

**University of Notre Dame  
School of Architecture**

**Architecture Program Report for 2016 NAAB Visit for  
Continuing Accreditation**

**B. Arch [165 undergraduate credits]**

**M. Arch [preprofessional degree + 54 graduate credits]**

**M. Arch [nonpreprofessional degree + 90 graduate credits]**

**Year of the Previous Visit:** 2010

**Current Term of Accreditation:** Six-year term of accreditation effective January 1, 2010

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2015

**Program Administrator:**

Dr. John W. Stamper, Associate Dean and Director of Undergraduate Studies, School of Architecture  
Address: 110 Bond Hall, Notre Dame, IN 46556  
Phone: (574) 631-6137  
Email: [stamper.1@nd.edu](mailto:stamper.1@nd.edu)

**Chief Administrator for the School of Architecture:**

Michael Lykoudis, Francis and Kathleen Rooney Dean of the School of Architecture  
Address: 110 Bond Hall, Notre Dame, IN 46556  
Phone: (574) 631-4699  
Email: [michael.n.lykoudis.1@nd.edu](mailto:michael.n.lykoudis.1@nd.edu)

**Chief Academic Officer of the Institution:**

Dr. Thomas G. Burish, Provost  
Address: 300 Main Building, Notre Dame, IN 46556  
Phone: (574) 631-3802  
Email: [provost@nd.edu](mailto:provost@nd.edu)

**President of the Institution:**

Rev. John I. Jenkins, C.S.C.  
Address: 400 Main Building, Notre Dame, IN 46556  
Phone: (574) 631-3903  
Email: [president@nd.edu](mailto:president@nd.edu)

**Individual Submitting the Architecture Program Report:**

Dr. John W. Stamper, Associate Dean and Director of Undergraduate Studies, School of Architecture  
Address: 110 Bond Hall, Notre Dame, IN 46556  
Phone: (574) 631-6137  
Email: [stamper.1@nd.edu](mailto:stamper.1@nd.edu)

**Name of individual to whom questions should be directed:**

Dr. John W. Stamper, Associate Dean and Director of Undergraduate Studies, School of Architecture  
Address: 110 Bond Hall, Notre Dame, IN 46556  
Phone: (574) 631-6137  
Email: [stamper.1@nd.edu](mailto:stamper.1@nd.edu)

## Table of Contents

<u>Section</u>		<u>Page</u>
<b>Section 1</b>	<b>Program Description</b>	
I.1.1	History and Mission	1
I.1.2	Learning Culture	6
I.1.3	Social Equity	7
I.1.4	Defining Perspectives	8
I.1.5	Long Range Planning	12
I.1.6	Assessment	14
<b>Section 2</b>	<b>Progress since the Previous Visit</b>	
	Program Response to Conditions Not Met	16
	Program Response to Causes of Concern	17
	Program Response to Change in Conditions	18
<b>Section 3</b>	<b>Compliance with the Conditions for Accreditation</b>	
I.2.1	Human Resources and Human Resource Development	20
I.2.2	Physical Resources	92
I.2.3	Financial Resources	110
I.2.4	Information Resources	114
I.2.5	Administrative Structure & Governance	116
II.1.1	Student Performance Criteria	119
II.2.1	Institutional Accreditation	124
II.2.2	Professional Degrees & Curriculum	125
II.3	Evaluation of Preparatory Education	143
II.4	Public Information	146
III.1.1	Annual Statistical Reports	148
III.1.2	Interim Progress Reports	148
<b>Section 4</b>	<b>Supplemental Material</b>	149

## Section 1: Program Description

### I.1.1 History and Mission

#### Program History

The School of Architecture of the University of Notre Dame was the first architecture program in the United States to be founded by a Catholic university. Courses in the subject were offered as early as 1869, with the degree-granting program being formally initiated in 1898. The College of Architecture was established in 1906, offering Bachelor and Master of Science degree programs in Architecture and in Architectural Engineering. Due to a lack of students during World War I, the autonomous college became a department in the College of Engineering. During the 1930s the undergraduate program, like most others in the United States, was expanded to five years. In 1969, the School of Architecture initiated the junior year abroad program in Rome, and it remains the only compulsory year-long program of architectural studies in Italy among American schools of architecture.

The history of how architecture has been taught at Notre Dame is closely linked to architectural developments in the United States. It has always been influenced, however, by the unique qualities of the University's administration, faculty and students. There has been a consistent blend of cultural and ethical values molded by the Catholic foundation of Notre Dame. In addition, there has also been a keen interest in how European traditions affect American culture.

Early architectural design courses in the Department consisted of rendering the elements of Classical, Renaissance and Gothic architecture in pen and ink and watercolors. Principles of planning and composition, the design of monumental structures and contemporary problems of design were also studied. Construction courses complemented the design studio and study of materials and methods used by the trades extended to the writing of specifications. Graphic methods of determining stresses in beams, girders and trusses were also studied. During the late 1920s, the Department began to participate in the Beaux-Arts Institute of Design program, in which students engaged in national design programs with competitive juries. Such inter-school competition raised the standards of architectural education across the United States. Analytiques issued by the Institute were used in the first and second years in conjunction with sketch problems written by the faculty, with initial juries done locally and the winners submitted to be judged in New York.

In 1939, Francesco (Frank) Montana, Fellow of the American Institute of Architects (FAIA), joined the faculty as an instructor in Architecture. He had won the Paris Prize in 1936 and he received his diploma from the École des Beaux-Arts in 1939. He became Chair of the Department at Notre Dame in 1950. His accomplishments included moving the Department of Architecture into the former University Library in 1965. In 1968, he established a graduate Master of Environic Design program, and in 1969, he established the Rome Studies Center, which he directed until 1986.

Professor Ambrose Richardson, FAIA, was Chair from 1972 to 1978. He had been a design principal at Skidmore, Owings and Merrill in Chicago and directed a graduate program in architecture at the University of Illinois, Urbana-Champaign. One of his most noted accomplishments is his design of the University's Snite Museum of Art. He was followed as Chair by Professor Robert Amico, who elevated Architecture from a Department to the status of a School within the College of Engineering in 1983. Professor Amico also instituted curriculum changes and established the School's Advisory Council. During his tenure in 1985, the University solidified its support for the Rome Studies Program by purchasing the principal floors of two adjacent *palazzi* in the *Centro Storico* of Rome, which the program had occupied since 1969. This building would provide offices and studio facilities for the Rome Studies Program for the next twenty five years. Also during Professor Amico's chairmanship, the master's program leading to the Master of Environic Design was discontinued and a new graduate program was established in 1984 leading to a post-professional Master of Architecture degree.

From 1989 to 1998, Thomas Gordon Smith served as Chair of the School. He instituted a curriculum that sought to revive the classical method of teaching architecture as the foundation of Notre Dame's program. Several elements to support this were already in place, principally the Rome Studies Program and strong direction in urban design. With avid administrative support for this new direction, new faculty lines were created, the administration in the Rome Studies Program was revamped, and the Master of Architecture Program was expanded to integrate studies in classical architecture with the existing urban design program. Since its inception, the faculty has developed the classical curriculum to a much higher degree. Thanks to endowment growth, the graduate program (NAAB accredited in 1994) has grown and the Architecture Library has been expanded and has added an art and architecture specialist at its head. The School's first computer laboratory was established under Smith, and the School's building was thoroughly renovated, expanded and rededicated as Bond Hall in March 1997.

In 1998, the School selected as its Chairman, Carroll William Westfall, who received the School's first endowed professorship. Professor Westfall's administration focused on making significant strides with the interaction and integration of computers in the curriculum, and establishing a South Bend Downtown Design Center. Other enhancements to the program under Westfall were a strengthening of the focus on urbanism and the initiation of a publications program.

In 2002, Professor Michael Lykoudis was named the School's Chairman, the first to be selected from within the faculty since the appointment of Frank Montana in 1950. With strong support from the School's Advisory Council, his position was elevated from a Chair to a Dean in 2004. Lykoudis has stated his desire for the School's faculty and students to engage in a broader, more diverse dialogue with professional architects and educators as the School plays an increasing role as a leader in classical architectural education.

Under Lykoudis's leadership, faculty, undergraduate and graduate students have participated in academic programs with the Prince of Wales's Institute, the University of Miami, the University of Maryland, Nanjing University, the universities of Ferrara and Bologna, and collaborated with faculty from the University of Bath in England. Under his tenure, the Richard H. Driehaus Prize for Classical Architecture at the University of Notre Dame was established, a sum of \$200,000 given annually to an individual who has made a significant contribution to classical architecture. In 2005, the Henry Hope Reed Award was established, a \$50,000 prize given annually to an individual outside the profession of architecture who has made a significant contribution to the principles of the traditional city and its architecture. The awards are funded by Richard H. Driehaus, the Chief Investment Officer and Chairman of Driehaus Capital Management in Chicago. The awards program was founded through Notre Dame's School of Architecture because of its reputation as a national leader in incorporating the ideals of traditional and classical architecture into the task of modern urban development. The Prizes and the events surrounding them have helped the School engage other academic and civic institutions that are crucial for the School in its quest to participate fully in the discussions about the built environment and to make a significant contribution to architectural education. The international reach of the awards has been expanded by the Rafael Manzano Martos Award for Classical Architecture and Restoration of Monuments, organized by the Richard H. Driehaus Charitable Trust and the School and awarded annually in Madrid, Spain.

Lykoudis's further goals have been to expand the graduate program, raise the quality of teaching in the areas of building technology, professional practice, and architectural history, and to continue, in general, to raise the School's profile and expand the means necessary to make its mission and its values known to a broader public. In 2013, Lykoudis oversaw the School's purchase and renovation of a new building in Rome to house the Rome Studies Program, as well as other programs within the University, thus strengthening the School's ties to Notre Dame International, the entity responsible for overseeing all of the University's foreign studies programs.

In 2013, Lykoudis announced the gift of \$27 million from Joyce and Matthew Walsh for the design and construction of a new Architecture building on the home campus. In February of 2014, London architect John Simpson Architects, with VOA of Chicago, were selected to design the new facility, which is scheduled to open in 2017. It will be located in a highly visible part of the campus, at the juncture between the heart of the campus and Eddy Street Commons, the recently constructed campus town. In its new location the school will have increased visibility and will be able to more directly participate in the interaction between the University and the city of South Bend.

#### Mission of the School

The mission of the School of Architecture at the University of Notre Dame is to educate leaders in the field of classical and traditional architecture and urban design. It seeks to make available the best possible professional degree training at the undergraduate and graduate levels and post-professional degree studies while contributing to the work of the University. The School seeks to form faculty and students alike into men and women who can bring effective insights that tap into the deepest meanings and aspirations of the built world.

The ability to articulate the rational basis for a building design allies architecture with all those disciplines that seek truth in nature and human affairs. A rational discourse can connect architecture with other disciplines both in the University and in the civil and sacred life of the polis and its citizens, for example, in justice pursued through civil discourse and law, in the exploration of the natural world through the physical sciences, and in the human search for meaning and community through the arts, through letters, and in religion. Reason lifts architecture from the level of a merely personal act to that of a civic, cultural, ethical act and mediates between the legacy of tradition and the promise of innovation.

Memory is embodied in tradition. Tradition brings into play the experience of the past in integrating the three realms constituting architecture, namely, the technical, the formal, and the civil. Traditions of the art of building or of technology inform us about how we might build, what materials we might use, and how we might use these in different circumstances and in different times. Tradition guides the making of buildings and settings toward the establishment and maintenance of a civil life. Tradition brings a legacy of architectural form from which we draw and upon which we build.

The principle animating the School's program is the proposition that the faculty have something valuable to teach, that they teach it as a team, and that the student is here to learn as he or she grows and eventually assumes equal status with those who served as their instructors. Thus, although respect for what the faculty have to teach is assumed and expected, there is no place for dogmatism here. The faculty teach what they know, but they must be able to articulate why and how what they have learned and are now teaching is valuable for the student's intellectual and professional growth. The faculty are unified in their agreement that the past has something rich to teach and that there can be no valid actions in the present unless they are informed by the legacy of those in the past who have grappled with similar problems. There is unity, but there is also diversity.

There are some schools that argue architectural education should be an open-ended experimentation with alternative realities, promoting the invention of visionary projects able to create new kinds of architectural knowledge. These schools typically employ the latest digital technologies to, in some cases, create worlds based more on science fiction than pragmatic reality. While our School does not dispute the role of creativity in architecture, we see creativity as a precedent-based process that is founded on a teachable body of knowledge. When students have mastered fundamental principles of design, namely the classical orders, an understanding of building types and urban systems, an ability to discern the range of scales from the urban to the particular, as well as the hand drawing and water color techniques to represent these learning components, only then will they be prepared for creating architecture of the future. We believe architectural design does not and should not operate in a vacuum, and that creative design can best result from a strong knowledge base.

### History of the University

The University of Notre Dame was founded in 1842 by the French priest Father Edward Sorin, C.S.C., who arrived in the United States as a missionary for the Congregation of the Holy Cross. Assigned to northern Indiana by the Bishop of Vincennes, Father Sorin, along with six brothers of the Congregation of the Holy Cross, established the institution as a Catholic men's college, preparatory high school, religious novitiate, and vocational school. Granted legal status as a University by the Indiana General Assembly in 1844, the University's student population grew from a few dozen students in the first years to nearly 400 by 1880. Its initial classical collegiate curriculum included courses in Latin, Greek, English, history, mathematics, poetry, and philosophy. In the 1860s its curriculum was expanded with the addition of departments in commerce, science, and law, and in the 1870s, engineering.

The University's two most iconic symbols, Sacred Heart Basilica and the Main Building, were built in the 1870s under the supervision of Father Sorin, who had become the superior-general of the Congregation of the Holy Cross and chairman of the University board of trustees. When the new Main Building opened in the fall of 1879, it housed all of the University's principle functions, from classrooms to dormitories while drafting, painting, sculpture, mechanical drawing, and photography were taught in double-storied sky-lit studios on the fifth floor.

During the presidency of Father Thomas Walsh, C.S.C., from 1881 to 1893, the foundations were laid for the new era of the twentieth century. He upgraded the faculty, hiring nationally regarded scholars such as William Hoynes in law, Albert Zahm in science, and Maurice Francis Egan in liberal arts. He dramatically expanded the University's physical plant, overseeing construction of the academic buildings fronting onto the Latin quad, as well as St. Edward's Residence Hall.

Sorin's death in 1893 brought the University's founding era to an end and Father John A. Zahm, C.S.C., continued Sorin's leadership by promoting growth in science and research. Father James A. Burns, C.S.C., furthered this tradition of visionary leadership in the 1920s by upgrading the Law School and establishing the University's first endowment.

Father John J. Cavanaugh, C.S.C., tightened entrance requirements and increased faculty hiring in the 1940s. This was enhanced by dramatic growth at Notre Dame after World War II. Father Theodore M. Hesburgh, C.S.C., began a 35-year tenure as president in 1952, a time in which Notre Dame gained national prominence. Expansion of physical facilities was particularly evident during Hesburgh's presidency, growing from 48 buildings to 88, including the Hesburgh Library. Perhaps Hesburgh's principal accomplishment was the admission of women as undergraduates in 1972.

From 1987 to the present day, the University has continued to grow in stature under the leadership of Father Edward A. Malloy, C.S.C. and Father John I. Jenkins, C.S.C. Chaired faculty positions currently number 282, and the student body stood at 8,448 undergraduates and 3,731 graduate and doctorate students as of Fall 2014. Admission to the undergraduate program has become one of the twenty most highly selective in the United States. Notre Dame's \$8.2 billion endowment is the largest at a Catholic university. The University has a 23% minority student population and has expanded the presence of women at all levels. Father Malloy also undertook a major effort in international outreach, with an average of 58.6% percent of Notre Dame's undergraduate students participating in foreign studies programs over the past five academic years. Father Jenkins sought to expand the graduate school and increased total research funding from \$81 million in FY2005 to \$113 million in FY2014.

Notre Dame is much more than its statistics. Historically, it has grown from the vision of its founder, Father Sorin, who sought to establish a great Catholic university in America. The University Sorin founded has been faithful to both its religious and intellectual traditions, maintaining a strong core curriculum with emphasis on theology and philosophy while at the same time expanding programs in both the humanities and the sciences and increasing opportunities for undergraduate research.

Notre Dame always has been predominantly residential, with more than four in five undergraduates living on campus. Students come to Notre Dame to learn not only how to think but also how to live, and often the experiences alumni carry from residence hall communities at Notre Dame remain vivid over a lifetime. The University always has attracted scholars who are interested in teaching and scholarship, and men and women who know that a Notre Dame education is more than what is taught in classrooms and laboratories.

Notre Dame has a unique spirit. It is traditional, yet open to change. It is dedicated to religious belief no less than scientific knowledge. It has always stood for values in a world of fact. It has kept faith with Father Sorin's vision. For a complete history of Notre Dame, please visit <http://www.nd.edu/about/history/>.

#### Institutional Mission

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where, through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation, but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom that makes open discussion and inquiry possible.

For the complete Notre Dame Mission Statement, visit <http://www.nd.edu/about/mission-statement/>.

#### Program's Benefit to the Institution

The School of Architecture provides numerous benefits to the larger University community. The School's Dean and one faculty member are members of the Provost's Advisory Committee (PAC) and the Dean performs administrative functions along with the deans of other colleges and schools within the University. The School's intellectual platform illustrates the University's aspiration to teach "the unity of Knowledge." Architecture is an integrative discipline and the focus of classicism as a comprehensive and integrative intellectual approach further contributes to the University's mission. The School has also been at the forefront of many of the University's current efforts. The School began the Rome program in 1969, was first to establish a regular program in China and has led efforts in South Bend to urbanize the city and develop the new college-town known as Eddy Street Commons.

The chair of the School's Advisory Committee is co-chair of the University's current fundraising campaign (2014-present), thus playing a key role in the University's development efforts. The School's Associate Dean serves on the University's Core Curriculum Review Committee, which deliberates to review and revise core curriculum requirements for all University students. One member of the School's faculty holds a joint appointment with the College of Engineering, and others are involved in interdisciplinary research and teaching with Engineering and the Social Sciences. Two senior members of the School hold joint appointments with the Department of Art, Art History & Design and another faculty member holds a joint appointment with the Department of Romance Languages and Literatures, thus impacting interdisciplinary engagement. Several Architecture students each year pursue a double major or minor in areas such as Art History, Classics, and American Studies, thus also fostering interdisciplinary studies.



#### Benefits Derived to the Program from the Institution

Thanks to strong University administrative support over the past thirty years, the programs in the School of Architecture have flourished. This support has resulted in the addition of new faculty positions, the change from a Department in the College of Engineering to an autonomous School, a change in the School's leadership from a chair to a Dean, the purchase and renovation of a new building to house the Rome Studies Program, and the decision to build a new architecture building on the home campus. With direct links to the Office of the Provost, the School is in a strong position of self-determination while still being guided and benefiting from overall University directive. The School's close ties to the University's Development Office is also reflected in the dramatic growth of the endowment for the graduate program, in the development of the rare book collection in the Architecture Library, and the move to new buildings in Rome and South Bend.

#### Encouraging Holistic Development of Young Professionals

The School of Architecture at the University of Notre Dame strives to educate leaders in the field of traditional and classical architecture and urbanism who will build a future at once more functional, beautiful, and sustainable. Architecture gives us more than the structures where we live and work; it gives structure to our lives. In the design of our cities and towns, our neighborhoods, our homes and offices, and our parks and places of worship, architecture should reflect our highest aspirations. Using that as our blueprint, the School of Architecture emphasizes traditional and classical design, the timeless principles that transcend trends and fads. We are part of a continuum from the past to the future, honoring a grand legacy and carrying it forward with cutting-edge ideas and technology that preserve both the built and the natural environments. These principles apply from the smallest to the largest buildings and the smallest towns to the largest cities, establishing civic identity and facilitating an efficient and satisfying way of life, built to a human scale.

#### **I.1.2 Learning Culture**

In April 2008, the faculty of the School of Architecture approved a policy statement on studio culture. It was drafted by the Undergraduate Studies Committee with faculty and student input and with reference to statements and other information provided by the Association of Collegiate Schools of Architecture (ACSA). It addressed the following areas: 1) In the studio, 2) Leadership, 3) Competition vs. collaboration, 4) Engagement with the community and service, 5) Healthy lifestyles, and 6) Design reviews.

The School's policy on studio culture is periodically reviewed by the faculty and is posted each semester in the design studios as well as on the School's website.

The goal of the policy on studio culture is to foster a positive and enriching studio environment in all of the School's undergraduate and graduate studios. Because the number of class hours required for studio is greater than that for other courses in the curriculum and because design studio is central to the students' education, it is essential that an affirmative, reinforcing environment be maintained. Above all, the School's studio culture promotes excellence, cooperation, and reflection as it educates future leaders of the architectural profession.

In the studio, the faculty promotes the value of research and historical precedents, encouraging students to analyze typologies in new and useful ways. Opportunities for interdisciplinary study are encouraged in the design studio through the diversity of the types of projects offered. Cross disciplinary studies can occur with other departments, and also through the School's four concentrations, each of which is composed of four required courses within the discipline: furniture, architectural practice and enterprise, historic preservation/restoration, and the building arts.

There are many opportunities for students to play leadership roles in committees, School events, and student initiated service projects. There is a diversity of leadership that allows students to discover their abilities through University recognized organizations such as the American Institute

of Architecture Students (AIAS), Student Association for Women in Architecture (SAWA), Students for New Urbanism (SNU), Students for Classical Architecture (SCA), GreeND, and informal groups such as the LEED Study Group.

Recognizing that competition is inherent in both the academic and professional worlds, the School balances that competitive spirit with collaborative efforts. Collaboration is encouraged through sharing of ideas, working together in the studio, with students learning from each other.

The School provides opportunities for students to work with developers, community and neighborhood groups, and individual clients, either real or hypothetical, as well as student-initiated service projects such as Habitat for Humanity or projects in distant cities and in foreign countries. Especially in upper level and graduate classes, the faculty encourages an awareness of clients, users, communities and society in design decisions through community involvement whenever possible and appropriate.

