



**Norwich University**  
**School of Architecture and Art**

## **2017 Visiting Team Report**

**Master of Architecture (175 credits)**

The National Architectural Accrediting Board  
April 5, 2017

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. **Summary of Visit**

a. **Acknowledgements and Observations**

Acknowledgments

Preparation for an accreditation visit is a formidable task that demands acute attention to detail and a fine spirit of cooperation among the many faculty members, administrators, students, and staff charged with its organization. The team is grateful to the entire Norwich University School of Architecture and Art (SoA+A) community for the careful curating of the team room and related exhibits, the articulate preparation of the APR and supporting written materials, and a willingness to engage in probing discussions with a balance of enthusiasm and reflection. The team's obligations were fulfilled efficiently as a result of the clarity of the information provided and the cordial welcome that the team received.

The team is pleased to have been part of the SoA+A community for the duration of the visit. Special thanks are due to SoA+A Director Cara Armstrong, SoA+A Associate Director Danny Sagan, Graduate Program Director Michael Hoffman, Dean of the College of Professional Schools Aron Temkin, and, especially, Administrative Assistant for the SoA+A Holly Yacawych.

Observations

The team believes that the SoA+A provides an active learning environment that emphasizes gaining knowledge through making, critical writing, experiential design, and an ethic that blends service, leadership, and professionalism. The team was impressed with the vitality of the student body, their dedication to socially responsible creative practices, and their passion for architecture. The team found much to admire in the program:

- All meetings with students, faculty, and administrators evidenced the care, expertise, and professional commitment of an extraordinarily collegial academic community. Mutual respect, open discourse, and cooperation among the campus's faculty and administrators, among the diverse faculty, between faculty and students, and between civilian and military members are hallmarks of the university and essential ingredients of the learning environment in the SoA+A.
- Faculty and student passion for social responsibility and global cultural diversity, as foundational principles of contemporary design, is palpable throughout the program. Norwich University's commitment to educating the "citizen soldier," who is dedicated to leadership and social engagement, translates handily to the SoA+A's goal of producing "citizen architects."
- The value of cultural diversity in design is made clear in the variety of site situations and human constructs of behavior, society, and habitation engaged in studio projects and reflected in the fifth-year Master of Architecture (M. Arch) thesis work.
- CityLAB: Berlin, the program's international study curriculum in Berlin, Germany, is emerging as a campus-wide model for multi-disciplinary learning and study abroad and as a unique generator of design thinking. Considered in relation to Norwich University's rural environs and the cultural setting of northern New England, the Berlin program enriches and expands student learning, and adds

direct experience in an urban, and increasingly global, environment.

- The program's Design-Build initiatives have great potential to influence student learning at multiple scales and in diverse contexts. The team appreciates that attention to architectural details, construction logistics, and service to the community all figure significantly in the curriculum.
- Demonstrated collaboration with programs and peers outside the program impressed the team. Both faculty and students benefit from mutually supportive relationships regarding teaching, learning, and research with the allied disciplines of engineering (construction management and civil engineering), business (innovation and entrepreneurship), and the humanities (art, history, and political science).
- The program has developed a robust recruiting program that has yielded increased enrollments and improved diversity among the student cohort.
- The opportunities and challenges presented by digitization and technological integration remain topics of interest for the faculty, students, and administration as they seek to balance available resources with ever-changing developments and expectations in equipment, software, and professional practice.
- Faculty and students expressed great respect for the SoA+A director, as well as appreciation for her achievements.

#### b. Conditions Not Achieved

The 2017 team found that all conditions and criteria have been achieved.

### II. Progress Since the Previous Site Visit

**2009 Perspective I.1.3.C Architectural Education and the Regulatory Environment:** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**Previous Team Report (2011):** 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, students 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 Architect Registration Examination.

**2017 Visiting Team Assessment:** This perspective was eliminated with the articulation of the 2014 NAAB Conditions for Accreditation. See the 2017 Analysis/Review for Part One (I): Section 1 – Identity and Self-Assessment, I.1.4. Defining Perspectives, C. Professional Opportunity.

**2009 Criterion A.10, Cultural Diversity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize

**different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

**Previous Team Report (2011):** Student work in FA201 Architectural History/Theory I and FA201 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.

**2017 Visiting Team Assessment:** This criterion was eliminated with the articulation of the 2014 NAAB Conditions for Accreditation. See the 2017 Team Assessment for SPC A.8 Cultural Diversity and Social Equity, which concludes that the school has intensified and productively integrated an understanding of cultural diversity and social equity throughout the curriculum.

FA 309 Architectural History/Theory IV demonstrates an understanding of social and spatial patterns as they related to cultural diversity in FA 201 Architectural History/Theory I and FA 202 Architectural History/Theory II. FA 309 extends consideration of these issues by examining global developments through the study of, research into, and critical inquiry into examples of these developments throughout the 20th century.

AP 558 Global Issues in Architecture demonstrates an understanding of the diverse needs, values, behavioral norms, and physical abilities of contemporary cultures—including non-Western and emerging cultural contexts—as they relate directly to the societal roles and responsibilities of architects. Student research and analysis investigates these issues in direct relation to global challenges and opportunities. Lectures, readings, and projects undertaken in AP 222 Human Issues in Design showed evidence of student understanding of physical, perceptual, cultural, sociological, and psychological factors that influence the design of architectural space. The integration of diverse cultural perspectives into conceptual frameworks for studio projects was seen in AP 211 Architectural Design I.

