Norwich University
School of Architecture + Art

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

MArch [BSAS + 34 credits]

Year of the Previous Visit: 2011
Current Term of Accreditation:
"At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for Norwich University, School of Architecture and Art.
        As a result, the professional program:
        Master of Architecture
was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017."
—Cornelius "Kin" DuBois, FAIA, Letter to Richard W. Schneider, Ph.D., nd.

Submitted to: The National Architectural Accrediting Board
Date: 28 September 2016

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Table of Contents

Section 1—Program Description

I.1.1 History and Mission

Institution

"To give our youth an education that shall be American in its character—to enable them to **act** as well as to **think**—to **execute** as well as to **conceive**—'to tolerate all opinions when reason is left free to combat them'—to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen of this free republic." —Norwich University, 1843 Mission Statement

Founded in 1819 as "The American Literary, Scientific, and Military Academy" in Norwich, Vermont, Norwich University has a history of honoring tradition, nourishing core principles, and actively engaging a changing world. The founder, Alden Partridge, a former Acting Superintendent of the United States Military Academy at West Point, wished to pursue and develop an "American System of Education," which blended classical studies with subjects of technical, practicality, and experiential learning. Partridge also advocated the "the citizen soldier." He believed that American citizens, educated in America's colleges and universities, should provide military leadership to the Republic in times of need. The foundational educational philosophies held by Captain Partridge paved the way for many "firsts," such as the founding of the now-familiar Reserve Officers Training Corps (ROTC). In 1916, Partridge's innovation developed into the guiding philosophy of Partridge's "Academy" and contributed to the legislation that was to form the Land Grant Colleges Act of 1862, authored by Vermont Senator Justin Morrill. Thus, Norwich University became the nation's first private military college; it was also the first private institution of higher education in the United States to offer courses in engineering and agriculture. The first African-American student was admitted in 1916. In 1973, Norwich brought traditional, civilian students into its classrooms. In the following year, Norwich became the first military college to admit women to the corps of cadets.

In the late 1990s, Norwich University underwent a restructuring program to refine administrative procedures and establish a unified vision, to which all its units would relate. The corresponding strategic plan, NU2019, identifies three key areas of focus: Academic Quality, National Reputation, and Robust Budget. The University also established five parameters as key points in articulating the future direction of the institution: Improve learning, Inspire students, Information technology for all, Invest strategically, and Internationalize the campus. In 2002, the University returned to the mission statement originally published in its 1843 catalog as an affirmation of its 21st-century relevance. For more information see: http://www.norwich.edu/about/history.html.

Program

"We endeavor to contribute to the making of meaning and the meaning of making. We offer our students an education for the practice of architecture and art in the fullest sense: to design and build in a way that embodies cultural meaning, employs technology wisely, works within natural systems, and contributes to social and environmental justice. To this end, we seek to instill in students the core values of comprehensive knowledge, holistic awareness, continual innovation, active cooperation, and ethical responsibility. Through a balanced curriculum comprising observation, analysis, exploration, iteration, and synthesis, we grapple with abstract as well as concrete material, intellectual as well as hands-on experience." —Norwich University School of Architecture + Art, 2016 Mission Statement

Architecture has been part of the program of regular instruction at Norwich University from the institution's founding, listed in the catalog of 1820. In 1990, Robert Schmidt, a faculty member in Engineering, and the first students that fall, founded the formal Architecture Program at Norwich, which has since has grown into the School of Architecture + Art (SoA+A). As part of its growth, the School moved to its own building in 1993 with the renovation of the University's original library to house the young program, beginning with an intensive weekend student *charrette*. Faculty and selected practitioners served, respectively, as advisors and jurors. Winning students from each level served on the building committee with the faculty.

During the five months of renovation, architecture students worked closely with the contractor, construction crew, and architects. This shared participation in the process fostered student leadership and teamwork, enhanced the students' sense of identification with the building, and laid the foundations of our design/build program. The program graduated its first students in 1995, receiving its initial accreditation from the National Architectural Accrediting Board (NAAB) the following year. In 1999, the School transitioned from the B.Arch. to the 4+1-1/2-year BSAS + MArch, under which all subsequent students have entered the program. The MArch was reaccredited in 2005 and 2011. As the only NAAB-accredited MArch program located within the Maine, New Hampshire and Vermont region, the School works to honor existing traditions of regional practice while marking student experience with global perspective, social relevance, and material and technological innovation. A growing study-abroad program in Berlin (see http://bit.ly/2d8A5So) and a developing reciprocal relationship with Shandong Jinzhou University in China buttress the University's commitment to internationalization. Design/Build projects range from local to international and routinely address the most pointed challenges of contemporary society, such as the recent CASA initiative (see http://bit.ly/2cGgFY1).

Program's Benefit to Institution

The School honors its position within a teaching institution in its emphasis on service amidst ever-developing strengths in research. We nurture the study and practice of architecture as a great and noble pursuit, inherently interdisciplinary and requiring a balance of art and science, pragmatics and poetics, ecology and economy, social responsibility and personal artistic expression. Our curriculum promotes the notion of the "citizen-architect" in the spirit of Alden Partridge's ideal of the "citizen soldier." In recent years, we have incorporated Corps of Cadets students more fully (from 5% to 21% among Architecture majors) and we regularly teach Construction Management students (mostly Corps). Our vision for strengthening the design/build opportunities embraces experiential learning as keeping with the broader vision of Alden Partridge, a prominent recent example of which was our leadership in the Solar Decathlon competition (see http://bit.ly/2cRRhib).

Institution's benefit to Program

The School is part of the University's College of Professional Schools (CoPS: http://bit.ly/2cFMUUm), which also comprises Schools of Business and Management, Engineering, and Nursing. Across these disciplines, students and faculty engage in teaching and learning that bring together strong conceptual foundations with hands-on practice. Our spirit of service joins a willingness to collaborate that is necessary for tackling real-world challenges. Reinforced by the leadership focus of the university, we position our students to engage the problems of our era in concrete and meaningful ways. Students have the opportunity to minor in several allied fields, such as Art History, Art, Business Administration, Entrepreneurship, Leadership, Engineering Science, and Construction Management. And the University has recently committed to the provision of a large-scale facility for use by the School and other CoPS faculty and students, the Colaboratory (see http://bit.ly/2cx1r7n). Perhaps most important for the long-term sustainability of the School is the recent improved institutional support for recruitment and the successful launch of a SoA+A Endowment Fund.

Course of Study

The School offers two degrees: the BSAS (Bachelor of Science in Architectural Studies), the first four years of the architecture curriculum, and the accredited professional MArch (Master of Architecture). The latter is currently open only to BSAS graduates, who apply during their senior year. As a professional degree program set within a teaching-oriented University whose guiding ethos is educating the whole person for service to the world, the MArch course of study echoes the undergraduate curriculum in its balance among steady and cumulative studio experience, relevant technical competence, historical and theoretical awareness, and general educational breadth. For example, the survey of architectural history and theory is integrated across four semesters, substantial research skills are developed therein as well

as in elective seminars, and studios routinely feature significant writing components and/or precedent studies. MArch Thesis projects frequently concern problems that extend well beyond strictly architectural practice, in response to which students work to develop an approach that meaningfully connects the discipline to the broader world. Indeed, across all major subject areas the formation of future architects takes place in light of the diversity of human identities, values, and endeavors, as architecture serves to provide for and give expression to the fullness of human culture.

I.1.2 Learning Culture

Within the School of Architecture and Art's mission is the commitment to offer many opportunities for experiential learning and reflection, exploring in diverse ways "the meaning of making and the making of meaning." The learning culture within the school is open, positive, and respectful. Since we are a small school, the participation of each student is critical in creating a healthy learning culture. We are able to foster personal responsibility as well as a sense of communal belonging. To this end, a community where diverse perspectives can be safely expressed is a central goal. *"Value is placed on a student's ability to be self-reliant, to be inquisitive, to use professional judgment, to experiment, and to keep an open mind. It is important for students to think independently and critically in order to develop a design intention, respond to complex questions, and balance information from multiple sources"* (School of A+A Studio Culture Policy; see: http://bit.ly/2dw4UUF). Students are also expected to cultivate a professional manner in both their comportment and their work, all of which involves not only honoring studio culture but also active participation in the College and University community.

The School's Studio Culture Policy has been refined and developed to include evolving NAAB criteria and national trends. The document is a dynamic policy subject to review by faculty and students. It is reviewed annually at one of three significant faculty meetings: the first fall meeting, the end-of-year meeting, or the annual faculty retreat that takes places in January. It was last reviewed in spring 2016. To ensure wide familiarity the Policy is posted on the School website: http://bit.ly/2cJNb9V and reviewed in each studio at the beginning of every semester, at all-School meetings in the fall, and by the Dean's Advisory board, an elected student body that meets with school administrators throughout the year. It has been an integral document since 2010–11 and has undergone a series of minor revisions, including the integration of a school-wide professional code of conduct aligned with the greater CoPS community. Student end-of-semester self-assessment reports and studio exit interviews help us evaluate effectiveness. We hold all-school meetings on as-needed basis to discuss student and/or faculty concerns.

Membership in the College of Professional Schools offers opportunities to engage in a broader yet distinct learning environment. Faculty from different schools co-teach collaborative courses. The College newsletter (see http://bit.ly/1f0hfZN) demonstrates a robust learning culture at both the school and the college level, including the many opportunities for our school to collaborate across disciplines while maintaining their identity as Architecture majors (as in the Tiny House Project: http://bit.ly/2cWFbpl).

During fall 2009, Norwich created the Center for Civic Engagement (see http://bit.ly/2d9szLC). Service before self is a cornerstone of the Norwich philosophy, and the responsibility of helping others is built into our school character. In 2010, an estimated 84 percent of students volunteered for service through the CCE, and involvement and recorded service hours have been increasing each year. Students who are interested in volunteering have many opportunities to do so (see http://bit.ly/2cPdfiT). Students also have opportunities to study abroad and to work with international students in the classroom. The NU International Center supports both study abroad and international students studying on the Northfield campus (see http://bit.ly/2cSztPW) providing opportunities for faculty, staff, and students to be internationally connected and globally aware.

The School's learning culture is reinforced by valuable regulations and services. The MArch program has an established set of academic regulations (see http://bit.ly/2cycJrv), located centrally within the

University policy website (see http://bit.ly/2d0A44b). The Norwich Academic Achievement Center (http://bit.ly/2cGyLc6) is a robust resource for students who seek additional learning support, and in 2016 the University launched its first Center for Writing (see http://bit.ly/2ckSx8K). More generally, University academic regulations address plagiarism in the context of the University Honor Code (see http://bit.ly/2cvzhYs).

Plagiarism is taken very seriously in all courses and the School of A+A expects all architecture students to behave with honesty and integrity. The basic premise of the University Honor Code is that students "will not lie, cheat, steal or tolerate those that do." Chapter 2, Section I of the Student rules and Regulations describes the minimum standard of ethical behavior by which all Norwich students have chosen to live. Initiated in the fall of 1951, its underlying principle is "truth." The Honor Code provides a foundation for a way of life at Norwich and in the community. It is the cornerstone for the development of self-respect, good character, loyalty, justice, and generosity. The Honor Code requires that every student conduct himself or herself in a completely honest and forthright manner at all times, whether at the University or in the community. As a Norwich student, one accepts the responsibility to live by the Honor Code. It is the responsibility of every student to live by and uphold the Honor Code, and thus uphold the good name of Norwich University.

Finally, as a military institution, there is a historical emphasis upon service to others. In the School of Architecture + Art, this manifests in many ways, from design/build projects that involve the community to multi-year design charrettes that focus on improving the physical and social environment of the campus and local towns. The small, dedicated faculty share opportunities for developing studio and lecture course content which reflect this ethos. The School reinforces the student's ability to think creatively and independently, and reflects the University's ideals to develop citizens with integrity, conviction, and self-respect: to be educated and motivated leaders in service to the community.

I.1.3 Social Equity

Norwich University is committed to providing a positive education and work environment that recognizes and respects the dignity of all students, faculty and staff. Norwich University and federal or state law prohibit discrimination or harassment on the basis of gender, gender identity, race, ethnicity, national origin, color, religion, disability, sexual orientation, age, genetic information, ancestry and place of birth, or veteran's status.

Most recently, in May 2016, when a young Muslim woman whose request to wear a hijab was denied by The Citadel, she decided to enroll at Norwich University after university officials approved her request for a religious accommodation to Norwich's uniform policy. In a letter to the community, Norwich President Schneider wrote, ""As educators of future leaders, it is our duty to matriculate a diverse student body that reflects our society. Norwich prepares traditional students and the young men and women of our Corps of Cadets to welcome and respect diversity and to be inclusive of all people." (See http://wapo.st/1PsmQgy.)

The University seeks to protect and preserve the dignity and integrity of all of its members; therefore, discriminatory behavior in such forms as epithets, crude gestures, threats or offensive pictures, is unacceptable under any circumstances and will not be tolerated. An individual who engages in behavior that is determined to be a violation of this policy shall be subject to appropriate disciplinary action.

Norwich University has established: (1) standards of conduct in the form of prohibitions of discrimination that apply to all members of the Norwich University community and (2) procedures for resolving complaints of discrimination (see http://bit.ly/2cbW3qX).

Norwich's Guiding Values state that, "We respect the right to diverse points of view as a cornerstone of our democracy." It is also states that, "We hold in highest esteem our people and reputation." To live these values and ensure that diversity awareness, skill building and policy development continues. In Fall 2009, President Schneider formed the Campus Climate Initiative (see http://bit.ly/2cbTEg0) and tasked

the Campus Climate Committee (CCC) to serve as both a planning and programming committee for the purpose of identifying our campus climate challenges and successes, supporting or initiating programming to help address our challenges in the short-term, and making recommendations to the University for long-term sustainable solutions to these issues and others that should arise. The CCC made recommendations to the President Advisory Council (PAC) in July 2012, which have yet to be fully implemented (see http://bit.ly/2coLH39).

Actions taken include:
- Research conducted by CCC members to determine breadth and depth of campus climate issues as articulated in our campus' published surveys, reports, and assessments
- CCC conducted 60 interviews with faculty/staff (1-on-1)
- Members of the CCC attended national and regional conferences on diversity, equity and inclusion in higher education

Examples of implemented initiatives across campus include:
- New Employee Campus Climate Orientation Sessions (recommended by the Faculty/Staff Orientation Committee; supported by the Office of Human Resources and implemented by the Director of Civic Engagement and Campus Climate)
- Campus Climate open meetings for students to discuss difficult issues pertaining to campus climate (implemented by the Student Campus Climate Committee via the NU SGA)
- Inventory assembled of courses involving content around diversity, cultural competence, understanding, etc.
- Athena Society-sponsored events such as public panel on non-traditional gender roles and women's self-defense classes
- Focus on 'Internationalizing the Campus,' addressing both the needs of our students wishing to prepare for and return from Study Abroad, as well as those of our international student body
- Focused staffing and resources for Veteran's Affairs
- Creation or support of campus-wide multicultural clubs and activities, including NU NACCP, the first student chapter of the National Association for the Advancement of Colored People in Vermont and NU Alliance, the first LGBTQ group on a military campus (see http://bit.ly/2cPyaC2)

Norwich provides training on our Non-Discrimination and Sexual Assault/Misconduct Policies to all first-year students upon arrival and to all new faculty during new faculty orientation. In addition, we bring in outside programming (example: Mike Domritz of the Date Safe Project) to reinforce the message of consent. The ER/EO office works alongside with Student Life, the Sexual Assault Crisis Team and the National Services SHARP Director to provide ongoing training throughout the year. The Sexual Assault Crisis Team of Washington County is a confidential non-Norwich affiliate with office space on campus and is staffed Monday through Friday. We are sending a consistent message to students, faculty and staff of resources and support services to victims of sexual misconduct and related events. Norwich has also recently changed our reporting policy (December 2015), to make all employees of Norwich, responsible employees and mandated reporters. The exception to this rule is anyone with confidential exemption such as the Infirmary, University Chaplain, Counseling Services and the Sexual Assault Crisis Team. Again, prevention and confidential vs. non-confidential resource availability are the focus of our training programs.

The Norwich University Security and Safety Department provides a 24-hour physical security presence 365 days a year. The Security Office is located in the southwest end of the Hayden Building (see http://bit.ly/2d0zzHr). From an off-campus phone, security personnel can be contacted by dialing 802.485.2525 or 802.485.2499. On-campus callers can reach Security by dialing ext. 2525 or 2499. An Annual Security and Fire Safety Report is published on the University's website that includes information about all safety policies and resources (see http://bit.ly/2csAOjg). Information about Violations of Law/ Safety Concerns is found in the Student Rules and Regulations, Chapter 3, Section XVIII (see http://bit.ly/2cl3zvc).

Norwich students follow diverse lifestyle and curricular paths. Like the broader makeup of the population of Vermont, however, the current cultural, religious and racial make-up of the student body is fairly homogenous. Several new initiatives since 2011 have been put in place to address issues of diversity and campus climate at the University. With the changing culture of the University, the school now has the opportunity to develop a School-specific diversity policy and has been working with the Admissions Office to recruit diversity.

Norwich University and the Washington County Sexual Assault Crisis Team (SACT) have partnered in order to train, promote prevention, and respond to campus sexual assault and harassment. SACT has been provided two offices in Marsilius Hall, located on Crescent Avenue, for the SACT Executive Director and the Sexual Assault Prevention Coordinator. The executive director of SACT conducts consultations and case review. The Sexual Assault Prevention Coordinator, who is also a member of the Sexual Harassment/Assault Response and Prevention (SHARP) committee, conducts campus training and assists with policy review.

The Norwich University Sexual Assault and Sexual Misconduct Policy (http://bit.ly/2cyp8vL) contains language that provides specific guidance regarding steps to be taken following a sex offense. The policy also contains the contact information for existing on-campus and off-campus support services for victims of sex offenses including: counseling and other mental health centers, rape/sexual assault crisis centers, and on-campus advocacy centers. Norwich University Resources and Information to Address Sexual Assault, Relationship Violence, Sexual Harassment, Stalking, and Date Rape Drugs can be read here: http://bit.ly/2cPZn8J. Information about these policies as well as resources related to safety concerns such as Norwich's Safe Rides program is posted in all studios in Chaplin Hall. Additionally, Stephanie Drew, Employee Relations/Equal Opportunity Officer, and Dr. Martha Mathis, Dean of Students, meet with students at least once annually in All-School Meeting, which all architecture students are required to attend, held in Chaplin Hall.