The School encourages a healthy and safe lifestyle by encouraging the students to follow good time management, assisting them with their time scheduling. The School acknowledges the need for students to devote time to other courses besides studio. The faculty strives to coordinate due dates to minimize interference with other courses, for instance, by encouraging deadlines for studio projects on weekends, and requiring projects to be turned in the night before projects are due. Faculty members strive to structure reasonable course requirements.

### **I.1.3 Social Equity**

As part of a Catholic University, the School of Architecture is committed to contributing to the mission of Catholic social teaching. The School is committed to excellence in teaching, research and service. As a school of architecture, we engage the critical issues of our time that relate to how we live together (urbanism) and how we build (architecture). To be effective and to reach the level of excellence to which we aspire, the faculty of the School must also be a reflection of the society in which we live. The School is committed to diversity and to social equity issues. The School is dedicated to providing a working environment for faculty, students, and staff as part of a sustainable culture that embraces diversity within its own ranks.

To that end, included in the goals of the School's Strategic Plan are recommendations to hire women and minorities such that a critical mass of women and minorities are hired in the near future. To accomplish this, the School will put into place a plan commencing with the next faculty search in AY 2015-16:

1. Creation of an Advisory Committee to Promote Diversity (ACPD) composed of:
  - a. Successful Notre Dame Minority Alumni in Academia and Practice
  - b. Non Notre Dame Successful Alumni in Academia
2. Bench-marking study and analysis of other schools' success stories.
3. Recommendations for a support culture/needs for minority School of Architecture faculty
4. Identification of Notre Dame minority alumni with tenurable career trajectories by ACPD and School of Architecture Committee on Appointments and Promotions.
5. Review advertisement of faculty positions as they become available.
6. Development and inclusion of at least two individuals from a list of minority candidates with an initial interest to come to ND through design reviews, lectures, or the interview process.
7. At conclusion of each search resulting in an extension of offer(s), an analysis will be prepared as to what went right.
8. In the case of no suitable candidates found, an analysis of what was missing from the candidates file will be prepared with recommendations to address the issues.

This plan will adhere to the following timeline:

Date	Action
September 30, 2015	Establishment of ACPD.
October 1, 2015	Initial list of possible minority candidates with an initial interest to come to ND through participation in design reviews, lectures, interview process compiled. If an active search is underway, pursuit of candidates. List compilation is ongoing.
January 20, 2016	Bench marking studies completed.
May 5, 2016	Comprehensive plan for Hiring Minority delivered to Dean.

For complete information on the School and University's initiatives for diversity and inclusion, see the websites of the Office for Institutional Equity (<http://equity.nd.edu/>) and the Office of Diversity (<http://diversity.nd.edu/>).

#### I.1.4 Defining Perspectives

##### A. Collaboration and Leadership

As the majority of Notre Dame students reside on campus, and as moral and ethical formation is an important aspect of the University's mission, students effectively develop interpersonal skills, team unity, and leadership abilities through their life in the residence halls, dining halls, sporting events and intermural teams, service activities, and religious participation. The year our students spend in Rome challenges them with diverse cultural experiences, helps them learn how to navigate a global world, and gives them new perspectives on their own cultural, social, and professional development. Collaborative skills are gained through numerous studio projects, travel experiences, and service projects. Several of the fourth and fifth year studios involve collaborative work, especially the traveling studios, for instance, Cuba, Costa Rica, Spain, and the summer programs in China, Romania, Spain, and England. Additional collaborative experiences are gained through leadership teamwork in the student organizations: AIAS, SNU, SCA, and SAWA.

##### B. Design

The undergraduate curriculum has a structure in which each year builds on the foundation of the one before. This pedagogy relates the teaching of one area or discipline to another and in this manner each course reinforces the knowledge found in at least one other course. The first year features the liberal arts program common to all Notre Dame students, and includes two beginning Graphics courses. Courses taught in the second year become the basis by which the principles of construction and their relationship to architectural form are examined. The third year, which takes place in Rome, explores traditional urbanism and how traditional architecture facilitates a humane and sustainable way of life. By the fourth year, issues of regionalism and cross-cultural values are explored through the typological understanding of the city and its architecture. By the fifth year, the students have forged individual viewpoints about architecture and engage a diversity of issues that culminate in their spring integrative design thesis studio.

First-year students are asked to observe the world as a connected whole – full of conflicting and complementary views with diverse and powerful forces acting upon it. Through the University's core curriculum courses they discover that each discipline, even with its own boundaries, is connected to all other knowledge as well. In short, the students discover ideas that they thought were unconnected and often mutually exclusive are now suddenly complementary parts of a greater construct. Within the School, first-year students take two drawing courses (ARCH 11011 and ARCH 11021) and an architectural theory class (ARCH 10311) that introduces them to much of the vocabulary that will be employed during the next four years of architectural studies. Students examine typology, urbanism, basic geometrical and volumetric theories, and the relationships between the attainment of manual and intellectual skills as articulated by Vitruvius.

In their second year, the focus turns to "how we build," taking into account how we "ought" to build. It is during this year that the students have their first experience with architectural design (ARCH

21111 and 21121) through a series of projects that teach not only the classical orders, but how to adapt them to a number of different locations, scales and building types. Additionally, they learn the basic structural building blocks of traditional types of masonry and timber construction. Ideas of permanence, environmental sustainability, long-term utility, physical accessibility as well as beauty and legibility are given high priorities in both studio and technical classes. These criteria are examined from functional, environmental and social perspectives. They also focus on the dialectic between the continuity and circumstance of time and place. The concept of a typological spectrum that contains the urban, building, and structural elements of the city and its architecture is at the heart of the second-year design studio's philosophical direction.

Third-year students participate in the School of Architecture's Rome Studies Program, living within the framework of a dense urban center where they discover that culture begins when they open their eyes in the morning rather than just when they go to the opera. It is a major formative experience in their journey not only as architecture students but as responsible global citizens. The layering of millennia in a single city provides the best evidence possible of the relationship between things enduring with things circumstantial. In their studio courses (ARCH 34112 and ARCH 34122), the students explore the interconnected network of streets, squares and blocks, and study how this network facilitates the integration of the social, economic, cultural and political interaction of citizens. They study individual buildings – residential, civic, commercial, and religious – looking at their plan and façade compositions, their structural systems, and their relation to the city as a whole. They learn through observation of the many beautiful and long-standing buildings how a variety of styles and building types can be blended and adapted to create a cohesive urban fabric.

Upon their return to the United States, fourth year students learn about the American city and its architecture, beginning with a fall-semester week-long field trip to Williamsburg, Richmond, Charlottesville, VA, and Washington, D.C., where they explore the earliest settlements in American history, the country's finest campus planning and architecture, and its most important example of large-scale civic planning and classical architecture, culminating with the Lincoln Memorial and its connotations and symbolism of liberty, justice, and freedom. The fall semester studio (ARCH 41111) emphasizes regional characteristics of traditional architecture in the United States, looking at such cities as South Bend, IN, Chicago, IL, Marshall, MI, and other cities, towns, and villages that demonstrate exemplary American urban contexts. They learn how to analyze and utilize the context of a building's site, use logical structural layouts as they learn steel and concrete structural design, and employ building materials that are well-suited for their surroundings. In the spring semester (ARCH 41121), in addition to the focus on American urbanism, students pursue the translation of the lessons of the previous three years in a variety of overseas cultural contexts. This provides them with further comparative experiences that amplify their Rome experience to greater cultural inclusion. Projects in Thanjavur, Kyoto, and other sites around the world are explored along with the importance of a cross-cultural understanding. The relationship of nature to human endeavors and habitat is examined through environmental concerns, as well as observing how nature provides the common reference points for traditional architectural expression through time and place.

In the fifth year, the design studios explore more focused philosophical issues such as reconciling the demands of a technological society with the needs of a sustainable culture. Fall semester studios (ARCH 51111) provide a diversity of experiences ranging from urban high rises to museums, auditoria, and social service facilities. Some of these are funded traveling studios to places such as Costa Rica, Cuba, New Mexico and Florida. These studios typically involve an integration of hand-drawing and computer generated presentation techniques. The fall semester studios all include a requirement of pre-design for the development of the program for their thesis projects. With their integrative design thesis projects in the spring semester (ARCH 51121) students bring the sum total of their academic experiences to focus on resolving their own design projects. Often the students select a blighted urban area or a town that has been crippled by suburban sprawl and they offer solutions to real problems. Others take on counter-proposals of actual civic, educational, or residential projects. These are integrative design projects in which students write

the program, formulate the design solution, and assess code requirements and ADA requirements for accessibility, plus design the structural, HVAC and electrical systems. Many of the students' projects have been published and have won competitions on national and international levels.

The School has also had a series of overseas summer school studios. Sites that have hosted summer studios include Nauplion, Greece; London and Bath, England; Palermo, Sicily; Bunești, Brașov, Romania; Madrid, Spain; and Havana, Cuba. An ongoing bi-annual summer program is held in conjunction with Nanjing University in China.

The studios range from the highly pragmatic, run by visiting practitioners, to the more speculative, while their tools range from exquisite hand drawings and water color renderings to advanced digital media. The culture of difference is promoted. There is an attempt to combine both highly speculative and a pragmatic approach to developing skills that will make our students highly employable upon graduation. The experience of the past decade confirms that despite the terrible recession, our students were indeed highly employable and have flourished within and outside the profession.

The two-year graduate M.Arch program for students with undergraduate degrees in architecture offers two areas of concentration: Classical Architecture and Urban Design. Much like the undergraduate curriculum, the graduate program's intent is to train architects whose knowledge of tradition answers the exigencies of contemporary practice. Coursework begins with an intensive study of design, theory and the elements of classical architecture. One semester is spent in residence at the Rome Studies Program in the heart of the city, near the Roman Forum and the Colosseum, where the students engage in design, history and theory courses focused on the Roman context. The final semester in South Bend culminates in a terminal design project that synthesizes the students' experiences.

Through their architectural travels in the U.S., Europe, China and other places, in addition to their required readings, the students observe how traditional towns and villages can be in harmony with their natural surroundings. Their scale and the proximity of their elements and organization ensure that the often conflicting needs of economic viability, social richness and environmental sustainability are in balance.

The concentration in Classical Architecture focuses on learning the orders and the ways they can inform the design process.

The concentration in Urban Design is focused on the traditional city. The city is a place where the productive powers of knowledge, reason, virtue and faith propel the creative process by providing a diversity of forces vying for their place in the cultural spectrum. This competition finds resolution through the mediation of time tested principles that are always being challenged and reinvented. It is in the balance between the private and public realms of the city that true creativity can be observed and can become meaningful.

The three-year graduate M.Arch program provides a first professional degree for students with undergraduate degrees in fields other than architecture. Its focus is classical and traditional architecture, providing an alternative approach to architectural education that is in step with the theoretical focus of the School's undergraduate program.

### C. Professional Opportunity

A faculty member is assigned the role of Architect Licensing Advisor, whose job it is to inform students each year, beginning with the second year studio, of the process of enrolling in the Intern Development Program. Enrollment forms are distributed each year and students are informed of the track to licensure. While the majority of our students trend toward a traditional architecture career, those interested in pursuing other opportunities take advantage of the School's concentrations in furniture design, the building arts, historic preservation/restoration, and business

enterprise. The Professional Practice course (ARCH 50711) prepares students for managing a traditional practice, with curricular assignments related to portfolio management, client relations, contracts, professional ethics, and financial considerations.

#### D. Stewardship of the Environment

Inherent in the School's classical approach to design is the goal of reducing energy consumption in the building industry through the use of sustainable materials, passive heating and cooling systems, effective greening of rooftop surfaces, and sustainable waste cycle systems. Classical buildings are typically more weather resistant and longer lasting, and they retain heat in the winter and cool air in the summer. The proper design of cornices, lintels, sills, drip moldings, and water table bases makes classical buildings more durable. All of these issues are addressed in varying levels of depth in each design studio from the second to the fifth year. Sustainable design practices within the School are reinforced by faculty and student research in embodied energy studies, New Urbanist development patterns, domestic enhancement, pedestrian movement patterns, and suburban sprawl. The GreenScale Lab, for instance, directed by an architecture faculty member in conjunction with faculty from the College of Engineering, pursues a detailed exploration of the ways in which technologies have subverted the idea of traditional architectural enclosure. It explores the scientific results of embedded sensors, reconfigurable structural systems, and composite materials.

#### E. Community & Social Responsibility

It is the hope of the faculty that graduates of Notre Dame's School of Architecture will enter the profession as contributors to the making of the built world with the idea that in addition to being individual citizens, they are also public servants. The role of the architect is to provide the physical setting that will facilitate the purpose of people living together justly. The creativity of architects is called upon to resolve the private interests of their clients as well as the public concerns of the city or place. Their creativity will have to reconcile their self-expression with the needs of the city, town, village or natural landscape to be left better because of their intervention. We trust that we have helped our students as future architects to find the faith to act, equipped with knowledge, reason and pursuit of virtue. Ethics, community and social responsibility enter into the discussion of most studio projects at every class level from second to fifth years.

#### How the Perspectives Inform and Support the School

##### *Learning Culture*

As faculty mentors discuss, update, and review with students the School's learning culture policies, the five perspectives are taken into account, especially stewardship of the environment and community and social responsibility. The ethical responsibility of environmental sustainability is instilled in Notre Dame's students throughout the program as one of the basic tenets of classical and traditional architecture. In regard to community responsibility, our program encourages our students to strive for a better life and teaches them that a better life is indeed attainable even though it may never quite reach the ideals that guide it. Without believing that a better future is possible, virtue and reason give way to futility and cynicism. Only through conscious participation in the great cultural project of the world can we hope to achieve our personal and public aspirations. We encourage our students as architects to design buildings that help define how the world ought to be.

##### *Curriculum Design, Review, and Development*

The primary focus of curriculum design and review is the structure of the design studios and their integration with supporting courses in building technology and environmental systems. As the work in each year's studio becomes increasingly more complex, specific assignments are meant to link what the students are designing in their studio projects and types of materials and construction techniques they are learning about in building technology classes and types of heating and cooling equipment, lighting systems, or acoustical conditions they are learning about in environmental systems classes. These links between courses are reviewed and updated each year as new faculty members circulate through the program and new projects are initiated in the design studios.

#### *Course Review or Revisions*

Any changes to the curriculum, new courses, summer programs, or concentrations are reviewed by the Undergraduate or Graduate Studies Committees before being reviewed by the faculty as a whole. Consideration of the five perspectives is taken into account in each case.

#### *Off-Campus, Extra-Curricular and Co-Curricular Learning Experiences*

The School makes extensive use of fieldtrips to enhance the students' educational experiences, beginning especially in the third year with the Rome Studies Program. Extended fieldtrips include the regions of Tuscany, Emilia-Romagna, the Marche, the Veneto, Campagna, and Sicily. Day trips from Rome include Palestrina, Tivoli, Hadrian's Villa, Caprarola, and Villa Lante. In addition, the students travel on their own to numerous other European cities during the Christmas break.

When the students return to the United States, they participate in an extended fieldtrip to the East Coast of the United States to experience firsthand how European traditions informed the architecture of early American towns and cities such as Williamsburg, Richmond, Charlottesville, Annapolis, and Washington, D.C.

Nearly all fourth-year and fall-semester studios involve fieldtrips, whether as close-by as Chicago or to far-flung cities such as Havana, Madrid, and Paris. Likewise, graduate level studios have travelled to locations such as Chicago, Santa Barbara, and Skaneateles, and while in Rome there are special graduate fieldtrips to Athens, Greece, and Bruges, Belgium.

Notre Dame Architecture students are involved in numerous organizations, such as AIAS. Architecture students also participate in service learning projects through the Center for Social Concerns; within the past five years, our students studied issues of rural and urban poverty, mental illness, migrant experiences, sustainable development, and at-risk youth communities in Appalachia, Immokalee, FL, New York City, and Washington, D.C., among other locations.

### **I.1.5 Long-Range Planning**

#### Long-Range Planning

In 2011, at the request of the University's Office of the Provost, the School engaged in a Long-Range Planning study, which involved a retreat with the School's Advisory Council and subsequent committee meetings held over the course of the year. Strategic goals were established, which were adopted by the faculty and shared with the Provost's Office. This was a two-step process in which ten specific goals were initially discussed. These goals were then consolidated and prioritized into four strategies as follows:

Goal 1: In order to be a leading voice in the academic, professional, and lay discussions about how people should live together and build, the School seeks to raise the quality of the School's research and teaching profiles. This goal relates to the following University Goals:

- Become a preeminent research university.
- Offer an unsurpassed undergraduate education.

Goal 2: As a reflection of the School's mission and vision statements, raise the impact of the School's classical and traditional architectural and urbanist direction in architectural practice and the academy. This goal relates to the following University Goals:

- Become a preeminent research university.
- Ensure that the University's Catholic character informs all its endeavors.

Goal 3: To educate leaders in the classical architectural tradition and to address the critical issues facing the built environment, the School seeks to improve the quality of its graduate program and ensure its sustainability. This goal relates to the following University Goal:

- Become a preeminent research university.

Goal 4: With respect to the School's mission and vision regarding undergraduate education, to improve the quality of the School's undergraduate programs in South Bend and in Rome. This goal relates to the following University Goals:

Offer an unsurpassed undergraduate education.

Ensure that the University's Catholic character informs all its endeavors.

#### Progress Relative to Each Dimension of the Program's Strategic Plan

##### *Graduate Program*

Since the last accreditation visit, a new structure for the Graduate Program has been developed. A new position entitled Assistant Dean of Graduate Studies has been established to coordinate the operations of a new program in Historic Preservation and the existing Master Programs in Architecture and Urbanism. The plan to increase the number of students from 16 to 50 and distribute the current financial packages over the larger group at differing levels is completed.

##### *Undergraduate Program*

The growth of the undergraduate program has allowed the School to develop new faculty positions. The hiring of senior and junior positions has brought renowned scholars and promising new talent to the School. The new positions have also been used to develop a more diverse faculty with the hiring of additional women.

The School developed several new concentrations in addition to the Furniture Design concentration and these have now matured and integrated into the culture of the School: these are in Historic Preservation/Restoration, Architectural Practice and Enterprise, and Architecture and the Building Arts.

##### *Rome Studies Program*

The students were moved to a new residence – the Albergo del Sole al Biscione hotel near Campo de' Fiori – and a new meal plan was instituted to provide students with more food choices.

Most important, in AY 2013-14, the University purchased and renovated a new building at Via Ostilia, 15, 00184 Rome, Italy, which comprises 32,000 square feet. It has increased studio, office, library, and classroom spaces and is now shared with other units of the University under the management of Notre Dame International. Housing the students in a hotel or apartments in closer proximity to the new building is a current priority, with multiple possibilities being currently explored and analyzed. Changes in the Rome Studies Program have occurred since the new facility on Via Ostilia was completed. The new University structure had a disruptive role in the School's administration of its program, but also brought a much-needed renewal of facilities so that students can learn in an environment with better lighting, classrooms and infrastructure.

##### *Communications Department*

A new Communications Director was hired in January 2015 and, through funding by the School's Advisory Council, has been able to continue the implementation of a publication program that was started by the previous Director. The website and newsletter have been revamped several times and the Lecture Series has been reorganized to ensure a lively and aggressive lecture schedule. The Lecture Series poster is now available at the start of the academic year and is distributed to all schools of architecture, leading practitioners, and interested institutions and individuals.

##### *Technology*

The School has two dedicated positions to support the technology needs of faculty, students and staff within the program. The technology positions are responsible for equipment installation/updates/repair and maintenance of all office desktops, laptops, and printers, student computer lab workstations, and architectural specific technologies, such as plotters and scanners. The technology positions also have a primary focus on proactive IT support and consultation for the program, for example identifying and proposing solutions to improve productivity or increase



business continuity/reliability, end-user experience and technology in the classrooms. The technical training for technology positions is managed by the University's Office of Information Technologies.

#### Program Strengths and Future Directions

The chief strengths of the School are the high caliber of its students, the quality and reputation of its faculty, and the reputation of the University as a whole. Its curricular strengths are based on its focused perspective and on the interrelated and thematic structure of the curriculum.

The future directions lie in two areas. First is to build a more diverse faculty by hiring more women and minorities. Second is to develop specific areas of the curriculum. With respect to the first, at every opportunity, every effort will be made to bring more women and minorities and greater diversity of background and research interest to the faculty. At this time the School has two tenured women and two tenure-track women. In addition there are two professors of the practice who are women. With respect to the second strength, we plan to consolidate and enhance the Undergraduate Program while expanding and developing the Graduate Program. Areas we would like to develop are in landscape, building construction, and real estate and community development.

With respect to the physical plant of the school, the expansion of the Wood Shop and its relocation to a nearby separate facility, along with a new professional specialist position, was made to promote the making of models in the Architecture and the Building Arts Concentration. Discussions with the Provost's office have helped the School make a case for a new building. The architect for the new building has been selected and we are now in the Schematic Design Phase. The design and construction of the new building provides the opportunity for student participation and learning.

#### **I.1.6.A Program Self-Assessment**

There are three main goals to the School's Mission Statement. The first is to continually refine and develop a rigorous program in traditional architecture and urbanism. Progress to this goal is maintained by an annual discussion both within the faculty as a whole and in the Undergraduate and Graduate Studies Committees.

The second is to ensure that diverse opinions are heard and encouraged. Only through dialogue from different positions can our students and faculty grow and emerge stronger than before, whatever position they take. Funds granted to faculty and students are made available to travel to conferences and other events of institutions such as the ACSA, AIA, AIAS, NCARB, IDP, CNU, and SAH. Our lecture series brings diverse points of view to our students and faculty and, when possible, we ask our guests to participate in reviews and discussions. We have continued a program of architectural conferences and colloquia where divergent points of view on critical issues of our time take place. Topics like town planning and sustainability are often the themes discussed.

