of Wisconsin Milwaukee, 2012-2013
Teacher Assistant, SARUP, University of Wisconsin Milwaukee, 2007-2009

Professional Experience:
Design Consultant, Community Design Solutions, UWM, 2011-2014
Senior Project Manager, Community Design Solutions, UWM, 2009-2011
Design Consultant, City of Milwaukee’s Economic Development Division, 2008-2009
Architect, Amood Consulting Engineers Co., Tehran, Iran, 2001-2003

Licenses/Registration: NA

Selected Publications and Recent Research:
Khorshidifard, S (2017). Reimagining Lalehzar Street: A Tomorrow, far from Dilapidated, The
__ (2011), A Paradigm in Architectural Education: Kolb’s Model and Learning Styles in Studio Pedagogy,
In Plowright, P., & Gamper, B. (Eds.), Proceedings of the 2011 ARCC Spring Research Conference (pp.
621-635), Publisher: Lawrence Technological University.
__ (2010), Genuine, Protean, Ad Hoc Public Spaces: Patogh-Space Networks of Tehran, In e.polis 2014:
an online student journal of urban studies (36-64), Urban Studies Program, University of Wisconsin
__ (2009), A Film Studies Approach in Architectural Research: The Image of Power in Urban Public
Space in three Iranian Films, In Rashed-Ali, H., & Roff, Sh. (Eds.), Leadership in Architectural Research,
Proceedings of the 2009 Research Conference (pp. 189-199), Publisher: Architectural Research Centers
Consortium.
__ (2009), Contestation of Power in Protean Spaces: Everyday Form of Resistance and Sovereignty in
Urban Public Space, In La, G., & Zell, M. (Eds), calibrations 3: positions (p. 179), Publisher: School of
Architecture and Urban Planning, University of Wisconsin-Milwaukee.

Professional Memberships:
Society of Architectural Historians, 2014-present
Name: Andreas Luescher, Ph.D.

Course Taught (Two academic years prior to current visit):
ARCH 3360: Architectural Materials & Systems
ARCH 6310: Graduate Design Studio 3
ARCH 6320: Graduate Design Studio 4
ARCH 6620: Business Innovation by Design

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

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

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

Licenses/Registration:
Switzerland

Selected Publications and Recent Research:
With Sujata Shetty. "Approaches to Sustainability in a Shrinking City: A Collaborative Urban Design
Studio in Toledo’s Civic Center Mall." Sustainability Practice and Education on University Campuses and
Beyond, Kumar, Ashok and Kim, Dong-Shik (eds.), Sharjah, United Arab Emirates: Bentham Science
With Carolyn Loeb. The Design of Frontier Spaces: Control and Ambiguity. London and Burlington, VT:
20, no. 3, pp. 207-216.
With Lea Laursen. "Towards a New Planning Vocabulary: Developing a Catalogue of Nonconventional
Approaches to Steering and Planning Shrinking Territories." Spaces and Flows: An International Journal
With Sujata Shetty. “Toledo Tomorrow: Reading Norman Bel Geddes’ Vision for the Future in a Shrinking

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

Courses Taught (Two academic years prior to current visit):
ARCH 4220: Design Studio 5 / “Senior Thesis”
ARCH 4210: Design Studio 4 / “Urban Design and Planning”
ARCH 2220: Design Studio 1 / “Introduction to Design Principles”
ARCH 1050: Design Representation 1 / “Representation and Design”

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

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

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

Licenses/Registration:
Ohio and Massachusetts

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

Professional Memberships:
The American Institute of Architects
National Council of Architectural Registration Boards
Name: Joseph N. Lavalette, MSCE., PE

Course Taught (Two academic years prior to current visit):
Cons 3060: Residential Construction
Cons 3180: Construction Surveying and Layout
Cons 3360: Structural Design I
Cons 3380: Structural Design II
Cons 4060: Concrete and Temporary Structures

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

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

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

Licenses/Registration:
State of Ohio; PE

Professional Memberships:
Outstanding Young Engineer of the Year – Toledo Chapter ASCE
Name: Wilfred Roudebush, Ph.D. NCARB, LEED AP

Courses Taught (Four semesters prior to current visit):
CONS 2350 Introduction to Construction

Educational Credentials:
M. S. Architectural Engineering, Construction Management, University of Kansas, Lawrence, Kansas, December 1982.

Teaching Experience:
Associate Professor, Bowling Green State University, 1999-present
Interim Chair, Bowling Green State University, 2014-16
Interim Associate Dean of Graduate Studies, Bowling Green State University, 2007-09
Acting Chair, Bowling Green State University, 1999-2001
Assistant Professor, Bowling Green State University, 1993-1999

Professional Experience:
June 1994-Present
Registered Architect
April 1983-August 1988
Rogers, Lovelock, and Fritz, Inc. (Architects, Engineers, and Planners), Registered Architect, Winter Park, Florida, Registered Architect

Licenses/Registration:
Registered Architect in Ohio 1998-Present (License No. 11907)
Registered Architect in Missouri 1979-Present (License No. A-3863)
Registered Architect in Colorado 1977-Present (License No. B-1253)
National Council of Architectural Registration Boards (NCARB) 1983-Present
(Certificate number 28289)

Selected Publications and Recent Research:
W. Roudebush (Co-PI with S. Jetley and D. Border) BGSU Tech 2000 Grant $16,000.00
**Name:** Lisa Schaller MS - CM

**Course Taught (Two academic years prior to current visit):**
CONS 2350: Introduction to Construction
ARCH 2710: Computer Application for Architecture (Summer 2016)

**Educational Credentials:**
M.S. in Technology Management, Specialization in Construction Management, 2014
B.Sc. in Construction Management, ITT Tech Online 2011

**Teaching Experience:**
Instructor, Bowling Green State University since 2014
GA/Adjunct Instructor, Bowling Green State University since 2011

**Professional Experience:**
Estimater, Self-employed, Toledo, OH 2001 - 2011
APC, Fire Alarm & Security Design and testing, 2002 - 2006

**Licenses/Registration:**
State of Ohio Fire License
NICET I & II

**Professional Memberships:**
The National Association of Home Builders
The American Schools of Construction
Name: Andrew E. Hershberger, Ph.D.