**2009 Criterion B.5, Life-Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.**

**Previous Team Report (2011):** 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.

**2017 Visiting Team Assessment:** This criterion was eliminated with the articulation of the 2014 NAAB Conditions for Accreditation. See the 2017 Team Assessment for SPC B.3 Codes and Regulations, which concludes that student work indicates the ability to apply basic principles of life-safety systems.

**2009 Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

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

**Previous Team Report (2011):** 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.

**2017 Visiting Team Assessment:** [This criterion was eliminated with the articulation of the 2014 NAAB Conditions for Accreditation. See the 2017 Team Assessments for Student Performance Criteria C.1 Research, C.2 Evaluation and Decision Making, and C.3 Integrative Design, as well as General Team Commentary for Realm C, Integrated Architectural Solutions.](#)

### III. Compliance with the 2014 Conditions for Accreditation

#### PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

##### PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

**I.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

**2017 Analysis/Review:** Narrative in the APR (p. 4), which was reinforced by team discussions with the university and program administration, faculty, and staff, documented the history and guiding principles of Norwich University and the ways in which they frame the mission of its architecture program.

From its founding in 1819, the university advocated a blend of "classical studies with subjects of practical usefulness" (ARP, p. 4). In 1862, it became the nation's first private military college, and, in 1973, traditional civilian students joined the corps of cadets. The blending of the corps with traditional undergraduate and graduate students in a relatively small campus community (currently composed of approximately 2,400 students) has created an intimate, yet intensely focused and service-oriented learning environment. The university's website notes that, in the late 1990s, the university underwent a restructuring to establish a unified vision for the institution. The corresponding strategic plan for the university, the NU2019 Strategic Plan, identifies three key areas of focus: Academic Quality, National Reputation, and a Robust Budget (see <http://www.norwich.edu/about/history.html>).

In 2002, the university returned to the mission statement originally published in its 1843 catalog as an affirmation of its 21st-century relevance: "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." Team discussions with the faculty, program administration, and students verified that this mission continues to play a formative role in shaping the cultural and learning objectives of the architecture program.

The APR (pp. 5-6) clarifies the role and relationship of the SoA+A within its immediate academic context, the College of Professional Schools, and within the larger university campus. Discussions with the university, college, and program administration and faculty confirmed the strong relationships between the SoA+A and its peer schools in the college. They also confirmed the SoA+A's contributions to the general education core of the university and the institution's emphasis on service.

As the only NAAB-accredited M. Arch program in northern New England, the architecture program, founded in 1990, values its regional situation while cultivating global perspectives, social relevance, and material and technological innovation (APR, p. 5). The program's robust Design-Build initiatives are recognized across campus as a model of experiential learning. The M. Arch thesis projects reflect a passion for socially responsible architecture that resonates throughout the university. The CityLAB: Berlin study abroad program, which engages architecture students together with their peers in history, political science, and art, is a foundational element of the university's dedication to internationalization. A willingness to collaborate across disciplines is a strength of the College of Professional Schools' faculty members, and students take advantage of opportunities to pursue minors in allied disciplines such as construction management, entrepreneurship, leadership, and art. The program leverages its institutional context to engage architecture students in "the making of meaning" and "the meaning of making" (APR, p.

5) by confronting pressing contemporary problems through both discipline-specific and cross-disciplinary lenses.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**2017 Analysis/Review:** The program has a written studio culture policy that is available electronically on the school's website. In addition, the policy is shared with the students at the beginning of each semester studio and at all-department gatherings. The policy is reviewed annually and includes the integration of a "school-wide professional code of conduct aligned with the greater College of Professional Schools (CoPS) community" (APR, p. 6). Norwich University is unique in that the student body is composed of the corps of cadets and traditional (civilian) students. Founding principles of the university, such as its emphasis on experiential learning, its adherence to the campus Honor Code, and the belief in "service before self," apply to all students (APR, p. 6). The administration makes it clear that all students are equal in the classroom.

It is apparent that faculty members have a healthy respect for one another, and the school, as a whole, is tightly knit. The school and the university encourage research and participation in conferences and professional societies. Students are afforded the opportunity to have guest lecturers throughout the year and to travel to metropolitan areas within driving distance, such as Montreal and Boston, to take advantage of additional enriched learning experiences. Interdisciplinary collaboration, especially with the engineering and construction management programs, is fostered through the Design-Build program, which supports the school's vision of students being "makers."

University wide, there is a trend toward internationalism and global awareness, which is supported by the Norwich University International Center. Support is available for students interested in broadening their global view through study abroad programs and international exchanges, especially through CityLAB: Berlin. Participation in study abroad programs is not mandatory; nevertheless, 70% of the SoA+A students participate in them.

Academic support is available to students through a variety of sources, including the Academic Achievement Center and the Writing Center. They can be assigned an academic advisor with whom they meet once per semester at a minimum. In addition, the Civilian or Corps Academic Mentor (CAM) program pairs an incoming freshman with a sophomore within his/her major. The students in the program also have undertaken a self-managed mentorship program that encourages fourth-year students and M. Arch students to connect with first- and second-year students who might not otherwise have the opportunity to engage with one another.

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.



- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**2017 Analysis/Review:** The APR (pp. 7-9) and team conversations with the administration, faculty, and students demonstrated that appropriate policies on diversity and inclusion are in place in the architecture program. Students are made aware of these policies during freshman orientation and annual all-school meetings, and they are referred to the university's website, where the policies are posted. The program has relationships with its CityLAB: Berlin studios and with Shandong Jinzhou University in Jinan City, China. The school's leadership is working to make study abroad studios mandatory and to increase the number of international students in the program in order to diversify the student population and the learning experience. Currently, several students in the program are from other countries, including Italy, China, and Kenya. The program's plan to increase international diversity among the student body coincides with the university's Internationalization Plan, which is aimed at diversifying the entire campus.