There is an effort to bring travelling architectural exhibitions to the School. On the tenth anniversary of the Driehaus Prize, the work of the laureates to that date was featured in the book *Timeless Architecture: A Decade of the Richard H. Driehaus Prize at the University of Notre Dame*. This fall, the School is mounting an exhibition in the atrium of the Chicago Motorola Building of the work of the students of the School and contemporary classical architects. The exhibition will coincide with the 2015 Chicago Architecture Biennial.

Finally, there was an effort made to engage the mainstream of practice and academia to ensure that our perspectives are heard and to listen to and understand the interests and opinions of those from other schools of thought. To this end the School is encouraging its faculty and students to participate in the national organizations of the profession of architecture such as ACSA, NAAB, NCARB, AIA, USGBC and AIAS.

### I.1.6.B Curricular Assessment and Development

The parties involved in the School's curricular assessment process are summarized below:

<b>Entity</b>	<b>Roles and Responsibilities</b>	<b>Examples of Results</b>
<i>Undergraduate Studies Committee</i>  (Faculty + 2 student representatives)	Reviews the undergraduate curriculum in part or in its entirety annually and makes recommendations to the faculty for changes to the curriculum of the undergraduate program.  Targets issues raised in discussions at faculty, all-school, and dean-student meetings.	<ul style="list-style-type: none"> <li>Review and approve all new undergraduate Architecture electives</li> <li>Restructuring of computer graphics requirements to adapt to changing industry standards</li> </ul>
<i>Graduate Studies Committee</i>  (Faculty + 2 student representatives)	Reviews the graduate curriculum in part or in its entirety annually and makes recommendations to the faculty for changes to the curriculum of the graduate program.  Targets issues raised in discussions at faculty, all-school, and dean-student meetings.	<ul style="list-style-type: none"> <li>Review and approve all new graduate Architecture electives</li> <li>Review and approval of proposed Master of Science in Historic Preservation curriculum</li> </ul>
<i>Architecture student body</i>	Undergraduate and graduate students are invited to participate in candid, in-person conversations with the Dean each semester during which time they may give feedback and offer suggestions. Upon graduation, all students are also surveyed.	<ul style="list-style-type: none"> <li>Student input has spurred improvements have been made to facilities in Rome and South Bend</li> <li>Development of new course offerings</li> <li>Organization of new areas of concentrated studies</li> </ul>
<i>Alumni</i>	Alumni are invited to attend annual receptions in major US cities, during which time they may give feedback and offer suggestions. Cities visited in the past five years include New York, Washington, D.C., Atlanta, Orlando, San Francisco, San Diego, Los Angeles and Chicago.	<ul style="list-style-type: none"> <li>Give feedback about industry trends and standards to improve curriculum</li> </ul>
<i>Advisory Council</i>	Semi-annually observes and offers outside assessment of the School's progress toward its goals through four-day weekend retreats.	<ul style="list-style-type: none"> <li>Facilitated the revisions of the School's Mission Statement and Strategic Plan</li> <li>Spring 2014 and 2015 retreats (held in Chicago, with follow-up in South Bend) developed strategies for building better working relationships between faculty, staff and administrators</li> <li>2013 retreat in Seaside, FL, addressed feasibility of establishing a Master's program in Real Estate Development and Sustainable Urban Design</li> <li>Retreats addressed and brought about the integration of Information Technologies into the School; as a result, the role of computers has developed significantly since the last NAAB visit</li> </ul>
<i>Institutional Review</i>	Every ten years, the University conducts a review of the School.	<ul style="list-style-type: none"> <li>Reaffirmed the School's Mission and its alignment with the University Mission</li> </ul>

## Section 2: Progress since the Previous Visit

### Program Response to Conditions Not Met

#### 8. Physical Resources (B. Arch. & M. Arch.)

Visiting Team Report [2010]: The physical resources in South Bend are in excellent condition and well maintained. Student work areas in Bond Hall are adequate and student response indicates a high level of satisfaction with the facilities.

The freshman facilities, Brownson Hall, are in a separate building which is not an ideal situation due to lack of interaction between class levels. The facilities are overcrowded with extremely small desks provided for students. The facilities are not accessible due to stairs in the entry path. However, the school is investigating the expansion of Bond Hall to accommodate the addition of freshmen students, expansion of the graduate program, and resolution of ADA issues. Full time faculty have adequate private offices.

Computer resources are adequate as are printers, scanners, and media presentation equipment.

The Bond Hall facilities are in compliance with the ADA with the exception of the sinks in the individual classrooms. The Rome facilities are overcrowded and space is at a premium. Areas of the Rome facilities are not completely accessible. Toilet facilities are not accessible. It appears from information provided during the team chair's visit that a new building is about to be purchased. Accessibility in this new building should be a priority.

*Program Activities Response [2010-2015]: The University Architect's Office and University administration have constructed a new building on campus to house the School's Woodshop. As of August of 2012, the Woodshop was moved to the new building, two studios on the lower level of Bond Hall have been refurbished, and the First-year studio has been moved from Bronson Hall into Bond Hall.*

*The issue of ADA requirements for the sinks in the studios has been addressed by the University Architect.*

*In Rome, the University purchased a new building on Via Ostilia, near the Roman Colosseum, which has an area of at least three times the amount of square feet as the current facility on Via Monterone. This new building accommodates not only the School of Architecture's Rome Studies Program, but also programs in the College of Arts and Letters. Restoration and rehabilitation of the new building was begun in July of 2012 after two years of planning by the University Architect's Office working in conjunction with the School's administrators and Roman architects and engineers. Restoration and rehabilitation was completed in Fall 2013, and the School of Architecture's Rome Studies Program moved into the building in January 2014.*

#### 12. Professional Degrees and Curriculum (B. Arch.)

Visiting Team Report [2010]: The Notre Dame program awards two NAAB accredited degrees, the B.Arch. and the M.Arch. They also award a post-professional Master of Architectural Design and Urbanism (M.ADU). These three degrees comply with the NAAB perspectives as the non-professional degree has a separate degree title.

The B.Arch program has 15 required courses outside the architecture curriculum and therefore conforms with the NAAB Conditions general studies requirements. However, it appears from reviewing files and discussing with students that the electives of these —outside courses are used

to meet architecture concentration requirements. Students mentioned in the undergraduate meeting that the four general studies electives are used to meet concentration requirements. Some concentrations require architecture coursework so the 45 credits in non-professional architecture course work required by the NAAB is not met.

*Program Activities Response [2010-2015]: The Undergraduate Studies Committee voted to add the following paragraph to the curriculum requirements for those students planning to meet the requirements for a concentration. This resolution of the Undergraduate Studies Committee was voted on at the December 1, 2010 meeting of the faculty.*

*"The 163 credit hours required for the Bachelor of Architecture degree includes 42 credit hours with non-architectural content, and twelve credit hours of open electives. The NAAB criteria require 45 credit hours without architectural content. Students using the required 12 open elective credits for one of the concentrations within the School (Furniture, Preservation, or Building Arts, but not Practice and Enterprise) or students taking all of the required open electives in architecture courses, must also earn an additional three credit hours in a non-architecture elective in order to satisfy the NAAB requirement of 45 credit hours outside of architecture. Such students will graduate with a minimum of 166 credit hours."*

*Beginning with the First Year class of 2015-16, the University eliminated the required non-credit Physical Education course and replaced it with a two-semester letter grade course called Moreau First Year Experience. One credit hour is taken each semester of the first year, during which students address cultural, social and wellness issues. It was left to each college or school to decide if those two credits were in place of elective credits already required, or in addition. The School of Architecture chose to make them in addition to the previous requirements, raising the total credits for the degree to 165, and the non-architecture requirements to 44. Students are still required to account for the 45th non-architecture credit.*

## **Program Response to Causes of Concern**

### **A. Coursework in Common**

Visiting Team Report [2010]: There is the same coursework requirement for undergraduate and graduate level students in several classes. While some courses had additional products for each level that was not consistent through all classes. The NAAB requires credits at specific levels for the B.Arch and M.Arch by 2015.

*Program Activities Response [2010-2015]: The Undergraduate Studies Committee has been meeting with the faculty responsible for HVAC/Acoustics & Illumination, Structures, History, and Building Tech classes to discuss ways of distinguishing between the requirements for undergraduate and graduate students. History and HVAC/Acoustics & Illumination courses, for instance, require a longer term paper or project for the graduate students. The Committee will continue to work with the faculty until it is certain that clear distinctions are made in the course syllabi. The University courses, for instance, require additional seminar classes for the graduate students. The Building Technology classes have been divided into separate undergraduate and graduate classes.*

### **B. General Education and Electives**

Visiting Team Report [2010]: The general education electives are being used for architecture concentration requirements. This does not allow the required 45 credits of non-architecture coursework as required by NAAB.

*Program Activities Response [2010-2015]: See Response for Conditions Not Met - 12.*

#### C. Sustainability

Visiting Team Report [2010]: Sustainability needs further exploration to realize the full potential of traditional building design.

*Program Activities Response [2010-2015]: The School has a Sustainability Committee which is responsible for analyzing the way issues of sustainability are treated in all classes, and it is in the process of formulating a mission statement for the School.*

#### D. Uneven Course Content in Studio

Visiting Team Report [2010]: There is unevenness in course content horizontally in the studios. Some studios expose the students exceptionally well to certain desired Student Performance Criteria while others minimally met the Criteria. Consistency in course content at each studio level is needed.

*Program Activities Response [2010-2015]: The School acknowledged this concern, although it notes that part of the problem during the Team Visit in 2010 was that some of the studio sections were better documented than others, thus part of the reason for the seeming inconsistencies. That said, the Undergraduate Studies Committee has been meeting with design studio faculty to stress the need for more consistency in the different studio sections and the need for more consistent reporting of studio content and results. Currently, all of the undergraduate studio sections have parallel assignments with the exception of ARCH 41121 / Design VI in the spring semester of the fourth year and ARCH 51111 / Design VII in the fall semester of the fifth year. In these courses, individual faculty offer a diverse range of studio projects; however, all of them are required to meet the same SPCs with relatively complex semester-long projects in anticipation of their integrative design thesis project in the spring semester of their fifth year (ARCH 51121 / Design VIII Thesis).*

#### E. Retention & Diversity of Faculty

Visiting Team Report [2010]: There is a missing generation in the faculty community. Attention needs to be given to retention and diversity. There is not consensus between the University and the faculty on the value of architectural research within professional practice and consequent academic tenure.

*Program Activities Response [2010-2015]: The School's CAP and the University's Provost's office are aware of the problem of retention and diversity of the faculty. There is a converging consensus between the School and the Provost's Advisory Committee about the nature of architectural research within the profession and the academy. The School's position has been strengthened by the recent addition of a second school representative to the Provost's Advisory Committee.*

#### **Program Response to Changes in Conditions**

Because the School's last APR was submitted in the fall of 2009, it followed the 2004 NAAB Conditions for Accreditation. With the NAAB's adoption of the 2009 Conditions for Accreditation, in the following academic year the School adapted its curriculum to the 32 Student Performance Criteria, the Directors of Undergraduate and Graduate Studies reviewing with each faculty member the criteria for each course, including changing the history survey courses to the extent possible to cover examples of indigenous, vernacular, local, regional, and national settings from the Eastern,

Western, Northern and Southern hemispheres. Comprehensive design, with its eleven specific criteria, was covered in the Undergraduate and Graduate thesis courses.

Following the changes incorporated into the 2014 NAAB Conditions for Accreditation, the School again adapted its curriculum at both the Undergraduate and Graduate levels to accommodate the new requirements.

The School's Associate Dean and the Director of Graduate Studies reviewed with the faculty the 26 Student Performance Criteria and required all faculty to adapt their syllabi accordingly by the fall of 2014. Also, the School's website was updated to include the information required in II.4 Public Information to be publicly accessible.

### Section 3: Compliance with Conditions for Accreditation

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

Below are the résumés for each of the School's full-time faculty members:

**Name:** Selena Anders, Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 34112: Design III, Rome Studies Program (Fall 2015)

ARCH 34122: Design IV, Rome Studies Program (Spring 2014 & Spring 2015)

ARCH 21111: Design I (Fall 2014)

ARCH 44311: Chinese Architecture & Urbanism Studio (Fall 2014)

**Educational Credentials:**

Ph.D. candidate, La Sapienza University, School of Civil Engineering and Architecture, Rome, Italy, expected completion: June 2016

Master of Architecture, cum laude, University of Notre Dame, School of Architecture, Notre Dame, IN, May 2009

Postgraduate Certificate in Sustainable Urban Design, Archeworks, Chicago, IL, May 2006

Bachelor of Arts, Art History and Anthropology, magna cum laude, DePaul University, Chicago, IL, June 2005

**Teaching Experience:**

Professor of the Practice, University of Notre Dame, School of Architecture, 2012-present

Instructor, Notre Dame Pre-College Summer Scholars Program, "Roads to Rome," Rome, Italy, Summer 2015

Visiting Assistant Professor, University of Notre Dame, School of Architecture, 2010-2012

Teaching Assistant, University of Notre Dame, School of Architecture, 2007-2009

**Professional Experience:**

Designer, Chicago, IL, and Rome, Italy, 2009-present

Intern Architect, Liederbach and Graham Architects, Chicago, IL, 2006-2007

Intern Architect, Tigerman and McCurry, Chicago, IL, 2006

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Recent Research:

Dissertation topic: Italian architect Giuseppe Valadier (1762-1839) with a particular focus on his works executed during Napoleonic Occupation of Rome (1809-1814). This work is intended to elucidate the prolific career of Giuseppe Valadier and provide a visual reconstruction of Napoleon's vision for Rome as it was conceived to be the second capital after Paris.

Articles and Book Chapters:

Anders, Selena. "Patronage in the Golden Age of the Capriccio." In *The Architectural Capriccio: Memory, Fantasy and Invention*, edited by Lucien Steil. London: Ashgate, 2013.

Anders, S., Aijian, D., Dokonl, I. Kapadia, J., Uplekar Krusche, K. "History, Morphology and Perfect Proportions of Mughal Tombs: The Secret Creation of Taj Mahal." In *Archnet-IJAR, International Journal of Architectural Research* (Archnet-Design media Lab at MIT publishing) 4.1 (2010): 158-178.

**Professional Memberships:** Associate Member, American Institute of Architects (AIA); Member, UNESCO World Heritage Centre

**Name:** Philip H. Bess, Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 70311: Urban Elements and Principles (Fall 2014 & Fall 2015)  
ARCH 81151: Urban Design II (Fall 2014 & Fall 2015)  
ARCH 83311: After Urbanism (Spring 2015)  
ARCH 83321: A Survey of Form-Based Codes (Fall 2014 & Fall 2015)

**Educational Credentials:**

Master of Architecture, University of Virginia, Charlottesville, VA, 1981  
Master of Theological Studies, Church History, Harvard Divinity School, Cambridge, MA, 1976  
Bachelor of Arts, Philosophy, Whittier College, Whittier, CA, 1973

**Teaching Experience:**

Professor of Architecture, University of Notre Dame, 2004-present  
Professor of Architecture, Andrews University, Berrien Springs, MI, 1999-2003  
Associate Professor of Architecture, Andrews University, Berrien Springs, MI, 1993-1999

**Professional Experience:**

Thursday Associates, Chicago, Illinois and South Bend, IN, 1985-present  
Director, Aycock Neighborhood / War Memorial Stadium Charrette, Greensboro, NC, 2002  
Village Design Consultant for CDC Arcadia Land Use Study, Grand Traverse Regional Land Conservancy, Arcadia, MI, 2001  
Coordinator, Save Fenway Park Charrette, Boston, MA, 2000  
Director, Urban Baseball Park Design Project, Society for American Baseball Research, 1986-88  
Murphy/Jahn Architects, Chicago, IL, 1981-1984

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Books:

Bess, Philip. *Till We Have Built Jerusalem: Architecture, Urbanism and the Sacred*. Wilmington, DE: Intercollegiate Studies Institute, 2006.  
——. *Inland Architecture: Subterranean Essays on Moral Order and Formal Order in Chicago*. Oxford, OH: Interlalia Design Books, 2000.  
——. *City Baseball Magic: Plain Talk and Uncommon Sense About Cities and Baseball Parks*. Saint Paul, MN: Kothole, 1991/1999.

Research:

Project Director, "After Burnham: The Notre Dame Plan of Chicago 2109," <http://afterburnham.com/>.  
Research grant recipient (\$200,000) for "After Burnham: The Notre Dame Plan of Chicago 2109,"  
The Historical Society, Boston University, Boston, MA, June 2012-present

Articles and Book Chapters:

Bess, Philip. "The Notre Dame Plan of Chicago 2109." In *The Classicist* 11 (August 2014).  
——. "Metaphysical Realism, Modernity, and Traditional Cultures of Building." In *Why Place Matters: Geography, Identity, and Civic Life in Modern America*, edited by Wilfred McClay and Ted McAllister. Washington, D.C.: New Atlantis, February 2014.  
——. "The Rich You Will Always Have With You." In *First Things*. [www.firstthings.com/](http://www.firstthings.com/). Nov. 2012.

**Professional Memberships:** Congress for the New Urbanism (CNU); College of Fellows, Dominican School of Philosophy & Theology, Berkeley, CA; James Madison Society, Princeton University; Board of Advisors, National Civic Art Society



**Name:** Robert J. Brandt, Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 41811: Beginning Furniture (Fall 2014 & Fall 2015)  
ARCH 41821: Advanced Furniture (Spring 2014 & Spring 2015)  
ARCH 41831: Introduction to Carving Classical Elements (Spring 2014)  
ARCH 57811: Special Projects in Furniture Design I (Fall 2014 & Fall 2015)  
ARCH 57821: Special Studies in Furniture Design II (Spring 2014 & Spring 2015)  
ARCH 57831: Special Projects/Carving Classical Elements I (Spring 2014)  
ARCH 77821: Special Projects in Furniture (Spring 2014 & Spring 2015)  
ARCH 87123: Independent Study, Furniture (Fall 2015)

**Educational Credentials:**

Master of Fine Arts, Indiana State University, Terre Haute, IN, 1989  
Bachelor of Science in Art, University of Southern Indiana, Evansville, IN, 1986

**Teaching Experience:**

Professor of the Practice, University of Notre Dame, 1992-present  
Teaching responsibilities include: teaching all studio courses in the furniture design concentration, elective courses in the carving of classical architectural elements, and courses in specialized architectural model construction. Additional responsibilities include: directing and maintaining the furniture design facility and coordinating the use of the facility.  
Teaching Assistant, Indiana State University, 1987-1989  
Teaching responsibilities included: teaching lecture classes in art appreciation and writing, delivering daily lectures, and writing and administering course exams.

**Professional Experience:**

Over 30 years of exhibiting sculptural and functional pieces of art in museums and galleries throughout the United States. Recently, most of his works have been private commissions. Other recent projects include:

Alumni Exhibit, University of Southern Indiana, Evansville Museum of Arts and Sciences, 2015.  
Podium, University of Notre Dame, School of Architecture, 2012.  
University Commencement Podium, University of Notre Dame, 2011.  
Presentation pedestals for the Clinton Urns, American Gallery, Metropolitan Museum of Art, 2006.

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A

**Name:** Aimee P.C. Buccellato, Assistant Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 41121: Design VI (Spring 2014 & Spring 2015)

ARCH 67611: Special Research in Sustainable Design (Spring 2014 & Spring 2015)

**Educational Credentials:**

Master in Design Studies, History, Theory & Criticism, Harvard University Graduate School of Design, Cambridge, MA, 2005

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2000

**Teaching Experience:**

Assistant Professor, University of Notre Dame, School of Architecture, 2008-present

Instructor and Lecturer, Institute of Classical Architecture & Art, 2005-2006

**Professional Experience:**

Principal, Buccellato Design, LLC., South Bend, IN, 2008-present

Associate of the Firm, G. P. Schafer Architect, PLLC, New York City, NY, 2002-2008

Project Architect, John B. Murray Architect, LLC, New York City, NY, 2001-2002

Graduate Architect, Curtis & Windham Architects, Houston, Texas, 2001

Intern Architect, Ferguson & Shamamian Architects, New York City, NY, 1999

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Articles and Book Chapters:

Buccellato, A., C. Vardeman, S. Paolucci, H. Ferguson, N. Yu. "The GreenScale Digital Design and Analysis Tool." Deployable Beta-phase prototype tool (ND Center for Research Computing), current version released May 2015.

Ferguson, H., A. Buccellato, C. Vardeman. "Capturing an Architectural Knowledge Base Utilizing Rules Engine Integration for Energy and Environmental Simulations." In *Proceedings of the Symposium on Simulation for Architecture and Urban Design Conference (SIMAUD)*, Washington, D.C. (April 12-15, 2015).

Buccellato, A. "The Responsibility of Technology versus the Technology of Responsibility." In *Durability in Construction*, edited by Richard Economakis. United Kingdom: Papadakis Press, 2015.

Buccellato, A., H. Ferguson, C. Vardeman, S. Paolucci, N. Yu. "Multi-Criteria and Multi-Metric Energy Analysis Performed During the Architectural Design Process: the Motivation for New Tools." *Journal of Energy and Buildings*, Elsevier Press (submitted 2015 - in review).