The University Academic Dishonesty Regulations, the Honor Code, and the Academic Integrity Committee that address issues of plagiarism and academic dishonesty are available on the University website (http://bit.ly/2cvzhYs) and are in the Course Catalog. The MArch academic regulations address Academic Dishonesty, Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, and English as a Second Language (see http://bit.ly/2cycJrv).

In the fall of 2016, we had an outside speaker coming in to do some diversity training with all first year students of both populations—Corps and Civilian. We also include in our training programs above the message of inclusion and appropriate behaviors and how this relates to honorable living. Again, we work with the Sexual Assault Crisis Team and the National Services SHARP Director on this programming. To kick off the spring 2015 semester, the School of Architecture + Art held a school-wide, week-long charrette—a brainstorming session dubbed the SAFE project and led by Professors Tolya Stonorov and Michael Hoffman and architecture students Olivia Towne and Jesse Gillette—that focused on campus safety at Norwich. Students investigated assigned campus zones during day and night hours, recording not only what they saw, but also what they felt. Additionally, they researched their areas, meeting with the dean of students, Dean Mathis, the chief administrative officer, David Magida, and the chief of security, Michael Abraham, to discuss issues and concerns and then shared their findings with each other. Improving visual surveillance through targeted outdoor lighting, minimizing obstructed views through shrubbery/landscape trimming, upgrading the blue-light emergency phone system to include geographic location of calls, and clearly separating and demarcating vehicular and pedestrian travel paths were suggested. Actions are now being prioritized and implemented; see report here: http://bit.ly/2cONNwk.

We are in the midst of on-going conversation related to how our School and the larger Norwich community meets the needs of our diverse population to ensure that individual and corporate needs are met whether they are related to culture, ethnicity, physical ability, socio-economic status, generational differences, religious affiliation, gender identity, position, or gender. Our goal is to create a campus of awareness, respect, and inclusion through understanding our strengths and weaknesses and developing recommendations toward this end.

I.1.4 Defining Perspectives

A: Collaboration and Leadership

All School Design Collaborations

At the beginning of each semester, we hold an all-school project that we call "Catalyst". In the fall semester, students work on projects that are assigned within their particular studio by their studio professor and, at the end of the week, we hold an all-school exhibition where everyone in the school has the opportunity to look at what everyone else has produced. This leads to a community-wide discussion and celebration of design.

At the beginning of the spring semester, we hold our annual Spring Catalyst Project during the first week of classes. This Catalyst is an all-school charrette where we divide the students into approximately ten teams and they work toward a solution for a community-based project. This continues our commitment to **collaboration** and **leadership** as a fourth-year student leads each team as captain, and each team is assigned a graduate student advisor. The teams must be run collaboratively with efforts from all students including freshmen. In 2013, students helped with proposals for redesign and renovations to a visual and performing arts venue, The Flynn Center for the Performing Arts, in Burlington, Vermont. The Catalyst culminated in a public exhibition of student work at the Flynn Center (see http://bit.ly/2csVAyB).

In 2014, the students focused on a university project for a new flight of commemorative stairs, titled the Bicentennial Steps. The student collaborated with the CAO for campus facilities and operations, David Magida, on the development of the brief. The final presentation was made to CAO Magida as well as University President Richard Schneider. The student work was given to Facilities and some of the ideas the students came up with were incorporated into the design of the stairs (see http://bit.ly/2csVSWw).

In 2015, the Spring Catalyst focused on campus safety. Students developed many different ideas on how to improve campus safety. Some of the student suggestions are already being incorporated into the campus master plan and a final booklet was produced and is available on our school website (see http://bit.ly/2cWSPsB). In 2016, the Spring Catalyst focused on developing platforms for campus wide communications for both general information as well as a display space for student research projects (see http://bit.ly/2djv0tP). David Magida continued to consult on this year's catalyst, joined by the Director of Undergraduate Research, Professor Amy Woodbury-Tease.

Undergraduate Research Program (See http://bit.ly/2ckmWEt.)

Students have opportunities for research leadership and collaboration. The Office of Academic Research offers fellowships for summer research projects, for which students in the School can apply. Ten-week fellowships come with a $4400 stipend; six-week fellowships are $2600. Additional funding for travel is available. Students work on their projects with a faculty mentor and participate in weekly roundtable discussions with other students across campus who are also doing summer research. Students present their research at the annual Undergraduate Research Symposium in the spring. In the school of Architecture and Art, student research fellows also present their research the following fall to an assembly of students and professors in the school.

Dean's Advisory Council

The College has a Dean's Advisory Council, which meets with the Dean of the College once a semester or on an as-needed basis. As an extension of this concept, the School's Director and Associate Director hold all-school meetings as needed and provide opportunities for students to meet informally. This gives the opportunity for students to canvass their colleagues for issues in need of focus. It also puts in place a mechanism for advocacy where students can effect change within the culture of the School and College.

Design/Build Studios

Each spring semester, we run a vertical design/build studio comprised of third- and fourth- year students that focuses on a community project or a socially relevant research project. These studios are organized so that students are part of the structure that runs the projects. Students work as a team with defined roles so that collaboration runs smoothly. Students from other majors may be academically integrated into teams for these projects, such as Construction Management and Business, which fosters leadership, collaboration, and professional skills across disciplines.

B: Design

Norwich SoA+A is founded on the idea of balance in theory and practice, concept and technique, design and making. Through a comprehensive approach, students gain essential knowledge of architecture from conceptual beginnings to physically building projects. A commitment to social consciousness and the implications of design decisions serve as the foundation for the school's pedagogy. The School is a proponent of knowledge gained through doing and is thoroughly engaged in design/build projects for the community.

Courses take a balanced approach to both the art and science of architecture and we embrace environmental sustainability as part of Vermont's ethos. Lecture classes, seminars, and studios have a clear progression from first year through graduate study in complexity and conceptual depth.

First Year Architectural Design Studios

The first-year foundation experience provides an individual and collaborative framework to develop values, skills, and research and design methodologies in a process of continual refinement that emphasizes method as well as product. Students are introduced through iteration to abstract vocabulary, design principles, visual thinking, aesthetics, principles of composition, and building tectonics. They acquire spatial knowledge through exercises in figure/ground, solid/void, and proportioning systems, all of which are extended in the second semester to include a "sense of place," approach, entry, boundary, and the separation of public and private space. Diagramming for site analysis and graphic, composition and visualization skills are buttressed by concurrent courses SA103 Introduction to Drawing and SA104 Introduction to Visual Design.

Second Year Architectural Design Studios

Students develop iterative skills through an increased understanding and use of parti, plan, section, elevation and detail. They research and produce analytical and generative diagrams and a detailed physical model of a relevant precedent study to explore the relationship of a building to a larger physical and cultural context. Through increasingly complex projects, students address programing, material use, daylighting strategies, siting, and related aspects of integrated design. Built full-scale components exhibit how a building detail can be representative of an initial design concept. Students study how architecture can improve the living/working conditions of occupants and establish a sense of place. Concurrent History/Theory survey courses (FA201, FA202) support the cultural dimensions of this work, while courses in Passive Environmental Systems and Materials and Methods (AP225 and AP325) support the deepening technical knowledge.

Third Year Architectural Design Studios

Third year studios further prepare students for complex comprehensive design projects. Students participate in generating a multistory program with a variety of uses and spaces as well as challenging topography or an accessible urban site. Final projects integrate major building systems, including structure, enclosure, HVAC, vertical and horizontal circulation, egress, and natural and electric lighting. Concurrent courses in Active Building Systems (AP327-238), Site Design (AP221), and the culmination of the History/Theory survey support the more comprehensive nature of these projects.

Fourth Year Architectural Design Studios

Fourth year architecture studios are designated comprehensive: students engage in an advanced research methodology in preparation for thesis, while developing a complex multistory program for an urban site. Final projects should show integration of all building systems, including structure, enclosure, active and passive systems, HVAC, vertical and horizontal circulation, smoke control, fire control, egress, and natural and electric lighting. The visual and verbal representation should be at a professional level. Architecture and Free Electives, Project Delivery and Documentation (AP436), and a History/Theory capstone that also provides an introduction to research methodologies (created by a recent reorganization of the previously four-semester history/theory survey sequence) support this senior year as well as prepare students intending to apply to the MArch program for the elevated standards of graduate studies.

(For more details on the undergraduate design process, see http://bit.ly/2d30aUr.)

Thesis Research and Thesis Design (two semesters)

The fall semester commences a yearlong sequence in which students research and design a building based on a topic or problem of their choosing. During the fall, students define and research their topic, complete the written portion of their thesis, and begin the design process of their project. They select and analyze precedents; write a theoretical statement and a program; select, document and analyze a site; develop partis; and conclude with a schematic design**.** In the spring, the proposed design project is developed fully and presented publically. Electives, Global Issues (AP558), and Professional Practice (AP 533) support this focused, holistic, rigorous, and critical experience.

Integral to the MArch curriculum is a required 6-credit summer internship course, conducted via distance methodologies. Students generally take this the summer after they receive their BSAS degree, but some elect to complete this internship after completing their thesis research and design semesters. The student works within an architecture office or other acceptable internship opportunity (setting A, O or S) and pursues a structured guided inquiry of the firm in addition to performing the daily duties of an employee. Investigations are communicated to the instructor through required papers and interaction with fellow students in the course section takes place through a mediated web-based discussion board. The main coursework (readings and writing) is conducted outside of work time and students have claimed the experience in the office as internship time in addition to the academic credits.

(For more details on the Thesis sequence, see http://bit.ly/2cGRIM5.)

C: Professional Opportunity

We are in the process of reactivating our AIAS chapter on campus, which will afford our students opportunities for leadership in the school as well as at regional conferences. More broadly, students become aware of the profession and are prepared to enter through various and interlocking activities.

These include:

- Presentations from NCARB on the AXP (formerly IDP) program and the path to licensure
- Faculty member who is the NCARB Licensing Advisor in Vermont
- Presentations from Architects and Designers who are not pursuing a "standard" practice
- The School's Board of Fellows engagement in Career Counseling
- Career Day and Alumni weekend presentations and portfolio coaching
- AIAS members serve on the Lecture Committee and the Building Committee
- AIAS members facilitate a Mentor Program and plan the annual Beaux-Arts Ball

Additional connections to the profession are through AIA Vermont:

- The School AIAS Chapter has a seat on the Board of Directors
- AIA Vermont funds two annual Scholarships for a 3rd and 4th year students. The Portfolios are reviewed and the winners selected by an AIA Vermont committee
- The Board of Directors holds an annual spring Board meeting at the School in which they select the "Best in Show Award" of the finishing MArch class to be given at Graduation
- Program Director has a seat on the AIA Vermont Board of Directors
- Faculty member previously on the AIA New England and AIA National Board of Directors, now serving on the AIA Strategic Council

Specific coursework relevant to professional opportunity includes Design/Build Studios, Professional Practice, Construction Documents and Project Delivery, and Architectural Internship. Students normally take the required six-credit Internship course during the summer after they have earned their BSAS degree and as the first stage of the MArch degree. The intent of this seven-week distance education course is for the student to develop a deeper understanding of the nature of profession through practice and reflection. The students are employed during the week. They do readings and interview staff within the firm. Each week there is a topic of investigation and the students have the opportunity to compare and contrast their experience in their firm with other students working in other offices through the on-line discussion. The course is being constantly reviewed to keep the content current with the evolving landscape of contemporary practice.

The Design/Build Studios and Construction Documents and Project Delivery provide experience working for real clients with real deliverables—either documents or a built project. Even their relatively modest scale offers students the full range of activities that are involved in conceiving, documenting, costing and delivering a project in a fixed time line and budget.

D: Stewardship of the Environment

Ideas of environmental stewardship permeate the entire ethos of the School of Architecture + Art. Relevant concepts can be found in every class offered as well as in the faculty development interests of the full-time faculty. These ideas are integrated into the curriculum through collaborative building projects with the School of Engineering and the School of Business, including the CASA Initiative, the Delta T-90 Solar Decathlon house, and the Northfield Outdoor Classroom. Passive House design principles and those of the 2030 Challenge and 2050 Resiliency have been integrated into many design studios and professional courses, including AP436 Project Delivery and Documentation. Several courses have integrated consultations with the students from Passive House Certified professionals currently practicing in the field. Vertical topical studios AP 312 and AP 412 are increasingly focusing on aspects of sustainability; for example, using energy modeling software as integrated in the beginning of the design process rather than once the design is almost completed.

Several of our building science courses such as AP225 Introduction to Passive Environmental Systems are solely based on providing the most current systems and best practices for green design. Regarding faculty development, two of the ten full-time faculty members (20% of the faculty) have completed the PHIUS Passive House certification builder-training course and AIA 2030 series courses have been offered at the School of Architecture and Art at no cost to all faculty and students. An annual trip allows students to attend Better Build in Boston to explore and be exposed to the cutting edge technology in building practices for environmental stewardship.

E. Community and Social Responsibility

The SoA+A's mission is to offer many opportunities for experiential learning and reflection and explores in many dimensions the meaning of making and the making of meaning. The School reinforces the student's ability to think creatively and independently, and reflects the University's ideals to develop citizens with integrity, conviction, and self-respect; educated and motivated to be leaders in service to the community.

Although the University has evolved tremendously during its 197 years, founder Alden Partridge's vision for an "American system of education" that emphasizes critical thinking, integrity, and service to others remains the foundation of the Norwich experience. Lecture courses, seminars, studio projects, Master's Thesis projects, and our lecture series are all examples of vehicles through which the School explores community and social responsibility, a critical aspect of Norwich's architectural program that strongly supports the mission statement. Faculty, staff, and students look for opportunities in the local community and beyond to design class projects that both meet the goals and objectives for the year and serve the public good. Emphasis in this area results in a student body that is aware of the public service aspect of the architectural profession and supports our overall goal for students to become citizen architects.

Norwich University Service Learning (NUSL; http://bit.ly/2d9wMiu) is the coordinating entity at Norwich University for service-learning projects. Norwich recognizes that service learning must include:
- Explicit connections between the service and course objectives (course credit is given for learning, not service);
- Students engaged in activities which meet real community needs and/or goals;
- Structured opportunities for students to critically reflect on their experience;
- Genuine, active and sustained organizational commitment on the part of the college and the community;
- Necessary training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

In Spring 2016, NUSL helped support the SoA+A's Tides Studio: Bridging Borders | Exploring Boundaries, a vertical studio taught by Prof. Wendy Cox in which students studied the existing conditions and history of a once vibrant city on the coast of Maine adjacent to the Canadian border, Eastport, the city furthest east in the United States, discovering strategies for uncovering and revealing ideas of existing places and placeness and how architecture can help influence the vibrancy of a sense of place. The students also explored how architectural design within a place can enhance a place, people's lives and livelihoods, institutions, economies, bring people together, inspire and activate a sense of place.

The Center for Civic Engagement (CCE) was created in 2009 and brings volunteers together with the needs of the community. All programs are student-run and provide learning and leadership experiences while supporting people beyond the campus boundaries. In 2010, an estimated 84 percent of students volunteered for service through the CCE, and involvement and recorded service hours have been increasing each year. When Tropical Storm Irene hit the Northeast in 2011, students volunteered more than 4,000 hours of their time in the Northfield community.

Part of this included the School of Architecture + Art hosting "Re-Building for Flood Resiliency: A Design Charrette" for architects, state agencies' representatives, planners and ecologists, giving background as well as students (see http://bit.ly/2cQ1lQQ). One outgrowth of this effort, "The Property Owner's Guide to Rebuilding for Flood Resiliency," a short guide of composite advice and web resources for property owners in a northern climate following a flood disaster is now available free online: http://bit.ly/2cOPslq.

Architecture students and faculty have been part of the CCE's NU VISIONS Abroad program since its first year, a four-year project to help the small village of Kawit recover from a devastating typhoon. The project includes visits to the Philippines by Norwich students, faculty, and staff through 2018 (see http://bit.ly/2d244zp). Programs such as these demonstrate that service before self is a cornerstone of the Norwich philosophy, and the responsibility of helping others is built into our school character.

Design/Build and its relationship to "building community" has been part of our curriculum since our beginnings. Students in these studios have constructed full-scale projects for local communities, including: a day-camp classroom and community building; a passive solar recreational facility; an outdoor classroom; a passive solar addition to a local library; a Habitat for Humanity house, several portable garden follies; a mobile, solar powered laboratory (see http://bit.ly/2d244zp). These opportunities stress the importance of civic engagement, encouraging students to think through larger environmentally sustainable, social, cultural, and economic themes in their design processes.

One outcome of this commitment to design/build is the Delta T-90—the solar house designed and built by Norwich students from the schools of Architecture + Art, Business and Management, and Engineering led by Prof. Lutz which competed in the U.S. Department of Energy's Solar Decathlon, held in Irvine, California, on October 3–13, 2013. After winning first place in affordability, finishing 12th overall, and receiving the special Byron Stafford award in this international competition, the solar house was relocated to its new permanent home at Frank Lloyd Wright's Westcott House, a National Historic Landmark in Springfield, OH, where it is now used as a design and education space. Norwich faculty and students continue to engage with Solar@Westcott through on-line monitoring of systems and program development and delivery (see http://bit.ly/2csFvJW). This includes a series of design education activities using the Solar House as a learning lab, giving the Westcott House audience an opportunity to engage in dialogue about sustainable practices and gain a better understanding of the opportunities for community improvement presented by creative and innovative design.

In spring 2014, Prof. Stonorov led a team of third and fourth year architecture students in transforming a 21-foot 1969 Airstream Globetrotter into the "Archistream," a mobile outreach, education, and design center for the American Institute of Architects, Vermont Chapter (AIAVT). The Archistream spent the summer inside the ECHO Lake Aquarium and Science Center in Burlington as part of the center's newly launched interactive exhibit on building and design before it hit the road, bringing architecture and design to other Northern New England communities (see http://bit.ly/2ckW7A3).

In spring 2015, Norwich University's College of Professional School partnered with the Northfield Middle High School STAR Program (Students Taking Alternative Routes) to design and build an outdoor classroom. Architecture and Construction Management students led by Associate Professor of Architecture Matt Lutz and Professor of Civil and Environmental Engineering Edwin Schmeckpeper collaborated with high school students led by STAR program faculty Luke Foley and Judy Knapp to create a simple, single-span building that acts as a gathering place on a135-acre woodland adjacent to the Garvey Hill Soccer Field in Northfield. The project and partnership allowed high school and college students to connect with their local and environmental communities and make a positive, lasting impact. Students designed the project, solicited support, wrote grants, and built their outdoor classroom, which affectionately became named 'The Dutch Angle.' It will also serve as a departure point for a future network of trails in the Northfield High School forest (see student-created book: http://bit.ly/2d3bVgq).