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

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

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

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

Licenses/Registration: N/A

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

Professional Memberships:
College Art Association
Society for Photographic Education
Name: Katerina Ruedi Ray, Ph.D.

Course Taught (Two academic years prior to current visit):
ARTH 3630 History of Modern Architecture, Fall 2016 only (on sabbatical in Fall 2015)

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

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

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

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

Selected Publications and Recent Research:
Books

Recent Articles

Professional Memberships:
Member—Society of Architectural Historians
Board of Trustees—Arts Commission of Greater Toledo
### Semester Fall 2015

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<td>x</td>
</tr>
<tr>
<td>Jim Turissini</td>
<td>Practice, business models</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>x</td>
</tr>
<tr>
<td>Wilfred Roudebush</td>
<td>LEED, Lean construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>x</td>
</tr>
</tbody>
</table>

The BGSU DA+ED full-time faculty as well as adjunct are committed to maintain and remain current in their knowledge of the changing demands of the discipline, practice and licensure through several avenues:

- contribute and participate actively in the local and state-wide chapter of AIA
- complete continuing education requirements to maintain architect license
- to aid and organize our own lecture series
- interaction with practitioners through participation in design studio critiques
- participation in municipal boards
- accept invitations for lectures and visiting critics from other schools
- pedagogy training and development offered by BGSU’s Center for Faculty Excellence
- attend workshops to stay current and advance the knowledge
- apply for development funding and participate in scholarly presentations and design awards
- join a design competition
- pursue a specific certification
- apply for Faculty Improvement Leave (only applicable for tenured faculty).

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

**Faculty research** is driven by the architecture program’s full-time faculty who are actively engaged in scholarly production and creative activities including but not limited to: computer modelling, community and preservation design, theory, practice and design entrepreneurships. The A+ED faculty are also active members of professional organizations as diverse as their areas of teaching, practice, and research interests. These professional organizations include the American Institute of Architects, the Collegiate Schools of Architecture, the Association for Computer Aided Design in Architecture, the American Society for Engineering Education, the International Council on Monuments and Sites, and the Society of Architectural Historians. A representative selection of full-time instructional faculty work since the previous visit are as follows:

**Publications**

- **Edited Book**

- **Journal Article (peer-reviewed)**

- **Conference Proceedings**
Grants
2015, 2016 National Concrete Masonry Association Foundation (NCMAF) Herndon, VA, $11,000

Invited Presentations

Exhibiting of Creative Work
Luescher, Andreas and Fan, Kerry. “Like a Tree.” Department of Architecture and Environmental Design, Bowling Green State University, Ohio, Spring 2017.

Student support services include academic and personal advising, career guidance, internship placement, and more, are provided at three levels: departmental, college and university.

At the departmental level, we have faculty members acting as mentors. Mentoring involves but is not limited to offering emotional support and encouragement as needed, career-related guidance and advice, pointing out opportunities, resources, and tips that transcend a course (and indeed, their own immediate knowledge) and providing connections into the world outside the classroom. Faculty mentors also assist students with graduate school inquiries. A Graduate Coordinator is placed to meet with grads during the registration periods each semester and is available throughout the term through office hours or by appointment. The department maintains records for all graduate students.

At the college level, undergrads are assigned to a professional full-time academic advisor. That particular college advisor explains courses in the architecture major, provides hints and tips for success in the courses, and offers strategies for a path to graduation within the accepted timeframe for the Bachelor of Science in Architecture degree. Both college advisors and students work closely with the Assistant Director for Cooperative Education to educate and assist in finding co-op/internship possibilities for students.

At the university level, both undergrads and grads have access to a variety of resources. For instance, the Learning Commons is located inside BGSU’s Jerome Library; this collaborative learning environment provides free tutoring, academic coaching, study skills classes, as well as math and writing tutors. There is also a Career Center where staff members are available to help students explore career and major options, identify and secure cooperative education and internship experiences, and search for job and graduate school opportunities. In addition, if a student is struggling with personal issues, the tone of in class discussion, or if student is experiencing negative treatment, threats or more subtle forms of oppression because of race or ethnicity, sexual orientation, gender identity, religious affiliation, political affiliation, country of origin or other aspect of student identity, BGSU has a Counseling Center.

The Architect Licensing Advisor has been integral part of the program, specifically Ms. Reger, our acting advisor, who is a licensed architect in the State of Ohio and an adjunct faculty. Her work is widely acknowledged and appreciated by the faculty and students. Heidi Reger, within her role as our designated Architectural Experience Program (AXP) advisor, coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. Ms. Reger also organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice. The Northwest Ohio Chapter of the AIA maintains a healthy relationship with the Department of Architecture and Environmental Design as well as with the BGSU Chapter of AIAS. Practicing architects regularly participate on juries and also sit in on the
department advisory committee. Criteria related to professional practice integrated into coursework across the curriculum (codes, legal issues, etc.) also supports students in preparing for the professional environment that builds a foundation for our architect licensing advisor.

I.2.2 Physical Resources

BGSU’s physical resources underwent positive change as of January, 1 2016, the Architecture Program finally moved into a state-of-the-art learning environment based on the conversion of a 31,000 sf circa 1973 warehouse (Fig. 2). The design and construction of the facility was based on the following three major criteria a) pragmatic requirements (the number of laser cutters, need for a paint booth), b) pedagogical aspirations (facilitation of collaboration across age-groups, disciplines and even outside the University community; options for distance learning and other non-traditional delivery modes) and c) environmental concerns (acoustical controls, heating and cooling options, natural vs. artificial lighting, access to the outdoors). It resulted in flexible, spacious, well-lit spaces for production, presentation, collaboration and display including a 60-seat lecture hall, a 20-seat library/conference room, 10 faculty offices, administrative offices, a small conference room, studio spaces for 150, a public gallery, a design-shop and restrooms.