Grant-Funded Research:

"Case Studies of the Environmental Performance of Concrete and Emerging Paving Materials: A Sponsored Research Collaboration with Kuert Concrete, Inc.," \$2,500 grant from Kuert Concrete, Inc., May 2014-February 2015

CSEND Sustainable Energy Initiative (SEI) Track 1: Center for Sustainability Data Research, \$30,000 including co-funding from the Center for Research Computing, School of Architecture, and Institute for Scholarship in the Liberal Arts

"Green Scale: A New Digital Design and Analysis Tool for Sustainable Building," Regular Grant, Faculty Research Support Program, 2012

"The Green Scale Research Project: Quantifying Truly Sustainable Design"

(<http://greenscale.crc.nd.edu/>), Faculty Research Support Initiation Grant Program Award, Office of Research, 2011

**Professional Memberships:** LEED AP BD+C; Building Technology Educators Society

**Name:** Kevin Buccellato, Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 51831: Introduction to Architectural Models (Fall 2014 & Fall 2015)  
ARCH 51841: Advanced Architectural Models (Spring 2014 & Spring 2015)  
ARCH 51811: Design and Construction of Architectural Elements (Fall 2014 & Fall 2015)  
ARCH 51821: Design and Construction of Architectural Elements II (Spring 2014 & Spring 2015)

**Educational Credentials:**

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2000

**Teaching Experience:**

Professor of the Practice, University of Notre Dame, School of Architecture, 2010-present  
Visiting Assistant Professor, University of Notre Dame, School of Architecture, 2008-2010

**Professional Experience:**

Partner, Buccellato Design, LLC., South Bend, IN, 2008-present  
*Alterations to the LaSalle State Bank (c. 1921) - Adaptive Re-use (2,200 SF), 526 East LaSalle Avenue, South Bend, IN.*  
*A New Federal Revival Residence - Pennsylvania Drive, Williams Creek of Indianapolis, IN, in Schematic Design (14,000 SF).*  
*A New Seaside Cottage - 5780 U. S. Highway 1, Elk, CA (Mendocino/ Pacific Coast), in Design Development and Coastal Permitting (2,500 SF).*  
*A New Residence on Willow Lake Drive - Willow Lake Drive, Mishawaka, Indiana, under construction (6,000 SF) – expected completion: Winter 2015.*  
*Alterations and Additions to a 1920 Craftsman Bungalow - 15324 Lakeshore Road, Lakeside Road, MI.*  
*Alterations and Additions to a 1950 Western Ranch House - Full Renovation (3,500 SF), 26495 Asti Road, Cloverdale, CA.*  
Commissioner, Historic Preservation Commission of South Bend and St. Joseph County, South Bend, IN, 2001-present  
Associate of the Firm, G. P. Schafer Architect, PLLC, New York City, NY, 2003-2008  
Graduate Architect, Nasser Nakib Architect, New York, NY, 2001-2003  
Graduate Architect, Curtis & Windham Architects, Houston, TX, 2000-2001  
Intern, Cooper Robertson & Partners, New York, NY, 1999  
Intern, Robert A.M. Stern, New York, NY, 1998

**Licenses/Registration:**

New York, no. 034282-1; Indiana, no. AR11100004

**Selected Publications and Recent Research:**

Research:

Buccellato, Kevin and Richard Economakis. "Reconstructing the Proto-Doric Temple: An Etiological Approach." Presentation at the Society of Architectural Historians (SAH) 68th Annual Conference, Chicago, IL (April 17, 2015).  
——. "Proto-Doric: A Presentation of the Research and Woodshop Explorations Leading to the Creation of a Full-Scale Model of an Early Doric Wall and Entablature." Presentation at the American College of the Building Arts (ACBA) Annual Master of the Building Arts Festival (April 11, 2015).

**Professional Memberships:** American Institute of Architects (AIA); National Council of Architectural Registration Boards (NCARB); Society of Architectural Historians (SAH)

**Name:** Rev. Richard S. Bullene, C.S.C., Assistant Dean and Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 11011: Graphics I (Fall 2014 & Fall 2015)

ARCH 51121: Design VIII Thesis (Spring 2014 & Spring 2015)

**Educational Credentials:**

Ph.D. in Architectural Theory, University of Pennsylvania, Philadelphia, PA, 1994

Master of Science in Architecture, University of Pennsylvania, Philadelphia, PA, 1992

Master of Divinity, University of Notre Dame, Notre Dame, IN, 1981

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1976

**Teaching Experience:**

Assistant Dean, University of Notre Dame, School of Architecture, 2004-present

Professor of the Practice, University of Notre Dame, School of Architecture, 2002-present

Assistant Chair, University of Notre Dame, School of Architecture, 2002-2004

Assistant to the Chair, University of Notre Dame, School of Architecture, 2001-2002

Assistant Professor, University of Notre Dame, School of Architecture, 1994-2001

Visiting Assistant Professor, University of Notre Dame, School of Architecture, 1992-1993

Adjunct Instructor, University of Notre Dame, School of Architecture, 1983-1985

**Professional Experience:**

Architecture Archives, University of Pennsylvania, Philadelphia, PA, 1990-1992

Deacon, Holy Cross Parish, South Bend, IN, 1982-1983

Intern, Max Rodriguez-Garcia, Architect (Terra Cotta Restoration), San Francisco, CA, 1981-1982

Intern Architect, B.P.A. Partnership (Construction Documentation), Houston, TX, 1978-1979

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Publications:

Bullene, Richard S. "Geometry and the Use of Proportions." In *The Architect's Geometry*, by Cara Carroccia (originally *Geometry for Architects*, by Wilson and Holladay, Champaign, IL: Stipes Publishing, 1962), chapter 7. Champaign, IL: Stipes Publishing, 1997.

Creative Work:

"House for an Academical Couple," The Attridge House, Guilford, Connecticut, 1997

**Professional Memberships:** N/A

**Name:** Nikos Charkiolakis, Visiting Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 84152: Classical Architecture II, Rome Studies Program (Fall 2015)

ARCH 84312: Italian Classicism, Rome Studies Program (Fall 2015)

**Educational Credentials:**

Master of Arts, Architectural Conservation, University of York, United Kingdom, 1991

One-year scholarship from the National Trust for Greece and the European Community to prepare for M.A. degree on the Architectural Conservation in the IoAAS - University of York (Prof. Derek Linstrum), 1989-1990

Two-year scholarship from the National Foundation of Scholarships to prepare for Ph.D. degree on the Protection of Monuments and Monuments Sites in the University of Thessalonika (Prof. N. Moutsopoulos), 1988-1989

Architecture, National Technical University (Polytechnic School) of Athens, Greece, 1968-1973

**Teaching Experience:**

Visiting Associate Professor, University of Notre Dame, School of Architecture, 2015-2016

Special Associate Professor, Architectural Conservation Program, National Technical University of Athens, Greece

**Professional Experience:**

During this 35 year career, conducted more than 100 studies and supervised an equal number of restoration works on Medieval and Neoclassical Monuments of a budget of 200 million euro:

Private Office on Architectural Restoration Studies and Works, 2012-present

Director, Directorate of Neoclassical Monuments Restoration of the Ministry of Culture, Greece, 2006-2011

Head of Byzantine Monuments Restoration Studies Section of the Ministry of Culture, 1992-2006

Permanent Architect in the Directorate of Restoration of Byzantine and post-Byzantine Monuments of the Ministry of Culture, 1981-1988

Associate Architect in the Service of Restoration of the Ministry of Culture and in the Ephorate of Byzantine Monuments of the Mount Athos, 1977-1980

**Licenses/Registration:**

Licensed Architect, Technical Chamber of Greece, since 1973

**Selected Publications and Recent Research:**

Books:

Charkiolakis, Nikos. *Paradosī kai exelixī stīn architektonikī tīs ieras Monīs Stauronikīta*

(*Tradition and Evolution of the Architecture at the Holy Monastery of Stavronikita on Mount Athos*). Mount Athos: Ekdose Hieras Mones Stauroniketa, 1999.

Scholarship:

Participated in many scientific conferences and published articles concerning the Byzantine and Post Byzantine Monuments in Mount Athos, Crete, Cyclades, Peloponnesus, Attica, Epirus, Venice.

**Professional Memberships:** Hellenic Committee of the International Council on Monuments and Sites; International Scientific Committees on the Analysis and Restoration of Structures of Architectural Heritage; Wall-Paintings Conservation; Hellenic Christian Archaeological Society; Athens Archaeological Society

**Name:** Jose Manuel de Bivar Cornelio Da Silva, Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 41111: Design V (Fall 2015)

ARCH 84152: Classical Architecture II, Rome Studies Program (Fall 2014)

ARCH 84312: Italian Classicism, Rome Studies Program (Fall 2014)

**Educational Credentials:**

Licenciatura em Arquitetura (Licentiate in Architecture) (equivalent to Master of Architecture),  
Escola Superior de Bellas Artes de Lisboa, now the Faculdade de Arquitetura, Universidade  
de Lisboa, July 1983

**Teaching Experience:**

Associate Professor, University of Notre Dame, School of Architecture, 2015-present

Academic Director of the Rome Studies Program, University of Notre Dame, School of Architecture,  
Rome, Italy, 2013-2015

Visiting Professor, University of Notre Dame, School of Architecture, 2013-2015

Dean, School of Architecture, Universidade Catolica Portuguesa-Centro Regional das Beiras-Viseu

Since 1983, instructor at various institutions: University of Lisbon- Faculdade de Arquitectura;

University of Evora, Escola Superior de Tecnologia de Tomar-Politecnico de Santarem;

Fundacao Ricardo Espirito Santo Silva, Lisboa; University of Florence; University of

Bologna; University of Reggio-Calabria

**Professional Experience:**

Practicing architect with his own office, 1983-present

Recipient with Hadi Siman and Nikos Salingaros of A Vision of Europe's "Project of the  
Month," a project for Doha, Qatar, City Center, 2010

Recipient of the "Prix Européen De La Reconstruction De La Ville - Projet Distingué Par Le  
Jury," Fondation Philippe Rotthier, Brussels, for the design and construction of  
Veloso de Matos House at Janas, Sintra, 1995

Recipient of the "International American Architectural Design Award" in Chicago, "Honor  
Award" of International Forum For Religion Art And Architecture, and "International  
Architectural Design Award" from the American Institute Of Architects for the design  
and construction of The Catholic Church of Azoia, inaugurated by H.E. Cardinal and  
Archbishop of Lisbon D.Antonio Ribeiro, Nossa Senhora Da Saude, 1992

**Licenses/Registration:**

Registered architect, Ordem dos Arquitectos (Portuguese Architects' Association), 1983-present

**Selected Publications and Recent Research:**

Articles and Book Chapters:

Da Silva, Jose Cornelio. "Sic Transit Gloria Mundi: Reflections on Durability in Construction." In  
*Durability in Construction: Traditions and Sustainability in 21st Century Architecture*. United  
Kingdom: Papadakis Publisher, 2015.

—. "Capriccio: The Leap of The Goat or the Unexpected." In *The Architectural Capriccio:  
Memory, Fantasy and Invention*, edited by Lucien Steil. London: Ashgate, 2013.

—. Architecture design work published in *New Palladians*, by Alireza Sagharchi and Lucien Steil.  
London: Artmedia, 2010.

**Professional Memberships:** Instituto de Sintra; Instituto de Protecção do Património Cultural;  
International Council on Monuments and Sites; International Network for Traditional Building,  
Architecture & Urbanism (INTBAU); Royal Order of The Immaculate Conception of Vila Vicosa,  
Royal House of Portugal; Knight of Malta, Sovereign Military Order of Malta

**Name:** Marianne Cusato, Associate Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 53312: The Home of the Future: Modern Housing Solutions for a Changing Society (Fall 2015)

ARCH 53381: Why Are Buildings Ugly? The Autopsy of the McMansion; Dos and Don'ts of Classical Architecture and Why it Matters to You (Fall 2014)

**Educational Credentials:**

Master of Business Administration, University of Notre Dame, Notre Dame, IN, in progress

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1997

**Teaching Experience:**

Associate Professor of the Practice, University of Notre Dame, School of Architecture, 2015-present

Distinguished Adjunct Professor, University of Notre Dame, School of Architecture, Fall 2014

Visiting Adjunct Professor, University of Miami, School of Architecture, Fall 2012

Visiting Adjunct Professor, University of Notre Dame, School of Architecture, Fall 2008

**Professional Experience:**

Principle, Marianne Cusato Design, LLC, Miami, FL, 2005-present

Named one of the Top Women in Real Estate by *FORTUNE Magazine*, 2014

Featured in a "What Would You Fight For?" video, broadcasted on NBC during ND football games, <https://www.nd.edu/fighting-for/2014/fighting-to-design-a-better-home/>, 2014

Named one of the 30 Most Influential Women in the Housing Economy by *HousingWire Magazine*, 2012

Recipient, Smithsonian Institute's Cooper-Hewitt Design Museum's "People's Design Award," for design of the 308-square-foot Katrina Cottages, 2006

The U.S. Congress appropriated \$400 million for an alternative emergency housing program based on Cusato's Katrina Cottage designs, 2006

Ranked the No. 4 most influential person in the home building industry by *Builder Magazine*, 2006

Project Architect, Fairfax & Sammons Architects, PC, New York, NY, Aug. 2000-Nov. 2004

Associate, Grenfell Architecture, Charlotte, NC, May 1997-June 2000

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Books:

Cusato, Marianne, and Daniel DiClerico. *The Just Right Home: Buying, Renting, Moving – Or Just Dreaming – Find Your Perfect Match!* New York: Workman, 2013.

Cusato, Marianne, Ben Pentreat, Richard Sammons, Leon Krier, and HRH The Prince of Wales. *Get Your House Right – Architectural Elements to Use & Avoid.* New York: Sterling, 2008.

**Professional Memberships:** National Association of Real Estate Editors; Congress for the New Urbanism (CNU)

**Name:** Alan DeFrees, Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 01110: Career Discovery/Arch at Notre Dame (Summer 2014 & Summer 2015)  
ARCH 20511: Structural Mechanics (Spring 2014 & Spring 2015)  
ARCH 40411: Environmental Systems I (Fall 2014 & Fall 2015)  
ARCH 40421: Building Technology II (Spring 2014 & Spring 2015)  
ARCH 50419: Environmental Systems II (Fall 2014 & Fall 2015)  
ARCH 53421: Historic Construction and Preservation (includes 0-credit lab component: ARCH 51421) (Spring 2015)  
ARCH 60421: Building Technology II/Concrete, Steel (Spring 2014 & Spring 2015)  
ARCH 60431: Environmental Systems I (Fall 2014 & Fall 2015)  
ARCH 60511: Structures I (Fall 2014 & Fall 2015)  
ARCH 70441: Environmental Systems II (Fall 2014 & Fall 2015)  
ARCH 73421: Historic Preservation and Construction (Spring 2014)

**Educational Credentials:**

Graduate studies in Fine Arts, Indiana University-South Bend, 1984-1989  
Bachelor of Architecture, University of Notre Dame, 1974

**Teaching Experience:**

Professor of the Practice, University of Notre Dame, School of Architecture, 2000-present  
Educator of the Year, School of Architecture, 2015 & 2012  
Seminar/Lecture Professor of the Year, School of Architecture, 2011  
Rev. Edmund P. Joyce, C.S.C. Award for Excellence in Undergraduate Teaching, 2013 & 2008  
Featured Educator article in *Licensed Architect* magazine, summer 2001  
AIAS Educator Award Nominee (one of three nominations in US), 2000  
Adjunct Professor, University of Notre Dame, School of Architecture, 1990-1992, 1996-2000  
Adjunct Professor, Southwestern Michigan College, 1982-1983

**Professional Experience:**

General architectural practice (19 years)  
Private architectural practice as a sole proprietorship (15 years)  
Sabato Guest House, 2013.  
Hannah and Friends Farm Main Building, St. Joseph County, IN, 2007-2008.  
Architect in real estate development firm (4 years)  
Building Construction (3 years)

**Licenses/Registration:**

Indiana 3670 (1979-present); Michigan 27820 (1980-present); NCARB Certification 24198 (1980)

**Selected Publications and Recent Research:**

Development of hands-on historic construction activities in wood hewing, green woodworking carpentry, joinery, wood identification, chemistry, and stonework.

**Professional Memberships:** N/A



**Name:** Dennis P. Doordan, Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 20221/60221: Architectural History II (Spring 2014 & 2015)

ARCH 50811: History of Design: Form, Values and Technology (Fall 2014)

**Educational Credentials:**

Ph.D., History of Architecture, Columbia University, New York, NY, 1983

Bachelor of Arts, History of Art, Stanford University, Stanford, CA, 1973

**Teaching Experience:**

Associate Dean for Research, Scholarship & Creative Work, University of Notre Dame, School of Architecture, 2012-2015 and will resume in Fall 2016

Professor, University of Notre Dame, School of Architecture, 1990-present

Primary Appointment: School of Architecture

Concurrent appointment: Department of Art, Art History & Design

Rev. Edmund P. Joyce, C.S.C. Award for Excellence in Undergraduate Teaching, 2015

Instructor, University of Illinois at Chicago, 1985-1990

Instructor, Tulane University, 1980-1985

**Professional Experience:**

Editor, *Design Issues* (journal published by MIT Press Journals), 1985-2016

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Books:

Doordan, Dennis, Richard Buchanan and Victor Margolin, eds. *The Designed World: Images, Objects, Environments*. London: Berg, 2010.

Doordan, Dennis. *Twentieth Century Architecture*. New York: Harry N. Abrams & Prentice Hall, 2001.

Articles and Book Chapters:

Doordan, Dennis. "Developing Theories for Sustainable Design." In *The Handbook of Design for Sustainability*, edited by Stuart Walker & Jacques Giard, 57-72. London: Bloomsbury, 2013.

Invited Lectures:

Doordan, Dennis. "Professional Skills and Local Engagement." Invited paper presentation at Transition Design Symposium sponsored by Carnegie Mellon University, Pittsburgh, PA, March 7, 2015.

—. "Trousers as an Industrial Product: The Case of Eric Gill." Presentation at the 34<sup>th</sup> Annual Conference of the Design History Society, Barcelona, Spain, September 9, 2011.

**Professional Memberships:** College Art Association (CAA); Society of Architectural Historians (SAH); Design History Society; Design Research Society; The Royal Society for the Encouragement of Arts, Manufactures and Commerce

**Name:** Alejandro Douglas Duany, Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 41111: Design V (Fall 2014 & Fall 2015)  
ARCH 53611: Traditional City: Theory and Reality (Spring 2015)  
ARCH 57122: Independent Studies, Design (Fall 2015)  
ARCH 77122/87122: Independent Studies, Design (Fall 2014 & Fall 2015)  
ARCH 81161: Terminal Design Project (Spring 2014 & Spring 2015)

**Educational Credentials:**

Master in Landscape Architecture, Harvard University Graduate School of Design, 1987-1990

**Teaching Experience:**

Professor of the Practice, University of Notre Dame, Notre Dame, IN, 2013-present  
Visiting Associate Professor, University of Notre Dame, Notre Dame, IN, 2009-2012  
Chair in Urban Ecology, Prince's Foundation for the Built Environment, London, UK, 2007-2009  
Lecturer, Graduate School in Suburban & Town Design, University of Miami, 2002-2003, 2005  
Lecturer, Postgraduate Program in Architectural Research in Rome, University of Miami, 2004  
Visiting Professor, University of Notre Dame, Notre Dame, IN, 2002  
Lecturer, University of Miami School of Architecture, 1993, 1995-1996  
Visiting Professor, Centre for Urban Studies, University of Florida, Gainesville, 1994  
Visiting Professor, University of Florida School of Architecture, Gainesville, 1991-1992

**Professional Experience:**

Urban Planning

Murad Khan neighborhood plan, Kabul, 2008  
Romsey town extension plan, Hampshire, 2008  
Las Catalinas Village & extensions, Costa Rica, 2007  
Ellon town extension plan, Aberdeenshire, 2007  
Doranda Lakes Master Plan, Dade County, 2005  
High Cove, NC, 2005  
Jindalee, North Perth, 2003  
Wasilla Neighborhood, Alaska, 2002  
Section 29 Extension, Seaside, FL, 2002  
Alys Beach, FL, 2002

Landscape Plans and Codes

Castletown Landscape Plan, Caithness, Scotland, 2008  
Ellon Landscape Armature, Aberdeenshire, Scotland, 2007  
Mei Tower pool, Miami Beach, FL, 2005  
Landscape Constraints, Cloud Rock Village, Moab, UT, 2005  
Guavonia & Menoyo Apartments, Coral Gables, FL, 2002  
Seaside, FL: Motor Court, 1989; Beachside Market I, 1985; Landscape Code, 1985; First Phase Public Landscape, 1984 – awarded The Seaside Prize, The Seaside Institute, 2015; Governor's Design Award for the Town of Seaside, FL, State of Florida, 1986; Merit Award for "Per-spi-cas-ity" (sic) Market, NAHB, 1986; Design Award for the Rosewalk, CSA/AIA, 1986; Citation for Urban Planning (31<sup>st</sup> Awards), for Seaside, FL, *Progressive Architecture Magazine*, 1984

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** Congress for New Urbanism (CNU)

**Name:** Richard Economakis, Director of Graduate Studies for the Architecture and Urbanism Program and Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 61111: Architectural Design I (Fall 2014 & Fall 2015)  
ARCH 61011: Introduction to Architectural Representation (Summer 2014 & 2015)  
ARCH 10311: Analysis of Architectural Writings (Spring 2014 & 2015)  
ARCH 61121: Architectural Design II (Spring 2014 & 2015)  
ARCH 81161: Terminal Design Project (Spring 2014 & Spring 2015)

**Educational Credentials:**

Master of Arts, History of Architecture, Cornell University, Ithaca, NY, 1996  
Bachelor of Architecture, Cornell University, Ithaca, NY, 1983

**Teaching Experience:**

Director, Graduate Studies in Architecture and Urbanism, School of Architecture, University of Notre Dame, 2014-present  
Associate Professor, University of Notre Dame, School of Architecture, 2003-present  
Assistant Professor, University of Notre Dame, School of Architecture, 1996-2003  
Interim Director of Graduate Studies, University of Notre Dame, School of Architecture, 1999-2000  
Assistant Design Tutor, The Prince of Wales's Institute of Architecture, London, Spring 1994 & 1995

**Professional Experience:**

Principal, Richard Economakis Architectural Design, South Bend, IN, 2003-present  
Design Associate, Porphyrios Associates, London, 2002-2003  
Principal, Deupi Economakis Design Partnership, South Bend, IN, 1997-2002  
Design Associate, Porphyrios Associates, London, 1991-1995  
Design Associate, John Simpson and Partners, London, 1990-1995  
Senior Editor, Academy Editions, London, 1991-1995  
Design Associate, Robert A.M. Stern Architects, 1985-1989

**Licenses/Registration:**

Licensed architect, Greece (TEE 77716, 1995)

**Selected Publications and Recent Research:**

Books:

Economakis, Richard, ed. *Durability in Construction*. London: Papadakis Publisher, 2015.  
Economakis, Richard. *Acropolis: Ancient Cities*. London: Artmedia, 2003.  
——. *Nisyros: History and Architecture of an Aegean Island*. Athens: Melissa Publishing House, 2001.  
Economakis, Richard, Norman Crowe and Michael Lykoudis, eds. *Building Cities*. London: Artmedia, 1999.  
Economakis, Richard, ed. *Acropolis Restoration*. London: Academy Editions, 1994.  
——. *Building Classical*. London: Academy Editions, 1993.