Student diversity in age within the program has been expanded through the acceptance of high school students in their senior year and an ambitious recruitment plan undertaken by the undergraduate program director. The faculty and staff have unique backgrounds, expertise, and experience, which creates a broad learning and teaching environment that energizes both students and faculty with regard to design. While there is no need for additional faculty members at this time, the program is cognizant of giving the students a diverse education by working with professors in other parts of the university (i.e., engineering, business, and construction management) and by actively encouraging the advancement and development of the current program faculty, where appropriate. University policies on EEO/AA can be found on the university's website.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

**A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

**2017 Analysis/Review:** The mission and guiding principles regarding teaching and learning in the SoA+A and in the university value team dynamics, collaborative experiences, and leadership. This is made clear in the APR (pp. 10-11) and was articulated in team meetings with students, faculty, administrators, and staff. All-school activities—including exhibitions, charrettes, and service projects that benefit the university—underscore the interrelationship of multiple communities in successful design processes. Informal all-school meetings, a Dean's Advisory Council, an increasingly active and visible American Institute of Architecture Students (AIAS) chapter, and participation in the corps of cadets for a small percentage of program students empower the program's student body in a culture that offers opportunities for leadership and collaboration as essential parts of a professional education.

The university's Undergraduate Research Program (see <http://bit.ly/2/ckmWEt>) and the Design-Build studios offer opportunities for cultivating collaborative skills, often in service of the community and in dialogue with an interdisciplinary community of academics, design practitioners, and traditionally underrepresented communities, particularly with regard to the Design-Build studios. The setting of the SoA+A in the College of Professional Schools provides an academic context in which the values and lessons of collaborative learning are unavoidable. Consistent and rich relationships with the construction management, civil engineering, business, and art programs are continually made available to program students.

**B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process

aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

**2017 Analysis/Review:** The SoA+A's founding principles of "balance in theory and practice, concept and technique, design and making" are deeply woven through the fabric of the entire program and student experience. The SoA+A's commitment to social consciousness and the implications of design decisions is consistent with the university's core principles of active engagement and ethical responsibility. The overall architecture program is structured as a series of learning experiences that start with an introduction to basic theory and concepts and continually increase in complexity and intensity as the student progresses through the program. This progression is reflected not only in the design studios, but is also well paired with the concurrent courses that explore and build knowledge in associated graphic, technical, and practice areas. The program culminates with the thesis project, which focuses on a specific community/cultural issue in the context of a design solution that reflects the ability to deal with the full range of influences, from social to technical to legal/regulatory factors.

An emphasis on learning through doing is integrated throughout the program. This is manifested in the Design-Build component of the various courses. This component includes model making, which starts in the first-year studio, progresses to the construction of full-scale building components to complement design studio projects, and culminates in the construction of complete habitable structures. Associated courses in art, craft, and fabrication reinforce an understanding of the components, materials, and systems that are integrated into every project. Further enhancing this hands-on learning approach is the required summer internship course that provides students with insight into how these concepts are applied in a professional setting.

As a means of exposing students to the array of opportunities and challenges open to them, the program also includes a semester-long studio program at CityLAB: Berlin. Through this program, students are immersed in all aspects of a rich, historic, urban setting. The knowledge gained from this first-hand experience of the city of Berlin, its culture, and its community is a primary resource that is incorporated into studio work as project solutions are developed and communicated. This multi-cultural experience has been termed "life changing" by students who have experienced the program.

**C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

**2017 Analysis/Review:** Students in the M. Arch program experience specific coursework that is relevant to professional opportunity, including Design-Build studios and coursework covering professional practice, construction documents, project delivery, and architectural internships. Following completion of their Bachelor of Science in Architecture Studies (BSAS) degree and prior to starting the M. Arch degree program, students take a six-credit summer internship course in which they work in an architect's office or a design-related firm. The intent of this 7-week course is for students to develop a deeper understanding of the nature of the profession through practice and reflection. Each week, there is a topic of investigation, and students have the opportunity to compare and contrast their experiences in their firms through online discussions with students working in other offices. This exposure to professional practice helps students tremendously as they enter their final fifth year of research and the thesis studio.

**D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

**2017 Analysis/Review:** Stewardship of the environment is a theme that is evident throughout the coursework of the school and representative projects. Principles of the 2030 Challenge and 2050 Resiliency have been integrated into the curriculum, as have the Passive House design principles (APR, p. 13). There is strong faculty support for sustainability, which is indicated in their instruction and independent research, and sustainability concepts are put into action in built form through the Design-

Build projects, including the CASA Tiny House Initiative and the Delta T-90 Solar Decathlon Home. Student work, especially with regard to site analysis, illustrates attention to passive system design and the impact of design on ecology.

**E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

**2017 Analysis/Review:** Norwich University, as a whole, places strong emphasis on developing "citizens with integrity, conviction, and self-respect, to be educated and motivated leaders in service to the community," and on the identity of the "citizen soldier." The notions of "service before self" and "service to others" have been adopted by the SoA+A under the "citizen soldier-citizen architect" ideology. As indicated in the APR (pp. 6-7 and 13-16) and noted in the team's observations at the school, students are well prepared to become engaged professional citizens by means of several teaching methods. Faculty members actively search for opportunities in the local community and elsewhere for design problems and projects that will meet the curricular goals of a studio and also be of service to the public.