With a $20,000 grant form TD Bank, we launched the Creating Affordable Sustainable Architecture (CASA) Initiative in summer 2015 with the School of Engineering. Students and faculty have designed and built CASA 802, a 324-square-foot micro home that provides sustainable, beautiful housing for people from *all* income levels. CASA's immediate and long-term objective is to develop a regionally derived, solar-powered, affordable housing model (see http://bit.ly/2cOQVrN).

These design/build experiences accomplish a great deal, from the direct educational experiences afforded an architecture student to professional collaborations across disciplines and various ways that this program can contribute to a community's health and vitality through quality design and construction.

Ideas and actions related to community and social responsibility are also explored in seminar, studio, lecture classes, and volunteer opportunities such as:

- AP 212 Architecture Design II helped Local 64, a membership-driven co-working space in downtown Montpelier, envision a six-story Center for Constructive Arts. The resulting designs were exhibited in Montpelier as part of an effort to further the discussion of how to build next in Vermont's capital city (see http://bit.ly/2cQ3h1c)
- AP 312|412 design community resource buildings for use in Kabul Province, Afghanistan (see http://bit.ly/2d3bkv7)
- AP 414|514 Seminar in Design designed a new entry for a very important and special military facility in Washington, DC, Knollwood, a continuing care retirement community for retired officers and family members (see http://bit.ly/2dfIwNr)

- AP 436 Project Delivery and Construction Documentation completed construction documents for a Habitat for Humanity House now under construction (see http://bit.ly/2cQ6AW6) as well as design and documentation projects for two Northfield, VT, welcome signs and an electric bicycle charging station
- AP558 Global Issues in Design established connections between global environmental, social, and educational issues with the work of local entrepreneurs and educators (For one example, see http://bit.ly/2csGNo7)
- Prof. Angelo Arnold and students participated in Waterbury's River of Light, a Community Lantern Procession, working with students at Thatcher Brook Primary School and artists from Central Vermont, to create and display paper lanterns (see http://bit.ly/1SA2VsC)

The School has an on-going relationship with Yestermorrow Design/Build School. We continue to support and host the workshops and conferences of the Vermont Design Institute. Norwich twice hosted the AIA/ACSA Summer Institute on Practice and Education. We have also developed a partnership between Frank Lloyd Wright's Westcott House Foundation (WHF) and the School that enables the WHF to use the Norwich University student designed and built Solar Decathlon home as an educational facility for their newly launched Westcott Center for Architecture + Design and provides on-going educational and internship opportunities not only for our students, but also to a broader community of learners interested in architecture, sustainability, and design. These experiences produce real world feedback for our students and give Norwich University both regional and national exposure.

We have also begun partnering with other Norwich entities to co-sponsor programing. Since 2014, we have helped take poetry across disciplines with the Center for Peace and War, the College of Liberal Arts, and the Department of English & Communications by participating in Poem Campus every April (see http://bit.ly/2cnsX83). In fall 2014, we co-sponsored a lecture by Andy B. from Kill Shakespeare with the Norwich Writers Series (see http://bit.ly/2d9ARDg). In fall 2015, The School of Architecture worked with the Campus Activities Board and the College of Liberal Arts to bring José Galvez, Pulitzer Prize winning Latino documentary photographer and author of "Shine Boy," for two separate presentations and a 2-week exhibit of his photography in the Chaplin Hall Gallery as well as Jazz flutist Gary Stroutsos, whose performance included American Indian music with Chinese, Cuban and American Jazz stylings interspersed by faculty poetry readings.

As evidenced by recent graduate thesis topics, students are incorporating ideas related to community and socially responsibility into their design thinking. Recent thesis projects include:
- Karla Brent, "Supporting Rocinha: A Network of Water for a Self-Built Community;"
- Brendan Brogan, "Self-Sufficient Food Sources in the Urban Environment;"
- Ben Gedney, "Designing for Short-Term Retention: An Architectural Approach to Relieving Symptoms of Alzheimer's;"
- Kimberly Lynch, "Inclusive Architecture for Autism;"
- Rachel Opare-Sem, "Bridging the Gap" (on modern vernaculars in Ghana);
- Sarah Patrie, "Wounded Warrior: A Facility for the Treatment of Veterans who Suffer from PTSD in New Mexico;"
- Jessica Welsh, "The Mobile Children's Museum;"
- Shannon Haggerty, "Transform Fault: Promoting Education and Relief through the Interaction of Tectonics;"
- Lealoni Coathup-Wilmott, "Collective Community: An Architect's Role in Change."

I.1.5 Long-Range Planning
The SoA+A's long-range planning is coordinated with university- and college-wide planning structured within the plan for the university's bicentennial: the NU 2019 plan, which originally addressed the 5 I's:
   I.   Improve learning
  II.   Inspire students
 III.   Information technology for all
 IV.   Invest strategically
  V.   Internationalize the campus

These five I's, reaffirmed in the NU 2019 Plan Update that was approved by the Board of Trustees in early 2014, are reflected in the School's Academic Plan and will continue to focus Norwich's energies and resources. A recent review of these five priorities indicates that the University has achieved or exceeded most of the goals set for them except for Internationalization. (See http://bit.ly/2dcaYmh.)

The five strategic themes -- Academic Enhancement, Experiential Learning, Leadership, Currency of Technology, and Innovation, will determine our goals and actions for the next five years. These themes allow us to preserve the core mission of the University while also extending and expanding our activities within the possibilities afforded by new technology and new thinking in education.

The School's most recent draft of our Academic Plan (see http://bit.ly/2cEhRb2) relates to the CoPS plan (see http://bit.ly/2daL1PL and http://bit.ly/2d1eJZZ) and is organized along 2-year, 5-year, and 10-year long-range planning goals that relate to:

1. Leveraging the success of our design/build program and continuing to collaborate across disciplines to develop students as "citizen architects" (Improve learning, Inspire students, Information technology for all, Invest strategically)
2. Increasing diversity and internationalizing the School of Architecture + Art by developing study abroad opportunities and attracting minority and international students (Improve learning, Inspire students, Invest strategically, Internationalize the campus)
3. Developing a hybrid of on-line/on-campus options that would enable students across majors, alumni, and professionals seeking continuing education to develop expertise in computer-based design technologies and/or enhance their digital design skills and rendering capabilities

In addition, an annual report (see http://bit.ly/2d5zfKg and http://bit.ly/2dazAY9) written by the Director is used to develop objectives for student learning and also conveys developments in the following areas: Academic planning, Study Abroad, Design-Build, Community Engagement, Technology and Equipment, Admissions and Retention, Facilities, Studio Art, Professional Development and Research, Professional Outreach, Promotion and Tenure, our ongoing relationship with Construction Management, Development, our Board of Fellows, and Assessment and Accreditation. It is the result of input by the faculty from monthly meetings, annual retreats, and a year-end, collective de-brief as well as updates and recommendations from our School Curriculum Committee and our Thesis Research Committee. Student input is received through all-school meetings, an ongoing open door policy for articulating needs, and student evaluations.

The report and plan are sent to the Dean of CoPS who includes them in the college-wide annual report and college-wide academic plan. Our Board of Fellows advisory board is also briefed on the annual report and current goals and provides input, which has led to strengthened alumni relations, improved networking opportunities for students, and development of a job-shadowing program. With them, we have initiated an alumni review/survey system in order to receive feedback from graduates as to how our program has been successful in preparing them for work (see http://bit.ly/2cJjKoD). Our long-range plan includes a goal to obtain feedback from more than 50% of our graduates.

The five perspectives inform our long-range planning in various ways. Our long-rang planning focus on leadership has included our goals to include a community wide charrette into every spring semester. We have just re-instituted a student-led student-to-student mentorship program and are revitalizing our AIAS chapter. We encourage participation in the Undergraduate Student Summer Research Fellowships. In addition, the University created a new leadership development program that will be taken by all new students (see http://bit.ly/2cIzyIq).

Our long-term goals for preparing students for the professional environment include increasing participation in our annual career fair, resume and portfolio reviews with alumni, and interview training on campus. We have begun and will enlarge our career mentorship program with our Board of Fellows and alumni. As IDP changes, we continue to have representatives from NCARB come to campus.

Our long-range planning for environmental stewardship continues our tradition of being on the forefront of green building. We include energy modeling and daylight modeling software (including Sefaira) into design studios. We also developed a simple energy modeler in Excel that is now available to all students in their junior year. Additionally, we have adopted the guidelines of the 2030 Challenge into our upper level studios. As the expectations for using less energy in the future continues, we will be continuing this mission.

Finally, our long-range plans for our Design/Build program and our commitment to community and social engagement continue the successes we had with our Solar Decathlon Delta T-90 house. Our long-range goals remain to build at least one high-performing affordable house each year as a model for affordable, green housing in Vermont. The College of Professional Schools continues to lobby the University for a shared making space. Construction for this space, called the Colaboratory, was started in fall 2016 and appears to be on line for 2019. This will be a center for sustainable and resilient design, which will include collaboration between engineering and architecture (see http://bit.ly/2cx1r7n).

I.1.6.A Program Self-Assessment

The School has a designated Assessment and Accreditation Coordinator who receives a 3-credit class release time to fulfill responsibilities, including:

- Attending NAAB conferences/trainings to stay updated on accreditation requirements/processes;
- Writing and submitting Annual Statistical Reports for NAAB;
- Writing and submitting Interim Progress Reports for NAAB;
- Collecting (from Graduate Program Director) the assessment data for Master's Program statistics including results from Portfolio Reviews, Employer Evaluation Forms, and Thesis Final Review Forms;
- Serving on the University Assessment Committee; and
- Updating SPC matrix and coordinating criteria with internal School assessment forms.

Prof. Eleanor D'Aponte has served in this position since the last accreditation visit.

In addition to responding to the Norwich 2019 Plan, other university mechanisms in place for program assessment and evaluation include:

- a six-year self-study for the University Curriculum Committee (UCC),
- the School's Annual Report to the University Assessment Committee,
- and the Director's Annual Report to the College Dean.

University Curriculum Committee

Every six years, each academic program is scheduled to prepare a self-study following the format prescribed by the UCC. Disciplines without degree programs are encouraged to prepare self-studies. The self-study (including outcome assessment materials), the findings of an outside evaluation, and the program's response to the external evaluation are submitted to the UCC, which forwards these materials and its recommendations to the Senior Vice President for Academic Affairs (SVPAA). Each self-study must include direct and indirect assessment metrics for their student outcomes, and the process for improving the program based on the assessment results. Programs reviewed by outside accrediting agencies may use their external reviews as part of this University academic review.

The School's Annual Report to the University Assessment Committee

An annual report that includes a summary of where University General Education Goals #1, #6 and #7 have been assessed is submitted to the University Assessment Committee. University General Education Requirements are outlined in the catalog (see http://bit.ly/2ca2Mgp).

Beginning in 2010–11, FA201, FA202, FA308 and FA309 were cited to assess General Education Goal #1: *Students must be able to write with clarity and precision, and read and listen with comprehension. They must be able to exercise the skills of independent inquiry, that is, to find, analyze, synthesize, and critically evaluate information.*

AP436 assesses General Education Goal #6: *Students must be able to think critically and make ethical decisions. Critical thinking begins with integration of course work from all general education areas and culminates in the capstone course in each major. Ethical decision-making begins with adherence to the honor code. Students must be able to recognize ethical issues and articulate ethical decisions. This will be achieved in a course that includes the requirement that students deal with ethical ambiguities and articulate ethical decisions.*

SA level 1 and 2 courses can be taken by the academic community to fulfill general Education Goal # 3: *Students will possess a knowledge of and appreciation for the variety of human expression found in cultures and civilizations of the United States and the world. This will be achieved by requiring all students to take one course in history, one course in literature, and one course in arts and humanities.*

The faculty teaching FA 201, FA 202, FA 308, FA 309, and AP436 form an ad-hoc subcommittee on an as needed basis to support meeting these important requirements. These reports are posted on the NU Assessment Committee SharePoint site and can be viewed here (see http://bit.ly/2d5EGZD).

Internal school mechanisms include: the Year-End Program Review, the School of A+A 'plain language' document (in development), the NAAB Annual Report.

The Year-End Program Review

The Year-End Program Review happens annually at the end of the Spring Semester. It is a meeting structured for evaluating all studio and lecture/seminar courses from first-year through graduate. Typically, the faculty member (or faculty team) outlines the projects and the successes and difficulties. In response to the oral presentation by the studio professor and the evaluation summary, other faculty members make observations and recommendations. Emphasis is placed on building effective connections between specific studio levels and concurrent courses in the curriculum. The minutes for this Year-end Program Review are published and distributed.

The School of A + A "Plain Language" Document

The School of A+A is developing a 'plain language' document that communicates the main goals and objectives of each studio level. This document has been reviewed by the faculty and is designed to help communicate expectations to all faculty. (For examples, see http://bit.ly/2dy84V7)

The NAAB Annual Report

In 2013, an Interim Progress Report was submitted. Since fall 2014, an Annual Statistical Report has been prepared.

Internal evaluation documents include: (Details on these are found here: http://bit.ly/2ct7FUt.)

- A+A Studio Assessment Form (see http://bit.ly/2cnt9iL)
- 3rd-year Portfolio Review Form (see http://bit.ly/2cSYNqW; see also http://bit.ly/2cT069h and http://bit.ly/2d1kqHm)
- 4th-year Portfolio Review Form (March admission; see http://bit.ly/2daKzAK)
- Thesis Evaluation Form, (see http://bit.ly/2cvcOfc)
- AP531 Employer Appraisal Form (see http://bit.ly/2daIm8I)
- AP531 Self Evaluation Form (see http://bit.ly/2cvaC7z)
- Faculty Annual Report (see http://bit.ly/2cnrsC3)

- Director's Annual Faculty Evaluation (see http://bit.ly/2cXbLlE)
- Student Class Evaluations (generated electronically by the University; see http://bit.ly/2d1hWc0)

With the help of our Board of Fellows, we also conducted a survey of school alumni in 2015-2016 to provide additional, long-term and on-going assessment of our program goals (see http://bit.ly/2cJjKoD).

Other vehicles by which we assess the program include demonstrated outcomes shown in public presentations, exhibitions, and review of work produced by students and other informal assessments such as tracking research and writing skills. (Details on these are found here: http://bit.ly/2cpj8b0.)

Our program self-assessment activities help inform our long-range planning, curriculum development, learning culture, community outreach, and alumni involvement.

I.1.6.B Curricular Assessment and Development

NU Assessment Committee

The Norwich University Academic Assessment Committee provides oversight of the processes involved with academic assessment at Norwich University, acts in an advisory capacity to each School, and provides a repository for completed assessment reports from each School and regularly uploads information to a SharePoint site. The Norwich community may access this site from http://my.norwich.edu/ via the team site tab. The documents on this site are intended to serve as a source of assessment information and as a resource. Committee meetings are open to the University community. The Committee is composed of the Associate Vice President for Academic Affairs (AVPAA) and at least one representative from each school. The Committee may add other interested faculty and staff as members. The AVPAA serves as committee chair and the position of Secretary is elected annually.

The goal of academic assessment is to assess how well Norwich University achieves its stated academic outcomes and to use these assessments for improvement. The faculty of each School has the responsibility of identifying Student Learning Outcomes, assessing those Outcomes, and implementing required improvements based on the assessment results. The Committee produces an annual report at the end of each academic year to the SVPAA that includes recommendations for action.

Section 2—Progress Since the Previous Visit

Conditions Not Met from the Most Recent Visiting Team Report

I.1.3.C Architectural Education and the Regulatory Environment

2011 Visiting Team Assessment

The School is cognizant of the need for students to establish an NCARB file. The Intern Development Program and the school have a new, recently appointed IDP coordinator. By virtue of a high percentage of full time faculty being registered as well as all adjunct professors, student's benefit from their practice and teaching perspectives as registered professionals. There is a close relationship between Vermont practitioners and the school through AIA Vermont's holding a meeting annually on campus. However, very few students are aware of or enrolled in IDP, and there seemed to be little to no understanding of the requirements of the ARE.

2016 Program Response

The School continues to support student understanding and awareness of IDP. An IDP overview lecture is repeated annually to introduce the first and second year students to the process. In October 2013, NCARB Director of IDP Martin Smith covered the licensure process, from attending a NAAB accredited school through IDP and the ARE to state registration. The talk was recorded and resides in the school video library where it is available to all students and faculty. In October 2015, Kimberly Tuttle, an alumna of the School of Architecture + Art and Director of Leadership and Career Services of the American Institute of Architecture Students (AIAS) gave a presentation as part of the school lecture series (see http://bit.ly/2cmnQoQ). In February 2016, Harry Falconer, Director of Experience and Education for the National Council of Architectural Registration Boards (NCARB), presented "Designing Your Future: Creating Value in Your Career". Falconer discussed the process of becoming a licensed architect, which involves completing a thorough Intern Development Program (IDP) designed to expand the range of student experiences (see http://bit.ly/2cGor5Y). The School IDP coordinator attends NCARB's IDP Coordinators Conferences and continues in his role as the Education Coordinator for VT.

Conditions II.1 (Student Performance Criteria)

A.10 Cultural Diversity

2011 Visiting Team Assessment

Student work in FA201 Architectural History/Theory I, and FA202 Architectural History/Theory II show an understanding of social and spatial patterns as they relate to cultural diversity. Additionally AP222 Human Issues in Design shows an understanding of behavioral norms and physical abilities of western culture and begins to show insight into other cultures through a series of reading assignments and presentations, however there was no evidence of student understanding as this course is in its first semester of instruction as this assignment has yet to be completed. In addition, understanding of the diverse needs, values, behavioral norms and physical abilities of cultures outside of western culture and the implication of this diversity on the societal roles and responsibilities of architects has not been adequately shown.

2016 Program Response

This condition continues to be covered in FA 201, FA 202, FA 308, and FA 309, the four-semester architectural history/theory sequence, as well as AP 222 *Human Issues in Design*. In FA 201, a paper assignment entitled *Architectural Traditions beyond the Mainstream* requires the development of a topic outside the mainstream traditions of Europe and the Near East. FA 308 and FA 309 each explore issues of architecture and identity through drawing, reading, discussion, and student presentations, which have even included musical raps. Students in AP222 students read and discuss relevant chapters on Cultural

Proxemics from Edward T. Hall's *The Hidden Dimension*. Through these readings and others, they develop a project that challenges or transforms an accepted behavioral norm or fosters an alternative reading of an everyday object, artifact or article of clothing. Additional assignments have included reading a selection of non-fiction texts that address the complexities of cultural identity and researching design guidelines of culturally diverse buildings to develop an understanding of the implication of diversity on the societal roles of architects.