Articles and Book Chapters:

Economakis, Richard. "The Origins of the Doric Order: A Proposed Reconstruction." *The Classicist* 12 (2015): 37-47.  
——. "Whitmore's Palace: George Whitmore and the Palace of St. Michael and St. George in Corfu." *The Classicist* 8 (2010): 10-27.

**Professional Memberships:** Techniko Epimelitirio Ellados / Technical Chamber of Greece;  
Institute of Classical Architecture and Art (ICAA); Congress for the New Urbanism (CNU)

**Name:** Jerome Eide, Adjunct Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 50711/80711: Professional Practice (Spring 2015 & Spring 2014)

**Educational Credentials:**

Master of Business Administration, University of Illinois, Urbana-Champaign, IL, 1982

Master of Architecture, University of Illinois, Urbana-Champaign, IL, 1982

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1977

**Teaching Experience:**

Adjunct Associate Professor, University of Notre Dame, School of Architecture, 1989-91, 2007-present

**Professional Experience:**

Principal, Alliance Architects Inc., South Bend, IN, 2012-present

Principal, Architecture Design Group, Inc., South Bend, IN, 1988-2012

Chief Architect, Cole Associates, South Bend, IN, 1985-88

Principal, Steinman / Eide Architects, Beaumont, TX, 1982-85

Intern Architect, Leo A. Daly, Omaha, NE, 1977-80

**Licenses/Registration:**

NCARB: Illinois, Indiana, Texas, Florida, Colorado, New Jersey, Arizona; LEED AP

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** Indiana Board of Registration for Architects and Landscape Architects, 2005-present (previously Chairman)

**Name:** Gilbert Gorski, Associate Professor, James A. and Louise F. Nolen Chair in Architecture

**Courses Taught (Four semesters prior to current visit):**

ARCH 51111: Design VII (Fall 2014 & Fall 2015)  
ARCH 81161: Terminal Design Project (Spring 2015)  
ARCH 51121: Design VIII Thesis (Spring 2014 & 2015)  
ARCH 51021: Pens, Pencils, Paints & Pixels: Adv. Presentation Techniques (Spring 2014 & 2015)

**Educational Credentials:**

Master of Architecture, Illinois Institute of Technology, Chicago, IL  
Bachelor of Architecture, Illinois Institute of Technology, Chicago, IL  
Oil painting, studio painting & European painting techniques, School of the Art Institute of Chicago

**Teaching Experience:**

Associate Professor, University of Notre Dame, School of Architecture, 2010-present  
First-Year Studio Instructor, Illinois Institute of Technology, School of Architecture, 1985-1989  
Studio Instructor, School of the Art Institute of Chicago, 1994 & 1998

**Professional Experience:**

Gilbert Gorski and Associates, P.C., 1989-present  
Lohan Associates, Architects, Chicago, IL, 1978-1989  
Ogden Hannaford, Architect, Chicago, IL, 1977  
Stanley Tigerman and Associates, Architects, Chicago, IL, 1977  
Y.C. Wong and Associates, Architects, Chicago, IL, 1976  
Swenson Chang Architects, Chicago, IL, 1975  
Skidmore Owings and Merrill, Architects, Chicago, IL, 1975, 1976

**Licenses/Registrations:**

Architectural license, Illinois 001-009865, 1980-present

**Selected Publications and Recent Research:**

Books:

Gorski, Gilbert. *Hybrid Drawing Techniques: Design Process and Presentation*. London: Routledge, 2015  
Gorski, Gilbert and James Packer. *The Roman Forum*. Cambridge: Cambridge University Press, 2015.

**Professional Memberships:** American Society of Architectural Illustrators

**Name:** Frank C. Huderwitz, Jr., Adjunct Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 41011: Graphics V: Computers (Fall 2015 & Fall 2014)

ARCH 57041: Special Computer Apps: BIM (Spring 2015 & Spring 2014)

ARCH 61021: Introduction to CAD (Spring 2015 & Spring 2014)

**Educational Credentials:**

Master of Architecture, University of Notre Dame, Notre Dame, IN, 1989-92

Master of Business Administration, Monmouth University, West Long Branch, NJ, 1983-85

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1975-80

**Teaching Experience:**

Adjunct Associate Professor, University of Notre Dame, School of Architecture, 1989-present

Instructor, Ivy Tech Community College, South Bend, IN, 1992-2013

**Professional Experience:**

Phase Two Architects, LLC, South Bend, IN, 2001-present

The Troyer Group, South Bend, IN, 1999-2001

Cole / DLZ, South Bend, IN, 1990-1999

The Ryan Group, NJ / NY, 1986-1989

The GRAD Partnership, NJ, 1983-1986

Cole / DLZ, NJ, 1980-1983

**Licenses/Registration:**

State of New Jersey Architectural Registration # 10447; State of Indiana Architectural Registration # 910094; State of Michigan Architectural Registration # 1301051737; State of Kentucky Architectural Registration # 6314

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

American Institute of Architects (AIA); National Council of Architectural Registration Boards (NCARB); United States Green Building Council; International Code Council

**Name:** Krupali Krusche, Academic Director of the Rome Studies Program and Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 34112: Design III, Rome Studies Program (Fall 2014 & Fall 2015)

ARCH 34122: Design IV, Rome Studies Program (Spring 2015)

**Educational Credentials:**

Doktoringenieur, Dept. of Pre. and Design, Technische Universität, Dresden, Germany (ABD)

Master of Architecture, Dessau Institute of Architecture DIA, Hochschule Anhalt, Germany, 2003

Bachelor of Architecture, L.S. Raheja School of Architecture, India, 2001

**Teaching Experience:**

Academic Director of the Rome Studies Program, University of Notre Dame, School of Architecture, Rome, Italy, 2015-present

Associate Professor, University of Notre Dame, School of Architecture, 2013-present

Assistant Professor, University of Notre Dame, School of Architecture, 2006-2013

Visiting Assistant Professor, University of Notre Dame, School of Architecture, 2005-2006

Scientific Researcher, Technische Universität, Dresden, Germany, 2003-2005

**Professional Experience:**

Founding Director, DHARMA Center (Digital Historic Architectural Research and Material Analysis), School of Architecture, University of Notre Dame, Notre Dame, IN, 2006-present

Principal Architect, Lili Designs, design firm in South Bend, IN, 2010

Chair, INTBAU India, January 2005-January 2007

Research Assistant, Jäger Ingenieur GmbH, Dresden, Germany, 2003-2004

Architectural Designer, Dr. Braun & Barth Architekten, Dresden, Germany, 2001-2002

**Licenses/Registration:**

Licensed Architect, Council of Architecture, India (COA), May 2002

**Selected Publications and Recent Research:**

Publications:

Krusche, Krupali. "Using Technology for the Benefit of Tradition: Lessons Learned from the Neumarkt Development, Dresden." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

Bharne, V., and Krusche, K. *Rediscovering the Hindu Temple, the sacred architecture and urbanism of India*. Cambridge: Cambridge Scholars Press, 2012.

Uplekar Krusche, K., Ajjain, D. Anders, S., Dokonal, I. and Kapadia, J. "History, Morphology and Perfect Proportions of Mughal Tombs: The Secret to Creation of Taj Mahal." In *Archnet-IJAR*, International Journal of Architectural Research 4.1 (2010): 158-178.

Uplekar [Krusche], K. "Historic Preservation and its relevance today, Examination of Dresden's Frauenkirche in Light of the Venice Charter." In *The Venice Charter Revisited: Modernism, Conservation and Tradition in the 21<sup>st</sup> Century*, edited by M. Hardy, 446-461. Cambridge: Cambridge Scholars Press, 2008.

—. "Transforming Historic City Centres: Integrated Approach of Urban Design and Historic Preservation." In *New Architecture and Urbanism, Development of Indian Traditions*, ed. D. Prasad. New Delhi: INTBAU India, 2008.

**Professional Memberships:** International Committee for Documentation of Cultural Heritage (CIPA); International Council on Monuments and Sites (ICOMOS) USA; International Network for Traditional Building, Architecture & Urbanism (INTBAU): founding member of USA (2007), Germany and India (2004); National Trust for Historic Preservation; Society of Architectural Historians (SAH)

**Name:** Giovanna Lenzi-Sandusky, Concurrent Professional Specialist

**Courses Taught (Four semesters prior to current visit):**

ROIT 10101: Beginning Italian I (Fall 2013, Fall 2014 & Spring 2015)

ROIT 10102: Beginning Italian II (Fall 2014 & Spring 2015)

ROIT 10110: Intensive Beginning Italian (Fall 2013)

ROIT 20201: Intermediate Italian I (Fall 2013)

ROIT 24201: Intermediate Italian I (Spring 2014 in Rome)

**Educational Credentials:**

Laurea in Lettere e Filosofia, University of Florence, Florence, Italy, July 1979

**Teaching Experience:**

Concurrent Professional Specialist, University of Notre Dame, 1990-present

Primary Appointment: Italian Studies Program, Department of Romance Languages and Literatures, College of Arts and Letters

Concurrent Appointment: School of Architecture

Director, Notre Dame Pre-College Summer Scholars Program, "Roads to Rome," Rome, Italy, July 2013

**Professional Experience:**

Facilitator & Translator/Interpreter, DHARMA "Digitalization of the Roman Forum in Rome" project, including April 2014 exhibit and conference in collaboration with the Notre Dame School of Architecture and Soprintendenza per i Beni Archeologici di Roma, fall 2011-present.

Participant, John David Rhodes (University of Sussex) seminar on Urbanism at "Cine Roma" - An International Summer Seminar on the Cinema and the City at La Sapienza in Rome, Italy, June 22, 2012.

**Licenses/Registration:** N/A

**Selected Publications And Recent Research:**

Lenzi-Sandusky, Giovanna. "Pier Paolo Pasolini: going beyond visual citations: Pasolini, Longhi and Masaccio in *Accattone*." Presentation at American Association of Teachers of Italian Conference, Siena, Italy, June 2015.

Lenzi-Sandusky, Giovanna (in progress). Prologue to *Revisiting the Roman Forum: From Pen to Pixel, methods of documentation in the 20<sup>th</sup> and 21<sup>st</sup> centuries*. Catalogue of conference & exhibit, Rome, Italy, April 2014.

**Professional Memberships:** American Association for Teachers of Italian



**Name:** Michael Lykoudis, Francis and Kathleen Rooney Dean and Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 57112: Bayou Manach Gardens Masterplan Studio (Spring 2014)

**Educational Credentials:**

Master of Architecture, University of Illinois, Champaign-Urbana, 1983

Bachelor of Architecture, Cornell University Ithaca, NY, 1979

**Teaching Experience:**

Francis & Kathleen Rooney Dean, University of Notre Dame, School of Architecture, 2004-present

Chair, University of Notre Dame, School of Architecture, 2002-2004

Professor, University of Notre Dame, School of Architecture, Fall 2002-present

Visiting Professor, University of Maryland, School of Architecture, Spring 2002

Associate Professor, University of Notre Dame, School of Architecture, Fall 1991-2002

Visiting Professor, Technical University of Ferrara, Ferrara, Italy, Spring 2000 & 2002

Visiting Professor, The University of Miami, School of Architecture, Fall 1997

Member Doctoral dissertation committee, Delft University of Technology, Netherlands, June 2008

**Professional Experience:**

Principal, Michael Lykoudis, Architect, Stamford, CT, 1989-1991, South Bend, IN, 1991-present

Office Managing Architect & Project Manager, Allan Greenberg Architect, New Haven, CT, 1986-89

Project Architect, Michael Lynn and Associates, New York, NY, 1985-1986

Principal, Michael N. Lykoudis, Architect, Athens, Greece, 1983-1985

Project Architect, Spillis, Candela and Partners, Coral Gables, FL, 1981-1982

**Licenses/Registration:**

NCARB Certification; Registered Architect, State of Indiana & Connecticut (active); Registered

Architect, State of New York & Greece (inactive)

**Selected Publications and Recent Research:**

Lykoudis, Michael. Contribution in *David M. Schwarz Architects: 2008–2013*. Grayson Books, due: 2015.

——. “Durability and the Culture of Building Cities.” In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

——. “The Real Changes to Come.” In *Traditional Building* (2009).

——. “Building with Dignity, Civility and Sustainability.” In *The Richard H. Driehaus Prize Monograph*, 2008.

——. “Poetics and Science.” In *Traditional Building* (2008).

——. “Why We Teach Classical and Traditional Architecture and Urbanism.” In *CNU Green Council Report*, 2008.

Steven Wright, “Making a Difference: Michael Lykoudis, Building Better Communities.” In *The Town Paper, New Towns Profile* (2008).

Crowe, Norman, Richard Economakis, and Michael Lykoudis, eds. *Building Cities*. London: Artmedia Press, 1999.

**Professional Memberships:** Chair, Richard H. Driehaus Prize for Classical Architecture Jury, 2002-present; Member, Arthur Ross Award Jury, Institute of Classical Architecture & Art, 2015; Member, INTBAU Excellence Award Jury, 2015; Board of Directors, The Institute of Classical Architecture & Classical America 2014-present; Member, INTBAU College of Traditional Practitioners, 2013; Member: Addison Mizer Award Jury, St. Augustine, FL 2012; Fellow, Institute for Asia and Asian Studies, 2012-present; Advisory Board Member: Form-Based Codes Institute, 2011-present; Member: American Institute of Architects, 1986-present

**Name:** David Mayernik, Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 51121: Design VIII Thesis (Spring 2014 & Spring 2015)

ARCH 51111: Design VII (Summer/Fall 2015)

**Educational Credentials:**

Bachelor of Architecture, cum laude, University of Notre Dame, 1983

**Teaching Experience:**

Associate Professor, University of Notre Dame, School of Architecture, 2005-present

**Professional Experience:**

Winner, with T. N. Rajkovich, of the International Competition for the Minnesota State Capitol Grounds, 1986

Licensure, 1990

President, David Mayernik Ltd., 2002-present

Campus and building designs for schools in England and Switzerland

**Licenses/Registration:**

NCARB; Pennsylvania; Indiana; Ticino, Switzerland (temporary licensure since 2014)

**Selected Publications and Recent Research:**

Current research interest: creativity as it was understood in the Renaissance.

Books:

Mayernik, David. *The Challenge of Emulation in Art and Architecture: Between Imitation and Invention*. UK: Ashgate, 2013.

Articles and Book Chapters:

Mayernik, David. "Practical Dreaming: Bearing Wall Masonry in the Real World." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

———. Two entries in *City Secrets Paris: The Essential Insider's Guide*, edited by Robert Kahn. New York: Fang Duff Kahn, Sept. 2014.

Mayernik, David and Taeho Paik, eds. New edition of the online *Humanist Art Review*, Dec. 2013.

Mayernik, David. "Meaning and Purpose of the Capriccio" and "The Capricci of Giovanni Paolo Panini." In *The Architectural Capriccio*, edited by Lucien Steil. UK: Ashgate, Dec. 2013.

———. "The Shape of Public Space: Space, Place and Junkspace." In *Perspectives on Public Space in Rome, from Antiquity to the Present Day*, edited by Gregory Smith and Jan Gadeyne. UK: Ashgate, May 2013.

———. "The Relevance of Renaissance Rome." Introduction to revised edition of *Letarouilly on Renaissance Rome*, edited by David Mayernik. New York: Dover, Oct. 2012.

———. Multiple entries in *City Secrets: Rome*, edited by Robert Kahn. New York: Fang Duff Kahn, rev. ed. 2011.

———. "Bodies & Buildings: Microcosm and Macrocosm in Traditional Architecture and Urbanism." In *Green Living: Architecture and Planning*, edited by Barbara Kenda and Steven Parissien. New York: Rizzoli, 2010. And in *Tradition & Sustainability*, edited by Barbara Kenda and Steven Parissien. UK: Compendium, 2010.

**Professional Memberships:** Fellow, American Academy in Rome; Fellow, Royal Society for the Encouragement of Arts; Manufactures & Commerce Member; International Network for Traditional Building, Architecture & Urbanism (INTBAU) College of Traditional Practitioners

**Name:** Ettore Maria Mazzola, Visiting Associate Professional Specialist

**Courses Taught (Four semesters prior to current visit):**

ARCH 34112: Design III, Rome Studies Program (Fall 2014 & 2015)  
ARCH 34212: Roman Urbanism & Architecture I, Rome Studies Program (Fall 2014 & Fall 2015)  
ARCH 74142: Urban Design I, Rome Studies Program (Spring 2014 & Spring 2015)  
ARCH 54111: Palermo Summer Studio (Summer 2014)

**Educational Credentials:**

Master of Architecture, Università di Roma, "La Sapienza," Rome, Italy, 1992  
Professional Qualification as Architect, Università di Napoli Federico II, Naples, Italy, 1993

**Teaching Experience:**

Visiting Associate Professional Specialist, University of Notre Dame, School of Architecture, Rome Studies Program, 2001-present  
Visiting Professor of Urban & Architectural Design, University of Miami, School of Architecture, Rome Graduate Program, 2009  
Assistant Professor of Urban & Architectural Design, Università di Roma, "La Sapienza," 1992-2004

**Professional Experience:**

Architectural Practitioner since 1993  
Expert of Restoration, urban and architectural design and interior design  
Author of several projects in Italy and Russia

**Licenses/Registration:**

Architect in Rome, Ordine degli Architetti e Pesaggisti di Roma e Provincia, no. 10344

**Selected Publications and Recent Research:**

Books:

Mazzola, Ettore Maria. *Cosa Insegnare*. Rome: Editrice Simmetria, 2012.  
———. *The Sustainable City is Possible*. Rome: Editrice Gangemi, 2010.  
———. *Toward Sustainable Architecture*. Rome: Editrice Gangemi, 2007.  
———. *Architecture and Town Planning, Operating Instruction*. Rome: Editrice Gangemi, 2006.  
———. *A Counter History of Modern Architecture: Rome 1900-1940*. Florence: Editrice Alinea, 2004.

Articles and Book Chapters:

Mazzola, Ettore Maria. "Regenerating Suburban Districts: Urban proposal for the 'Groundscraper' of Corviale, Near Rome." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

Media:

Mazzola, Ettore Maria. Interview in *Invisible Rome*. Directed by Alexander Armstrong and Michael Scott. BBC and NOVA, 2014.  
Mazzola, Ettore Maria and Michael Portillo. *1913's Rome*. Documentary for BBC, April 2014.

**Professional Memberships:** International Network for Traditional Building, Architecture & Urbanism (INTBAU); International Making Cities Livable; Italia Nostra

**Name:** John Mellor, Associate Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 20411: Building Technology I (Fall 2014 & Fall 2015)

ARCH 41111: Design V (Fall 2015)

ARCH 11021: Graphics II: Drafting (Spring 2015)

ARCH 81161: Terminal Design Project (Spring 2014 & Spring 2015)

ARCH 60411: Building Technology I (Fall 2014)

**Educational Credentials:**

Master of Architectural Design and Urbanism, University of Notre Dame, Notre Dame, IN, May 2010

Bachelor of Architecture, cum laude, University of Notre Dame, Notre Dame, IN, May 1995

**Teaching Experience:**

Associate Professor of the Practice, University of Notre Dame, 2015-present

Visiting Assistant Professor, University of Notre Dame, 2014-2015

Adjunct Assistant Professor, University of Notre Dame, 2011, 2013-2014

Graduate Teaching Assistant, University of Notre Dame, 2008-2010

**Professional Experience:**

Owner and Sole Proprietor, John Mellor Design, South Bend, IN, 2010-present

Project Architect, Architecture Design Group, South Bend, IN, 1995-2008

**Licenses/Registration:**

IN #10300022, 2003-present

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** American Institute of Architects (AIA), 2003-present; Leadership in Energy and Environmental Design (LEED) Accredited Professional; United States Green Building Council, 2009

**Name:** Richard Piccolo, Adjunct Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 34012: Advanced Graphics: Freehand Drawing, Rome Studies Program (Fall 2014 & Fall 2015)

ARCH 34022: Advanced Graphics: Watercolor, Rome Studies Program (Spring 2014 & Spring 2015)

**Educational Credentials:**

Master of Fine Arts, Brooklyn College, Brooklyn, NY

Bachelor of Industrial Design, Pratt Institute, Brooklyn, NY

Graduation in Architecture, Università di Roma "La Sapienza," Rome, Italy, 1992

Qualified as architect, Università Federico II, Naples, Italy, 1993

**Teaching Experience:**

Adjunct Associate Professor, University of Notre Dame, School of Architecture, Rome Studies Program, 1984-present

Professor of Drawing, Pratt Institute, School of Architecture, Rome Program, Rome, Italy, 1978-present

Instructor of Drawing and Advanced Drawing, Pratt Institute, Brooklyn, NY, 1967-1970

**Professional Experience:**

Recent one-man and group exhibitions of paintings and drawings:

Robert Schoelkopf Gallery, New York, NY

Hakett-Freedman Gallery, San Francisco, CA

Il Gabbiano Gallery, Rome, Italy

Murals:

Hotel Pierre, New York, NY

U.S. Bank Plaza, Sacramento, CA

Crown America Corporation, Johnstown, PA

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Group exhibition, "Dialoghi dell'Arte," Leedy-Voukos Art Center, Kansas City, MO., June 6-July 5, 2014, and Guilin Museum, Guilin, China, April 5-20, 2015.