Studio projects have included a wide range of community-oriented designs located in different places across the globe. Several Design-Build projects have been of true service to a client, either in a local Vermont community or elsewhere, and many thesis projects reflect a student consciousness and a desire to design with socially responsible and community-oriented design thinking. The university has a coordinating entity for service-learning projects (Norwich University Service Learning) and a Center for Civic Engagement, which offers student-run service and leadership projects beyond the campus boundaries.

**I.1.5 Long-Range Planning:** The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision-making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

**2017 Analysis/Review:** A robust strategic planning process is defined by the university's NU2019 Strategic Plan and the College of Professional Schools' Academic Plan, which govern the architecture program's data collection and long-range planning process. Planning at the university level is also addressed through the "5 I's": (I) Improve Learning, (II) Inspire Students, (III) Information Technology for All, (IV) Invest Strategically, and (V) Internationalize the Campus. The 5 I's were approved by the Board of Trustees and continue to be a focus of Norwich University's energies and resources. The College of Professional Schools' most recent draft of the Academic Plan is organized around a 2-year, 5-year, and 10-year long-range planning review schedule. Its goals cover: (1) leveraging the success of the Design-Build program and continuing to collaborate across disciplines to develop students as "citizen architects," (2) increasing diversity and internationalizing the SoA+A by developing study abroad opportunities and attracting minority and international students, and (3) developing a hybrid of online/on-campus options that would enable students across majors, alumni, and professionals who seek continuing education to develop expertise in computer-based design technologies and/or to enhance their digital design skills in rendering capabilities.

In addition to monitoring and reporting on the goals of the NU2019 Strategic Plan, the 5 I's, and the College of Professional Schools' Academic Plan, the SoA+A director prepares an annual report assessing academic planning, study abroad, the Design-Build program, community engagement, technology and equipment, faculties, professional development and research, and assessment and accreditation. This report is the result of faculty input from monthly meetings and annual retreats, and student input. Through this assessment process, the SoA+A work plan is continually updated to reflect lessons learned in order

to be consistent with strategic objectives. The process has been defined well and guides the SoA+A as the architecture program continues to develop and expand.

**I.1.6 Assessment:**

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**2017 Analysis/Review:** Norwich University and the SoA+A have established continual and consistent evaluation methods to analyze their missions, and these missions are achieved through academic programs and services. The university's approach is defined in the NU2019 Strategic Plan and includes a 6-year program self-study prepared for the University Curriculum Committee, the school's annual report to the University Academic Assessment Committee, and the SoA+A director's annual report to the dean of the College of Professional Schools. The 6-year program self-study includes direct and indirect assessment matrices for student outcomes and a process for improving the program based on the assessment results.

The school's annual report to the University Academic Assessment Committee assesses several student-learning activities, which include the following: students must be able to write with clarity and precision, students must be able to exercise the skills of independent inquiry to find, analyze, and synthesize information, students must be able to think critically and make ethical decisions, and students must possess a knowledge of, and appreciation for, the various types of human expression found in the cultures and civilizations of the United States and the world. Several SoA+A assessment and evaluation documents are filled out and collected at the end of each semester. The faculty analyze the information in the documents with the help of a survey developed and implemented by faculty and staff in conjunction with the help of the Board of Fellows, which provides additional long-term and ongoing assessment of the program's goals.

The University Academic Assessment Committee provides oversight of the processes involving academic assessment, acts in an advisory capacity for the SoA+A, and provides a repository for completed assessment reports. This committee includes the associate vice president for academic affairs and a representative from the SoA+A. The assessment reports are used to determine how well the college is achieving its stated academic outcomes and how these outcomes can be improved. The faculty in each school are responsible for identifying Student Learning Outcomes, assessing those outcomes, and implementing required improvements based on the assessment results. The self-assessment process is working well for the SoA+A as it evaluates its courses and improves its curriculum.



## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

#### [X] Demonstrated

**2017 Team Assessment:** Appropriate human resources to support student learning and achievement are demonstrated in the APR (pp. 27-33). The team verified this information through conversations with the faculty, administration, staff, and students. The APR includes links to university policies, manuals, rules, and regulations that ensure best practices in this area.

The APR (pp. 29-30) states that the faculty workloads, and the processes and procedures concerning evaluation of teaching effectiveness, professional development, and service contribute to a learning culture that balances faculty endeavors in research, scholarship, and creative practice with student learning experiences. Web links in the APR provide policies and procedures that govern faculty service at the school, college, and university levels (see <http://bit.ly/2cK94GY>; <http://bit.ly/2d7rRy7>; <http://bit.ly/2d2xcX0>; and <http://bit.ly/2cFZwKK> for the *Faculty Manual*, Section 2: Faculty Appointments, Promotion, and Tenure). Team meetings with students and faculty revealed a collegial community in the SoA+A, where they both enjoy a mutually beneficial teaching and learning environment that promotes student achievement. Productive collaborative relationships among faculty in architecture and art, between architecture faculty and those in the allied disciplines of engineering, and between full-time faculty and adjuncts add to the productivity and creative/intellectual energy of the school. Students commented on the positive influence that this has had on their learning experiences.

The APR provides evidence that the program has appointed an Architect Licensing Advisor, who properly fulfills the requirements of his position, and that students are informed fully regarding the requirements of and preparation for licensure (APR, p. 33). Team meetings with students verified that they have been informed about AXP/IDP, and an informal poll of students indicated that the overwhelming majority of candidates for the professional degree aspire to licensure.