The disposition of the studios provides a step-wise progression from north to south as one moves through the degree program, with the senior studio visually prominent adjacent to the main entrance. Faculty offices are strategically located in a free-standing block in the middle of the studio spaces to encourage impromptu interaction and enhanced engagement. An east/west “axis-of-presentation” extends through the middle of the school from the landscaped west plaza (which is planned to be completed at a later time) through the flexible space(s) of the gallery and the pivot-walls to the 300’ crit-wall on the east. Informal collaboration and interaction is encouraged throughout, but the student lounge, the project workzone at the north end of the central circulation spine, and the design-shop (complete with laser cutters, plotters and paint booth) are specifically intended to enable student performance at the highest level. Support services and future expansion will be accommodated in the remainder of the existing mezzanine area.

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

The program is also part of the Toledo Design Center (TDC), a multi-disciplinary coalition of professional architects and planners that advocate design and planning excellence in service of Toledo’s urban communities. It provides the department, at no charge, a presence in the City of Toledo with a satellite space to conduct design seminars and research projects. At same time, it aids the TDC mission of exploring, assisting, and supporting opportunities for urban growth and revitalization through resource preservation and adaptive re-use augmented by new architectural and landscape conceptualization. The goal is to create a beautiful and livable community guided by sustainable growth and a high quality of life.
I.2.3 **Financial Resources**

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

<table>
<thead>
<tr>
<th></th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
<th>FY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Budgets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplied-Office, computer, Instructional</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Travel</td>
<td>6,700</td>
<td>9,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Communications</td>
<td>5,000</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>300</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total Operating</strong></td>
<td>18,000</td>
<td>18,000</td>
<td>17,000</td>
</tr>
<tr>
<td><strong>Salaries and Fringes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>388,579</td>
<td>472,420</td>
<td>488,107</td>
</tr>
<tr>
<td>Fringes - faculty 35%</td>
<td>136,003</td>
<td>165,347</td>
<td>170,837</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>16,321</td>
<td>16,321</td>
<td>8,000</td>
</tr>
<tr>
<td>Fringes - PT faculty 16.5%</td>
<td>2,693</td>
<td>2,693</td>
<td>1,320</td>
</tr>
<tr>
<td>Staff</td>
<td>38,865</td>
<td>39,643</td>
<td>40,635</td>
</tr>
<tr>
<td>Fringes - Staff 41%</td>
<td>15,935</td>
<td>16,254</td>
<td>16,660</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>13,989</td>
<td>45,000</td>
<td>47,819</td>
</tr>
<tr>
<td>Student Worker Pay</td>
<td>1,300</td>
<td>1,300</td>
<td>2,100</td>
</tr>
<tr>
<td>Fringes - GA's + students</td>
<td>382</td>
<td>1,158</td>
<td>1,248</td>
</tr>
<tr>
<td><strong>Total Salary/Fringes</strong></td>
<td>614,066</td>
<td>760,135</td>
<td>776,727</td>
</tr>
<tr>
<td><strong>Total Operating/Salaries</strong></td>
<td>632,066</td>
<td>778,135</td>
<td>793,727</td>
</tr>
<tr>
<td>Enrollment Undergraduate (Fall)</td>
<td>124</td>
<td>115</td>
<td>147</td>
</tr>
<tr>
<td>Enrollment Graduate (Fall)</td>
<td>6</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Instructional Expenses/Student (Salaries/Operating)</td>
<td>4,862</td>
<td>6,079</td>
<td>4,930</td>
</tr>
</tbody>
</table>

Note: the above operating budget load is based on a fiscal year allocation. Full-time Faculty, Part-time Faculty, and Graduate Assistant salaries are calculated on the academic year of nine months along with the fringes for each group. Staff salary and fringes are based on a fiscal year. The Student worker payment and fringes are also based on the fiscal year. The bottom section of the operating budget refers to summer salary and fringes. These are actual expenditures.
At BGSU the Chairs and Directors of Academic departments do not have control over personnel budgets, especially salaries for full time faculty and staff. Chairs and Directors also do not have control over fringes, especially for those personnel funded by Educational and General (E&G), by tuition revenues and State Share of Instruction SSI. In Architecture, we do have control over operating expenditures such as supplies, travel and entertainment budgets, faculty professional development and a carry-forward budget. As architecture department, we also have access to other funding sources outside of E&G funding allocations, such as a course fee, program fee, Foundation Accounts, or grants and revenues generated from services to external customers. Depending on the restriction of the resources received from other sources, we, as the architecture department, have minor influence over revenues and transfers obtained outside of E&G allocations.

The College has also created non-endowed fund named Architecture Advancement Program to cover program expenses not funded by Department of Architecture and Environmental Design operating budget. These expenses could include but not limited to equipment, supplies, student recruitment and retention, travel and professional development for faculty, staff, and students, alumni activities and other general program expenses.

The scholarship, fellowship and grant funds that support the program are explained in detail as follows. For graduate students, the Provost has E&G permanent budget allocation for Graduate Students scholarships (fee waivers) and Graduate Students’ employment (Graduate Assistant stipends). Those graduate students’ scholarships and stipends are allocated among the colleges by the Dean of Graduate College and the Deans allocate those resources among academic departments depending on the number of graduate students and the level of scholarships awarded to each student. In short, students and faculty bring the scholarship, fellowship and grant resources with them to the colleges and departments and the Deans, Provost, and Central Administration may not have control over allocation of these resources among the Academic Departments. In Architecture case, we have currently two Graduate Students who receiving scholarships and six Graduate Assistants that receiving stipends.

The College of Technology, Architecture & Applied Engineering has several scholarships opportunities applicable to qualified Architecture students. Specifically, two scholarships are only available to Architecture students as listed below.

- The Collaborative Scholarship annually funded since 1993.
- The endowed SSOE Group Architecture Scholarship first awarded in 2016 and previously financed annually since 2012.