Additionally, we are working with the University Curriculum Committee to make study abroad a requirement for our undergraduate architecture students to encourage students to gain a personal understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals. Starting in 2005, architecture students participated in semester and summer programs in Berlin, Germany, run through Lexia. Norwich University has now taken over this program and transformed it into CityLab: Berlin. Drawing on the city's history and wealth of visual resources, Norwich University's Berlin Program offers unique insight into the history and practice of architecture and design, presents new cultural perspectives, and examines both local and global design issues through a combination of studios, in-depth coursework, field trips and cultural site visits (see http://bit.ly/2d8A5So and https://www.facebook.com/norwichinberlin/).

We also have developing reciprocal relationship with Shandong Jinzhou University (SDJZU) in Jinan City, China, and welcomed the first seven students from this program in the spring 2014 semester - students also joined us in spring 2015 and spring 2016. These students were enrolled in AP222 cited above and more opportunities for discussions about cultural competency and identity are being developed. Our students and faculty have also taken advantage of opportunities to travel through NU Visions Abroad, Norwich's International Service Learning Program (see http://bit.ly/2cNwV8Y).

B.5 Life Safety

2011 Visiting Team Assessment

Based on supplemental information, coursework in AP 436 *Project Delivery and Documentation* covers the basic understanding of code analysis processes. However, little or no evidence of student ability to carry over coursework knowledge incorporating life safety design requirements into studio projects. Evidence of ability to consider proper exiting quantities, locations, travel distances and associated fire assemblies was lacking. Ability to determine proper fire resistances, fire protection systems, fire separations, etc. was not demonstrated in the student work.

2016 Program Response

The issues of life safety continue to be addressed in AP436 and in the Comprehensive Design Studios AP411 and AP412. A "plain language" document has been developed to better communicate the goals of these studios for all faculty teaching Comprehensive Design Studios and multi-level studios. The document also supports faculty teaching in CityLab: Berlin since many students travel during a fourth year semester. The document refers specifically to the Comprehensive Design Studio aka Fourth Year Design Studios and states:

 "Fourth year architectural design studios are designated comprehensive: students engage in an advanced research methodology in preparation for thesis, while developing a complex multistory program for an urban site. Final projects should show integration of all building systems including structure, enclosure, active and passive systems HVAC, vertical and horizontal circulation, smoke control and fire control and egress, and natural and electric lighting. The visual and verbal representation should be at a professional level. The building design and representation are expected to demonstrate the following:
- Precedent analysis through diagramming,
- A minimum of 3 different *partis* and multiple iterations throughout the design process,
- The use of symbol, metaphor, allegory, or narrative in the design process,
- A detailed site analysis and a design response to social, economic, and urban site conditions,

- Building elevations showing construction methods, rhythm, proportion, light and shadow, materiality and component sizes,
- Building section that demonstrates spatial complexity, natural and electrical lighting, floor and roof construction, horizontal services, and a relationship to site conditions,
- A structural system evidenced in the plan, section, and models and a 3-d drawing or model of the system,
- Code compliant egress and diagram of fire resistant assemblies and path of travel,
- Detailed wall section showing assembly practices,
- R-Values, shading strategies and energy performance,
- Hourly and seasonally responses to climatic conditions, and
- Delight/*venustas.*"

B.6 Comprehensive Design

2011 Visiting Team Assessment

The projects displayed in the Team Room meet this criterion, although these have some problems in association with several of the criteria constituting the holistic intention of Comprehensive Design. However, the low pass work does not meet the criterion. All three of the projects included in the low pass file drawers are seriously deficient. The team recognizes that this studio is taught in the fall semester of the third year and wonders if a later semester in the curriculum might lead to more successful results. A later semester would involve students who have the benefit of the hands on approach and teaching evident in the topical studios and can be applied to design projects at that time. The team notes that the topical studios demonstrate a better example of comprehensive design. However, the fact that they cannot always be easily attributed to an individual or all students makes it hard for these to be used for this evaluation.

2016 Program Response

In 2011 the SoA+A identified AP411 *Architectural Design V* as evidencing NAAB Comprehensive Design criteria and Norwich General Education Goal #7. In fall 2012, a subcommittee was established to resolve issues around enabling all students to meet this requirement. The committee met often throughout the year, and the issues were resolved and agreed upon at the end of year faculty retreat in May 2013. The strategy was outlined in the 2013 IPR. In practice, the proposed structure of having two spring studios AP412 and AP413 was too complex. However, the study supported a school-wide cultural shift in the understanding of the expectations for Comprehensive Design Studios which was strengthened and is better understood by faculty and students alike.

The Associate Director reviews building programs and studio project statements with faculty teaching AP411 and AP412. Faculty advisors encourage students to study abroad in the spring of their third year, although this is not always possible. Increased communication with faculty in City Lab: Berlin has better aligned studio expectations. The Studio A+A Assessment Sheet is used to assess AP411 and AP412. Finally, discussions between the School Director, the Associate Director, and the Faculty at the Year-End Review is a vehicle by which studio outcomes for all year levels, but 4th year in particular, are assessed.

Plans/Progress in Addressing Causes of Concern

2011 Visiting Team Assessment

A. Information Technology Issues—The program is suffering from a serious problem with its lack of web presence. Given the shortcomings of the university's website, the school had to develop a kind of phantom or unofficial site (http://norwicharchart.com). It is vitally important for the university to address these problems. The team suspects that the drop in enrollment is at least in part a result of this lack of presence. There are also shortcomings in support for students and faculty in the digital

work they must do as emerging professionals in the field of architecture. While there are resources such as plotters, printers, scanners, and laser-cutters, there is no dedicated staff person to support this work and routine maintenance or upgrade work.

2016 Response

The university, college, and school web pages are much improved since the last visit. The University Office of Communications has a healthy web presence and is a resource (see http://bit.ly/2cOLMym). The College newsletter provides an additional resource for collaboration and assessment (see http://bit.ly/1f0hfZN). The school web site continues to host important information including videos from the school lecture series (see http://bit.ly/2cmr5MW). The school runs and maintains the "FabLab", located on the fourth floor, with laser cutters run by student monitors and overseen by faculty. Architecture work/study students staff the FabLab for approximately 18 hours a week. The School continues to seek approval to hire a professional staff person who would support these facilities and the other digital design equipment within the School. Similarly the RAVE House on Disney Field houses the CNC machine and is overseen by School of A+A faculty.

All CoPS students have access to CAD Learning to provide students (and professors) self-directed opportunities for learning Revit, AutoCAD, and a host of other programs. Increasingly, students from Construction Management, Engineering, and other program are using the School's equipment, so we are moving towards a shared plotting/large format printing center.

2011 Visiting Team Assessment

B. Design/Build—As one of the most important developments within the school in recent years, the university has invested wisely in these initiatives. If the space for full-scale construction is not built soon a missed opportunity to advance the Program's stature and contributions to the community will result. Students resort to using existing facilities for design/build work, thus negatively impacting the availability of space for others-and space is tight in the first place. The shop in the building was designed as a model shop and it is incapable of accommodating the increased demands associated with these initiatives.

2016 Program Response:

The School continues to make strides in this area in spite of the lack of a heated indoor build space. More than a year after successfully competing in the US Department of Energy's Solar Decathlon, Norwich's Delta T-90 House continued to garner attention, winning the Vermont Chapter of the American Institute of Architects (AIAVT) 2014 People's Choice Award in December and a 2015 Environmental Merit Award in "recognition of exceptional work and commitment to the environment" from the New England Office of the U.S. Environmental Protection Agency at this year's Earth Day ceremony in Boston.

The Archistream, the rehabbed 1969 Airstream Globetrotter trailer reimagined by SoA+A students and Prof. Tolya Stonorov into a mobile design classroom and resource, spent the summer of 2014 inside the ECHO Lake Aquarium and Science Center in Burlington as part of the center's new interactive exhibit on building and design before it hit the road, bringing architecture and design to other Northern New England communities. It earned a Citation Award in the 2014 AIAVT Excellence in Architecture Design Awards in December. Students from CoPS designed and built an outdoor classroom for Northfield High School.

In mid-January 2015, SoA+A students under the guidance of Assoc. Prof. Matthew Lutz met with Northfield High School S.T.A.R. program students to discuss the design and construction of their outdoor classroom. In fall 2015, Construction Management students in Prof. Ed Schmeckpeper's Structural Issues for Construction class designed and installed a foundation. The classroom was completed in April 2015 and will become the departure point for a future network of trails in the Northfield High School forest.

In January 2015, CoPS received a $20,000 grant from TD Bank through the TD Charitable Foundation to fund the development of affordable solar houses by students and faculty in the SoA+A and the School of Engineering. The grant will support the Creating Affordable Sustainable Architecture (CASA) Initiative, a new program that focuses on research and development of affordable alternative-energy housing in Vermont. The CASA initiative supported a team of Engineering and SoA+A students and faculty who built the "Micro House" of approximately 340 square feet, including a bathroom and kitchen. Norwich architects and engineers aim to develop a modular system of "micro houses" that can stand alone or be combined to create larger, cohesive structures depending on the needs of the occupant (see http://bit.ly/2cWFbpl).

The design/build experiences allow for direct educational experiences to an architecture student as well as professional collaborations across disciplines and various ways that this program can contribute to a community's health and vitality through quality design and construction. Additionally, they give the School local, regional, national, and international exposure. Design/build, and the opportunity to build on the collaborative relationship among architecture, engineering, construction, and business programs, should be a critical focus of investment.

We have established valuable experience that has already received national recognition. To sustain this we need to resolve the issue of shared indoor assembly space referred to in the 2011 VTR. A shared shop and assembly space off campus continues to be pursued by the Dean to collectively support the architecture, construction management, and engineering students for larger and collaborative design/build and construction projects. Interim solutions that have sustained the design/build efforts thus far are temporary and do not include adequate utilities or services but will be addressed by the construction of the Colaboratory: http://bit.ly/2cx1r7n).

2011 Visiting Team Assessment

C. Construction Engineering Management program - this collaboration and shared use of space in the architecture program building is both exciting and potentially damaging. It is especially taxing already heavily loaded faculty teaching time and this issue needs to be addressed before it becomes an even larger problem.

2016 Program Response

A distinct section of AP111 is now being offered in the spring to CEM majors in lieu of the 1/3 architecture students to 2/3 CEM students that had occurred in AP111 for several years. The mixed major population alo inspired the creation of a new required Art Foundation SA103 and SA104 sequence, which started in fall 2014, for architecture majors only. This course extends over two semesters and reinforces two-dimensional and three-dimensional concepts presented in studio.

Changes or Planned Changes in the Program

2016 Program Response

Since our last accreditation visit, we have a much improved website as well as updated, effective promotional materials for recruitment. There have been many opportunities for collaboration.
The dean search for The College of Professional Schools (CoPS), which includes the School of Architecture + Art, was completed in 2013 and the College has had three years to grow into its new alliances. Administration has remained consistent for these three years, giving the school stability and allowing for a strong culture of design/build and collaboration to grow. The College Dean is Aron Temkin, the former head of the School of Architecture + Art. The Director of the School of Architecture + Art is Cara Armstrong, Lecturer; the Associate Director is Danny Sagan, Associate Professor.

Since fall 2012, the School has been hosting an annual juried regional high school art exhibit, which both supports young art students and fosters new connections between the School and regional high schools.

The Associate Director invests much time and energy in attending career fairs nationally and locally as part of a vigorous recruitment effort. In fall 2013, we filled two full-time positions with accomplished faculty. Tim Parker is an architect and architectural historian teaching history and theory core courses and upper level seminars in history. Tolya Stonorov teaches design/build studios. Both successful hires enrich positions that support our long-term goals and mission. Since the last visit the University teaching load has shifted from a 4-4 load to a 3-4 load with an increased expectation of research and publication. This change went into effect in fall 2015. The College of Liberal Arts will be moving eventually to a 3-3 load but the SoA+A will remain 3-4.

Summary of Activities in Response to Changes in the NAAB Conditions

In response to the new conditions, we examined each course and evaluated how it addressed the new SPC as compared to the 2009 conditions. While the curriculum was not materially affected by the new SPC, we have made changes to the SPC matrix since the last visit as we continue to fine-tune our curricular goals.

In particular Realm C, C.3, Integrative Design replaces Comprehensive Design in the 2014 conditions. This criterion is evidenced in AP411 and AP526. Our goal is that both AP411 and AP412 are of sufficient complexity to achieve the learning outcomes of this SPC. The complexity of 4th year studio courses in CityLab: Berlin has been strengthened, and plans are in place to continue to reinforce this relationship.

SPC D.1 Stakeholders Role in Architecture, which is evidenced in AP531, the internship course, and AP533, is a strong cultural tenet of many studio projects and school events, in particular design/build projects.

We are in the first year of a reorganization of the history/theory survey sequence so as to ensure better research and writing skills over the duration of the undergraduate program as well as to better prepare students who go on to the MArch for the rigors of graduate studies. Previously organized over four semesters, the history/theory survey sequence now encompasses the survey proper (pre-history through the bulk of the 20th century) in three courses FA201, FA202, and FA308. The first two courses will remain in 2rd year; the third course stays in 3rd year, normally in the fall. Seniors will now take FA309 in its new form: a capstone history/theory course that will look back at the survey from the standpoint of contemporary theory and incorporate criticism in light of contemporary (not truly historical) architecture. This course will also serve as an introduction to research methodologies and will not only better prepare students going on to the MArch for their Thesis research but also better equip those not going on to the graduate program with valuable research skills for professional practice.

We are also laying preliminary plans for a staged introduction of an MArch degree open to graduates in fields other than Architecture. This would benefit current BSAS and BSAS + MArch students by increasing the diversity of the student body with respect to academic background and life experience. It would also support greater long-term sustainability of the Program by opening the School to a larger pool of potential applicants and strengthening the graduate section of the School (which is where growth seems most likely).

Section 3—Compliance with the Conditions for Accreditation

I.2.1 Human Resources & Human Resource Development:

Faculty

Faculty matrices for the past four semesters are here: http://bit.ly/2cuKM5m.

Support for faculty, in addition to that provided through the University Senate's Faculty Development Program described in Section 3 of the Faculty Manual, includes resources from the Senior Vice President for Academic Affairs (SVPAA)'s Chase Scholarship Initiative Program funded by the Chase Endowment for Academic Excellence as well as support for obtaining and managing external grants and contracts (see http://bit.ly/2cO1trd). Support for students comes primarily from our Undergraduate Research Program (see http://bit.ly/2ckmWEt) that supports the involvement of students in original research, scholarship and creative work, both here on campus and also in off-campus settings.

Norwich University's Office of Academic Research serves faculty and students by providing access to internal and external resources to support their research and other scholarly activities.
Internal funding opportunities for Norwich faculty include the following endowed programs:
1. Faculty Development Program under the oversight of the Faculty Senate;
2. Chase Scholarship Initiative Program under the oversight of the SVPAA and Dean of the Faculty; and
3. Recovered Indirect Cost Program supported from external grants and managed by the AVPR.

The Office of Academic Research provides support for faculty seeking external funding for research in the form of a full time Director of Sponsored Programs who offers both pre- and post-award support. Faculty are encouraged to develop their tailored *Request for Proposals* notification system by working with Mina Peshavaria to get set up with access to the SPIN database that includes announcements from more than 10,000 global sponsors (see http://bit.ly/2cPjST5).

Each year the Office of Academic Research produces a report of activities in an effort to communicate the scope of the various types of scholarship being done by our faculty and students. The most recent report on-line is titled *Expanding Our World: A Collective Quest*, and highlights a wide variety of activities, products and awards (see http://bit.ly/2ckncDs).

Recent faculty recognition through the Office of Academic Research includes the following:

2016
1. Cox, Wendy. "Collaborative Comparisons: Walter Gropius and Ai Weiwei," Society of Social Studies of Science, Denver, CO.
2. Cox, Wendy. Passive House Builders Training Course, Waitsfield, VT.
3. D'Aponte, Eleanor. ISOFF-IAS Future Visions, Amsterdam, Netherlands.
4. Galligan-Baldwin, Jason. Journey across Boundaries.
5. Lutz, Matthew. "A Year in the DeltaT90: Post Occupancy Data from the Westcott Center for Architecture and Design," North American Passive Hour Conference, Chicago, IL.
6. Parker, Timothy. American Academy of Liturgy (NAAL), Houston, TX.
7. Parker, Timothy. "Moving Pictures: Images across Media in America Visual and Material Culture to 1900," American Antiquarian Society Fall Conference Worchester, MA.
8. Parker, Timothy. InterFaith Youth Core (IFYC): Interfaith Studies: Curricular Programs and Core Competencies, Thousand Oaks, CA.
9. Parker, Timothy. On the Art and Architecture of Religious Pluralism.
10. Schaller, Arthur. "Billboard Buildings: Collage and Mixed Media Works," College of Architecture and Planning, Muncie, IN.
11. Stonorov, Tolya. AIA VT Awards, Montpelier, VT.
12. Woolf, David. Constructed Image Photography.

2015

1. Cox, Wendy. "Tracing Intentions: The Founding of TAC - The Architect's Collaborative," History of New England Lecture Series, Cambridge, MA.
2. Cox, Wendy. Revisiting CASE Conference. Cambridge, MA.
3. Cox, Wendy. Architects Collaborative Annual Alumni Celebration "Gropfest," Cambridge, MA
4. D'Aponte, Eleanor. Purchase of materials associated with practice of fabric forming project.
5. D'Aponte, Eleanor. "Casting with Fabric: Craft, Structure and Poetry," National Conference on the Beginning Design Student, Houston, TX.
6. D'Aponte, Eleanor. ACX 2015 Conference, Burlington, VT.
7. Galligan-Baldwin, Jason. Travel and supplies related to painting and visuals on Burnside and FDR DIY Skateboard parks.
8. Galligan-Baldwin, Jason. Packing and shipping expenses related to transport 5 mixed media images to three juried exhibitions.
9. Lutz, Matthew. "Testament and Evidence: Designing and Building for Policy Change," 9th Annual North American Passive House Conference, San Francisco, CA.
10. Lutz, Matthew, Presentation of Delta T 90 Solar Decathlon house project, ACSA Fall Conference, Halifax, Nova Scotia, Canada.
11. Parker, Timothy. Tours of modern churches, Docomomo-US/New England Vermont Modern Architecture, Burlington, VT.
12. Parker, Timothy. Chair session, College Art Association Meeting, New York City, NY.
13. Parker, Timothy. Roundtable presenter, Society of Architectural Historians Annual Meeting, Chicago, IL.
14. Sagan, Daniel. "On Schedule: Teaching Design/Build within Tight Time Constraints." London, England.
15. Schaller, Arthur. Supplies for exhibitions at Sullivan Museum and Studio Place Arts.