**Professional Memberships:** International Network for Traditional Building, Architecture & Urbanism (INTBAU); Making Cities Livable

**Name:** Alessandro Pierattini, Assistant Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 21111: Design I (Fall 2015)

ARCH 60411: Building Technology I (Fall 2015)

ARCH 34222: Roman Urbanism & Architecture II, Rome Studies Program (Spring 2015)

ARCH 34112: Design III, Rome Studies Program (Fall 2013 & Fall 2014)

**Educational Credentials:**

Ph.D. Candidate, La Sapienza University, School of Architecture, Rome, Italy, expected completion: summer 2015

Master of Preservation, Roma Tre University, School of Architecture, Rome, Italy, 2005

Laurea quinquennale in Architettura, summa cum laude (equivalent to: Laurea Triennale (B.Arch) + Laurea Magistrale (M.Arch)), Roma Tre University, School of Architecture, Rome, 2002

**Teaching Experience:**

Assistant Professor, University of Notre Dame, School of Architecture, 2015-present

Adjunct Assistant Professional Specialist, University of Notre Dame, School of Architecture, Rome Studies Program, 2010, 2013-2014

Instructor, Roma Tre University, School of Architecture: Architectural History, 2014 & 2013; IFTS course on Preservation & Survey: Architectural Survey, 2010

Instructor, University of Miami, School of Architecture, Rome Studies Graduate Program: Design Studio, 2011 & 2013; Traditional building techniques, 2012 & 2013; Traditional Italian housing typology, 2013

Instructor, Summer School of International Society of Biourbanism / Roma Tre University (ITA)/ University of Derby (UK): Forma Urbis: features and development of traditional cities, 2012

**Professional Experience:**

Head Preservation Architect, Survey and Preservation preliminary design of the Domus of Amphitrite, Curculum, Djemila, Algeria, 2011-2012

Asst. Preservation Architect, Preservation preliminary design, Complesso dell'ex-Mattatoio (building of the former slaughter house), Roma, 2005-2007

Asst. Survey Architect, Villa dei Misteri. Pompeii

Asst. Survey Architect, Archaeological survey and conjectural reconstruction, Macellum, Pompeii

Asst. Survey Architect, Archaeological survey, Tempio della Fortuna, Pompeii

**Licenses/Registration:**

Registered Architect (N.15033), Ordine degli Architetti di Roma, since 2002; registered Preservation Architect, Soprintendenza Archeologica di Pompei, since 2012

**Selected Publications and Recent Research:**

Pierattini, Alessandro. "Architettura Egizia" [Aegyptian Architecture], "Architettura Mesopotamica" [Mesopotamian Architecture], "Architettura Nubiana" [Nubian Architecture], "Ziqqurat," "Piramide" [Pyramid], "Pylon," "Fontana" [Fountain]. In *Encyclopedia of Architecture and Urban Design*, edited by G. Carbonara and G. Strappa. Turin: UTET Publisher, (in press).

Pierattini, Alessandro. "Modelli e progettazione nel mondo antico [Scale Models and Design in Antiquity]." In *Modelli Architettonici: funzione ed evoluzione di uno strumento di concezione e di rappresentazione*, proceedings of the Conference at the University of Bologna, Nov.7-9 2013, edited by S. Frommel. Paris: Picard, upcoming.

Pierattini, Alessandro. *Manuale del Restauro Archeologico di Ercolano. Tipi e tecniche costruttive*. Rome: Editrice Dedalo, 2009.

**Professional Memberships:** N/A

**Name:** William R. Ponko, Adjunct Professor, retired Summer 2015

**Courses Taught (Four semesters prior to current visit):**

ARCH 41121: Design VI (Spring 2015)

**Educational Credentials:**

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1973

**Teaching Experience:**

Adjunct Professor, University of Notre Dame, School of Architecture, Spring 2015

Advisor/coach to thesis students for systems integration/integrative design, University of Notre Dame, School of Architecture, 2014-2015

IDP Coordinator, University of Notre Dame, School of Architecture, 2011-2015

Various other adjunct and visiting positions, 2006-2015

**Professional Experience:**

Principal and Vice-President in charge of Architecture, The Troyer Group, Inc., South Bend, IN, 1971-2007

**Licenses/Registration:**

NCARB (active): Indiana, Illinois; NCARB (inactive): Ohio, Michigan, Wisconsin; LEED-AP

**Selected Publications and Recent Research:**

Various publications of projects while in practice, none recent.

**Professional Memberships:** American Institute of Architects (AIA); National Council of Architectural Registration Boards; Indiana Board of Registration for Architects and Landscape Architects (past)

**Name:** Robin Frances Rhodes, Concurrent Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 40211, ARHI 40121/60121, CLAS 40410/60410: Greek Architecture (Spring 2014 & Spring 2015)  
ARHI 20100/60100, CLAS 20400: Introduction to the Art of Ancient Greece, Rome and Egypt (Spring 2015)  
ARHI 43105/63105: The Athenian Acropolis in Context (Fall 2014)  
ARHI 30120, CLAS 30405/60405: Greek Art and Architecture (Fall 2014)

**Educational Credentials:**

Ph.D., Classical Archaeology, University of North Carolina, Chapel Hill, 1984  
Regular Member, American School of Classical Studies at Athens, Greece, 1974-1975  
Bachelor of Arts, Classics & Classical Archaeology, University of North Carolina, Chapel Hill, 1974

**Teaching Experience:**

Associate Professor of Art History, Concurrent in Classics, University of Notre Dame, 1996-present  
Concurrent Associate Professor of Architecture, University of Notre Dame, 2013-present  
Frederic Lindley Morgan Chair of Architectural Design, Allen R. Hite Art Institute, University of Louisville, 2003  
E. R. Graham Lecturer in Ancient Architecture, Archaeological Institute of America, 1998-1999  
Visiting Assistant Professor of Art History, Columbia University, 1995  
Assistant Professor of Art History and Classics, Yale University, 1987-1992  
Assistant Professor of Classics, Bowdoin College, 1985-1987

**Professional Experience:**

Principal Investigator, Greek Architecture, Corinth Excavations, Am. Sch. of Class. Studies, Athens  
Advisory Board, Archaeological Mapping Lab, University of Arizona, 2013-present  
Managing Committee, American School of Classical Studies at Athens, 2000-present  
Committee on Summer Sessions, American School of Classical Studies at Athens, 2010-2015  
Referee, *American Journal of Archaeology*, *Hesperia*, *Journal of Hellenic Studies*, Cambridge University Press, Oxford University Press  
NEH Collaborative Research Grant for Corinth Architecture Project, 2008-2011  
Advisory Board, Corinth Computer Project, University of Pennsylvania, 2006-2012  
Session chair, *Concepts of Classical Monumentality in Antiquity and the Present*, Annual Meetings of the Midwest Art History Society, Omaha, 2010  
Panelist, NEH Division of Research Programs, 2009 Fellowships Competition for Outstanding Projects in the Humanities, Art History Panel, 2009  
Session chair, *Greek Architecture*, AIA Annual Meetings, Chicago, 2008

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Books:

Rhodes, Robin F. *Architecture and Meaning on the Athenian Acropolis*. Cambridge: Cambridge University Press, 1995; 5<sup>th</sup> printing, 2010.

Articles and Book Chapters:

Rhodes, Robin F. "The Woodwork of the Seventh Century Temple on Temple Hill in Corinth." In *Byzas 12 Holztragwerke der Antike*, edited by A. von Kienlin. Istanbul: Ege Yayinlari, 2011.  
———. "Classical Greek and Roman Art." In *Berkshire Essentials: Art in World History*, edited by William McNeill et al. Massachusetts: Berkshire Publishing Group, 2011.

**Professional Memberships:** N/A



**Name:** Kimberly Rollings, Assistant Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 40312, PSY 33685: Social Factors & Sustainability: Effects of the Built Environment on Health (Spring 2014, Fall 2014, Fall 2015)

ARCH 57213: Research Assistance: Architecture, Health, and Sustainability (Fall 2014, Spring 2015, Fall 2015)

**Educational Credentials:**

Ph.D. Human Behavior and Design, Design and Environmental Analysis, Cornell University, 2013

Master of Science, Applied Research, Design and Environmental Analysis, Cornell University, 2011

Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2003

**Teaching Experience:**

Assistant Professor, University of Notre Dame, Fall 2013-present

Faculty Affiliate, Poverty Studies Interdisciplinary Minor, 2014-present

Faculty Affiliate, Center for Children and Families, 2014-present

Faculty Advisor, Sustainability Minor, 2014-present

Instructor, Cornell University, Spring 2009

**Professional Experience:**

Project architect, Ferguson & Shamamian Architects, LLP: New York, NY, 2007-2008

Intern architect, Steven W. Semes, Architect: New York, NY, 2004-2006

Intern architect, Mark P. Finlay Architects, AIA, Fairfield, CT, 2003-2004

Summer intern, David M. Schwarz Architects, Washington, D.C., summers 2001 & 2002

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Grant-Funded Research:

"Housing and neighborhood quality: children's mental health and physiological stress," \$23,745 Cornell University sub-award, John D. and Catherine T. MacArthur Foundation, 2014.

"Assessing Elementary School Cafeteria Design and Healthy Eating," \$14,453 grant, the United Way of St. Joseph County, January 2014-December 2015.

"Assessing Effects of the Built Environment: Converging Efforts to Improve Health and Sustainable Design," \$10,000 grant, Office of Research, University of Notre Dame, 2014-2015

"Cafeteria Design Assessment for Elementary Schools," \$10,000 grant from The Cornell Center for Behavioral Economics in Child Nutrition (BEN) Programs, 2012-2013.

Scholarship:

Rollings, K.A., Wells, N.M., Evans, G.W., Bednarz, A.E., & Yang, Y.Y. "Housing and neighborhood physical quality: Children's mental health and motivation." *Journal of Environmental Psychology* (under review).

Rollings, K.A. & Wells, N.M. "The influences of residential kitchen floor plan design on eating behaviors." *Environment and Behavior* (revise and resubmit).

Rollings, K.A., Wells, N.M., & Evans, G.W. "Measuring physical neighborhood quality related to health." In *Behavioral Science* 5 (2015): 190-202. doi: 10.3390/bs5020190.

Wells, N.M & Rollings, K.A. "The natural environment: Influences on human health and function." *The Oxford Handbook of Environmental and Conservation Psychology*, edited by S. Clayton. Oxford: Oxford University Press, 2012.

**Professional Memberships:** Environmental Design Research Association (2009-present); International Association for People-Environment Studies (2015); International Society of Behavioral Nutrition and Physical Activity (2013-2014); Institute for Classical Architecture & Art (2011-2014)

**Name:** Ingrid D. Rowland, Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 34312: Architectural History III, Rome Studies Program (Fall 2014 & Fall 2015)  
ARCH 84211: Architectural History of Rome, Rome Studies Program (Fall 2014 & Fall 2015)  
ARCH 34322: Architectural History IV, Rome Studies Program (Spring 2014 & Spring 2015)  
ARCH 74211: Urban History of Rome, Rome Studies Program (Spring 2014 & Spring 2015)

**Educational Credentials:**

Ph.D. in Greek Literature and Classical Archaeology, Bryn Mawr College, Bryn Mawr, PA, 1980  
Master of Arts, Greek Literature and Classical Archaeology, Bryn Mawr College, 1976  
Bachelor of Arts, magna cum laude, Pomona College, Claremont, CA, 1974

**Teaching Experience:**

Professor, University of Notre Dame School of Architecture, Rome, Italy, 2006-present  
Visiting Professor, University of Notre Dame School of Architecture, Rome, Italy, 2005-2006  
Andrew W. Mellon Professor in the Humanities, American Academy in Rome, 2001-2005  
Assistant and Associate Professor of Art History, University of Chicago, 1990-2001  
Visiting Associate Professor, Columbia University, Department of Art and Archaeology, 1989-1990  
Visiting Assistant Professor, University of California, Los Angeles, Dept. of Classics, 1983-1987  
Lecturer/Consultant, St. Mary's College Rome Program, Rome, Italy, 1979-1983

**Professional Experience:**

Contributor, *The New York Review of Books*, *The New Republic*, *The American Scholar*, *The New York Times Book Review*, etc.  
ANVUR, Italian university accreditation team, 2005, 2008-13

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Books:

Rowland, Ingrid. *From Pompeii: the Afterlife of a Roman Town*. Cambridge, MA: Harvard, 2014.  
—. *Villa Taverna* (official history of US Ambassador's residence). Rome, 2013.  
—. *Giordano Bruno: Philosopher/Heretic* (recipient of 2009 Howard Marraro Prize). New York: Farrar, Straus & Giroux, 2008.  
—. *The Roman Garden of Agostino Chigi*. Groningen: University of Groningen, 2005.  
—. *The Scarith of Scornello: a Tale of Renaissance Forgery*. Chicago: University of Chicago Press, 2004.  
—. *Vitruvius Pollio De Architectura Libri Decem. The Corsini Incunabulum*. Rome: Edizioni dell'Elefante, 2003.  
—. *The Correspondence of Agostino Chigi in Vatican Cod. Chigi R.V.c: An Annotated Edition. Vatican City: Studi e Testi 399*, 2001.  
—. *The Ecstatic Journey: Athanasius Kircher in Baroque Rome*. Chicago: University of Chicago's Regenstein Library, Department of Special Collections, 2001.  
—. *The Culture of the High Renaissance: Ancients and Moderns in Sixteenth-Century Rome*. Cambridge: Cambridge University Press, 1998.

Translations:

Rowland, Ingrid, trans. *On the Heroic Frenzies*, by Giordano Bruno. Toronto: University of Toronto Press, 2013.  
—. *Vitruvius Pollio, Ten Books on Architecture*. Cambridge: Cambridge University Press, 1999.

**Professional Memberships:** Renaissance Society of America; American Academy of Arts and Sciences, elected member, 2003

**Name:** Samantha L. Salden Teach, Assistant Dean for Graduate Studies and Professor of the Practice

**Courses Taught (Four semesters prior to current visit):**

ARCH 21111: Design I (Fall 2014 & Fall 2015)

ARCH 21121: Design II (Spring 2014 & Spring 2015)

ARCH 81161: Terminal Design Project (Spring 2014 & Spring 2015)

**Educational Credentials:**

Master of Architectural Design and Urbanism, University of Notre Dame, 2008

Bachelor of Architecture, University of Notre Dame, 2002

**Teaching Experience:**

Assistant Dean for Graduate Studies, University of Notre Dame, School of Architecture, Notre Dame, IN, 2014-present

Professor of the Practice, University of Notre Dame, School of Architecture, Notre Dame, IN, 2014-present

Assistant Professor, University of Notre Dame School of Architecture, Notre Dame, IN, 2011-2014

Visiting Professor, University of Notre Dame School of Architecture, Notre Dame, IN, 2008-2011

Educator of the Year, Notre Dame School of Architecture, Notre Dame, IN, May 2014.

CNU Charter Award of Excellence (Academic Category) for the Western Riverside Proposal for Bath, England, (travelling Summer Studio co-taught with Prof. Richard Economakis) June 2010.

**Professional Experience:**

Associate, Historical Concepts, L.L.C., Peachtree City, Georgia, Summer 2001 & 2002-2006

Intern, Fabcon, Savage, Minnesota, 2000

Intern, Green Nelson Weaver Architects, Hopkins, Minnesota, 1999

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Publications:

Salden [Teach], Samantha L. "Building Community Forms." In *Atlantis*, published by the Polis Platform for Urbanism (August 2011): 44-47.

—. "Building a Sustainable Language of Typology, feature article on approaches for sustainable master-planning and neighborhood design." In *Traditional Building* (June 2010): 14-17.

—. The Pool Pavilion at Delta Plantation (with Historical Concepts) featured in "Creative Reflections; Architects Realize Three Unique Visions for the Ultimate Pool Pavilion," by Joseph Giovannini. In *Architectural Digest* 65.5 (May 2008): 252-255.

**Professional Memberships:** Congress for the New Urbanism (CNU); Institute of Classical Architecture & Art (ICAA); International Network for Traditional Building, Architecture and Urbanism (INTBAU); International Association for the Study of Traditional Environments (IASTE); Architectural Humanities Research Association (AHRA); United States Green Building Council (USGBC)

**Name:** Steven W. Semes, Director of Graduate Studies for Historic Preservation Program and Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 71111: Elements and Principles of Classical Architecture (Fall 2014 & Fall 2015)

ARCH 74322: Italian Urbanism, Rome Studies Program (Spring 2014 & 2015)

ARCH 34122: Design IV, Rome Studies Program (Spring 2014 & 2015)

**Educational Credentials:**

Master of Architecture, Columbia University, New York, NY, 1980

Bachelor of Science, Architecture, University of Virginia, Charlottesville, VA, 1975

**Teaching Experience:**

Director of the Historic Preservation Program, University of Notre Dame, School of Architecture, 2014-present

Associate Professor, University of Notre Dame, School of Architecture, 2005-present

Faculty, Institute of Classical Architecture, 1997-2005

**Professional Experience:**

Over 30 years professional experience, including:

Steven W. Semes, Architect, New York, NY, 1999-2006

Cooper Robertson & Partners, New York, NY, 1993-1999

David S. Gast, Architect, San Francisco, CA, 1989-1993

Johnson/Burgee Architects, New York, NY, 1980-1989

National Park Service, Washington, DC, 1975-1977

**Licenses/Registration:**

Licensed Architect in State of New York, 1983

**Selected Publications and Recent Research:**

Books and Journals:

Semes, Steven, ed. *The Classicist* 11 & 12 (2014-2015).

Semes, Steven. *The Future of the Past: A Conservation Ethic for Architecture, Urbanism, and Historic Preservation*. New York: W.W. Norton & Co., 2009.

—. *The Architecture of the Classical Interior*. New York: Norton, 2004.

—. "The Art of Composition" and "Introduction to 'The American Contribution.'" In *Elements of Classical Architecture*, by Georges Gromort. New York: Norton, 2001.

Articles and Book Chapters:

Semes, Steven. "The City of Continuity vs. The City of Contrast: Historic Preservation, New Traditional Architecture, and Sustainability." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

—. "Another Rome: The Architecture and Urbanism of Armando Brasini." *The Classicist* 10 (2013): 40-57.

—. "New Buildings in Historic Settings: Recent Conservation Experience in England." *National Trust Forum Journal* (October 2013): 13-22.

—. "Adaptation as a Model for New Architecture in Historic Settings." *Change Over Time* (Fall 2012): 88-105.

—. *The View from Rome Blog*. [http://traditional-building.com/Steve\\_Semes/](http://traditional-building.com/Steve_Semes/).

**Professional Memberships:** Institute of Classical Architecture & Art (ICAA); Society of Architectural Historians (SAH); Congress for the New Urbanism (CNU)

**Name:** Brian J. Smith, Ph.D., P.E., Concurrent Assistant Professional Specialist

**Courses Taught (Four semesters prior to current visit):**

EG 10111: Introduction to Engineering Systems I (Fall 2014)  
CE 40280: Structural Steel Design (Spring 2014 & Spring 2015)  
ARCH 40511: Structural Design for Architects (Fall 2014 & Fall 2015)  
ARCH 40521: Applied Structural Systems (Spring 2014 & Spring 2015)  
CE 40620: Transportation (Spring 2014, Spring 2015, Fall 2015)  
ARCH 60521: Structures II: Concrete (Spring 2014 & Spring 2015)  
ARCH 70531: Structures III: Wood and Steel (Fall 2014 & Fall 2015)

**Educational Credentials:**

Ph.D., Civil Engineering, University of Notre Dame, Notre Dame, IN, 2013  
Master of Science, Civil Engineering, Georgia Institute of Technology, Atlanta, GA, 2002  
Bachelor of Science, Civil Engineering, University of Notre Dame, Notre Dame, IN, 2001

**Teaching Experience:**

Concurrent Assistant Professional Specialist, University of Notre Dame, 2012-present  
Primary Appointment: Dept. of Civil & Environmental Engineering & Earth Sciences  
Concurrent Appointment: School of Architecture  
Graduate Student Instructor University of Notre Dame, Notre Dame, IN, 2011-2012  
Graduate Teaching Assistant University of Notre Dame, Notre Dame, IN, 2007-2009

**Professional Experience:**

Associate Engineer III, Wiss, Janney, Elstner Associates, Inc., Emeryville, CA, 2005-2007  
Project Engineer, Madsen, Kneppers & Associates, Inc., Walnut Creek, CA, 2004-2005  
Assistant Engineer, Madsen, Kneppers & Associates, Inc., Walnut Creek, CA, 2002-2004  
Graduate Intern, Thornton Tomasetti Group, Trumbull, CT, 2001

**License/Registration:**

Licensed Professional Engineer (P.E.) in California

**Selected Research Journal Publications:**

Ballard, Z., Thrall, A., Smith, B., and Casias, C. "Impact of Warping and Connections on Sandwich Panel Behavior in Origami-Inspired Deployable Structures." *ASCE Journal of Structural Engineering* (submitted 2015).  
Smith, B., Kurama, Y., and McGinnis, M. "Perforated Hybrid Precast Shear Walls for Seismic Regions." *ACI Structural Journal* (accepted and in-print 2015).  
Smith, B., and Kurama, Y. "Seismic Design Guidelines for Solid and Perforated Hybrid Precast Concrete Shear Walls," *PCI Journal* 59.3 (2014): 43-59.  
Smith, B., Kurama, Y., and McGinnis, M. "Behavior of Precast Concrete Shear Walls for Seismic Regions: Comparison of Hybrid and Emulative Specimens." *ASCE Journal of Structural Engineering* 139.11 (2013): 1917-1927.  
———. "Design and Measured Behavior of a Hybrid Precast Concrete Wall Specimen for Seismic Regions." *ASCE Journal of Structural Engineering* 137.10 (2011): 1052-1062.