In the APR (pp. 27-29), the team found evidence of faculty awards through the university's Office of Academic Research and documentation on academic papers delivered, exhibitions of creative work, and faculty participation in professional and scholarly conferences. The team also had discussions with the faculty regarding ongoing faculty research that has resulted in publications, exhibitions, and built works, which demonstrate that the faculty have opportunities to pursue professional development that contributes to program improvement. Faculty appreciate the fact that the growth of a research/creative practice culture on the campus has come with support for conference participation, access to competitive (internal) grants for research/creative practice endeavors, and release time. Administrative staff have opportunities to participate in on-campus opportunities for personal professional development. Administrative staff who also engage in creative practices do not have dedicated funding support for their endeavors. See Annual Report of the Office of Academic Research: <http://bit.ly/2ckncDS>.

Students in the program have access to, and benefit from, an effective array of student services as indicated in the APR (pp. 30-33)—which includes links to policies, descriptive narratives, and metrics documenting student demographics and participation—and in examples of advising portfolios in the team room. A robust scholarship program, including merit awards and need-based financial aid, makes the program accessible to an increasingly diverse population of students. A university-funded Undergraduate Research Program also enhances learning opportunities. The required summer internship program—coupled with online coursework that offers context for and reflection upon the office experience—warrants mention as a demonstrated strength of the program.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

#### **[X] Described**

**2017 Team Assessment:** The team obtained an overview of the physical resources through a review of the APR, discussions with the administration and faculty, and observation of the facilities utilized by the SoA+A.

The SoA+A is housed in Chaplin Hall, a facility originally constructed in 1907. It was renovated in 1961 and again in 1993, when it was turned over to the SoA+A. The building is centrally located among the other major campus facilities surrounding the upper Parade Ground. It houses a majority of the functions and activities of the SoA+A, and has spaces that are adaptable for specific events such as lectures and exhibitions, as needed. The studio areas accommodate the current student population. Administrative and faculty areas are adequate, as are the administrative support facilities.

Support spaces for associated interactive learning activities are limited and constrained. The computer and fabrication labs and the studios are limited in terms of size and access. In many instances, they appear to be utilized to maximum capacity. The computer and fabrication labs are reasonably equipped with a variety of tools and other equipment, which are beginning to show their age.

While the program includes a significant emphasis on Design-Build as an integral component of the learning process, the spaces available for Design-Build activities are limited and somewhat remote from the studio areas. Currently, the major Design-Build spaces are in a student-constructed exhibition house and an unconditioned open shed across campus from Chaplin Hall. Students have limited access to the metal shop and other laboratory facilities housed in the David Crawford School of Engineering Building.

In fall 2017, Design-Build activities will move to the new CoLaboratory Building. It is currently nearing completion and will be in full use beginning in fall 2017. The facility will contain a conditioned high-bay fabrication space, a digital fabrication lab, and several Building Information Modeling (BIM) and technical labs. The facility will be shared with the construction management and civil engineering programs.

An electronics network and hardware are fully available and accessible to all students. The network and equipment are relatively older and have a capacity that is often not sufficient for the frequency and amount of use that the system handles on a daily basis. Maintenance of the system is a growing expense and concern. A variety of software programs is available for use by all students. These software programs

are utilized in the studios and labs throughout the architecture program facilities.

Other on-campus resources available to the architecture program students include the collections and facilities of the university's central Krietzberg Library and the collections, exhibition spaces, and programs of the Sullivan Museum and History Center.

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**

**2017 Team Assessment:** The program has adequate financial resources to support student learning and achievement as indicated by budget information documented in the APR (pp. 38-44) and information provided in team meetings with the senior vice president for academic affairs, dean of the College of Professional Schools, SoA+A director, senior director of development, and faculty. The APR, which includes a detailed budget analysis for each fiscal year since the last accreditation visit, lists the line-item expenses and revenue sources over which the SoA+A director has control.

Financial resources are adequate, and the university has produced positive financial results, including new positive annual income, and has increased its endowment from \$40 million to over \$208 million (APR, p. 43). Meetings with leadership indicated that tuition and, concomitantly, enrollment, drive revenue and resources, and annual growth in the SoA+A budget lines have been "relatively flat" (APR, p. 39). Resources for enhancing digital technology in the school are limited, and, at present, there is no promise of additional faculty or staff lines. Salaries, at all ranks, are below national averages.

Since the last accreditation visit, and in the context of a capital campaign that will conclude in 2019, the SoA+A has created an Endowment Fund. This fund when fully funded, which is on target for 2018, will provide ongoing resources to enrich student learning. Foundation grants, gift accounts, and university-level endowments are providing financial resources for the school lecture series, student travel, and Design-Build endeavors as well as discretionary funds for award by the dean of the College of Professional Schools. Discussion with the Office of Development's Director of Class Giving indicated that the SoA+A's identity on campus and in the community is strong. A dedicated alumni base brings generous scholarship support to architecture program students. Conversations during the student meeting revealed that a majority of the SoA+A students receive scholarship support.

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

**[X] Demonstrated**

**2017 Team Assessment:** Sufficient student, faculty, and staff access to literature and information resources to support the architecture curriculum is indicated in the APR (pp. 44-46) and was verified in team meetings with the library director and associates who work with the architecture collection and students. The library's physical and digital resources are plentiful, and those that are not directly accessible are typically available through interlibrary loan. The library hours are extensive and are extended even further at the end of the semester during the final exam period. Professors actively engage their classes with the literature and information resources both during and outside of class time.