2014

1. D'Aponte, Eleanor, National Conference on Beginning Design Student, Chicago, IL.
2. D'Aponte, Eleanor. AIA VT/CSI VT ACX 2014 Technology Conference, Burlington, VT.
3. Galligan-Baldwin, Jason. Burnside: The Original Do It Yourself (DIY) Skatepark.
4. Hoffman, Michael. National Council of Architectural Registration Boards, Miami, FL.
5. Hoffman, Michael. "Taking Design to Heart," American Institute of Architecture, New England Regional Conference, Worcester, MA.
6. Lutz, Matthew. "Better Buildings by Design," Efficient Vermont Conference, Burlington, VT.
7. Lutz, Matthew. Westcott House Grand Opening for Delta T 90 Solar Decathlon House, Springfield, OH.
8. Lutz, Matthew. Workshop: Intro to designPH: The New Sketchup Plug-in for PHPP. Burlington, VT.
9. Parker, Timothy. College Art Association Annual Meeting, Chicago, IL.
10. Parker, Timothy. Architectural Tour of Austin Churches, Society of Architectural Historians Annual Meeting, Austin, TX.
11. Parker, Timothy, co-editor. *Sanctioning Modernism*. Austin, TX: University of Texas Press.
12. Stonorov, Tolya. "Making: Between Digital and the Hand," National Conference for the Beginning Design Student, Chicago, IL.

2013

1. Celento, David. "Algorithms and Mathematics aka Form Follows Function," ACADIA 2012 Synthetic Digital Ecologies Conference, San Francisco, CA.
2. Cox, Wendy. "The Architects Collaborative: Origins and Inspirations," Harvard University Celebration of the Work of Walter Gropius, Cambridge, MA.
3. Cox, Wendy. "Transformative Practice, "Architecture and Spectacle Design and Research Course, Atlanta, GA.
4. Crane, Marilyn. Master's Education Conference, Orlando, FL.

5. D'Aponte, Eleanor. "Promoting Student Creativity," National Conference on the Beginning Design Student, Philadelphia, PA.
6. D'Aponte, Eleanor. Mold-making and Casting Workshop, Leslie Fry Studios, Winooski, VT.
7. Galligan- Baldwin, Jason. Produce a series of large scale digital photos and purchase equipment for upcoming exhibitions
8. Galligan-Baldwin, Jason. International Juried Photography Exhibition, Los Angeles, CA.
9. Hoffman, Michael. AIA New England Regional Conference, Burlington, VT.
10. Lutz, Matthew. "Renewable, Adaptable Eco-housing: Affordable New England Dwellings Using Solar Decathlon Driven Design Criteria," 2012 International Conference for Sustainable Design Engineering Construction, Dallas, TX.
11. Lutz, Matthew. "Good Enough for Government Work: Conservation-based Residential Design Criteria for Affordable, High Performance Dwellings in Central Vermont," Architectural Research Centers Consortium, Charlotte, NC.
12. Parker, Timothy. "Pugin at 200," Texas Society of Architecture, Austin, TX.
13. Parker, Timothy. Vermont Humanities Conference, "Sacred Spaces/Sacred Places," Stowe, VT.
14. Parker, Timothy. College Art Association Annual Meeting, New York, NY.
15. Sagan, Daniel. Building Energy 2013 Conference, Boston, MA.
16. Temkin, Aron. ACADIA 2012 Conference, San Francisco, CA.

Annual faculty evaluations, as well as promotion and tenure recommendations, are based upon faculty performance in three areas: teaching effectiveness, professional development, and service. The SoA+A's evaluation, promotion, and tenure criteria are available on-line. The School's Director annually evaluates faculty within his or her area on the basis of the criteria for promotion and/or tenure. The evaluations document and assess a faculty member's performance during the previous year and recommend future goals. The evaluation packet includes:

1) Annual Evaluation prepared by the School Director (for a sample see http://bit.ly/2cXbLIE);
2) Faculty Annual Report submitted by the faculty member (see http://bit.ly/2cnrsC3);
3) Updated résumé (as defined in the Norwich Faculty Manual, Section II.G.3), submitted by the candidate with the Faculty Annual Report;
4) Annual summary of student evaluations for all courses taught (in Banner-style format including all student comments; for a sample see http://bit.ly/2d1hWc0);
5) Annual classroom observation report written by the Department/School Chair or a designee;
6) Candidate letter, a reflective assessment that addresses teaching, professional development and service with a primary focus on teaching. The letter should respond to the individual's teaching style in context to evaluations and outcomes, and cover key contributions and achievements not evident in the candidate's resume (maximum three pages).

Promotion and tenure is reviewed at the School, College, and University level; process and procedure are available on-line:

▪ SoA+A: http://bit.ly/2cK94Gy and http://bit.ly/2d7rRy7
▪ CoPS: http://bit.ly/2d2xcXo
▪ University: Faculty Manual (http://bit.ly/2cFZwKK), Section 2: Faculty Appointments, Promotion, & Tenure

(See herein, Part 1.1.2 for Equal Opportunity and Diversity Policies.)
(See herein, Section IV for Faculty Resumes.)

The SoA+A Lecture Series continues to grow and is now underwritten by sponsors, allowing us to bring in a more diverse group of lecturers and hold an annual symposium. Selected lecturers from the past 6 years include: Bridgette Shim, Architect, Chicago, IL; Bruce Mau, Designer, Chicago, IL: Brian MacKay-Lyons, Architect, Halifax, Nova Scotia; Margaret Griffin of Griffin /Enright Architects in Los Angeles, CA; Jose Oubrerie, the last protégé of Charles-Edouard Jeanneret-Gris, a.k.a. Le Corbusier; and Pulitzer Prize-winning Photographer José Galvez. Symposia have focused on Community Arts: Authenticity and Identity; Modern Identity in Architectural History, Theory and Practice; and Utopia/Dystopia across the Arts. (For more information see http://bit.ly/2cwxdAG.)

In addition, the SoA+A holds exhibitions, allowing students and professors to contemplate contemporary and historic work. A sampling of titles in the Chaplin Hall Gallery include our annual High School Juried Art Shows, AIAVT Annual Awards Show, Pulitzer Prize-winning Photographs by Jose Galvez Photography Exhibition, Herb Rieth Painting Exhibition, Lisa Schrenk Travel Photography Show, Rob Millard Mendez Sculpture Exhibition, National Invitational Postcard Exhibition, Watercolors of Abandoned Industrial Buildings by Tom Leytham, Ships and Shadows Collages by Art Schaller.

A sampling of exhibits held in the "Pocket Gallery" at the entrance of Chaplin Hall include Michael Hoffman, photographs; Katherine Taylor-McBroom, collage and mixed media constructions and accompanying gallery talk; Timothy Parker, photographs of inclusive sacred spaces; Jason Galligan-Baldwin, paintings and mixed-media works; Danny Sagan, ink and watercolor facade studies; Wendy Cox, Bauhaus-inspired cardboard masks; and selections of student work from Sketching Schools and various architectural seminars and design studios.

Students

The program is currently limited to 175 students, with the first-year enrollment limited to 45. However, enrollment is significantly below this number and we are actively working with Admissions to increase school population. It is the policy of the program to have no more than 16 students assigned to any single faculty member in any studio course if possible.

The SoA+A now has the support and the opportunity to be more proactive in the development of a School-specific policy. With Admissions, we have developed strategies to market our program more broadly and to several design and architecture magnet high schools. The University is partnering with the Vermont Student Assistance Corporation (VSAC) to offer science and technology scholarships that are reserved specifically for qualified Vermont Students who will be identified by school representatives including Gear Up and Talent Search representatives within each high school.

Norwich University will award up to 30 scholarships to qualified students. We are especially interested in students who like to learn while doing, because of Norwich University's highly interactive learning experiences. These STEM scholarships will range from $25,000 to $30,000 for each of 4 years. These STEM scholarships will replace other Merit Awards given by the University and the STEM scholarships are considered the premier scholarships at Norwich. Students will also have access to need-based financial aid that can supplement scholarship awards. In order to qualify, students must apply and be accepted to Norwich University in one of the several programs, including Architecture (with a MArch option that can lead to licensure). (See http://bit.ly/1TOGF00.)

Prof. Danny Sagan has taken the lead on recruiting for the School and has been meeting regularly with Tim Reardon and Greg Matthews in the Admissions Office. As Associate Director, Sagan has been travelling to architecture specific college fairs and we now have representatives at fairs in Boston, New York, Philadelphia, and Chicago. At these fairs, Sagan makes a specific effort to connect with teachers from schools in urban areas. He has also been building a list of approximately 225 high schools that have architecture specific classes and training and we now have contacts for teachers and guidance counselors at 224 of these schools. Many of these schools are magnate schools and have students who are first generation college applicants. We actively contact these schools and teachers three times a year for our admissions events. Prof. Sagan is also working with The National Organization of Minority Architects (NOMA; http://www.noma.net/) to build a network for our students and their future employment.

Printed materials, a more robust website, and activities such as the annual High School Juried Art Show are connecting Norwich University to the region and attracting high school teacher/advisor and student/parent interest. A signed, updated articulation agreement between the Vermont Technical College Architectural Engineering Technology Program and the SoA+A is now in place.

To increase enrollment, we need to connect with other 2-year programs, and Admissions has agreed to help find the ones that are out there. We have a Memorandum of Understanding with Shandong Jianzhu

University (SDJZU) in Jinan City, China, and welcomed the first seven students from this program in spring 2014; students also joined us the following two springs. We are considering ways we can strengthen this into a 2 + 2 + 1 program.

In summer 2015, with the Emerging Professionals Network of Vermont, a component of AIA Vermont, we held our first a one-week summer camp for high-school students that we hope will lead to increased and more diverse enrollment. Although modest in terms of numbers (six participants), half of the group enrolled in SoA+A the following year. We doubled the number of participants the following year (see http://bit.ly/1CDBp8r). We also worked with other programs in the College to create a one-week innovation day camp for middle school girls, which attracted 16 participants in its first year (see http://bit.ly/295diFV). We will continue to build on these programs.

More than 95% of our students begin our program as freshman. Our curriculum is structured so that we require no previous specific preparatory education to fulfill the requirements. Although the majority of students are "civilian", the number of students who are cadets has increased from 5% in 2011 to 21% in 2016. Women constitute 37% of the BSAS student body (Spring 2016), 14% higher than the campus as a whole (23% female /77% male in 2016), and 44% of the MArch students (Spring 2016).

Until recently, Norwich University required standardized test scores for application to the university. The University is now test optional. The School of Architecture + Art has traditionally required a portfolio for admission to the program; however, in the past three years, we have allowed for a telephone interview or on-site interview in lieu of the portfolio requirement. Having had success with this model, and having concluded that art classes taught at the high-school level have steadily been underfunded over the past decade, we have moved to make the portfolio optional. Portfolios remain a requirement for consideration in awarding merit-based financial aid.

Student Support Services

Norwich University offers students professional, student-focused support services and programs that complement the university experience, including leadership development, values development and personal conduct; academic success including academic advising and tutoring sessions; athletic success; financial readiness; on-campus housing; safety; access to health (see http://bit.ly/2dmJ3Pq).

Student Policies—manuals, rules and regulations—are annually reviewed and published on-line to provide each student with up-to-date regulations (see http://bit.ly/2d0A44b). The most recent edition of Student Rules and Regulations (see http://bit.ly/2cI3zvc) incorporates changes in student due process, disciplinary procedures and honor procedures and includes the Student Bill of Rights, approved by the Student Government Association and President Schneider in April 2012. This document safeguards the rights and responsibilities of all Norwich Students.

Similarly, University-wide policies, such as those related to Non-Discrimination and Sexual Misconduct, Relationship Violence and Stalking are also posted on-line (see http://bit.ly/2cbW3qX and http://bit.ly/2dkq3hv).

Each student's respective Academic Advisor and professors assist students in navigating and achieving excellence in their Academic Program at Norwich. New students meet with their advisors on Academic Day, the week before classes begin. SoA+A advisors work closely with students to promote their success in the program and support their goals and endeavors. A culture of personal responsibility is strongly encouraged.

Each student has an academic advisor assigned. The academic advising system views the advisor-advisee association as a partnership. Both members of the "team" have responsibilities that, when properly fulfilled, enhance the student's opportunity for academic success. For the relationship to be successful, there must be open and candid communication between the advisor and the advisee.

Advisee responsibilities include working with the advisor in formulating an academic plan and a career plan, developing class schedules each semester, informing the advisor of problems or illness that may affect academic performance, responding to advisor messages in a timely fashion, and reviewing their own degree evaluation so as to know which courses are required to meet graduation requirements.

Advisor responsibilities include facilitating the student's academic transition from high school to college, working with the student in formulating an academic plan and a career plan, guiding the student in developing a class schedule each semester, reviewing the degree evaluation with the advisee, assisting the advisee with petitions and/or forms, and referring students to other university services as needed.

Undergraduate Research opportunities funded internally by Norwich University include support for students to present papers at professional meetings, support for expenses associated with original research, scholarship or creative work projects, and summer research fellowships. The Summer Undergraduate Research Fellowship Program funds faculty-mentored student research projects in both ten-week and six-week formats. Fellowships are awarded on a competitive basis to support research, creative, and scholarly projects. Fellowships are not awarded for work leading directly to completion of the student's degree. Each recipient of a ten-week fellowship receives a $4,400 stipend. Those awarded six-week fellowships receive a $2,600 stipend. (See http://bit.ly/1LQ9KEL.)

The Undergraduate Research Program also sponsors an annual Norwich University Undergraduate Research Symposium each fall (NUURS) and a Student Scholarship Celebration Week each spring.

In addition, the Academic Achievement Center (AAC) helps students achieve academic success through its professional staff and peer tutors who offer comprehensive individualized and group tutoring across the curriculum. The center helps students improve their study, time management, and organizational skills, and provides counseling and coaching for specific academic areas. The center also serves students for whom English is a second language, students with disabilities, and students in academic difficulty. (See http://bit.ly/2cGyLc6.)

The AAC's Corporal/Civilian Academic Mentoring (CAM) program is designed to guide freshmen through the transition from high school to college. Academically successful sophomores meet with freshmen regularly during their first semester in order to fine-tune their academic skills and to point them to the various resources on campus. Since mentors are assigned by majors or schools, they also provide valuable information that is specific to their disciplines. Furthermore, SoA+A students have organized peer mentoring that pairs graduate students with undergraduates to better integrate their learning with the broader culture of the School.

The AAC partners with the Counseling Center to provide assessment of students with potential needs for accommodation. Services to students with conditional or provisional status on admission, students who are on academic probation and students returning after academic dismissal are provided with required services and meetings.

Norwich provides an array of health services including health clinic services, counseling services, nutrition counseling, substance abuse education and prevention counseling, and strength and conditioning counseling. All full time students are eligible to receive these services. The funds to pay for these services come from the student health services fee. In addition all full-time students are required to provide proof of medical insurance from their families or themselves or must sign up for the NU contract Health Insurance. The Norwich University student health insurance plan provides coverage for illnesses and injuries that occur on and off campus and includes special cost-saving features to keep the coverage as affordable as possible.

The Student Health Center, also referred to as the "Infirmary," provides on-campus comprehensive medical services to students similar to what they would receive at their primary care office, including X-ray, labs and orthopedic care. Additionally, there are several overnight beds for students. Routine

appointments, nursing and overnight care are provided free of charge to Norwich students. The clinic offers many over-the-counter medications to students free of charge, as well. The Infirmary is open 24/7 except during school breaks. When there is not a nurse on duty, there is a house resident that can always contact the on-call physician. (See http://bit.ly/2cUm2Cp.)

The Norwich University Counseling and Psychological Services Department staff provides for the mental health needs of the university population. Individual and group counseling for students, faculty, and staff is available in a confidential setting. Psychological testing is administered upon request. In addition, thematic groups and psycho-educational workshops can be provided in response to specific needs. These services are conducted by a highly-trained staff of licensed professional psychologists and doctoral level psychology interns. (See http://bit.ly/2cUm2Cp.)

Student Financial Planning is available on-line and helps administer financial aid for all students in the graduate and undergraduate programs at Norwich University (see http://bit.ly/2dcNyca). Last year, 95 percent of our students shared in more than $65 million of financial aid from all sources. Norwich awards undergraduate students institutional aid on the basis of academic performance and financial need through a leveraging-model approach. Norwich also participates in Federal and State aid programs. The Student Financial Planning Office strives to help undergraduate students make a private education affordable with a combination of grants, scholarships, work-study, and student loans. The University website offers students detailed information about various aid programs and the process. Graduate students are awarded a limited number of institutional scholarships and Federal loans.

Career Services

The Norwich Career and Internship Center educates and counsels student to prepare them for meaningful and successful careers (see http://bit.ly/2cKaUaw). However, the Norwich University Alumni Association Board has recently expressed their views that the career services office may need additional resources to better prepare our students for life after college. The SoA+A's Board of Fellows and alumni have been taking a very active role in preparing students for the workplace, offering mock interviews, resume reviews, and portfolio reviews each semester. A job-shadowing program for students was launched in fall 2015 and the School hosts its own job fair every spring.

A longstanding goal of the School of Architecture and Art has been the development and promotion of study-abroad experiences. Starting in 2005, architecture students participated in semester and summer programs in Berlin, Germany, run through Lexia. Norwich University has now taken over this program and transformed it into CityLab: Berlin. (See http://bit.ly/2d8A5So.)

The Director of the School's graduate program, Michael Hoffman, AIA, is the SoA+A Architect Licensing Advisor (formerly the IDP Coordinator), past president of AIA VT and currently the Northeast Regional Director of AIA, and IDP State Education Coordinator of the National Council of Architectural Registration Boards (NCARB). In addition, he serves on the AIA Strategic Council and NCARB. Recent programs to bolster student's professional development include a lecture, "Designing Your Future: Creating Value in Your Career," by Harry Falconer, Director of Experience and Education for the National Council of Architectural Registration Boards (NCARB) and a lecture and question-and-answer session by Kimberly Tuttle, the Director of Leadership and Career Services of American Institute of Architecture Students (AIAS).