There are six general scholarships that are open to all majors in the CTAAE as follows:

- Ardanall B. Mason Memorial Scholarship
- Dr. Frank Dick Technology Book Award
- Frederick C. Stone Memorial Scholarship
- Gedeon Memorial Scholarship
- Laimbeer Family Scholarship
- Savage Family Leadership Scholarship

At the Graduate level, Grads in architecture can apply for the Winifred O. Stone and Presidential Graduate Diversity Scholarship which is merit-based award is to promote diversity within the graduate student population at BGSU.

The AIA Ohio Foundation awards our program annually funding to provide scholarships to one or more BGSU architecture student(s) to facilitate the connection between the profession and future leaders. Our program has established our own rules, procedures and criteria for the selection of students to receive grants.

There are no pending reductions or increases in personnel and/or operating budgets that the Program is aware of.
All types of faculty compensation are addressed in the Collective Bargaining Agreement (CBA). For change to occur it would need to be approved by the University and University Faculty Association-American Association of University Professors.

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

I.2.4 Information Resources

The BGSU institutional context for library and information resources is explained as follows:

All students, faculty, and staff at BGSU have access to the all resource materials, either in person through open access at the library, or online through the use of electronic books, online databases, and streaming media (where available). Therefore, the Libraries provide access not only to those currently on campus, but also to distance students, faculty, and staff. The University Libraries also provide research and other assistance to all members of the BGSU community through access in person, text messaging, IM (chat), email, and phone reference services provided by the reference and instruction librarians. While the library is open an average of 110 hours a week, the Research and Information desk is staffed 80 hours per week, primarily by the eight librarians in the department of Library Teaching and Learning.

In addition, there is a Science & Technology team, consisting of four librarians, that serves the College of Technology, Architecture and Applied Engineering. These librarians work specifically with students in the Architecture program to provide instruction, finding references, and other research assistance. Librarians also work to develop a collection of architecture materials to support the department’s curriculum and research. The School of Art offers a History of Architecture course that complements the offerings of the College of Technology.

BGSU students can also access materials in a timely manner by borrowing through OhioLINK, a consortium of 121 academic libraries distributed among 93 different Ohio college and university libraries that work together to provide Ohio students, faculty and researchers with the information resources they need for teaching and research. These materials include print and electronic books, serials, databases, and audiovisual media. OhioLINK materials may be requested and picked up at the researcher’s home institution, or at any of the participating libraries through OhioLINK’s Pick-Up Anywhere program. Together, OhioLINK member libraries provide access to approximately 46 million books and materials, 100 research databases, 24 million electronic journal articles, 100,000 e-books, 85,000 images, video and sound files, and more than 50,000 full text, openly accessible theses and dissertations published by Ohio students. In addition to these robust statewide OhioLINK offerings, BGSU makes local purchases of materials and subscribes to additional sources of information to support the curriculum as well.

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

Books

The University Libraries book collection in the Library of Congress Classification NA (Architecture) amounts to approximately 5600 titles, as of November 2016. Factoring in the additional books available in the Classification TH (Building Construction) and Classification NK (Decorative Arts/Interior Design) which might also be of use to architecture students, the total comes to 10,846. The counts include older items that have been removed to the Ohio Depository Catalog (OHDep) and are housed in the Northwest Ohio Regional Book Depository. These books are owned by University Libraries and are available to library users upon request via OhioLINK’s courier service. (See table 1 below.)
The University Libraries contribute to e-book purchases for the OhioLINK Electronic Book Center. These include printed material from publishers Springer, Sage, Wiley, and Oxford as well as University Press content from Yale University Press, the University of Chicago Press, MIT Press, the University of California Press, and the New York University Press. The university community also has access to e-books from Safari Books Online, Project Muse, Ebrary, NetLibrary, and other sources. Currently, 883 locally acquired e-books published between 1990 and 2016 support the Architecture program and are available anytime, anywhere to any authenticated university user. (See Table 1 below.)

Table 1. Print books and Electronic books

<table>
<thead>
<tr>
<th>Call Number Range</th>
<th>MainCollection</th>
<th>BGSUtitlesinOHDep</th>
<th>E-books</th>
<th>Grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand total</td>
<td>8,943</td>
<td>1,903</td>
<td>833</td>
<td>11,679</td>
</tr>
<tr>
<td>NA --Architecture</td>
<td>4,814</td>
<td>807</td>
<td>450</td>
<td>6,071</td>
</tr>
<tr>
<td>NK -- Decorative Arts</td>
<td>3,526</td>
<td>736</td>
<td>110</td>
<td>4,372</td>
</tr>
<tr>
<td>TH -- Building Construction</td>
<td>603</td>
<td>360</td>
<td>273</td>
<td>1,236</td>
</tr>
</tbody>
</table>

There has been steady growth in the number of print books classified in NA, NK, and TH purchased over the past three years. We have revised our approval plan with our major book vendor to include more titles in class NA. Even though the library budget has been flat for more than ten years, we have strived to make additional purchases to build our collection in support of architecture studies and research. Since the University’s Architecture program’s initial application for candidacy for NAAB accreditation in January 2012, the University Libraries have purchased a total of 1341 books totaling $67,287, to support the Architecture program. (See Table 2 below.)

Table 2. Print Book Purchases, FY11/12 through FY15/16

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
<th>NA -- Architecture</th>
<th>NK -- Decorative Arts</th>
<th>TH -- Building Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books in 2011-12</td>
<td>$7,595.02</td>
<td>$4,107.40</td>
<td>$2,876.37</td>
<td>$611.25</td>
</tr>
<tr>
<td>Payments in 2011-12</td>
<td>$7,595.02</td>
<td>$4,107.40</td>
<td>$2,876.37</td>
<td>$611.25</td>
</tr>
<tr>
<td>Books in 2012-13</td>
<td>353</td>
<td>239</td>
<td>85</td>
<td>29</td>
</tr>
<tr>
<td>Payments in 2012-13</td>
<td>$19,495.03</td>
<td>$13,495.34</td>
<td>$4,002.61</td>
<td>$1,997.08</td>
</tr>
<tr>
<td>Books in 2013-14</td>
<td>140</td>
<td>100</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Payments in 2013-14</td>
<td>$6,449.35</td>
<td>$4,442.49</td>
<td>$1,664.08</td>
<td>$342.78</td>
</tr>
<tr>
<td>Books in 2014-15</td>
<td>253</td>
<td>198</td>
<td>51</td>
<td>4</td>
</tr>
<tr>
<td>Payments in 2014-15</td>
<td>$12,874.73</td>
<td>$9,808.92</td>
<td>$2,872.69</td>
<td>$193.12</td>
</tr>
<tr>
<td>Books in 2015-16</td>
<td>430</td>
<td>357</td>
<td>66</td>
<td>7</td>
</tr>
<tr>
<td>Payments in 2015-16</td>
<td>$20,872.56</td>
<td>$17,886.20</td>
<td>$2,656.15</td>
<td>$330.21</td>
</tr>
</tbody>
</table>