**I.2.5 Administrative Structure and Governance:**

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.



**[X] Described**

**2017 Team Assessment:** The APR (pp. 46-48) explicitly describes the organizational structure and institutional context of the program, including the detailed responsibilities of the program staff and the hierarchy of the college's leadership and the university's leadership. Team meetings with the interim senior vice president for academic affairs, dean of the College of Professional Schools, and SoA+A director reinforced the description of the relationships and responsibilities articulated in the APR.

Since the last accreditation, the SoA+A has been consolidated into the College of Professional Schools, one of five colleges that now comprise Norwich University. The college also includes the David Crawford School of Engineering, the School of Business and Management, and the School of Nursing. The SoA+A enjoys particularly collegial and collaborative relationships with engineering, which includes a construction management program, and with business, which has undertaken initiatives in innovation and entrepreneurship. There are no discrete departments in the SoA+A. Art and art history courses, which contribute to the university's general education core, are integral to the organization and operation of the school.

As noted in the APR, the SoA+A director has day-to-day responsibility for the school, and is supported by the SoA+A associate director, who focuses on undergraduate issues and admissions, and the graduate program director, who concentrates on graduate education and alumni. The SoA+A director reports to the dean of the College of Professional Schools, who is appointed by the university president. The dean reports directly to the senior vice president for academic affairs. A mutually supportive relationship exists between the dean and the SoA+A director, who meet approximately every 3 weeks, parallel to the dean's participation in the campus-wide Dean's Advisory Council. The SoA+A director also appoints an accreditation and assessment coordinator. Further administrative staffing in the school includes an instruction specialist, who is tasked with teaching in the shops and providing technical support for them, and an administrative assistant, who serves all school administrators, faculty, and students. Currently, a non-tenure-track faculty member holds the position of SoA+A director.

The APR (pp. 48-49) addresses governance within the program, the college, and across the university. Governance of the SoA+A is influenced by Norwich University's unique institutional context as a private, not-for-profit, military institution. Team discussions with the architecture faculty underscored that governance policies are articulated clearly. Architecture faculty are represented on college and university committees, and they indicated that governance across the campus is inclusive. A list of standing committees in the school is included in the APR, as are relevant committees, policies, and by-laws for the college and the university.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for FA 202 Architectural History/Theory II, AP 436 Project Delivery and Documentation, and AP 526 Architectural Thesis, particularly in project work, exams, and papers.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 525 Thesis Research and AP 526 Architectural Thesis, particularly in project work.

**A.3 Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 525 Thesis Research and AP 526 Architectural Thesis, particularly in project work.

**A.4 Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional

design.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 411 Architectural Design V and AP 526 Architectural Thesis, particularly in project work.

**A.5 Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 411 Architectural Design V and AP 526 Architectural Thesis, particularly in project work.

**A.6 Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 211 Architectural Design I and AP 525 Thesis Research.

**A.7 History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for FA 201 Architectural History/Theory I, FA 202 Architectural History/Theory II, FA 308 Architectural History/Theory III, and FA 309 Architectural History/Theory IV. Examples of mid-term and final exams, analytical term papers, research and writing exercises, and responses to assigned readings, which were documented in the team room, supported this assessment.

**A.8 Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AP 222 Human Issues in Design, FA 201 Architectural History/Theory I, FA 202 Architectural History/Theory II, FA 309 Architectural History/Theory IV, and AP 558 Global Issues in Architecture. Further evidence demonstrating student achievement was found in projects undertaken in AP 211 Architectural Design I and AP 212 Architectural Design II.

**Realm A. General Team Commentary:** The team noted that faculty actively pursued ways to incorporate professional communication skills in writing and drawing into their coursework. The expansion of the Architectural History/Theory sequence to include a capstone course focused on student research and writing skills displayed the students' ability to research, synthesize, and analyze information in an exceptional way. Student ability to formulate questions, develop concepts, test ideas, and use research to inform design thinking and decision making was apparent, particularly in the third- and fourth-year studio courses as well as in the thesis research and design. Design work in the third-, fourth-, and thesis-year studios showed student ability to consider cultural, social, historical, and climate factors in the design process and in the final productions of their designs. These skills were emphasized even further in the supplementary studios, for example, in the Design-Build studios and in CityLAB: Berlin.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 311 Architectural Design III, AP 411 Architectural Design V, and AP 526 Architectural Thesis, particularly in project work and research.

**B.2 Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 225 Passive Environmental Systems, AP 221 Site Development and Design, and AP 526 Architectural Thesis, specifically in the presented coursework and student projects. Additional consideration of site design specific to soils was found in student designs prepared for AP 411 Architectural Design V and AP 526 Architectural Thesis.

**B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 411 Architectural Design V and AP 526 Architectural Thesis. Clear examples of student work related to the demonstration of accessibility standards were observed in the AP 312 Architectural Design IV and AP 412 Architectural Design VI vertical work. With regard to life safety, examples of coursework illustrated instruction on life-safety principles, and these principles were executed in student work prepared for AP 411, AP 312, and AP 412, including classroom exercises and final design presentations.

**B.4 Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 436 Project Delivery and Documentation. It was also found throughout designs prepared for AP 411 Architectural Design V and AP 526 Architectural Thesis.

**B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for CE 351 Statics and Strengths of Materials, CE 457 Building Structures, and AP 411 Architectural Design V.

**B.6 Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 225 Passive Environmental Systems, AP 327 Active Building Systems I, and AP 328 Active Building Systems II.