I.2.2 Physical Resources

The SoA+A is housed in Chaplin Hall, a four-story, stone and masonry-exterior bearing-wall structure with an interior steel frame. The original structure was built in 1907 with funds donated by Andrew Carnegie, and thus was named the Carnegie Library. In 1952, it was completely renovated and renamed the Henry Prescott Chaplin Library in honor of the principal donor. In 1960–61, new stacks were added to the rear of the building, doubling its floor area. Chaplin Library served as the University's main library until 1993, when the library holdings and services were relocated to a new building, Kreitzberg. The University

undertook a $1.7 million renovation of Chaplin Library for the SoA+A, which was completed that same year. At that time the building was renamed Chaplin Hall (for floor plans see http://bit.ly/2cs1Jx6).

Chaplin Hall is built into a slope facing the main campus quadrangle (known as the "Upper Parade") and the main entry from the Upper Parade is on the third floor. The systems and structures of the building have been revealed to the maximum extent possible in the studio sections of the building. Wiring, mechanical systems, and plumbing are exposed to be seen and studied. The renovation included sufficient electrical power and outlets so that we could support computers at all student desks in the studios.

While we do not anticipate any major renovations to our building, we are currently challenged in terms of space. We have actively pursued off-site facilities to grow the design/build program (which is being addressed by the construction of the Colaboratory: http://bit.ly/2cx1r7n). Included in our long-range plan is additional exhibition space. Since we have strengthened the art program as well as the exhibition and lecture series, there is a need for a gallery space, both for pin-ups and reviews and for ongoing exhibits.

Student Spaces

Studios

The studio spaces are located on the northwest end of the building, on all four floors, in what was the 1961 stacks addition. The studios vary somewhat in square footage on each floor and allow us to accommodate a variety of class sizes. Each studio contains a pin-up area and a sink; the walls are basic CMU block with some built-in shelving. Lighting is by fluorescent tube, with students providing individual incandescent task lighting as desired. The first floor studio space is home to the spray booth in an attempt to minimize the use of aerosol spray paints in the habitable portions of the building.

All students are provided a space within a studio equipped with chair, drafting desk, and a parallel rule. Students have the use of their work area for the duration of the semester. The studios are open 24 hours a day, seven days a week. After hours, building access is restricted to architecture students by a swipe-card security system.

Location of studios depends on enrollment and studio type. Typically, first-year studio is located on the 4th floor, adjacent to faculty offices and the Fab Lab. Thesis students are typically located on the third floor, second year students on the second floor, and topical studios on the first floor.

Classrooms

Chaplin Hall contains three classrooms in addition to the design studios. Most of the required seminars are lecture- based architecture courses are accommodated by the classrooms within the building. On the third (entry) level are two classrooms, one that accommodates 30 and a seminar room that holds 16-20. All classrooms are equipped with a digital projector, DVD player, and VHS player. One classroom is also equipped with blackout shades. Although first priority is given to SoA+A courses, these classrooms are also available to other University courses; when not scheduled for regular use, SoA+A faculty can reserve them for studio class meetings on a private school SharePoint site calendar. The second-floor classroom is used by the Construction Management program for lecture courses. For larger lecture courses, faculty can sign up for Cabot 085, an inclined-seating lecture hall that holds 168 (described below), and Dole Auditorium, with a capacity of 540.

Studio Art Rooms

Rm. 110–Darkroom. The school houses a darkroom equipped with:

- 10 – Beseler Photo Enlargers
- 2 – 4' x 8' Washout Sinks
- 1 – Hand-washing Sink
- 1 – Silkscreen Exposure Unit with (4) 250-Watt Photoflood Bulbs
- 1 – 72" Printing Press Rack
- 4 – Workstation areas for individual students (2 stations include the photo enlargers)
- 1 – 50 Gallon tank for disposal of film/paper Developer (chemical)
- 1 – 50 Gallon tank for disposal of film/paper Fixer (chemical)
- 2 – Large shelves for photo chemicals (located underneath the washout sinks)
- 1 – Ventilation system to remove any fumes caused by photo chemicals
- 9 – Red safety lights and fixtures
- 1 – Saline wash station to flush eyes in case of emergency
- 1 – Cabinet Film Dryer
- 1 – Photo Paper Dryer
- 4 – Darkroom Lamps

Rm. 110–Print Making Studio

Adjoining the darkroom is a studio. This space is used for a print making studio art course in the fall and spring semesters.

Rm. 202–Drawing Room (typically used for drawing courses) and equipped with:

- 12 – Drawing horses
- 3 – Large bookshelves to store still-life items, various books and magazines (resource materials)
- 8' x 10' Vertical shelving units for storage of student work and supplies

Rm. 203B–Painting Room (typically used for painting classes) and equipped with:

- 15 – Tables (on rollers)
- 15 – Easels
- 1 – Large bookshelf to store still-life items, various books and magazines (resource materials)
- 1 – Digital projector
- 2 – Flat file units to store student work
- 1 – Metal cabinet for storage of paints and mediums
- 1 – Ventilation system to remove any fumes caused by painting chemicals

(NOTE: Chaplin 306 is being used for painting classes and the Conference Room, Chaplin 417, is being used for seminars during the NAAB visit.)

Archive Rooms

There are two spaces within the building dedicated for storage of drawings and models. The space on the first level holds drawings and small models. The newer space on the second level is designed to hold large-scale models, and store materials for accreditation.

Gallery/Jury Room

On the Main level (3rd floor) directly off of the entry is the school's main review space. It is possible for two groups to use the space at the same time. This is where we host School lectures, all-School meetings, traveling exhibits, as well as other events. At least half of the room is usually available for use by studios. In 2015, three new 70" interactive monitors on mobile carts were purchased to facilitate digital presentation of student work.

RM #103 Annex

This room was built to host two Industrial Sewing Machines and to provide a space for student projects outside of the wood shop and is available 24-hours a day. On the south end of the first floor studio, adjacent to the sink, is a concrete mixing space. Opposite this is a paint/spray booth.

Wood Shop

This area is dedicated to the production of small-scale wood, plastic, and metal projects. It is equipped with both stationary and portable power tools as well as common hand tools. As our scale of projects within design/build studios has increased, we have made commensurate investments in additional portable power tools. The facility is supported by a full-time Instruction Specialist who also teaches a three-credit course each year and is responsible for safety and materials as well as for training students and faculty on the use of the machinery. The Equipment List includes:

- 2 – Industrial Sewing Machines
- 2 – TKI Kossel 3D Printers
- 2 – Epilog Laser Cutters
- Cyclone Dust Collector
- Vortex Dust Collector
- Saw Stop Industrial Table Saw
- 17" Variable Speed Wood/Metal Band Saw
- 12" Bench Top Variable Speed Drill Press
- 10" Belt and Disk Sander
- 10" Oscillating Spindle Sander
- Ceiling Air Filtration System
- 15" Bridgewood Planner

The University also has a fully equipped metal shop in the Engineering School. For larger design/build projects, a common covered build area has been designated in Disney Field. This is also where the unheated Rave House contains the CNC machine. These spaces are overseen by faculty. New construction has recently begun on the Colaboratory, a design/build space for the CoPS programs (see http://bit.ly/2cx1r7n).

Photo Room

Located on the first floor, this room houses lights and a copy stand for photography models and projects. The faculty has, and will continue to submit proposals for funding to upgrade this space with new lights, a tripod and an infinity wall.

Testing Laboratory

These laboratories are used by both architecture and civil engineering students. They are equipped for solar, structural, geotechnical fluids, and electrical projects and are located in the Engineering School complex on campus. Our students can use this laboratory for projects such as pouring concrete or cutting metal.

Faculty Space

All architecture faculty offices are located on the fourth floor of Chaplin Hall. Tenured and tenure-track faculty have their own offices. Visiting and adjunct faculty may share office space. Two offices belong to Construction Management faculty. Fourth-floor offices are grouped around the central administrative core. One full-time studio art faculty office is located on the second floor adjacent to the art classrooms.

Administrative Space

The administrative space is in the center of the faculty office area and is used by administrative staff and work-study students. The space contains a copier and printer, faculty mailboxes, a notices bulletin board, locked storage for student records, a bookshelf of completed Thesis, and storage space for relevant reference materials including NAAB course binders as well as two locked cabinets contain cameras, video projectors, and other equipment for student and faculty use. An informal meeting space, with worktable and chairs, is also used as a faculty lounge. A small toilet room and kitchen space complete this space.

University Library

The library recently completed a $6.8 million renovation project in 2015 (see http://bit.ly/2cKjNkc). The renovation includes new instruction rooms which faculty can apply to use starting fall 2016 semester. Faculty awarded the Library Instruction Room Semester Course Use Award will receive full use of one of the Library Instruction Rooms for one course section for the duration of the semester. To receive the Award, faculty must submit a proposal demonstrating distinct plans for taking advantage of the functionality of the Room (see http://bit.ly/2dennGw). In addition to the South Instruction Room and the North Instruction Room, the Archives Reading Room became available as a new classroom space for the fall 2016 semester.

Sullivan Museum and History Center

The 16,000-square-foot Sullivan Museum and History Center (SMHC), completed in 2007, is a resource for our school. Student and faculty work has been presented and exhibited there, SoA+A work have been incorporated into its collections, and SMHC staff has participated in the academic life of the School. It is physically linked to Kreitzberg Library and has recently refined its mission: "As a diverse collection of 16,000 objects, it is a pedagogical resource with direct relevance to courses across the curriculum." Its goal is to "empower visitors, students and faculty, by teaching them a methodology for using the museum and collections." The SMHC is committed to providing museum literacy to all students. Its collection presents to the public the University's rich history and, in so doing, has become an important tool for Admissions, Development, and Alumni Relations. (See http://bit.ly/2d0nkbT.)

Other resources on campus include Internet capability in all residence halls and university buildings. There is fiber backbone to all buildings on the Northfield campus; all classrooms, offices, and residence halls are wired with Category five and six wiring (100 megabit) to desktops. Wireless accessibility has been integrated in all university buildings and across external locations.

Faculty and staff have had wireless access since the fall of 2009. The university now supports ten computer labs across campus, with one housed in Chaplin Hall. Additionally, SharePoint, branded as **my.norwich.edu,** is leveraged as a single point of communication for our faculty, staff, and students. A full-time SharePoint administrator can create SharePoint sites that support specific content publishing, content management, data management, or business intelligence needs. User Support Services provides faculty, staff, and students with hardware and software support. For information regarding continuing development of Information Technology at Norwich, see the 2016 IT Strategic Plan: http://bit.ly/2cBlWvC.

Digital Resources

The School of A+A mission of *meaning and making* includes digital craft. A key component of our long-range plan is to fine-tune the delivery of technology instruction and ethics to School of A+A students. The school has been advocating for a part-time computer technician solely dedicated to the School of A+A since 2010. We still believe this is essential to remain competitive and effective in preparing our students for the professional realm. This need has not been realized by the upper administration of the

university. Students now have access to online CAD Learning program to help support in class instruction as well provide opportunities for self-guided study in digital media. In addition, students developed user manuals for the laser cutter and the CNC machine (see http://bit.ly/2cVexes and http://bit.ly/2dlw51E).

Fab Lab

The 4th-floor Fab Lab is located near the faculty and administrative offices and is dedicated to laser cutting with 2 Epilog Laser Cutter and 2 dedicated PCs. Students are given a digital orientation during SA104 and generally use the lab with respect and independence. The lab is overseen by an Instruction Specialist and work-study lab monitors. Increased funding, space, oversight, and pedagogical discourse regarding the use of technology are an ongoing School goal.

Computer Lab

Chaplin Hall contains one dedicated computer lab room, one of ten labs across the Norwich campus. In addition to student-owned laptops, the Chaplin computer lab is a major digital production space. Students have access to additional printers and desktops with a variety of software.

All faculty, including adjuncts, are equipped with laptop computers. Norwich uses a Moodle-based open-source learning platform called NUoodle that can be used to post content, facilitate communication, manage assignment submission, and record grades. We balance digital and physical technologies throughout the curriculum and continue to explore ways of multiple ways of making. Beyond the pedagogical questions, the increasing expense of digital technology and printing costs is an additional, and major, concern. Regarding printing expenses, we are moving toward a hybrid approach that combines limited forms of printing at no cost to students with metered access to large-format plotters and other devices.

We continue to be intentional in how technology is introduced and integrated into the curriculum. We believe students must confront digital technology equipped with a critical methodology. To that end, the fall semester first year does not require the use of digital tools. All representation is developed by hand. It is in the spring semester of the first year that students are introduced to 2D and 3D modeling. AP118 and SA104 require the use of drawing, modeling, and rendering software. In addition, seminars and topical studios may require the use of digital tools for design, but students generally self-select modes of representation. An important resource for facilitating the student-driven development of computer skills is the SoA+A subscription to CAD Learning modules for self-paced online tutorial instruction in a wide array of software. This suite is available to all students at any stage in the program for no extra fee. This allows students to customize their own learning in this area, provides flexibility to adapt to the ever-changing landscape of information technology, and keeps the curricular content rooted in longstanding pedagogical goals and methods.

I.2.3 Financial Resources

Since the last accreditation visit, the SoA+A has been consolidated into the College of Professional Schools (CoPS), along with the Schools of Nursing, Engineering, and Business. As part of CoPS, the SoA+A is now headed by a Director and CoPS is headed by a Dean.

Each fiscal year, the four Schools that compose CoPS are given a base annual operating budget. Faculty salaries and most of the adjunct salaries come from the SVPAA's budget.

The SoA+A receives its annual operating budget in three budget lines:
      #214200 School of Architecture + Art Expenses
      #214300 Undergraduate Architecture Program
      #214400 Studio Art

The combined three budget lines then become the initial base annual operating budget. (For an overview of the SoA+A Budget Lines see http://bit.ly/2dpaJAv.) This amount plus approved capital expenditures is then internally allocated in a line-item budgeting system. The annual growth has been relatively flat.

Since the last accreditation visit, six rollover accounts, funded primarily through donation and development activities as well as tuition for summer week-long programs are in place:

990675 Architecture + Art Study Tours (current balance: $-3.25)
      Supports field trips, including visits to Montreal, Boston, etc.

990677 Design Competition (current balance: $142.58)
      Supports student and faculty work entered into design competitions, including participation in the Solar Decathlon, entry into the AIA VT Design Awards (recipient).

30500 Architecture Lecture Series (current balance: $14,707.31)
      Supports SoA+A's annual lecture series. which are free to students and the local community and feature well-known architects, designers, artists and writers from around the country.

990679 Design/Build Fund (current balance: $10,802.09), further broken down into five activity codes:

- DBS00 Design Build Studio
  Supports annual Spring Design/Build vertical architecture studio with projects such as:
  - CASA 802 affordable tiny house (http://bit.ly/2crHeAl)
  - Dutch Angle Classroom (http://bit.ly/2cPgcoi and http://bit.ly/2d3I6Ls)
  - Archistream (http://bit.ly/2ckW7A3)

- DBS001 Wall of Fame
  Supports a student design/build project initiated by the School's Board of Fellows to formally recognize alumni who have become licensed and achieved other professional honor as well as others who have beneficially impacted the School.

- SDA001 Summer Design Academy
  Supports an intensive one-week summer program of design education that is open to motivated students entering their Junior and Senior years of high-school (begun in summer 2015; see http://bit.ly/1CDBp8r)

- ROL001 River of Light
  Supports the River of Light Lantern Parade in Waterbury, VT, in which Norwich architecture students and faculty have played key roles (http://bit.ly/1SA2VsC).

- GSIC01 Girls Summer Inventors Camp
  Supports a week-long day camp for motivated Middle School girls interested in making and learning from Norwich faculty on constructing habitable structures; garment design; design engineering; coding & cryptography; and digital electronic musical instruments (begun in summer 2016; see http://bit.ly/295diFV).

Student-generated fundraising that supports AIAS:
- 990550 AIAS Store (current balance: $4,382.57)
- 990551 Beaux Arts Ball (current balance: $2,984.11)

The following is the summary of base annual amounts and additional revenues.

FISCAL YEAR	BUDGETED	EXPENDED	BALANCE
214200			
FY17	$198,161.67	($26,152.34)	$158,804.06
FY16	$180,472.83	($209,429.19)	-$11,267.52
FY15		($160,612.60)	$19,860.23
FY14	$192,093.66	($249,629.90)	-$57,536.24
FY13	$172,607.27	($204,477.33)	-$31,870.06
FY12	$196,423.99	($244,533.25)	-$48,109.26
FY11	$199,311.20	($217,782.54)	-$18,471.34
TOTALS	$1,324,027.02	($1,312,617.15)	$11,409.87
214300			
FY17	$916,299.08	($161,607.14)	$754,691.94
FY16	$891,066.46	($970,317.73)	-$79,251.27
FY15	$884,971.30	($1,010,688.13)	-$125,716.83
FY14	$828,312.84	($909,071.77)	-$80,758.93
FY13	$885,519.08	($911,146.23)	-$25,627.15
FY12	$762,204.13	($750,344.67)	$11,859.46
FY11	$693,221.13	($700,478.54)	-$7,257.41
TOTALS	$5,861,594.02	($5,413,654.21)	$447,939.81

FISCAL YEAR	BUDGETED	EXPENDED	BALANCE
214400			
FY17	$115,011.85	($14,644.47)	$100,367.38
FY16	$117,335.00	($148,507.26)	-$31,172.26
FY15	$112,248.25	($152,030.47)	-$39,782.22
FY14	$205,970.22	($209,481.32)	-$3,511.10
FY13	$202,040.55	($156,911.60)	$45,128.95
FY12	$168,074.32	($173,439.21)	-$5,364.89
FY11	$123,162.95	($137,634.86)	-$14,471.91
TOTALS	$1,043,843.14	($992,649.19)	$51,193.95

Two other changes in revenues have occurred since the last visit. The Todd Lecture Series, which previously gave each School $10,000 budget to bring a speaker to the campus in the spring semester, now gives a budgeted amount to each College.

The SoA+A has also created an Endowment Fund (that will be funded via efforts initiated by the SoA+A). It is understood that the SoA+A Endowment Fund will be funded within three years of a Memorandum of Understanding, and with a minimum of $50,000.00. In our first year, we have raised $43,000. An annual income distribution will be provided to the SoA+A to spend in accordance with policies through the Office of the Treasurer; the Office of Development and Alumni Relations provides stewardship for all endowed funds. The Fund will provide financial resources to assist the School by enriching the student experience via:

1. Lecture Series
2. Student Travel
3. Design/Build Projects
4. Discretion of the Dean of the College of Professional Schools

The following is an approximation of the annual expenditure per architecture student. Both undergraduate and graduate students are combined as the professional degree is seen as a continuous 5½ year experience and both faculty and resources are shared. However, the expenditure per student for Architecture students is somewhat misleading for several reasons:

1. It does not take into account the Engineering/Construction Management students we also serve (84 students in 2016).
2. It does not include students who enroll in our classes who are neither Architecture nor Engineering/Construction Management majors. (In Fall 2016, we are actually serving 211 students who are registered for our AP, FA or SA courses.
3. Additionally, for the past several years, the School has been underwriting large format printing for all University students and departments, approximately 40,000 SF of printing in 2015, which is a considerable cost. There are plans in place to get a more robust HP plotter with an integrated service contract before the end of the fall 2016 semester. These will be networked and charge students per print so that the School will no longer be running printing at a loss.