In late 2011, to assess the efficacy of the current materials in the University Libraries that support the Architecture program, we consulted the Resources for College Libraries’ (Chicago: American Library Association, 2006) recommended core list of 355 titles in the Classification NA (Architecture). We then searched the University Libraries catalog, as well as the OhioLINK catalog, using a representative sample of 200 of the 355 recommended titles to determine the percentage of holdings available to the BGSU community. The University Libraries provides 36% of these core titles in this sample; in addition, OhioLINK libraries collectively hold 93% of the titles. Students may borrow OhioLINK books directly and may request delivery at the OhioLINK institution library, which is the most convenient for pick-up. Books are typically delivered within three to five days.

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

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

Because the University Libraries had no substantial local video holdings to support the study of architecture, we have set up a demand-driven acquisitions plan with Kanopy Video Streaming to supply streamed video content. The Kanopy collection includes 380 videos that will support the Architecture program. The OhioLINK Digital Resource Center includes more than 100 streamed videos on architecture and related disciplines. These nearly 500 videos may be streamed at anytime, anywhere, to any University authenticated user. Additionally, videos in DVD or VHS formats may be borrowed from a number of OhioLINK member libraries.

Electronic resources
The University Libraries currently subscribe to Art Fulltext, Avery Index to Architecture Periodicals, and Oxford Art Online, each of which will directly support the Architecture program. Additional materials may be found in FRANCIS (Humanities and Social Sciences) and in EBSCO databases such as Academic Search Complete, Humanities International Complete, Arts & Humanities Citation Index (part of Web of Science), Environment Complete, and the Bibliography of the History of Art (BHA), including Répertoire international de la littérature de l’art (RILA) (a closed file covering materials published from 1975 – 2007). A variety of other databases that cover humanities and social science topics will also support the Architecture program.

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

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

We have compared our holdings and access to the Core List of periodical titles for a first-degree-program in architecture to architecture libraries in North America (2009) compiled by the Association of Architecture School Librarians. Bowling Green State University has local or OhioLINK access to 16 of the 53 journals on the Core List. When including access via aggregators such as JStor (Arts & Sciences Collections I – XIII), Art Full Text, and various other EBSCO databases, the university has access to 36, or two-thirds of the journals on the AASL Core List. The 14 subscribed titles (plus two with non-current holdings) from the core list are detailed below.

AA Files
Architectural Design
Architectural Record
Architectural Review
ARQ: Architectural Research Quarterly
Competitions
El Croquis
Copies of journal articles from 17 other Core List titles can be delivered quickly via an Interlibrary Loan from OhioLINK or other libraries. Only two titles on the Core List are not represented by current subscriptions within OhioLINK.

Financial implications and challenges
From fiscal year 2011/12 through FY 2015/16, the University Libraries spent an average of $16,198 on resources that explicitly support the Architecture program ($2741 on journals and the Avery Index; $13,457 on print monographs). Over those five years the University Libraries contributed an average of 46% of the total materials budget to purchase electronic journals, databases, and e-books that are made available via OhioLINK. These resources support every program at the University and it is not feasible to separate funds paid for architecture resources; many of the architecture resources mentioned in this report are acquired through OhioLINK database, journal, or e-book packages.

We have recognized that during the initial years of candidacy for the Architecture program it has been critical to spend additional funds to build the University Libraries' architecture collections. Support of the Architecture program in coming years will continue, but at a less aggressive rate. If the University Libraries materials budget remains flat, we will strive to spend approximately $12,000 for locally-acquired architecture resources. If additional funds are allocated to the University Libraries, it may be possible to increase that amount. Conversely, if funding decreases or remains flat for many more years, fewer resources in all disciplines will be purchased.
I.2.5 Administrative Structure & Governance

Simplified organizational chart emphasizing the hierarchal structure within the University system.

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

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

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

The Department Chair of Architecture and Environmental Design is a faculty administrator who is not covered by the Collective Bargaining Agreement, but is responsible for the daily operation of the program as well as long-term oversight of planning, scheduling, and curriculum development. The Department Chair reports directly to the Dean of the CTAAE.
The Faculty of Architecture and Environmental Design are people that hold full-time academic appointments or rank and are responsible for effective teaching, scholarly or creative work, and service to the University and profession.

The Staff of Architecture and Environmental Design are people who do not hold academic rank and relieve the supervisor of routine administrative tasks.

In the Academic Charter under Article II: The University Community, Section G: Shared Responsibilities, the following describes the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.

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

1. helping to define and further the missions and goals of Bowling Green State University (BGSU);
2. providing the means for interchange of information and ideas;
3. providing forums for the discussion of problems facing higher education in general and BGSU in particular;
4. providing opportunities for increased understanding of the University and the professional development of its staff through participation in the University's operation; and
5. reviewing and making advisory recommendations about the annual budget to be recommended to the Board of Trustees through the President.
II.1.1 Student Performance Criteria

The Program’s pedagogy and methodology used to address Realm C intertwines research, integrative thinking, and decision-making design so that they become intrinsic to architectural practice. The moment students receive a design brief, they initiate a series of research tasks in order to better understand the needs of the client and the context of the build. The process also includes evaluating options and reconciling the implications of design decisions across systems and scales. In addition, teaching strategies emphasize the synthesis of variables from diverse and complex systems into an integrated architectural solution. For some this is a highly-structured approach, in others this can be very loose and subjective. The approach also helps in finding a response to environmental stewardship goals across multiple systems for an integrated solution. Specifically, several graduate courses utilize research in a number of ways, including a combination of knowledge, process, and resources.