**Professional Memberships:**

American Institute of Steel Construction (AISC); American Society of Civil Engineers (ASCE); Earthquake Engineering Research Institute (EERI); Precast/Prestressed Concrete Institute (PCI)

**Name:** Thomas Gordon Smith, Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 41111: Design V (Fall 2015)  
ARCH 50211: Grecian Architecture & Furniture I (Fall 2014 & 2015)  
ARCH 71141: Classical Architecture I (Spring 2014 & 2015)  
ARCH 51111: Design VII (Fall 2014)

**Educational Credentials:**

Rome Prize in Architecture, American Academy in Rome, 1979-1980  
Master of Architecture, University of California, Berkeley, 1975  
Bachelor of Arts, University of California, Berkeley, 1970

**Teaching Experience:**

Professor, University of Notre Dame, 1989-present  
Chairman, University of Notre Dame, School of Architecture, 1989-1998  
Associate Prof, University of Illinois at Chicago, 1986-89  
Visiting Professor, Yale University, 1986  
Visiting Professor, University of California, Los Angeles, 1984  
Visiting Professor, SCI-ARC, Santa Monica, CA, 1983  
Lecturer in Architectural History, College of Marin, 1976

**Professional Experience:**

Thomas Gordon Smith Architect, South Bend 1990-present; Chicago, IL: 1986-1989; San Francisco CA: 1981-1986  
Annunciation Abbey at Clear Creek, Hulbert, Oklahoma  
Guadalupe Seminary, FSSP, Denton, Nebraska  
Classical Galleries, American Wing, The Metropolitan Museum of Art, New York  
University Bookstore, California State University, Stanislaus

**Licenses/Registration:** Indiana, California, Nebraska, New York

**Selected Publications and Recent Research:**

Books:

Smith, Thomas Gordon. *Vitruvius on Architecture*. New York: Monacelli Press, 2003.  
——. *Classical Architecture: Rule & Invention*. Salt Lake City: Gibbs Smith, 1988.

Articles and Book Chapters:

Smith, Thomas Gordon. "The Durability of Strength, Function and Beauty in Ecclesial Projects." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*. United Kingdom: Papadakis Publisher, 2015.  
——. "Church Architecture." In *The T & T Clark Companion to Liturgical Studies*, edited by Alcuin Reid. London: Bloomsbury, 2015.  
——. Introduction to *The Cabinet Maker's Assistant*, by John Hall. United Kingdom: Acanthus, 1996.

Recent exhibitions of architectural work:

*The Story of A Monastery*. Franciscan University, Steubenville, OH, Jan-May 2015.  
*Mission: Postmodern*. Deutsches Architektur Museum, Frankfurt, May-October 2014.  
*Tendencies*. First Moscow Biennale, Moscow, Russia, May 2012.  
*La Tendenza: Italian Architecture 1965-1985*. Centre Pompidou, Paris, June 2012.

**Professional Memberships:** American Academy in Rome Society of Fellows; American Institute of Architects; Society for Catholic Liturgy

**Name:** John W. Stamper, Associate Dean and Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 20211/60211: Architectural History I (Fall 2014 & Fall 2015)  
ARCH 51111: Design VII (High-Rise Design Studio) (Fall 2014)  
ARCH 51121: Design VIII Thesis (Comprehensive/Integrative Design (2010-14)  
ARCH 53411: History of American Architecture, 1630-1915 (Spring 2014)  
ARCH 81161: Terminal Design Project (Spring 2014 & 2015)

**Educational Credentials:**

Doctor of Philosophy, Art History, Northwestern University, 1985  
Master of Arts, Williams College and the Clark Art Institute, 1975  
Master of Architecture, University of Illinois, 1975  
Bachelor of Science in Architectural Studies, University of Illinois, 1973

**Teaching Experience:**

Associate Dean and Professor, University of Notre Dame, 2007-present  
Associate Professor, University of Notre Dame, 1990-2007  
Assistant Professor, University of Notre Dame, 1984-1990

**Professional Experience:**

Director, St. Joseph County Historic Preservation Commission, South Bend, IN, 1979-81  
Architect 1, Skidmore, Owings & Merrill, Chicago, IL, 1978-79

**License/Registration:**

Illinois, 1982-present

**Selected Publications and Recent Research:**

Books

Stamper, John W. *The Architecture of Roman Temples: The Republic to the Empire*. New York: Cambridge University Press, 2005.  
——. *Chicago's North Michigan Avenue: Planning and Development, 1900-1930*. Chicago: University of Chicago, 1992.

Articles and Book Chapters:

Stamper, John. Chapter on the Crystal Palace. In *The Aesthetics of Iron Architecture*, edited by Paul Dobraszczyk and Peter Sealy. London: Ashgate, forthcoming January 2016.  
——. Two entries on ancient Roman temples. In *Routledge Encyclopedia of Ancient Mediterranean Religions*, edited by Eric Orlin. London: Routledge, forthcoming December 2015.  
——. "Aerial Views and Panoramas: Photographing the Nineteenth-Century Universal Expositions." In *Nineteenth-Century Photographs and Architecture: Documenting History, Charting Progress, and Exploring the World*, edited by Micheline Nilsen, 93-104. London: Ashgate, 2013.  
——. "The Capitoline Temples of Rome and Its Colonies: Cosa and Pompeii, Cities and Gods: Religious Space in Transition." In *Babesch: Annual Papers on Mediterranean Archaeology*, Supplement 22 (2013): 9-20.

**Professional Memberships:** American Institute of Architects (AIA); Association of Licensed Architects (ALA); Society of Architectural Historians (SAH); Council on Tall Buildings and Urban Habitat

**Name:** Lucien Steil, Associate Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 30630: Of Cities and People (Fall 2015)  
ARCH 51111: Design VII (Fall 2015)  
ARCH 71131: Architectural Design III (Fall 2015)  
ARCH 41121-01: Design VI (Spring 2014 & 2015)  
ARCH 41111-02: Design V (Fall 2014)  
ARCH 53351: American Towns and Cities (Spring 2014)

**Educational Credentials:**

Architecte Diplome par le Gouvernement (equivalent to Master of Architecture), École nationale supérieure d'architecture, Paris La Villette, January 1980  
Research on "Tradition in Architecture and Urbanism in Contemporary Europe," Università di Bologna, Bologna, Italy, 1994-1996  
Architectural and Urbanistical Studies, Institut d'Urbanisme, Vincennes, 1973-1980  
Certificate in Masonry, Chambre des Métiers (National Chamber of Building Trades), Paris, 1974

**Teaching Experience:**

Associate Professor, University of Notre Dame, School of Architecture, 2012-present  
Fellow, Liu Institute for Asia and Asian Studies, 2015-present  
Member, Faculty Institute of the Center of Social Concerns, 2014-present  
Teaching with European and US universities since 1986:  
Oregon School of Design  
University of Miami  
Polytechnic University of Puerto Rico  
University of Bologna  
Polytechnic University of Milano  
Prince of Wales's Institute

**Professional Experience:**

Architect, Mulhern & Steil, Luxembourg, 1988-1997  
Intern, Archives d'Architecture Moderne, Luxembourg and Bruxelles, 1980-1983  
Consultant of Luxembourg Government, Ministry of Public Building, 1983-1986  
Collaboration with the Prince's Foundation, London, 2007-2008

**Licenses/Registration:**

Luxembourg

**Selected Publications and Recent Research:**

Books:

Steil, Lucien. *Traditional Architecture Timeless Building for the 21<sup>st</sup> Century*. New York: Rizzoli, 2014.  
———. *The Architectural Capriccio*. London: Ashgate, 2013.  
Steil, Lucien and Alireza Sagharchi. *New Palladians*. London: Artmedia, 2010.

Book Chapters:

Steil, Lucien. "A New Culture of Building: Sustainable Wall Systems for Durable Buildings Built with Healthy, Affordable and Ecological Materials." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

**Professional Memberships:** International Network for Traditional Building, Architecture & Urbanism College of Traditional Practitioners (ICTP); Istituto Nazionale di Bioarchitettura, Italy



**Name:** Duncan Stroik, Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 53311: Issues in Sacred Architecture Seminar (Spring 2014 & Spring 2015)

ARCH 81161: Terminal Design Project (Spring 2014 & Spring 2015)

ARCH 71131: Architectural Design III (Fall 2014)

**Educational Credentials:**

Master of Architecture, Yale University, New Haven, CT, 1987

Bachelor of Science in Architecture, University of Virginia, 1984

**Teaching Experience:**

Professor, University of Notre Dame, School of Architecture, 2011-present

Associate Professor, University of Notre Dame, School of Architecture, 1996-2011

Assistant Professor, University of Notre Dame, School of Architecture, 1990-1996

**Professional Experience:**

Principal, Duncan G. Stroik, Architect, LLC, 1990-present.

**Licenses/Registration:**

Alabama, Arizona, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Indiana, Iowa, Kentucky, Maryland, Michigan, Minnesota, Missouri, New Hampshire, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, South Dakota, Texas, Virginia, Washington, Wisconsin

**Selected Publications and Recent Research:**

Books and Journals:

Stroik, Duncan, ed. *Sacred Architecture: A Journal of the Institute for Sacred Architecture*, 1998-present.

Stroik, Duncan. *The Church Building as a Sacred Place: Beauty, Transcendence and the Eternal*. Chicago: Hillenbrand Books, Liturgical Training Publications, 2012.

Book Chapters:

Stroik, Duncan. "Firmitas et Venustas." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.

**Professional Memberships:**

American Institute of Architects (AIA); Association of Collegiate Schools of Architecture (ACSA); Institute of Classical Architecture and Art (ICAA); Association of Licensed Architects; Society for Catholic Liturgy

**Name:** William Carroll Westfall, Professor Emeritus, retired Summer 2015

**Courses Taught (Four semesters prior to current visit):**

ARCH 53341: Architectural Theory (Spring 2015)

ARCH 73321: Architectural Treatises, co-taught with Samir Younés (Spring 2015)

ARCH 34223: Seeing Power in Rome (Summer 2014)

**Educational Credentials:**

Ph.D., Columbia University, New York, NY, 1967

Master of Arts, University of Manchester, England, 1963

Bachelor of Arts, University of California, Berkeley, 1961

**Teaching Experience:**

Frank Montana Professor, School of Architecture, University of Notre Dame, 2002-2015

Chairman and Frank Montana Professor, School of Architecture, Notre Dame, 1998-2002

Instructor, University of Virginia, 1982-1998

Instructor, University of Illinois at Chicago, 1972-1982

Instructor, Amherst College, 1966-1972

**Professional Experience:** N/A

**Licenses/Registrations:** N/A

**Selected Publications and Recent Research:**

Books:

Westfall, William Carroll. *Architecture, Liberty and Civic Order: Theories of Architecture from Vitruvius to Jefferson and Beyond*. London: Ashgate, 2015.

Westfall, William Carroll and Robert Jan van Pelt. *Architectural Principles in the Age of Historicism*. New Haven & London: Yale University Press, 1991.

Westfall, William Carroll. *In This Most Perfect Paradise: Alberti, Nicholas V, and the Invention of Conscious Urban Planning in Rome, 1447-1455*. University Park & London: Pennsylvania State University Press, 1974. Italian edition: *L'invenzione della città*, trans. Paola Violani, introduction by Manfredo Tafuri. Rome: La Nuova Italia Scientifica, 1984.

Articles and Book Chapters:

Westfall, William Carroll. "Vitruvius as the Model for Modernist Architects." In *American Arts Quarterly* (Spring 2015).

—. "The Urgent Purpose of Purpose of Modern Traditional Architecture." In *Traditional Building* (Feb. 2015).

—. "Beauty and Proportionality in Architecture." *American Arts Quarterly* 20.1 (2013): 32-42.

—. "Civic Spaces Civic Places." In *Visions of Seaside*, edited by Dhru Thadani, 111-120. New York: Rizzoli, 2013.

—. "The Jefferson Memorial: A Pyrrhic Victory for American Architecture." In *Civic Art: A Centennial History of the U.S. Commission of Fine Arts*, edited by Thomas S. Luebke, 154-163. Washington, D.C.: U.S. Commission of Fine Arts, 2013.

—. "City as Teacher." In *The American Founding: Its Intellectual and Moral Framework*, edited by Daniel Robinson and Richard N. Williams, 77-103. London & New York: Continuum, 2012.

**Professional Memberships:** Society of Architectural Historians (SAH); International Network for Traditional Building, Architecture & Urbanism (INTBAU); Congress for the New Urbanism (CNU); Institute of Classical Architecture & Art: Council of Advisors (ICCA)

**Name:** Samir Younés, Interim Associate Dean for Research, Scholarship & Creative Work and Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 51111: Design VII (Fall 2015)  
ARCH 71131: Architectural Design III (Fall 2015)  
ARCH 53361: Nine Themes in Architectural Theory (Fall 2014, Spring 2014, Fall 2015)  
ARCH 70211 History of Rome (Fall 2014 & Fall 2015)  
ARCH 41111: Design V (Fall 2014)  
ARCH 73321: Architectural Treatises (Spring 2014 and co-taught with Bill Westfall Spring 2015)  
ARCH 81161: Terminal Design Project (Spring 2014)

**Educational Credentials:**

Master of Architecture, University of Texas, Arlington, TX, 1984  
Bachelor of Architecture, University of Texas, Arlington, TX, 1981

**Teaching Experience**

Interim Associate Dean for Research, Scholarship & Creative Work, University of Notre Dame, School of Architecture, 2015-present  
Professor, University of Notre Dame, School of Architecture, 1991-present  
Instructor, The Catholic University of America, School of Architecture, 1987-1991

**Professional Experience:**

Occasional professional collaborations in architecture and urban design, 1992-present  
Principal of own firm, Alexandria, VA, 1990-1992  
Architect within a number of professional firms in Washington D.C., 1984-1990

**Licenses/Registration:** L'ordre libanais de architectes et ingénieurs

**Selected Publications and Recent Research:**

Books:

Younés, Samir, ed. *The Empire of Non-sense*. United Kingdom: Papadakis, 2014.  
Younés, Samir. *The Imperfect City: On Architectural Judgment*. London: Ashgate, 2012.  
Younés, Samir, ed. *Architects and Mimetic Rivalry*. United Kingdom: Papadakis, 2012.  
Younés, Samir and Ettore Mazzola, eds. *Barletta, mare, centro e periferia*. Rome: Gangemi, 2005.  
— . *San Giorgio a Liri*. Rome: Gangemi, 2005.  
— . *Artena, L'integrità urbana ritrovata*. Rome: Gangemi, 2004.

Articles and Book Chapters:

Younés, Samir. "The Dominance of Modernist Ideology in the Charters of Athens and Venice." In *The Venice Charter Revisited*, edited by Matthew Hardy, 24-37. Cambridge: Cambridge University Press, 2009.  
— . "The Enduring and the Sustainable." In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by R. Economakis. UK: Papadakis, 2015.  
— . "Modern Traditional Architecture, An intellectual lineage." In *Traditional Architecture*, edited by Lucien Steil and Alireza Sagharchi, 20-40. New York: Rizzoli, 2014  
— . "Nature and the City: a co-evolutionary project." In *The Journal of Architecture and Urbanism* 38.3 (2014): 198-204.  
— . "Technique and the Collapse of Symbolic Thought." In *The Ellul Forum for the Critique of Technological Civilization* 49 (2012): 16-22.  
— . "Veils, Nudes and Walls." *American Arts Quarterly* 27.4 (2010): 16-20.

**Professional Memberships:** Congress for the New Urbanism (CNU); International Network for Traditional Building, Architecture & Urbanism (INTBAU); L'ordre libanais de architectes et ingénieurs

**Name:** Todd A. Zeiger, Adjunct Assistant Professional Specialist

**Courses Taught (Four semesters prior to current visit):**

ARCH 51411: Research and Documentation of Historic Buildings (Fall 2015)

ARCH 53231: History and Theory of Historic Preservation (Fall 2014)

**Educational Credentials:**

University of Notre Dame Mendoza College of Business, Certificate in Executive Management, 2006

National Trust for Historic Preservation

Preservation Leadership Training Advanced: Real Estate, 2003

Preservation Leadership Training Advanced: Organizational Development, 2004

Local Initiative Support Corporation

Real Estate Project Development Training, June 1994-July 1995

Bachelor of Science, Historic Preservation, Minor in Business, cum laude, Roger Williams

University, June 1988

**Teaching Experience:**

Adjunct Assistant Professional Specialist, University of Notre Dame, School of Architecture, 2008, 2010, 2014, 2015

Ivy Tech: Introduction to Historic Preservation

Saint Mary's College: Material Studies and Historic Preservation

Indiana University at South Bend: Urban Studies class

**Professional Experience:**

Director, Northern Regional Office, Indiana Landmarks, 1998-present

Executive Director, Near Northwest Neighborhood, Inc., 1994-1998

Curator, Buildings and Grounds, Northern Indiana Historical Society, 1988-1990

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** National Alliance of Historic Preservation Commissions (past board member); National Trust for Historic Preservation; Preservation Action (past board member); South Bend Rotary Club (board member); Historic Preservation Commission of South Bend (past board member); Director, Southern Regional Office, 1992–1994; Field Coordinator, 1990-1992)

**Faculty Matrices**

**Fall 2013:**

<b>Faculty member</b>	<b>Summary of expertise, recent research, or experience</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Anders, Selena	Anders is a practicing design professional, educator and researcher. She teaches architectural design and graphics in Rome, Italy and organizes the China summer program.	ARCH 34012-03	ARCH 34112-01								
Brandt, Robert	30 years of design and construction of sculptural and functional objects and teaching furniture design, its history and theory, and design/carving of classical architectural elements.	ARCH 41811-01	ARCH 41811-02	ARCH 41831-01	ARCH 41841-01	ARCH 51828-01	ARCH 57811-01	ARCH 57831-01	ARCH 57841-01	ARCH 57851-01	ARCH 57861-01
Buccellato, Aimee	Engages in practice and research initiatives focused on design/execution of a more sustainable built environment, including quantitative analysis of traditional materials, methods, principles of design.	ARCH 20411-01	ARCH 67611-01								
Buccellato, Kevin	Kevin Buccellato is a licensed architect and partner of a practice focused in highly detailed design, researching 8th c. BC origins of Greek Doric Order.	ARCH 27831-01	ARCH 51811-01	ARCH 51831-01							
Da Silva, Jose Cornelio	Award-winning architect and expert in traditional building design, techniques, conservation, and interiors. Former Dean of the New School of Architecture of the Portuguese Catholic University.	ARCH 84152-01	ARCH 84312-01								
Bullene, Richard	Priest and professor Richard Bullene teaches drawing and design with insights and skills from three degrees: professional (B.Arch), theological (M.Div), and in architectural theory (Ph.D.).	ARCH 11011-01									
DeFrees, Alan	Forty-one years in architecture, construction, and real estate development. Executed structural engineering for all firms and incorporated super-insulated, geothermal, and heat recovery features.	ARCH 40411-01	ARCH 50419-01	ARCH 60431-01	ARCH 60511-01	ARCH 70441-01					
Doordan, Dennis	Architectural educator, historian, museum consultant, journal editor. Published research on twentieth century architecture & design, new materials, and design for sustainability.	ARCH 77622-01									
Duany, Douglas	An internationally known theorist, urbanist, and landscape architect, Duany teaches architectural and urban design studios and graduate thesis classes.	ARCH 51111-06	ARCH 77122-01	ARCH 77122-02							
Economakis, Richard	Economakis has realized a wide range of building designs and masterplan proposals. Recipient of the 2013 Palladio Award for the Civic Hall at Cayalá, Guatemala.	ARCH 77211-01									

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
Gorski, Gilbert	A licensed architect, Gorski is the designer for numerous corporate and institutional projects. He holds the Nolen Chair in Architecture, specializing in design and visualization techniques.	ARCH 51111-02									
Griffin, Jennifer	A recent graduate of Notre Dame's M.Arch program, Jennifer Griffin is an award-winning architect and urban designer who teaches.	ARCH 70311-01	ARCH 81151-01								
Griffin, John	A recent graduate of Notre Dame's M.Arch program, John Griffin has worked in offices in London and has received awards from the CNU and the ICA in New York.	ARCH 77124-01	ARCH 81151-01	ARCH 83321-01							
Hood, Sallie	Sallie Hood is a noted architect from Chicago who specializes in community activism, green design, urban redevelopment, and transit-oriented neighborhood centers.	ARCH 51111-05									
Huderwitz, Francis	35 years of architectural practice, coupled with computer graphics involvement since 1983, provide the background for his teaching assignments, which began in 1989.	ARCH 41011-01	ARCH 77123-01								
Krusche, Krupali	Krusche, experienced in European and Asian studies, specializes in Urban Design, Architecture and Preservation projects through her DHARMA Lab, publications and practice.	ARCH 51411-01									
Mayernik, David	Mayernik's research involves the intellectual culture of Early Modern Europe and its relevance to contemporary practice. His practice includes campuses in Switzerland and England.	ARCH 41111-01	ARCH 53371-01								
Mazzola, Ettore	Architect, Urbanist, Restorer, Historian, Educator, International Lecturer. Author of books and articles, collaborator in TV Documentaries. Currently involved in urban planning in Russia, Italy, Brazil.	ARCH 34112-04	ARCH 34212-01	ARCH 34212-02							
Mellor, John	Professor Mellor is a licensed and LEED accredited architect with experience in design and construction of large scale university buildings and small scale residential commissions.	ARCH 60411-01	ARCH 61111-01								
Piccolo, Richard	An internationally-recognized artist, Piccolo teaches sketching, watercolor, and painting to students in the School's Rome Studies Program.	ARCH 34012-01	ARCH 34012-02								
Pierattini, Alessandro	Alessandro Pierattini is a designer, a preservation architect and an architectural historian whose research focuses on ancient Greek and Roman architecture and building technology.	ARCH 34112-02									

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
Rollings, Kimberly	Educator, researcher, architectural consultant; specializes in systematic, empirical documentation of built and natural environment effects on health and sustainability to inform architecture, planning, and policy.	ARCH 21111-02									
Rowland, Ingrid	Historian, critic, translator, writer. Frequent contributor to the New York Review of Books.	ARCH 34312-01	ARCH 34312-02	ARCH 84211-01							
Sakal, Ronald	An architect licensed in Illinois and Michigan, Sakal is an expert in urban design, community organizing, green design, and transit-oriented neighborhood centers.	ARCH 51111-05									
Salden Teach, Samantha	Salden Teach is a practicing design professional and educator. Teaching addresses foundational principles of traditional design, history of urban form, typological study, and holistic sustainability.	ARCH 21111-01									
Semes, Steven	Semes's forty years of scholarship and professional practice focus on the relationship between historical and contemporary architecture/urbanism.	ARCH 71111-01									
Smith, Brian	A licensed civil engineer with extensive professional experience investigating structural failures and evaluating existing buildings. Research interests include: innovative structural systems, concrete structures, earthquake engineering.	ARCH 40511-01	ARCH 70531-01								
Smith, Thomas Gordon	Licensed architect and educator whose goals are to inculcate ideals of theory, communication, and architectural practice to his students and the clients in his practice.	ARCH 41111-03	ARCH 50211-01								
Stamper, John	An architect and architectural historian, Stamper has expertise in both ancient Roman and nineteenth- and twentieth-century architecture and urbanism.	ARCH 20211-01	ARCH 51111-04	ARCH 57231-01	ARCH 60211-01						
Steil, Lucien	Steil's research and publications address issues of micro-urbanism and contextual architecture; non-Western architecture and vernacular and contemporary traditional architecture; theories of modernity, moderns and tradition.	ARCH 51111-01	ARCH 53361-01								
Stroik, Duncan	Stroik's research and expertise focus on ecclesiastical architecture, the work of Andrea Palladio, and the development of Renaissance architecture in Italy.	ARCH 41111-02									

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number	Course number
Trelles, Jorge	Licensed architect (FL) who served as visiting professor at U. Miami and Cornell. Co-authored <i>Trelles Cabarrocas Architects Monograph</i> . His professional work has appeared in books, articles, and exhibitions.	ARCH 71131-01									
Trelles, Luis	Licensed architect (FL) specializing in urban design and residential architecture. Served as assistant professor at U. Miami; co-authored <i>Trelles Cabarrocas Architects Monograph</i> ; published 15 articles.	ARCH 51041-01	ARCH 71131-01								
Westfall, William Carroll	Westfall's experience with treatises on architecture and with Rome runs from his doctoral dissertation through conducting seminars and publishing numerous articles and three books.	ARCH 70211-01	ARCH 77211-02								
Younés, Samir	Architect, urbanist, and Director of Rome Studies (9 years). His work in architectural theory, treatises, and Rome has been published in books, essays, lectures, and seminars.	ARCH 51111-03	ARCH 53361-01	ARCH 70211-01							

\* These courses are Independent Studies, Directed Readings, Special Projects, or Research Assistantships. In these variable-credit courses, students individually pursue topics in consultation with the faculty member listed and typically there is only one student enrolled.