**B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 327 Active Building Systems I, AP 328 Active Building Systems II, and AP 411 Architectural Design V.

**B.8 Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental

impact and reuse.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 325 Materials and Methods, particularly in assignments and project work.

**B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 327 Active Building Systems I and AP 328 Active Building Systems II.

**B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 436 Project Delivery and Documentation, particularly in assignments and course lectures.

**Realm B. General Team Commentary:** The materials provided illustrated achievement in the skills required within this realm. There was strong emphasis on sustainability and being "citizen architects" in relation to social justice and utilizing architecture to "do good" in the world. Interdisciplinary collaboration was encouraged, and the synergy between academic departments was evident in the execution of built work, especially in the Design-Build studios. Examples of studio work and classroom exercises consistently demonstrated careful thought with regard to the analysis of a program for compliance in all aspects of design, including programming, site analysis, and life safety. The program emphasizes that students should be "makers," and the sample work provided illustrated an understanding of materiality and constructability.

**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 525 Thesis Research, particularly in assignments during thesis preparation.

**C.2 Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 525 Thesis Research, particularly in assignments and project work.

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 526 Architectural Thesis, particularly in graphic presentations of thesis work.

**Realm C. General Team Commentary:** The process of conducting significant research into complex systems that were developed into palpable architectural solutions was evident in the fourth-year studio and thesis, where students demonstrated problem solving and decision implementation toward the completion of their design projects. All components of integrative design were considered, and solutions were developed to present adequate information in graphic form.

**Realm D: Professional Practice:** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

**D.1 Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 531 Architectural Internship.

**D.2 Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 531 Architectural Internship.

**D.3 Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 531 Architectural Internship and AP 533 Professional Practice, particularly in coursework, assignments, and examinations.

**D.4 Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AP 533 Professional Practice and AP 436 Project Delivery and Documentation, particularly in coursework and assignments.

**D.5 Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AP 436 Project Delivery and Documentation, particularly in course assignments, project work, and examinations.

**Realm D. General Team Commentary:** Through a combination of coursework and the experiences gained in the required office internship, students achieve an overall understanding of the business, regulatory, and legal forces that influence and control the practice of architecture. The coursework employs a series of real-world examples that offer students the opportunity to apply their understanding of the principles learned to actual situations that they might encounter. Students noted that they appreciated the greater depth of knowledge gained from the construction law course.



## PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

### II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

**2017 Team Assessment:** [The New England Association of Schools and Colleges \(NEASC\) accredits Norwich University. The APR \(p. 51\) provides a link to a copy of NEASC's letter to the university president, dated November 17, 2015, which affirms the accreditation. The university's next comprehensive evaluation will occur in fall 2020. See <http://bit.ly/2d5O8t8>.](#)

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

**2017 Team Assessment:** [The NAAB visiting team reviews the M. Arch degree program for continuing accreditation. The team also looks at the BSAS degree program, as it is an integral part of the M. Arch degree program. Together, these two degrees are steps within a 5-½ year integrated curriculum, which takes high school graduates through a structured sequence of courses in order to obtain a professional degree.](#)

[The BSAS degree consists of a total of 140 credit hours, and the M. Arch degree consists of an additional 35 credit hours. Therefore, the professional degree represents 175 credit hours, including 45 in general studies and 96 in professional studies. While the BSAS degree is a requirement for the M. Arch program, admission to the M. Arch program is not automatically granted upon completion of the BSAS degree. Minimum university standards, a minimum studio grade point average, and a portfolio are required and reviewed for admission to the M. Arch program. The BSAS curriculum features threshold points and portfolio reviews for each student in order to better identify individual career objectives and ensure that a high academic caliber is required of every Norwich University graduate. The first threshold point, upon completion of the first semester of the third year, is a portfolio submission with an advisory review. The](#)

second threshold point occurs at the completion of the first semester of the fourth year, when there is a review of the process for applying to the M. Arch program. After a student meets the base grade point average, the portfolio is the primary basis for admission to the M. Arch program.

The graduate phase of the curriculum brings each student to the mastery level for most Student Performance Criteria. Students are required to participate in a six-credit summer internship course, which involves working in an architectural office or a design-related firm. The capstone for the M. Arch program is the thesis, which includes a written document as well as verbal and graphic presentations. The fall course following the internship is Thesis Research, which covers a literature review, contextual background, precedent analysis, and design strategies for preparing an architectural thesis. The spring course is Thesis Design, where students execute a singular design or design-related project based on the independent research that they developed during the fall semester.

The SoA+A Curriculum Committee comprises all full-time faculty members. The school's curriculum is reviewed at the annual faculty retreat, the year-end faculty meeting, and a designated faculty meeting. Findings and actions are summarized in the documents covering the school's goals and objectives. Since the last accreditation visit, several course sequences have been modified to better support study abroad programs and Design-Build initiatives in order to strengthen the balance between creative thinking and technical skills.

On the basis of the above-described protocols and practices, the visiting team found the professional degree process and curriculum to be in compliance with NAAB requirements. The process of acquiring a BSAS degree in preparation for an M. Arch degree is unique and works well for Norwich University.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

**2017 Team Assessment:** Evidence that the program adequately documents its processes for the evaluation of the preparatory or preprofessional education of individuals admitted to the M. Arch program was found in the APR (pp. 53-54) and supported by admission records, statistical data, and examples of applications provided in the team room. In the team room, a folder containing digital records, portfolios, and related application materials documented the requirements for admission to the M. Arch program. Admission to the program requires portfolio review.