- Research knowledge as a subject of the research e.g. knowledge about sustainability principles and how they can be integrated, knowledge of which materials to use in a specific context.
- Research processes as ways of researching and finding knowledge e.g. a site review, a visit to an archive, an experiment in materials.
- Research resources as way of accessing knowledge e.g. a journal article, the archive itself, blogs or websites.

As explained previously, Realm C is being discussed and reviewed in several courses, however there are three graduate courses that address integrated architectural solutions: ARCH 6310 Graduate Design Studio 3, ARCH 6310 Graduate Design Studio 4, and ARCH 6800 Seminar in Architecture and Design.
Methods of assessing student work utilize project-based learning as a central pedagogic tool. Assessment of graded assignments will be both quantitative and qualitative. These activities utilize individual critiques and formal reviews, with internal and external reviewers, in which the conceptual and functional aspects of a proposed solution are evaluated in the content of the visual, graphical, and oral presentation of that solution. Assessment will be based on the following:

- Quantitative assessment will be based on success in meeting specific technical parameters and requirements for each assignment and also performance on the quizzes.
- Qualitative assessment will be based upon professional evaluation of the assignments and presentations as well as the extent to which the student met the stated parameters for the project.

Assessment is integral to student learning outcomes and is an intrinsic part of all architectural courses and curriculum; it is accomplished both incrementally (e.g.: weekly; monthly) and comprehensively (e.g.: midterm evaluation, periodic critiques; final review). Procedures can be traced directly to those laid-out in BGSU's Learning Outcomes; Program Outcomes, and are also related to specific NAAB Student Performance Criteria. In the end, faculty grants a high pass to student work that is: original; of high intellectual quality; well written and graphically well presented; supported by wide textual documentation; structurally inventive; and is complete. On the other hand, the faculty grants a low pass to student work that is: of average intellectual quality; is written intelligibly and graphically clear; is supported by some textual documentation; progresses logically; and is almost complete.
II.2.1 Institutional Accreditation

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

July 11, 2013

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

Dear President Mazey:

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

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

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

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

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

Sincerely,

Sylvia Manning
President
II.2.2 Professional Degrees & Curriculum

The Master of Architecture (M.Arch.) is the only degree offered by the Department of Architecture and Environmental Design, however, are there two tracks, depending on a student’s undergraduate preparation.

1. preprofessional degree + 52 semester credits
2. nonpreprofessional degree + 92 semester credits

The BGSU model of a preprofessional degree plus 52 semester credits is designed for students who hold a pre-professional undergraduate degree in architecture, such as the B.S. in Architecture offered at BGSU. The two-year program is also known as advanced standing. When combined with the 123 credit hours in the undergraduate program, the BGSU 4+2 offering totals 175 credit hours. Together, the total credit hours of the BGSU graduate and undergraduate coursework exceed the NAAB minimum requirement of 168 semester credit hours. In addition to the preprofessional degree, the program also requires a total of 52 credit hours at the graduate level. This requirement is similar to most master’s degree programs in architecture. It is typically completed in five semesters and includes its core 27 credits in design studios. The remaining 25 credits are distributed among required professional, business, technology, and history/theory requirements, including applied entrepreneurial experience.

Design Studio Core
- ARCH 6210: Graduate Design Studio 1 (6)
- ARCH 6220: Graduate Design Studio 2 (6)
- ARCH 6310: Graduate Design Studio 3 (6)
- ARCH 6320: Graduate Design Studio 4 (9)

Professional Core
- ARCH 6610: Professional Practice/Entrepreneurship (3)
- ARCH 6620: Business Innovation by Design (3)
- ARCH 6630: Applied Entrepreneurship (1)

Technologies Core
- ARCH 6510: Sustainable Systems (3)
- ARCH 6520: Advanced Structures/Methods (3)

Business Core (6 credit hours by advising)
- MBA 6000 Accounting (3)
- MBA 6040 Supply Chain (3)
- MBA 6060 Finance (3; prerequisite is MBA 6000)
- MBA 6070 Ethics (3)
- MBA 6080 Leadership (3)

History/Theory Core
- ARCH 6800: Seminar in Architecture & Design (3)
- Free Elective (3)
Undergraduate architecture students have a variety of possibilities to select a minor at BGSU in areas such as art, art history, entrepreneurship, management, and sustainability, among others, to gain extra knowledge and credentials. The requirement of completing a minor varies between the college or schools but is at least an average of 15 to 20 credit hours. All these minors are designed for students not majoring in these fields, and are designed from students who have an interest in a particular specialization.

In addition, undergraduate architecture students also have the opportunity to pursue a dual degree between architecture and construction management; it might take them one extra year to receive both degrees. The BGSU Bachelor of Science in Architecture must be completed with at least 123 credit hours and consists of seven required areas: BG Perspective (general education), cooperative education, architecture concentration, additional university and college courses, career electives, technical electives and a business elective. Certain other courses may also contribute to a minor, such as a business elective for a minor in entrepreneurship.
### Spring 2017 | Bachelor of Science in Architecture

#### - Architecture & Environmental Design

**BG PERSPECTIVE (BGP) REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must complete at least 1 course in each of the following:</td>
<td></td>
</tr>
<tr>
<td>English Composition and Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
<tr>
<td>Must complete at least 2 courses in each of the following:</td>
<td></td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Complete total required BGP credit hours by selecting courses from any of the above categories:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1050 Design Rep 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2050 Design Rep 2</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2220 Design Studio 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2330 Arch History 1*</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2340 Arch History 2*</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2360 Mech &amp; Elec Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2710 Arch Comput **</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3210 Design Studio 2</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3220 Design Studio 3</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3310 Arch Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3360 Arch Bldg Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3320 Mech &amp; Elec Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 4210 Design Studio 4</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 4220 Design Studio 5</td>
<td>6</td>
</tr>
<tr>
<td>CONS 2350 Intro to Cons</td>
<td>3</td>
</tr>
<tr>
<td>CONS 3360 Structural Design</td>
<td>3</td>
</tr>
<tr>
<td>CONS 3380 S/Conc, Msmo</td>
<td>3</td>
</tr>
</tbody>
</table>