EXPENDITURES COMPARED TO OTHER NORWICH UNIVERSITY MAJORS
AY2014-2015

	# of Majors	# of Majors	% of Majors	Labor	Operating
Architecture Studies	76				
Total Majors and Expenditures		76	3.4%	$ 1,216,716	$ 144,227
$ per major				$ 16,009	$ 1,898
College of Professional Schools					
Accounting	54				
Architectural Studies	76				
Civil Engineering	90				
Computer Science	29				
Computer Security and Info	108				
Electrical & Computer Engineering	48				
Engineering Management	84				
Management	155				
Mechanical Engineering	137				
Nursing	156				
School of Business & Management					

Total Majors and Expenditures		937	41.20%	$ 6,362,629	$ 358,287
$ per major				$ 6,790	$ 382
College of Science and Mathematics					
Biology	73				
Chemistry/Biochemistry	44				
Geology & Environmental Science	45				
Mathematics	39				
Physical Education	36				
Physics	19				
Sports Medicine/Ath. Training/HS	115				
Total Majors and Expenditures		371	16.31%	$ 3,772,337	$ 184,951
$ per major				$ 10,168	$ 499
College of Liberal Arts					
Chinese	14				
Communications	15				
Education	49				
English	28				
History	113				
International Studies	63				
Justice Studies	392				
Political Science	85				
Psychology	117				
Spanish	11				
Studies in War & Peace	79				
Total Majors and Expenditures		966	42.48%	$ 4,789,485	$ 67,561
$ per major				$ 4,958	$ 70
Total Majors and Expenditures		2274	100%	$ 14,924,451	$ 755,026
Average $ per major				$ 6,563	$ 332

Institutional Financial Issues

The financial stability of the university has only continued to strengthen in the years since the last accreditation visit. As evidenced in our audited Annual Reports and private credit rating with Standard & Poor's, much of the foundation of our strength is in our balance sheet. While the university operations are sufficient to create annual surpluses, we confront annually the challenge of eliminating the gap between projected revenues and projected expenses. Through careful and persistent expense control, budget reallocation, pursuing new revenue sources and increasing our enrollment, Norwich has preserved and enhanced its financial resources essential to our ability to fulfill our broad academic and student-life priorities. We continue to balance the energy and resources required to build reputation, recruit best-fit students, increase graduation rates, reduce the discount rate and find ways to be more cost effective. Our solid financial positioning provides sure footing as we bargain the education we aspire to provide against a price our market can afford. With our two hundredth birthday in view, we remain focused on managing and strengthening our financial resources to support our mission.

In 2016, *Forbes* magazine found Norwich University to be in the top 20 percent of approximately 900 private colleges and universities ranked according to their financial strength, awarding Norwich a grade of 'A' for financial well-being. Norwich University is one of only 177 schools out of nearly 900 to receive a grade of 'A' or higher.

With support of the Board of Trustees, President Richard W. Schneider has led this nearly 200-year old institution for the past 24 years. During Schneider's tenure, Norwich University has seen major

improvements on multiple fronts. Academically, four colleges now offer 39 different undergraduate majors, five of which are degree completion programs offered online. Other accomplishments include: an increase in total undergraduate enrollment by over 43%, from 1730 to approximately 2475, and enrollment in the Corps of Cadets by 50% from 941 to 1600; increased undergraduate student selectivity with an increase in average SAT scores and the percentage of applicants accepted dropping from 93% to 56%.

Also under Schneider's leadership, substantial additions to the physical plant have been made including Kreitzberg Library, Bartoletto Hall, Wise Campus Center, Sullivan Museum and History Center, Kreitzberg Arena, Shaw Outdoor Center and Doyle Hall, a biomass plant, two new dormitories, Dalrymple and South Halls; renovations to Haynes Family Stadium at Sabine Field and Kreitzberg Library as well as plans for new construction and investments from the Forging the Future $100 million five-year bicentennial campaign, culminating in 2019. The Sullivan Museum and History Center has also been recognized as a Smithsonian Affiliate.

The university has produced positive financial results: net positive annual income; investment grade bond rating and increased its endowment from $40 million to over $208 million. The Norwich Forever campaign exceeded the $55 million goal by raising $82 million. The Bearing the Torch effort exceeded the $20.2 million goal and raised more than $24 million. Schneider has led five consecutive campaigns, which have all exceeded the fundraising goals since "Norwich 2000" was launched in 1984.

For more information, read the full report here: http://bit.ly/2ddjpt8.

Regarding pending reductions or increases in enrollment and plans for addressing these changes, the strategic plan for the university, *Plan NU2019*, calls for the creation of a civilian living community separate from the housing for the Corps of Cadets. Two of the three new dorms contemplated in this strategy have been built and are at or near full occupancy. When it is abundantly clear to the Board of Trustees that sufficient demand exists, and at a suitable net tuition rate, the third civilian dorm will be built. At that time, residential enrollment will be 2,100 students and the commuter population between 100–200 students. The campus infrastructure has been sized to accommodate this size student body and personnel will be added as needed to support the living and learning needs of the increase in student count.

Commencing with FY17, the University will implement a new approach to the treatment of unspent budget dollars. Currently, unspent dollars are absorbed by the general operating budget and thus provide no incentive for saving. In FY18, a proportion of unspent budget dollars will be available to College Deans and School Directors to use for capital equipment, new business initiatives, or any compelling activity that advances the goals of the unit. Additionally, newly instituted lab/course fee dollars will flow directly to the providing departments to augment their annual budget allocation. These funds will also advance into the next year if not expended when collected.

The most noteworthy change made in funding models for faculty compensation is the move to a 3-4 teaching load for full-time faculty who wish to participate in the program requirements, allowing more time for practice and research. Ostensibly, this move was done by careful course scheduling and increasing the teaching demands placed on full-time lecturers.

Norwich is about halfway through its most ambitious capital campaign to date, *Forging the Future (FtF)*. This $100 million capital campaign is designed to conclude in 2019, coincident with the university bicentennial. A major component of the campaign is a $25 million renovation to three existing academic classrooms and a $25 million new building connecting the three. At this time, construction is contemplated to begin in FY18 with a 20-month construction period for the entire project.

Once completed, university-wide centralized large-format printing will have a dedicated space in Mack Hall, a staffed and controlled area for printing that will eliminate the School's underwriting of all large-format printing across campus for students and faculty. In the short term, we will get a new, more robust HP plotter with an integrated service contract through Symquest before the end of the Fall 2016

semester. These will be networked and charge students per print so that the School will no longer be running printing at a loss.

In August 2016, Norwich University broke ground for a new building at the south end of campus, currently named the Colaboratory. This facility will be the future home of design/build activities in the College or Professional Schools, primarily serving students in Architecture, Construction Management, and Civil Engineering. There will be four dedicated instruction spaces:

1. The Fabrication Bay, a high-bay space accessible from the outside via a roll-up door. This will be the new fabrication area for building-scale projects and will include space at the south end for traditional woodworking machinery.
2. The Digital Fabrication Bay is an adjacent to the main fabrication bay and is planned to house the existing CNC mill, a new CNC plasma cutter, metal cutting, and welding.
3. The BIM Lab is primarily a classroom, but will serve as both instruction space and as a clean (i.e. no fabrication machinery) meeting space for project teams.
4. The Tech Lab will be on the second floor, with more separation from the dust in the main fabrication areas. This space will house 3D printers and workstations for smaller-scale maker space activities including responsive sensors using Arduino and Raspberry Pi.

The University is undergoing several significant renovation projects in addition to the construction of a new academic building for the activities of the College. These projects are to be completed in time for the fall 2019 term, when the university celebrates its bicentennial. During these renovations, the Colaboratory is serving as temporary classrooms when existing rooms go offline. As of August 2016 the project timeline has the design/build spaces and BIM lab coming online fall 2019, though schedule permitting we may get dedicated use of these rooms earlier. In addition to expanding the total space for these activities, by moving them into conditioned bays we can more easily build through the fall term and winter. We expect this will provide more students, across the A/E/C disciplines, with the opportunity to work on design/build projects.

I.2.4 Information Resources

The Kreitzberg Library (http://bit.ly/2cLfhlw) is committed to providing the best possible resources, services, and facilities to meet the needs of the Norwich University community. The SoA+A collection is part of the Kreitzberg Library's general collection. Kreitzberg is a full-service academic library, open seven days a week during the fall and spring semesters. Faculty and students have convenient physical and virtual access to the Library's collection and services to support the SoA+A curriculum, and in Chaplin Hall are a few specific resources: bound copies of Thesis books from all MArch graduates and a collection of art/architecture-related films.

The library recently completed a $6.8 million renovation project in 2015. This provides two new instruction spaces and a dramatic increase in the number of group study rooms and open areas that have collaborative tools for screen sharing. Since renovations were completed, the library gate count reflects an increased volume of people entering the library building. (See http://bit.ly/2df2RW0.)

The library has a written collection development policy and receives adequate funding to purchase books, journals, and other appropriate resources to support the curriculum (see http://bit.ly/2d4Z6iL).

The loan policies can be found at http://bit.ly/2cs7YRH. Architecture student, Shaili Patel, volunteered to help create the floor maps after the library renovations were completed (see http://bit.ly/2drwwHj).

The Library subscribes to about 100 general, professional, and specialized online databases, which include indexes and full-text articles for about 64,000 e-journals and 282,000 e-books. Students and faculty can access our databases both on and off campus. The physical collection contains about 138,000 books and 140 print periodical titles.

Materials not held at the Kreitzberg Library may be requested though Interlibrary Loan (ILL). Through the library's Rapid service, ILL can fill most article requests electronically within 24 hours.

The Library promotes research and scholarship. Library professionals provide individual reference assistance to assist users in identifying, locating, and retrieving information for research and study in person, by phone, and online. Reference services are available evenings and weekends, seven days a week.

Group library instruction is offered upon request. Library instruction sessions are customized to meet individual class/program needs. An online guide to architecture resources is available on the library's website.

There is a written policy for loan periods. Information about the library's borrowing policies is posted on the library website. Student loan periods are 45 days. Faculty and graduate students have a generous 90-day loan period. Users can renew their books online.

The library is fortunate to have a knowledgeable, caring, and dedicated staff. The Library Director, who reports to the Senior Vice President for Academic Affairs and Dean of the Faculty, has direct responsibility for the library staff, budget, and facility. The Library Liaison to the School of Architecture + Art works closely with Architecture students and faculty and reports to the Library Director.

There is an appropriate number of both professional and support staff. Professional librarians with graduate degrees provide reference assistance and support for the Program. There are written position descriptions for all professional librarians and support staff.

All library staff members have the financial support to attend conferences and workshops. Most staff members attend a variety of conferences and workshops regularly. There are additional faculty development funds available to professional librarians and the library has its own travel budget.
The recently renovated library offers an attractive and welcoming environment. The library gate count reflects a high volume of people entering the library building. The library is open almost 100 hours a week during the fall and spring semesters. Services such as reference, circulation, and reserves are located on the first floor.

There are numerous computer stations on the 1st floor, mezzanine, and 2nd floor of the library. The library provides scanners, video/DVD players, and networked printers for public use. Wireless access is available throughout the building. The library offers state of the art collaborative tools for sharing screens, thanks in part to a $125,000 grant from the George I. Alden Trust given to support technology upgrades.

The library has sufficient resources to meet the needs of the Program and the number of students in the Program. There are approximately 7,000 volumes in the architecture collection. Funding to acquire resources and grow the collection is adequate and has remained stable. The SoA+A receives a portion of the overall library book budget that is based on an allocation formula. SoA+A faculty members are responsible for the selection of the majority of materials with a focus on the curriculum.

The library has print and/or full-text access to a significant number (41) of the core list of journals compiled by the Association of Architecture School Librarian (AASL). The library also holds DVDs and subscribes to an academic streaming video service through Films on Demand.

WorldCat Discovery (WCD) is the primary search engine for users to locate resources. In the fall of 2015, the library launched this new interface. WCD is designed to be as close to a one-stop search for books, eBooks, articles, DVDs, streaming video and more.

The library also provides access to subject-specific databases to support architecture including the Avery Index to Architecture Periodicals, Building Green Suite, and Material ConneXion.

The library functions smoothly and systematically. No issues or concerns have been raised by the School or Library at this time. The recent library renovations have improved seating capacity and the variety of study and teaching spaces, all of which has resulted in increased use.

I.2.5 Administrative Structure and Governance

Academic Organizational Structure

The Head of University Academics is the Senior Vice President for Academic Affairs (SVPAA) and Dean of the Faculty, Dr. Guiyou Huang. As a member of the Senior Staff, The SVPAA is responsible for instructional programs, faculty and staff appointments, budgeting, curriculum review, and academic/curricular quality. The SVPAA also serves as an *ex-officio* member of the Faculty Senate, the University Curriculum Committee and the University Tenure and Promotion Committee. A description of the membership, duties and procedures of the Faculty Senate is found later in the governance section.

The basic academic unit of the University is the School, which may have one or more Academic Departments or Programs of related disciplines. These Schools are then organized into Colleges based upon affinity of disciplines or educational delivery method. Currently there are five Colleges: College of Liberal Arts, the College of Science and Mathematics, the College of Professional Schools, the College of National Services and the College of Graduate and Continuing Studies.

Each College is led by a Dean who reports to the SVPAA. Schools within the College are administered by School Directors. If there are Departments within a School, they are led by Department Chairs.

The School of Architecture + Art (SoA+A) is a component in the College of Professional Schools (CoPS). The other Schools in the College are the David Crawford School of Engineering, The School of Business and Management and the School of Nursing. The School of Architecture and Art does not have Departments.

Within the SoA+A, the School Director has day-to-day responsibility for the School and is assisted by an Associate Director (who focuses on undergraduate issues and admissions) and a Director of Graduate Program (who focuses on graduate issues and alumni). The responsibilities for these roles are noted below.

The College Dean is appointed by the President with the concurrence of the SVPAA. The length of term is generally three years and is renewable. The Dean reports directly to the SVPAA and has the general responsibility for the College and controls the College budget. A majority of full-time faculty members in a College may request that the Campus Academic Officer (SVPAA) recall the Dean from office. Deans are assigned release time by the SVPAA based on the complexity and duties of the office as well as the number of faculty, students, and majors with in the College.

The Dean of CoPS is Aron Temkin, MArch, AIA. Responsibilities of the Dean:
- Recommending to the SVPAA, together with written recommendations from the School, new faculty appointments and termination of the faculty
- Submitting to the University Promotion and Tenure Committee, through the SVPAA, his recommendations for promotion and tenure of faculty within the College along with the recommendations of the School Director and School Tenure and Promotion Committee
- Preparing annual written evaluations of the Program Directors in the College
- Preparing, defending, and managing the College's budget
- Serving as the primary intermediary between the Schools and the major University administrative offices and support services
- Leading the College's planning efforts and ensuring the College's and Schools' compliance with the University's long-range plan
- Working in conjunction with the Development office to attract external financial support for the College's academic programs.

The SoA+A School Director is Cara Armstrong, MArch, MFA, Assoc. AIA. Responsibilities of the School Director:

- Establishes and maintaining the internal organization of the School
- Conducts School activities in a manner that ensures all faculty have the opportunity to participate meaningfully in faculty governance, the ongoing administration of the School, and in the determination of the School's internal policies and procedures
- Recommends to the Dean new faculty appointments and termination of faculty
- Submits to the College Tenure and Promotion Committee recommendations for tenure and promotion for faculty within the School
- Prepares annual written evaluations of the faculty within the School
- Assigns and supervises the School support staff (technicians, administrative assistant, program directors, etc.)
- Ensures and coordinates regular curricular planning, implementation and review within the School
- Monitors student performances and maintaining academic standards in the School's program of instruction
- Assigns, in consultation with the Associate Director and the Graduate Program Director where relevant, teaching responsibilities to the faculty ensuring that faculty workloads are appropriate, equitable, and satisfactory to School standards of productivity
- Prepares, defends and manages the School's budget
- Serves as the primary intermediary between the School and the College Dean
- Assigns administrative tasks to administrative and support staff and monitoring their performance
- Leads the School's planning process and ensuring the School's compliance with the College and University plans
- Participates in the University's activities for admissions and enrollment management
- Works with the Development office to attract external financial support for the School

The SoA+A Associate Director is Danny Sagan, MArch, AIA. Responsibilities of the Associate Director:

- Acts as the Admissions Liaison, oversees all aspects of the School admissions issues, participating in University activities for admissions and in the University's enrollment management efforts
- Is responsible for Program operations and reporting to the School Director on administrative matters
- Manages undergraduate curricular reviews, updates and plans for the Program with due regard for coordination with the Graduate Program and other programs within and outside the School
- Submits to the School Director recommendations for new faculty appointments, as well as recommendations for awards, grants and leaves of the faculty
- Submits to the School's Tenure and Promotion Committee recommendations for promotion and tenure of the faculty within the program
- Coordinates and facilitates the work of the faculty in the Program, including advising the School Director regarding teaching assignments and advising responsibilities
- Maintains course content, requirements for the major, and academic standards within the Program
- Runs the selection process for topical studios and seminars
- Instructs new faculty members with the School Director with respect to University regulations, policies, customs, and courtesies
- Coordinates the annual Career Fair and Alumni weekend

The Director of the Graduate Program is Michael Hoffman, MArch, AIA. Responsibilities of the Director of the Graduate Program:

- Coordinates annual student portfolio reviews
- Compiles and assess portfolio evaluations
- Oversees the MArch application process
- Assigns Thesis Advisors in coordination with Thesis Faculty
- Coordinates the work of the faculty in the Graduate program, including advising the School Director regarding teaching assignments

- Maintains course content and requirements for the graduate academic standards within the Program
- Coordinates planning for new Graduate programs
- Administrates Awards and Scholarship programs (Alpha Rho Chi, AIA VT, Faculty Awards, etc.)
- Academically Advises MArch students
- Serves as NCARB Licensure Advisor
- Maintains and develops relationships with affiliated organizations (AIA National and State, NCARB)

There is a fourth administrative appointment within the SoA+A that is not tasked with day-to-day operations but we believe is essential to the success of the Program: the Accreditation and Assessment Coordinator. The coordinator is appointed by Director and has one quarter release time specifically related to accreditation and assessment responsibilities.