Additional information pertaining to transfer students is provided on the university's website: <http://www.norwich.edu/undergraduate-admissions/transfer/> and <http://www.norwich.edu/undergraduate-admissions/new-undergraduate/architecture/>

The APR (p. 54) points out that 95% of the program's students begin as freshmen at Norwich University. Transfer students are accepted from 2-year colleges with which Norwich University has articulation agreements, and, only occasionally, are transfer students who have studied at another NAAB-accredited institution accepted. The program is structured so that no previous preparatory work is required to fulfill the admission requirements of the program.

For freshmen: Norwich University is test optional. Candidates' files are assessed individually to determine academic fit. High school course selection and performance are considered the principal indicators for admission. Since the last accreditation, portfolio review for freshmen has become optional and has been replaced by on-site or telephone interviews.

For transfer students: The SoA+A associate director carries out an overall evaluation of each transfer student. For evaluation of the student's general education coursework, the SoA+A associate director refers the courses that the student has completed to the director of the appropriate school or department under which the courses fall for approval.

## PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

### II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

**[X] Met**

**2017 Team Assessment:** This information was found on the SoA+A's website:  
<http://profschools.norwich.edu/architectureart/path-to-licensure>

### II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

*The 2014 NAAB Conditions for Accreditation*

*The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

*The NAAB Procedures for Accreditation* (edition currently in effect)

**[X] Met**

**2017 Team Assessment:** These documents were found on the SoA+A's website:  
<http://profschools.norwich.edu/architectureart/accreditation>

### II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

**[X] Met**

**2017 Team Assessment:** This information was found on Norwich University's website:  
<http://careers.norwich.edu/>

### II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.<sup>1</sup>

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<sup>1</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

**2017 Team Assessment:** All of the documents were found on the SoA+A's website:  
<http://profschools.norwich.edu/architectureart/accreditation>

#### II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

**2017 Team Assessment:** The section of the SoA+A's website entitled "What we do: Architecture" describes the "Path to Licensure" for enrolled and prospective students. See <http://profschools.norwich.edu/architectureart/path-to-licensure/>. This page includes a link entitled "ARE Pass Rates for our Alumni," which provides access to the NCARB website, where the pass rates can be found: <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2008-v4.aspx>.

#### II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

**2017 Team Assessment:** This information was found on Norwich University's website:  
<http://www.norwich.edu/undergraduate-admissions/> and  
<http://catalog.norwich.edu/residentialprogramscatalog/academicadvising/>

#### II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

**2017 Team Assessment:** This information was found on Norwich University's website:  
<http://www.norwich.edu/undergraduate-admissions/financial/>

### PART THREE (III): ANNUAL AND INTERIM REPORTS

**III.1 Annual Statistical Reports:** The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

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

**[X] Met**

**2017 Team Assessment:** The APR (p. 54) affirms that Annual Statistical Reports have been submitted to the NAAB. The APR includes a link to a letter from the university registrar verifying the accuracy of the data. See also <http://bit.ly/2dbf8pn>.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

**[X] Met**

**2017 Team Assessment:** The Interim Progress Report was submitted to the NAAB, as required. The report content is consistent with the stipulated requirements and includes responses to the issues raised in the previous VTR. The report is accessible online through the SoA+A's website: <http://profschools.norwich.edu/architectureart/accreditation>.

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

- A.7 History and Culture
- A.8 Cultural Diversity and Social Equity
- D.4 Legal Responsibilities



Appendix 2. Team SPC Matrix

Student Performance Criteria (SPC) Met in NAAB-accredited	Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills and Knowledge										Realm C: Integrated			Realm D: Professional Practice					
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering System Skills	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Integration	Financial Considerations	Research	Integrative Evaluations and Decision Making Process	Integrated Design	Stakeholder roles in Architecture	Project Management	Business Practice	Legal Responsibilities	Professional Conduct
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
Fundamentals of Architecture I	AP 111																										
Introduction to Drawing	SA 103																										
Fundamentals of Architecture II	AP 118																										
Graphics Elective	SA 104																										
Architectural Design I	AP 211																										
Passive Environmental Systems	AP 225																										
Architectural History/Theory I	FA 201																										
Architectural Design II	AP 212																										
Architectural History/Theory II	FA 202																										
Materials & Methods	AP 325																										
Architectural Design III	AP 311																										
Active Building Systems I	AP 327																										
Site Development and Design	AP 221																										
Statics and Strengths of Materials	CE 351																										
Architectural History/Theory III	FA 303																										
Architectural Design IV	AP 312																										
Active Building Systems II	AP 328																										
Human Issues in Design	AP 222																										
Building Structures	CE 457																										
Architectural History/Theory IV	FA 309																										
Architectural Design V	AP 411																										
Architectural Design VI	AP 412																										
Project Delivery & Documentation	AP 436																										
Architectural Internship	AP 531																										
Thesis Research	AP 525																										
Global Issues in Architecture	AP 558																										
Architectural Thesis	AP 526																										
Professional Practice	AP 533																										
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	

Understanding (met): The capacity to classify, compare, summarize, explain and/or interpret information

Ability (met): Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation

### Appendix 3. The Visiting Team

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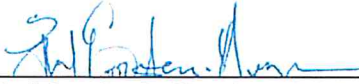
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V. Report Signatures

Respectfully Submitted,



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Team Chair

Representing the ACSA



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David A. Daileida, FAIA  
Team Member

Representing the AIA



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Marissa N. Gray  
Team Member

Representing the AIAS



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Dennis B. Patten, AIA  
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