### UNIVERSITY REQUIREMENTS
Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity in the U.S.</td>
<td></td>
</tr>
<tr>
<td>International Perspective, Academic Writing</td>
<td></td>
</tr>
<tr>
<td>Total BGP Credits: Must be at least 36</td>
<td></td>
</tr>
</tbody>
</table>

* PHYS 2010, ECON 2000, ARCH 2330, ARCH 2340, ART 1010 and MATH 1370 or 1260 or 1310 count toward BG Perspective course requirements, but are counted only once in total credit hours. ARCH 2330 and ARCH 2340 meet the BGP International Perspective attribute requirement.

** Students with less than 2 units high school CAD must take ARCH 1100 prior to ARCH 2710. Transcript or portfolio submission required.

*** A third co-op, TECH 4890, can be taken to fulfill a Technical Elective requirement.

#### Courses Required for Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Education</td>
<td>8 Hrs</td>
</tr>
<tr>
<td>TECH 2800 Co-op</td>
<td>4</td>
</tr>
<tr>
<td>TECH 3890 Co-op</td>
<td>4</td>
</tr>
<tr>
<td>Concentration</td>
<td>63 Hrs</td>
</tr>
<tr>
<td>ARCH 1050 Design Rep 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2050 Design Rep 2</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2220 Design Studio 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2330 Arch History 1*</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2340 Arch History 2*</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2360 Mech &amp; Elec Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2710 Arch Comput **</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3210 Design Studio 2</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3220 Design Studio 3</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3310 Arch Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3360 Arch Bldg Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3320 Mech &amp; Elec Sys</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 4210 Design Studio 4</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 4220 Design Studio 5</td>
<td>6</td>
</tr>
<tr>
<td>CONS 2350 Intro to Cons</td>
<td>3</td>
</tr>
<tr>
<td>CONS 3360 Structural Design</td>
<td>3</td>
</tr>
<tr>
<td>CONS 3380 S/Conc, Msmo</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Other Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and University Courses</td>
<td>37 Hrs</td>
</tr>
<tr>
<td>ARTH 3630 Modern Arch.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2000 Intro to Economics*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2070 Intermediate Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1230 Math for Arch/Cons*</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1250 Calculus* OR</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1310 Calc. Analy. Geom.*</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 2010 College Physics 1*</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Career Electives (by advisement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 2 classes from: ART 1010*, ART 1020, ART 1030, ART 1120, ARTS 2110, ARTS 2510, ARTS 2610, ARTS 2710, ARTS 2810, ARTS 2910, ARTS 2910, ARCH 1100, VCT 1030, VCT 1040 and VCT 2520</td>
<td></td>
</tr>
</tbody>
</table>

#### Business Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose from ESHP 2040, MKT 3000 and MGMT 3050</td>
<td>3 Hrs</td>
</tr>
</tbody>
</table>

#### Technical Electives (by advisement)***

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 3000-level or above ARCH, CONS, TECH or VCT courses. Coordinate selection with advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Program Hours: 123 HRS

Important information on the back.
College of Technology, Architecture and Applied Engineering

General Information for all students in the College

In addition to completing all requirements on the checksheet, students are responsible for:

Matriculation

Full admittance to a major in a College of Technology, Architecture and Applied Engineering program will become effective when a student has:

1. Attained an overall BGSU grade point average of at least 2.25 for all courses taken prior to applying for matriculation and a 2.5 in courses in the major;
2. Completed a cooperative education experience—TECH 2890 (Aviation Studies, Architecture, LTD and GS majors are exempt from this requirement);
3. Completed with a grade of "C" or better in all bold courses, as specified on program checksheets;
4. Applied for matriculation. Applications are available from the Undergraduate Student Services Office.

The steps listed above must be completed before students will be permitted to register for 3000- and 4000-level courses in the College of Technology, Architecture and Applied Engineering.

Co-op

All students in the College are required to complete 2 or 3 co-ops, depending on your major. THIS IS A COURSE. It carries credit and is graded. It is full time (40 hrs/week) for the entire semester or part-time (20 hrs/week) for two consecutive semesters, paid and must be directly related to your major. All students MUST complete the Co-op Orientation available in Canvas.

Email

Official University email accounts are required for all BGSU students. Official BGSU email addresses are in the form: BGSUuser-username@bgsu.edu. At the time of admission or initial registration, all students will receive a bgsu.edu email account. Students may anticipate that official University correspondence will be sent to this email account and they should access BGSU email on a regular and timely basis. All correspondence from Undergraduate Student Services will be sent to your BGSU email.

Checksheets

The checksheet should be used in conjunction with the degree audit and advising to track progress toward degree completion.

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BGSU Bachelor of Science in Architecture