The Accreditation and Assessment is Eleanor D'Aponte, MArch, AIA. Responsibilities of the Accreditation and Assessment Coordinator:
- Maintains student assessment data and prepares reporting to NAAB
- Coordinates student assessment by the faculty
- Coordinates with the School Director and Dean the annual Architecture Program Report
- Represents the School in university-wide assessment measures including NEASC accreditation

Additional staffing in the SoA+A are an Administrative Assistant and an Instruction Specialist. The Administrative Assistant, Holly Yacawych, provides clerical and administrative support to the Director, faculty, and staff; manages the Director and School calendars; answers the School telephone, takes messages, and schedules appointments; monitors the SoA+A budget, invoice approval and payment, and purchases and expenses; manages office supply stocks, work-study students, admitted and prospective student visits, and office organization; and assists with student registration needs, SoA+A special functions, and other administrative tasks as needed.

The Instruction Specialist, Angelo Arnold, teaches in a classroom and shop setting to convey and support the technical knowledge of shop equipment, processes, and materials, including practical experience with different materials, fine craftsmanship, facility with power and hand tools, and shop safety procedures.

Governance

Established in 1819, Norwich University is unique within American higher education: it is a private, coeducational, not for profit institution that offers young men and women the opportunity to study as traditional undergraduates or as members of the University's Corps of Cadets. Recognized by the federal government as one of six Senior Military Colleges, Norwich prepares students for careers in the business world, government, and the military, or to continue their education in graduate school. A 32-member Board of Trustees governs the University. Richard W. Schneider is the University's 23rd President, a position he has held since 1992.

The SoA+A is governed by the faculty and staff who meet approximately every two weeks while school is in session. All faculty and staff in the SoA+A are encouraged to attend School meetings that are chaired by the School Director and recorded by the Administrative Assistant. Program decisions are generally made by consensus of all full-time faculty with advisement from part-time faculty and staff.

The School's Director and Associate Director provide opportunities for students to meet informally as needed. This gives the opportunity for students to canvass their colleagues for issues in need of focus. It also puts in place a mechanism for advocacy where students can advocate change within the School and College.

The faculty participates in the University's governance process directly through the Faculty Assembly and indirectly through the Faculty Senate. The assembly, which meets regularly in September, January, and

April and in special session if needed, consists of all regular faculty members. The SVPAA is the presiding officer of the Assembly and he sets the agenda in collaboration of the Faculty Senate.

The Faculty Senate consists of more than two dozen full-time faculty members who are elected either from a particular College or in an at-large election for terms of three years. The SoA+A has one representative on the Faculty Senate. The Senate elects a Chair, Vice-chair, and Secretary from its ranks that form the Executive Committee. The Executive Committee meets monthly with the President of the University and the SVPAA. The Senate meets monthly, except for July and August. Its purview includes, but is not limited to curriculum, academic standards, policies and procedures, and any other matters that affect institutional decision-making, goal setting, and resource allocation. The Faculty Senate and its Bylaws in no way abrogate the authority of the President of the University or the authority and purview of the Trustees of the University as established in the Board of Trustee's Articles of Association and Bylaws.

The specific responsibilities of the Senate include reviewing all the policies in the Faculty Manual, approving all revisions to the Academic Regulations, and making any other recommendations to the SVPAA and President as it deems appropriate. Much of the Senate's work is done through a committee structure.

The following committees consist of faculty selected from each School:

- Academic Technology;
- Academic Standards and Degrees;
- Budget and Finance;
- Calendar, Schedules and Examinations;
- Faculty Development; Library;
- Promotion and Tenure; and
- University Curriculum.

Other committees are self-selected; faculty volunteer to serve without regard to having an even distribution of members across the schools. These committees are:

- Academic Integrity;
- Architectural, Landscape and Decoration;
- Human Subjects/Experimentation; and
- Student Life.

Policy recommendations come to the Senate from these various committees, and if they are a major matter of concern, the Senate may approve them and place them on the agenda of the Faculty Assembly so that all professors can participate in the discussion and voting. Additional details on the membership, processes and organization of the Faculty Senate can be found in Academic Memorandum #1.

Among its many responsibilities, the Faculty Senate has two major ongoing duties. The first is to recommend changes to the Faculty Manual, which is the basic set of policies for all faculty. All amendments to the manual must receive two reads by the Faculty Senate, approval by the Faculty Assembly, and meet the approval of the SVPAA and the President. The second responsibility of the Senate is to recommend changes to the Academic Rules and Regulations. Any proposed amendments must receive two readings in the Senate and meet with the approval of the SVPAA and the President.

The SVPAA oversees all academic programs and academic standards through the University Curriculum Committee (UCC), a standing committee of the Faculty Senate. Operating under its own bylaws, the UCC makes recommendations all programs, courses and degree requirements; reviews program self-studies to ensure that academic programs achieve their articulated student outcomes; evaluates all course and program additions and modifications; defines formats for all program and course proposals and the program self-studies; and periodically reviews its own structure and procedures.

II.1.1 Student Performance Criteria

The SPC Matrix is found in Excel and PDF versions here: http://bit.ly/2d5z00y.

Pedagogy and Methodology for Addressing Realm C

While the two-semester Thesis sequence (AP525 and 526) is the preeminent site for integrated design research and design, Thesis faculty work with graduate students on the basis of their individually conceived and pursued projects. Elsewhere in the curriculum, the goals of integration feature prominently among other discrete objectives. For instance, the history/theory sequence is designed and taught not only to achieve subject competency (sufficient familiarity with the history/theory of the field) but also to inculcate research skills and an awareness of how and when to apply particular methods of analysis and interpretation. This approach is strengthened by the recent revision of the history/theory sequence to compress the survey components into the second and third years and modify the final course to serve as a capstone to the survey and an introduction to research methodologies. Thus, a growing skill set and level of sophistication in research and writing nourishes a culture of integrative thinking, equips BSAS graduates for substantive contributions and leadership to architectural practice, and prepares MArch students for the inherently integrative nature of the Thesis project. Similarly, the staging of the curriculum is carefully crafted to encourage integration, and faculty routinely demonstrates the connections across courses and subjects (for more detail, see I.1.4 Defining Perspectives A: Collaboration and Leadership, and B: Design).

In a distinct but complementary manner, the tradition of experiential learning central to Norwich and the SoA+A also contributes to a pedagogical culture driven by integration as both means and end (for more detail, see I.1.2 Learning Culture).

Methodology for Assessing Student Work

SoA+A studio faculty follow multi-part guidelines for assessing student work in order to ensure that what is particular to a given assignment be judged in relation to broader standards. The guidelines articulate an assessment range of three levels as it applies across five topics and sub-topics. This range is then further

articulated for the conventional graded scale (A to F) for specific courses and assignments. For an explanation of the five assessment categories, see http://bit.ly/2dkrIYQ; for a sample application to a specific course, see http://bit.ly/2cDCA1a.

II.2.1 Institutional Accreditation

The most recent Letter of Accreditation from the New England Association of Schools and Colleges (NEASAC) can be found here: http://bit.ly/2d5O8t8.

II.2.2 Professional Degrees & Curriculum

Norwich University offers a pre-professional four-year Bachelor of Science in Architectural Studies (BSAS) degree and a one-and-a-half-year Master of Architecture degree (MArch). Together, these two degrees are viewed as steps within a five-and-one-half-year integrated curriculum that has been principally designed to take high school graduates through a structured sequence of courses and studios to the professional degree. At this time, Norwich does not admit pre-professional students from other architectural programs directly into the MArch Program. The BSAS degree program consists of a total of 140 credit hours, and the MArch is 34 credits; the total number of credit hours for the professional degree being 175, with 45 in General Studies and 96 in Professional Studies. The BSAS curriculum can be found online: http://bit.ly/2cRw6hM; the MArch is here: http://bit.ly/2dp6VSK.

The context of Norwich's program has influenced it greatly. The historically innovative emphasis on experiential learning at Norwich has had a direct effect on the pedagogy of the School. The School's mission: the making of meaning and the meaning of making, correlate to the bond between people and place in Vermont and the tradition of its craftspeople.

From the program's inception, there has been an attempt to develop "bridges" among seminars, lecture course topics, and studio work to support the School's mission. Evidence of this bridging lies in the fact that the majority of the full-time faculty teaches both lecture/seminar courses and studio courses. The curriculum structure has been developed to provide a balance between technical, social, and theoretical courses throughout the curriculum, especially at the undergraduate level.

The first year presents an overview and an introduction to architecture as a discipline. In addition to including many of the General Studies courses, the Fundamentals of Architecture sequence, SA 103 Introduction to Drawing and SA104 Introduction to Visual Design, develop an awareness level for many of the skills-related performance criteria (verbal and writing, graphic, research, critical thinking, and fundamental design). In the first semester of AP111 Fundamentals of Architecture I, students are introduced to conventions of drawing using pencil and ink. In the second semester they are introduced to the digital realm and collaborate on a design/build project.

In the second year, students begin to develop specific knowledge and skills, building on the fundamentals of the first year. This is especially true for social, historical, and physical contextual issues. The beginning of the architectural history/theory sequence, FA201 and FA202, fosters an understanding of both Western and non-Western traditions and historical precedent, while AP225 Introduction to Passive Environmental Systems, introduces issues of energy conservation. In the second semester, AP325 Materials Construction and Design, focuses on building materials and assemblies, which bridges into the AP212 Architectural Design II studio, which may include framing models as investigative techniques.

The second half of the BSAS curriculum is designed to encourage students to develop ability regarding the knowledge and skills introduced in the first two years. In the third year, the fall semester studio introduces the comprehensive studio sequence, integrating and ordering the systemic issues of architecture: spatial, mechanical, structural, material, and circulation. The structural sequence comprises CE351 Statics and Strength of Materials and CE457 Wood, Steel, and Concrete Structures. Environmental systems, building service systems, and associated life/safety issues are addressed in AP327/AP328 Active Building Systems I and II. The physical context and site conditions are expanded

upon in AP221 Site Development and Design. AP222 Human Issues in Design addresses the broad range of issues related to human behavior and diversity, accessibility, and life-safety systems. The History/Theory sequence initiated in the second year continues with FA308.

The fourth-year fall semester studio, AP411 Architectural Design V, is the first of the second year of comprehensive design studios. Along with AP312/AP412 this studio is generally a topical studio. The studios at this level are considered challenging to both third year and fourth year students. These studios are also more exploratory and experimental and require more self-direction than the required core studios. Professors teaching these courses differentiate between 3rd year and 4th year students with different outcome expectations. Topical studios, design/build studios, and study-abroad options strengthen the opportunities available for each student to expand their intellect and skill sets. The wide range of projects undertaken in the design/build studios allows for students to have a variety of experiences while assuring the reflection of our mission and pedagogy continues. Recognizing that many of our students have little travel experience, the study abroad option in Berlin addresses this critical aspect of their education; as well, our Study Tours allow those unable to commit to a semester away a smaller scale opportunity.

AP436, Project Delivery and Documentation, covers many of the practice-related performance criteria, including program preparation, technical documentation, detailed design development, codes, building economics, and professional ethics. This course also serves to prepare each student for the summer internship, AP531. And the history/theory sequence concludes with FA309, which serves as a capstone to the survey of the previous three courses (FA201/202/308) as well as an introduction to research methodologies and contemporary criticism.

Many of our students complete a minor in another area of interest; most are in the areas of Art History, Studio Art, English, History, or Engineering. A new minor in Construction Management is also becoming popular.

The upper level BSAS students as well as those in the Master's program take architecture seminars, which offer students an opportunity to study a specific area in greater depth. Seminar offerings revolve around four areas: history/theory, design, technology, and practice. Both regular faculty and adjunct faculty teach these seminars.

While the BSAS degree is a requirement for the MArch program, admission is not automatic. Minimum university and studio grade point averages and a portfolio are required for application. The BSAS curriculum features threshold points and portfolio reviews for each student in order to better identify individual career objectives as well as to assure the high academic caliber of every Norwich graduate. The first threshold is upon completion of the first semester of third year; that portfolio submission is an advisory review. The second is at the completion of the first semester of the fourth year, which is the application review for the MArch program. After meeting a base GPA, the portfolio is the primary basis for admission. Work from all architectural design studios and a writing sample is required for both reviews.

The graduate phase of the curriculum brings each student to the mastery level for most student performance criteria requiring understanding or ability. The program begins with AP531 Architectural Internship, a six-credit practicum. Students are required to work in an architectural office (or a design-related firm). The coursework is completed on-line; weekly written responses to topics ranging from Firm Management to Sustainability in Practice are supported with an online discussion board, allowing the students to share insights about their internship. The work of observation, analysis, shared comparisons, and personal introspection regarding all aspects of the professional work experience assures this is not credit for work.

The centerpiece for the MArch program is Thesis, which includes a written document as well as verbal and graphic presentations. In the spring of their fourth year, rising Master of Architecture students meet with the thesis critic to review the process of thesis research before writing their Thesis Proposals. The fall course, AP525 Thesis Research, results in a literature review, theoretical statement, contextual

background, precedent analyses, an architectural program, and design strategies in preparation for AP526 Architectural Thesis. For the spring course, AP526 Thesis Design, students execute a singular design or design-related project, based on their independent research developed in the fall semester.

The SoA+A curriculum committee comprises all full-time faculty. The curriculum is reviewed at the annual faculty retreat, the year-end meeting, and a designated faculty meeting. Findings and actions are summarized in the SoA+A Goals and Objectives.

Since the last accreditation visit, several course sequences have been modified to better support study abroad and design/build and to strengthen the balance between creative thinking and technical skills.

Norwich is the admitting University for City Lab: Berlin and allows students to register directly for courses with NU course numbers. Students from other programs apply through the Norwich International Center and will receive a Norwich transcript upon completion of the semester.

The SoA+A offers Design/Build courses each year and continues to identify community partners for projects. AP412 Design/Build is taught each spring semester as a topical studio. As mentioned in the 2011 report, the School continues has worked to obtain funding and/or heated shop space on campus or in Northfield to support the Design/Build program. The new Colaboratory facility, now in construction, is a welcome sign of progress in this area.

One curriculum change we have made since 2011 is that we have substituted MA220 Geometry in Action, in the spring semester of the first year, as the second required math course instead of MA 108 Calculus. We have also recently modified the distribution of the history/theory sequence, to compress the survey material into the first three courses (FA201/202/308) and to move FA309 (reconfigured to be a survey capstone and an introduction to research methodologies) to the senior year.

II.3 Evaluation of Preparatory Education

Until recently Norwich University required standardized test scores for application to the university. This has recently changed and the university is now test optional.

The School of Architecture + Art has traditionally required a portfolio for admission to the program. In the past 3 years, we have allowed for a telephone interview or on site interview in place of the portfolio requirement. Having had success with this model, and having concluded that art classes taught at the high-school level have steadily been underfunded over the past decade, we have moved to make the portfolio optional. We will be using submitted portfolios to help in awarding merit-based financial aid.

More than 95% of our students begin our program as freshman. Our curriculum is structured so that we require no previous specific preparatory education to fulfill the requirements of the program.

We accept transfer students from two-year colleges with whom we have articulation agreements, and we occasionally accept transfer students who have studied at another institution. We evaluate the pre-professional requirements that the students may have met by reviewing syllabi, visiting programs and sitting in on reviews, and by speaking directly with program directors. In individual cases we evaluate a student's level by requiring a portfolio. Each transfer student is evaluated by the program director who then acts as the academic advisor for all transfer students. General education requirements are approved by the Director of the appropriate department or school.

Admissions Policy from the university: Each candidate's file is assessed individually to determine academic fit. The admissions team reviews the transcript for appropriate prerequisite coursework in the areas of math, science, English, history and modern language. High school course selection and performance are considered the principal indicators of success for admission.

The admissions team is assigned by geographic territory. Admissions counselors make affirmative decisions when possible. Questionable files where the student performance is below recommended standards are referred to the faculty liaison for the major. This referral provides the faculty member with access to the individual student record and scanned documents so that she/he can evaluate the full capabilities and interests of each candidate in order to assess leadership potential, community and national service interests, extenuating circumstances in each candidate's background, and motivation to succeed academically. Based on this evaluation, the faculty liaison provides a recommendation for decision on the individual student/record. The file is then further reviewed by both the Director of Admissions and the Vice President for Enrollment Management and the decision is communicated to the student.

II.4 Public Information

II.4.1 Statement on NAAB Accredited Degrees: http://bit.ly/2d2dCHB

II.4.2 Access to Conditions and Procedures: http://bit.ly/2dpaLMT

II.4.3 Access to Career Development: http://bit.ly/2cKaUaw

II.4.4 Public Access to APR's and VTR's: http://bit.ly/2dpaLMT

II.4.5 ARE Pass Rates: http://bit.ly/2diF2wj

II.4.6 Admissions and Advising: http://bit.ly/2cx0oFv and http://bit.ly/2d2dLe0

II.4.7 Student Financial Information: http://bit.ly/2dcNyca

General Education Requirements: http://bit.ly/2ca2Mgp

Academic Achievement Center: http://bit.ly/2cGyLc6

III.1.1 Annual Statistical Reports
The Institutional Research Letter can be consulted here: http://bit.ly/2dbf8pn.

III.1.2 Interim Program Reports
These will be provided by NAAB separately.

Section IV—Supplemental Information

Faculty Vitae:
    See http://bit.ly/2d7ZM5V.

Course Descriptions:
    See http://bit.ly/2d08mbr.

Studio Culture Policy:
    See http://bit.ly/2dw4UUF.

Self-Assessment Policies and Objectives:
    See I.1.6.A Program Self-Assessment (p. 18)

Policies on academic integrity for students (e.g., cheating and plagiarism):
    See http://bit.ly/2cvzhYs.

Information resources policies including collection development:
    See http://bit.ly/2dl9hTp.

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students:
    See http://bit.ly/2cbW3qX.

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements:
    See http://bit.ly/2cO1trd.

The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure:
- For the School, see http://bit.ly/2cK94Gy and http://bit.ly/2d7rRy7.
- For CoPS: see http://bit.ly/2d2xcXo;
- For the University: see the Faculty Manual (http://bit.ly/2cFZwKK), Section 2: Faculty Appointments, Promotion, & Tenure.

Offsite Program Questionnaire:
    See http://bit.ly/2dd5LoU.