Course Sequence Flow Chart

Architecture Requirements Year 1 and 2

Architecture Requirements Year 3 and 4

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* Indicates pre-requisites that must be completed in the first two years.
The BGSU model of a nonpreprofessional degree plus 92 semester credits is for students holding a Bachelor’s degree non-related to architecture. It is a typical three-year track consisting of completing at least 40 credit hours of undergraduate work (including 12 hours of studio/design related coursework, structures, environmental systems, architectural theory, computer graphics, digital design, etc.). In addition, the student must also receive a grade of “B” or better in these undergraduate courses and develop a portfolio in order to continue on to complete 52 credit hours at the graduate level before receiving a BGSU Master of Architecture.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARCH 4210: Design Studio 4 6</td>
<td>ARCH 4220: Design Studio 5 6</td>
<td>ARCH 4800: Design Thinking + Professional Communication 3</td>
</tr>
<tr>
<td></td>
<td>ARCH 2710: Arch CAD 3</td>
<td>ARCH 3310: Arch Theory 3</td>
<td>ARCH 4900: ARCH Design + Applied Research 3</td>
</tr>
<tr>
<td></td>
<td>ARCH 2360: Mech &amp; Elect Sys I 3</td>
<td>ARCH 3370: Mech &amp; Elect Sys II 3</td>
<td>TECH 4890: Co-op 4</td>
</tr>
<tr>
<td></td>
<td>Structural Design I 3</td>
<td>Structural Design II 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total credits</strong> 15</td>
<td><strong>Total credits</strong> 15</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ARCH 6210: Graduate Design Studio 1 6</td>
<td>ARCH 6220: Graduate Design Studio 2 6</td>
<td>ARCH 6630: Applied Entrepreneurship 1</td>
</tr>
<tr>
<td></td>
<td>ARCH 6510: Sustainable Systems 3</td>
<td>ARCH 6520: Adv. Structures/Methods 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARCH 6610: Professional Practice/</td>
<td>ARCH 6620: Business Innovation by Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship 3</td>
<td>Business 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total credits</strong> 12</td>
<td><strong>Total credits</strong> 15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ARCH 6310: Graduate Design Studio 3 6</td>
<td>ARCH 6320: Graduate Design Studio 4 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business 3</td>
<td>ARCH 6800: Seminar Arch &amp; Seminar 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Elective 3</td>
<td><strong>Total credits</strong> 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Master of Architecture</strong></td>
<td><strong>Total credits</strong> 92</td>
<td></td>
</tr>
</tbody>
</table>

The program does not offer an off-campus program, the use of massive open online courses (MOOCs) or the title of any non-accredited, postprofessional degrees that use the degree title B. Arch., M. Arch. or D. Arch.
II.3 Evaluation of Preparatory Education

University admission is selective. BGSU requires a high school record that includes four units each of English and mathematics; three units of science and social studies; two units of a foreign language; and one unit of visual or performing arts. Freshman applicants who do not meet the academic standards for admission may be offered admission to the University Program for Academic Success. The University admission system has six different categories: Freshmen Undergraduate, Transfer Undergraduate, Returning Undergraduate, Nontraditional Student, International Student and Multicultural Student. Freshmen application is considered on the basis of four criteria:

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

Admission Procedure for the Bachelor of Science in Architecture

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

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

Admission Procedure for the Master of Architecture

Applicants seeking admission to the graduate program in Master of Architecture must follow the instructions outlined in the Graduate Admission section of the Graduate Catalog. To be considered for admission, applicants must have a four-year pre-professional B.S. in Architecture or equivalency from an NAAB accredited institution for our two-year M.Arch. or an undergraduate degree from an accredited institution for our three and-a-half year M.Arch. Admission decisions will also be based on a minimum academic performance of a 3.0 grade point average on the scale of a 4.00 system. TOEFL scores for applicants whose native language is not English are required. All applicants will be reviewed on a specific program requirements that include:

1) A statement of intent outlining the applicant’s reasons for applying to the program and why his/her application should be accepted (limited to one page).
2) Three letters of recommendation from previous professors and/or employers.
3) An electronic portfolio which highlights a minimum of five projects with a range of complexity representing work over the student’s undergraduate career and professional experience, if applicable. Each project should include a summary of the applicant’s process as well as brief descriptive captions (dates, courses, supervisions, goals). The number of pages and the format are left to the discretion of the applicant. The portfolio must be submitted in PDF format, and limited to 5MB.

A standard test, such as the GRE, is not required. The architecture portfolio is a superior measure of an applicant’s aptitude in harmony with the design nature of the program. The graduate coordinator is responsible for managing and coordinating the review process with the support of a Graduate Admissions Committee composed of the current Architecture faculty. The review process is competitive and considers
a wide range of criteria, including the applicant's general knowledge related to design and representation, creativity, theoretical engagement, and a sensibility towards community and the environment. The Department maintains and keeps folders on all current enrolled graduates which includes a BGSU admissions application, three letters of recommendation, a statement of intent, a portfolio, the GRE if provided, TOFEL score if required, and an analysis of the NAAB SPC Matrix.

II.4 Public Information

All required information is available at the BGSU Department of Architecture and Environmental Design website:

III.1.1 Annual Statistical Reports

December 20, 2016

To Whom it May Concern:

The BGSU Office of Institutional Research certify that the data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Julia M. Matuga
Associate Vice Provost, Institutional Effectiveness
235 McFall Center
Bowling Green State University
Bowling Green, Ohio
419.372.5527

III.1.2 Interim Progress Reports

These are NOT to be included in the APR.
Section 4. Supplemental Material

- APR-IC and VTR-IC (Continuation of Candidacy)

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program
  - General Information
    [http://www.bgsu.edu/architecture](http://www.bgsu.edu/architecture)
  - Course Information
    [https://csspublic.bgsu.edu/psc/ps/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL](https://csspublic.bgsu.edu/psc/ps/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL)
  - Undergraduate Catalog
  - Graduate Catalog

- Studio Culture Policy

- Self-Assessment Policies and Objectives

- Policies on academic integrity for students (e.g., cheating and plagiarism)
  [http://www.bgsu.edu/catalog/academic-policies.html](http://www.bgsu.edu/catalog/academic-policies.html)
  [http://www.bgsu.edu/general-counsel/university-policies.html](http://www.bgsu.edu/general-counsel/university-policies.html)

- Information resources policies including collection development
  [http://www.bgsu.edu/library.html](http://www.bgsu.edu/library.html)

- The institution’s policies and procedures relative to EEO/AA for faculty, staff, and students

- The institution’s policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
  [http://www.bgsu.edu/faculty-senate/academic-charter.html](http://www.bgsu.edu/faculty-senate/academic-charter.html)

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
  [http://www.bgsu.edu/faculty-senate/academic-charter.html](http://www.bgsu.edu/faculty-senate/academic-charter.html)

- Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire).
  Not applicable!