**Spring 2014:**

<b>Faculty member</b>	<b>Summary of expertise, recent research, or experience</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Anders, Selena	Anders is a practicing design professional, educator and researcher. She teaches architectural design and graphics in Rome, Italy and organizes the China summer program.	ARCH 34122-03				
Brandt, Robert	30 years of design and construction of sculptural and functional objects and teaching furniture design, its history and theory, and design/carving of classical architectural elements.	ARCH 41821-01	ARCH 41821-02	ARCH 41831-01	ARCH 57821-01	ARCH 77821-01
Buccellato, Aimee	Engages in practice and research initiatives focused on design/execution of a more sustainable built environment, including quantitative analysis of traditional materials, methods, principles of design.	ARCH 41121-03	ARCH 67611-01			
Buccellato, Kevin	Kevin Buccellato is a licensed architect and partner of a practice focused in highly detailed design, researching 8th c. BC origins of Greek Doric Order.	ARCH 51821-02	ARCH 51841-01			
Bullene, Richard	Priest and professor Richard Bullene teaches drawing and design with insights and skills from three degrees: professional (B.Arch), theological (M.Div), and in architectural theory (Ph.D.).	ARCH 51121-01				
Da Silva, Jose Cornelio	Award-winning architect and expert in traditional building design, techniques, conservation, and interiors. Former Dean of the New School of Architecture of the Portuguese Catholic University.	ARCH 34122-01	ARCH 34222-01			
DeFrees, Alan	Forty-one years in architecture, construction, and real estate development. Executed structural engineering for all firms and incorporated super-insulated, geothermal, and heat recovery features.	ARCH 20511-01	ARCH 40421-01	ARCH 60421-01	ARCH 73421-01	
Doordan, Dennis	Architectural educator, historian, museum consultant, journal editor. Published research on twentieth century architecture & design, new materials, and design for sustainability.	ARCH 20221-01	ARCH 60221-01			
Duany, Douglas	An internationally known theorist, urbanist, and landscape architect, Duany teaches architectural and urban design studios and graduate thesis classes.	ARCH 41121-02	ARCH 81161-01			
Economakis, Richard	Economakis has realized a range of building designs and masterplan proposals. He holds a degree in History of Architecture and has written on historical subjects.	ARCH 10311-01	ARCH 61121-01	ARCH 81161-05		
Eide, Jerome	Member: Indiana Board of Registration for Architects. Designed a new Catholic church and additions to three schools. Managing six affordable senior housing projects around the U.S.	ARCH 50711-01	ARCH 80711-01			

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Gorski, Gilbert	A licensed architect, Gorski is the designer for numerous corporate and institutional projects. He holds the Nolen Chair in Architecture, specializing in design and visualization techniques.	ARCH 51021-01	ARCH 51121-04			
Griffin, Jennifer	A recent graduate of Notre Dame's M.Arch program, Jennifer Griffin is an award-winning architect and urban designer who teaches.	ARCH 11021-01				
Griffin, John	A recent graduate of Notre Dame's M.Arch program, John Griffin has worked in offices in London and has received awards from the CNU and the ICA in New York.	ARCH 11021-01	ARCH 83311-01			
Hood, Sallie	Sallie Hood is a noted architect from Chicago who specializes in community activism, green design, urban redevelopment, and transit-oriented neighborhood centers.	ARCH 37211-02*				
Huderwitz, Francis	35 years of architectural practice, coupled with computer graphics involvement since 1983, provide the background for his teaching assignments, which began in 1989.	ARCH 57041-01	ARCH 57051-01*	ARCH 61021-01		
Lykoudis, Michael	Dean Lykoudis has focused on traditional urbanism and architecture as a sustainable approach to address the critical issues of our time facing the built environment.	ARCH 57112-01	ARCH 81161-06			
Mayernik, David	Mayernik's research involves the intellectual culture of Early Modern Europe and its relevance to contemporary practice. His practice includes campuses in Switzerland and England.	ARCH 51121-03				
Mazzola, Ettore	Architect, Urbanist, Restorer, Historian, Educator, International Lecturer. Author of books and articles, collaborator in TV Documentaries. Currently involved in urban planning in Russia, Italy, Brazil.	ARCH 74142-01				
Mellor, John	Professor Mellor is a licensed and LEED accredited architect with experience in design and construction of large scale university buildings and small scale residential commissions.	ARCH 81161-03				
Piccolo, Richard	An internationally-recognized artist, Piccolo teaches sketching, watercolor, and painting to students in the School's Rome Studies Program.	ARCH 34022-01	ARCH 34022-02			
Pierattini, Alessandro	Alessandro Pierattini is a designer, a preservation architect and an architectural historian whose research focuses on ancient Greek and Roman architecture and building technology.					
Rhodes, Robin	Archaeologist, historian of classical art and architecture, and Principal Investigator of Greek Stone Architecture at the Corinth Excavations of the American School of Classical Studies at Athens.	ARCH 40211-01				

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Rollings, Kimberly	Educator, researcher, architectural consultant; specializes in systematic, empirical documentation of built and natural environment effects on health and sustainability to inform architecture, planning, and policy.	ARCH 40312-01				
Rowland, Ingrid	Historian, critic, translator, writer. Frequent contributor to the New York Review of Books.	ARCH 34322-01	ARCH 34322-02	ARCH 74211-01		
Sakal, Ronald	An architect licensed in Illinois and Michigan, Sakal is an expert in urban design, community organizing, green design, and transit-oriented neighborhood centers.	ARCH 37211-02*				
Salden Teach, Samantha	Salden Teach is a practicing design professional and educator. Teaching addresses foundational principles of traditional design, history of urban form, typological study, and holistic sustainability.	ARCH 21121-01	ARCH 81161-07			
Semes, Steven	Studio supported by instructor's expertise in historical and contemporary architecture/urbanism. Seminar supported by instructor's Rome teaching and research, including translation of primary text used.	ARCH 34122-02	ARCH 74322-01			
Smith, Brian	A licensed civil engineer with extensive professional experience investigating structural failures and evaluating existing buildings. Research interests include: innovative structural systems, concrete structures, earthquake engineering.	ARCH 40521-01	ARCH 60521-01	ARCH 70532-01*		
Smith, Thomas Gordon	Licensed architect and educator whose goals are to inculcate ideals of theory, communication, and architectural practice to his students and the clients in his practice.	ARCH 71141-01				
Stamper, John	An architect and architectural historian, Stamper has expertise in both ancient Roman and nineteenth- and twentieth-century architecture and urbanism.	ARCH 51121-02	ARCH 51121-06	ARCH 53411-01	ARCH 81161-08	
Steil, Lucien	Steil's research and publications address issues of micro-urbanism and contextual architecture; non-Western architecture and vernacular and contemporary traditional architecture; theories of modernity, moderns and tradition.	ARCH 41121-01	ARCH 53351-01			
Stroik, Duncan	Stroik's research and expertise focus on ecclesiastical architecture, the work of Andrea Palladio, and the development of Renaissance architecture in Italy.	ARCH 53311-01	ARCH 81161-02			

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Westfall, William Carroll	Westfall's experience with treatises on architecture and with Rome runs from his doctoral dissertation through conducting seminars and publishing numerous articles and three books.					
Younés, Samir	Architect, urbanist, and Director of Rome Studies (9 years). His work in architectural theory, treatises, and Rome has been published in books, essays, lectures, and seminars.	ARCH 53361-01	ARCH 73321-01	ARCH 77211-01*	ARCH 81161-04	

\* These courses are Independent Studies, Directed Readings, Special Projects, or Research Assistantships. In these variable-credit courses, students individually pursue topics in consultation with the faculty member listed and typically there is only one student enrolled.

**Fall 2014:**

<b>Faculty member</b>	<b>Summary of expertise, recent research, or experience</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Anders, Selena	Anders is a practicing design professional, educator and researcher. She teaches architectural design and graphics in Rome, Italy and organizes the China summer program.	ARCH 21111-02	ARCH 41211-01			
Bess, Philip	Bess teaches graduate urbanism courses relating Catholic and classical humanist traditions to modern American life and the contemporary culture of architecture and urban design.	ARCH 70311-01	ARCH 81151-01	ARCH 83321-01		
Brandt, Robert	30 years of design and construction of sculptural and functional objects and teaching furniture design, its history and theory, and design/carving of classical architectural elements.	ARCH 41811-01	ARCH 41811-02	ARCH 57811-01		
Buccellato, Aimee	Engages in practice and research initiatives focused on design/execution of a more sustainable built environment, including quantitative analysis of traditional materials, methods, principles of design.					
Buccellato, Kevin	Kevin Buccellato is a licensed architect and partner of a practice focused in highly detailed design, researching 8th c. BC origins of Greek Doric Order.	ARCH 27831-01	ARCH 51811-01	ARCH 51831-01		
Bullene, Richard	Priest and professor Richard Bullene teaches drawing and design with insights and skills from three degrees: professional (B.Arch), theological (M.Div), and in architectural theory (Ph.D.).	ARCH 11011-01				
Cusato, Marianne	Authored <i>The Just Right Home</i> and <i>Get Your House Right</i> . Designed Katrina Cottage. Previously taught "Why Are Buildings Ugly." Media: frequently interviewed as housing expert.	ARCH 53381-01				
Da Silva, Jose Cornelio	Award-winning architect and expert in traditional building design, techniques, conservation, and interiors. Former Dean of the New School of Architecture of the Portuguese Catholic University.	ARCH 84152-01	ARCH 84312-01			
DeFrees, Alan	Forty-one years in architecture, construction, and real estate development. Executed structural engineering for all firms and incorporated super-insulated, geothermal, and heat recovery features.	ARCH 40411-01	ARCH 50419-01	ARCH 60431-01	ARCH 60511-01	ARCH 70441-01
Doordan, Dennis	Architectural educator, historian, museum consultant, journal editor. Published research on twentieth century architecture & design, new materials, and design for sustainability.	ARCH 50811-01				

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Duany, Douglas	An internationally known theorist, urbanist, and landscape architect, Duany teaches architectural and urban design studios and graduate thesis classes.	ARCH 41111-01	ARCH 77122-01*	ARCH 77122-02*	ARCH 87122-01*	
Economakis, Richard	Economakis has realized a wide range of building designs and masterplan proposals. Recipient of the 2013 Palladio Award for the Civic Hall at Cayalá, Guatemala.	ARCH 61111-01				
Gorski, Gilbert	A licensed architect, Gorski is the designer for numerous corporate and institutional projects. He holds the Nolen Chair in Architecture, specializing in design and visualization techniques.	ARCH 51111-02				
Huderwitz, Francis	35 years of architectural practice, coupled with computer graphics involvement since 1983, provide the background for his teaching assignments, which began in 1989.	ARCH 41011-01				
Krusche, Krupali	Krusche, experienced in European and Asian studies, specializes in Urban Design, Architecture and Preservation projects through her DHARMA Lab, publications and practice.	ARCH 34112-02				
Mazzola, Ettore	Architect, Urbanist, Restorer, Historian, Educator, International Lecturer. Author of books and articles, collaborator in TV Documentaries. Currently involved in urban planning in Russia, Italy, Brazil.	ARCH 34112-04	ARCH 34212-01	ARCH 34212-02		
Mellor, John	Professor Mellor is a licensed and LEED accredited architect with experience in design and construction of large scale university buildings and small scale residential commissions.	ARCH 20411-01	ARCH 60411-01			
Piccolo, Richard	An internationally-recognized artist, Piccolo teaches sketching, watercolor, and painting to students in the School's Rome Studies Program.	ARCH 34012-01	ARCH 34012-02			
Pierattini, Alessandro	Alessandro Pierattini is a designer, a preservation architect and an architectural historian whose research focuses on ancient Greek and Roman architecture and building technology.	ARCH 34112-01				
Rollings, Kimberly	Educator, researcher, architectural consultant; specializes in systematic, empirical documentation of built and natural environment effects on health and sustainability to inform architecture, planning, and policy.	ARCH 40312-01				
Rowland, Ingrid	Historian, critic, translator, writer. Frequent contributor to the New York Review of Books.	ARCH 34312-01	ARCH 34312-02	ARCH 84211-01		

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Salden Teach, Samantha	Salden Teach is a practicing design professional and educator. Teaching addresses foundational principles of traditional design, history of urban form, typological study, and holistic sustainability.	ARCH 21111-01				
Semes, Steven	Semes's forty years of scholarship and professional practice focus on the relationship between historical and contemporary architecture/urbanism.	ARCH 71111-01				
Smith, Brian	A licensed civil engineer with extensive professional experience investigating structural failures and evaluating existing buildings. Research interests include: innovative structural systems, concrete structures, earthquake engineering.	ARCH 40511-01	ARCH 70531-01			
Smith, Thomas Gordon	Licensed architect and educator whose goals are to inculcate ideals of theory, communication, and architectural practice to his students and the clients in his practice.	ARCH 50211-01	ARCH 51111-01			
Stamper, John	An architect and architectural historian, Stamper has expertise in both ancient Roman and nineteenth- and twentieth-century architecture and urbanism.	ARCH 20211-01	ARCH 51111-03	ARCH 60211-01		
Steil, Lucien	Steil's research and publications address issues of micro-urbanism and contextual architecture; non-Western architecture and vernacular and contemporary traditional architecture; theories of modernity, moderns and tradition.	ARCH 41111-02				
Stroik, Duncan	Stroik's research and expertise focus on ecclesiastical architecture, the work of Andrea Palladio, and the development of Renaissance architecture in Italy.	ARCH 71131-01				
Westfall, William Carroll	Westfall's experience with treatises on architecture and with Rome runs from his doctoral dissertation through conducting seminars and publishing numerous articles and three books.					
Younés, Samir	Architect, urbanist, and Director of Rome Studies (9 years). His work in architectural theory, treatises, and Rome has been published in books, essays, lectures, and seminars.	ARCH 41111-03	ARCH 53361-01	ARCH 70211-01		
Zeiger, Todd	27-year professional career in the field of historic preservation researching, documenting and developing projects involving a wide variety of building types and threats.	ARCH 53231-01				

\* These courses are Independent Studies, Directed Readings, Special Projects, or Research Assistantships. In these variable-credit courses, students individually pursue topics in consultation with the faculty member listed and typically there is only one student enrolled.

**Spring 2015:**

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number
Anders, Selena	Anders is a practicing design professional, educator and researcher. She teaches architectural design and graphics in Rome, Italy and organizes the China summer program.	ARCH 34122-03					
Bess, Philip	Bess teaches graduate urbanism courses relating Catholic and classical humanist traditions to modern American life and the contemporary culture of architecture and urban design.	ARCH 83311					
Brandt, Robert	30 years of design and construction of sculptural and functional objects and teaching furniture design, its history and theory, and design/carving of classical architectural elements.	ARCH 41821-01	ARCH 41821-02	ARCH 57821-01			
Buccellato, Aimee	Engages in practice and research initiatives focused on design/execution of a more sustainable built environment, including quantitative analysis of traditional materials, methods, principles of design.	ARCH 41121-03	ARCH 67611-01				
Buccellato, Kevin	Kevin Buccellato is a licensed architect and partner of a practice focused in highly detailed design, researching 8th c. BC origins of Greek Doric Order.	ARCH 27831	ARCH 51821-01	ARCH 51841-01			
Bullene, Richard	Priest and professor Richard Bullene teaches drawing and design with insights and skills from three degrees: professional (B.Arch), theological (M.Div), and in architectural theory (Ph.D.).	ARCH 51121-01					
DeFrees, Alan	Forty-one years in architecture, construction, and real estate development. Executed structural engineering for all firms and incorporated super-insulated, geothermal, and heat recovery features.	ARCH 20511-01	ARCH 40421-01	ARCH 51421-01	ARCH 53421-01	ARCH 60421-01	ARCH 67431-01*
Doordan, Dennis	Architectural educator, historian, museum consultant, journal editor. Published research on twentieth century architecture & design, new materials, and design for sustainability.	ARCH 20221-01	ARCH 60221-01				



Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number
Duany, Douglas	An internationally known theorist, urbanist, and landscape architect, Duany teaches architectural and urban design studios and graduate thesis classes.	ARCH 53611-01	ARCH 81161-01				
Economakis, Richard	Economakis has realized a range of building designs and masterplan proposals. He holds a degree in History of Architecture and has written on historical subjects.	ARCH 10311-01	ARCH 61121-01	ARCH 81161-05			
Eide, Jerome	Member: Indiana Board of Registration for Architects. Designed a new Catholic church and additions to three schools. Managing six affordable senior housing projects around the U.S.	ARCH 50711-01	ARCH 80711-01				
Gorski, Gilbert	A licensed architect, Gorski is the designer for numerous corporate and institutional projects. He holds the Nolen Chair in Architecture, specializing in design and visualization techniques.	ARCH 51021-01	ARCH 51121-02	ARCH 81161-09			
Huderwitz, Francis	35 years of architectural practice, coupled with computer graphics involvement since 1983, provide the background for his teaching assignments, which began in 1989.	ARCH 57041-01	ARCH 61021-01				
Krusche, Krupali	Krusche, experienced in European and Asian studies, specializes in Urban Design, Architecture and Preservation projects through her DHARMA Lab, publications and practice.	ARCH 34122-01					
Mayernik, David	Mayernik's research involves the intellectual culture of Early Modern Europe and its relevance to contemporary practice. His practice includes campuses in Switzerland and England.	ARCH 51121-03					
Mazzola, Ettore	Architect, Urbanist, Restorer, Historian, Educator, International Lecturer. Author of books and articles, collaborator in TV Documentaries. Currently involved in urban planning in Russia, Italy, Brazil.	ARCH 74142-01					
Mellor, John	Professor Mellor is a licensed and LEED accredited architect with experience in design and construction of large scale university buildings and small scale residential commissions.	ARCH 11021-01	ARCH 81161-03				

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number
Piccolo, Richard	An internationally-recognized artist, Piccolo teaches sketching, watercolor, and painting to students in the School's Rome Studies Program.	ARCH 34022-01	ARCH 34022-02				
Pierattini, Alessandro	Alessandro Pierattini is a designer, a preservation architect and an architectural historian whose research focuses on ancient Greek and Roman architecture and building technology.	ARCH 34222-01					
Ponko, William	35 years as SrVP in charge of Architecture for AE firm growing from 3 to 100 people. 6 years teaching Design Studio emphasizing integration of technical systems for a comprehensive design.	ARCH 41121-02					
Rhodes, Robin	Archaeologist, historian of classical art and architecture, and Principal Investigator of Greek Stone Architecture at the Corinth Excavations of the American School of Classical Studies at Athens	ARCH 40211-01					
Rollings, Kimberly	Educator, researcher, architectural consultant; specializes in systematic, empirical documentation of built and natural environment effects on health and sustainability to inform architecture, planning, and policy.	ARCH 37111-01*					
Rowland, Ingrid	Historian, critic, translator, writer. Frequent contributor to the New York Review of Books.	ARCH 34322-01	ARCH 34322-02	ARCH 74211-01			
Salden Teach, Samantha	Salden Teach is a practicing design professional and educator. Teaching addresses foundational principles of traditional design, history of urban form, typological study, and holistic sustainability.	ARCH 21121-01	ARCH 81161-07				
Semes, Steven	Studio supported by instructor's expertise in historical and contemporary architecture/urbanism. Seminar supported by instructor's Rome teaching and research, including translation of primary text used.	ARCH 34122-02	ARCH 74322-01				
Smith, Brian	A licensed civil engineer with extensive professional experience investigating structural failures and evaluating existing buildings. Research interests include: innovative structural systems, concrete structures, earthquake engineering.	ARCH 40521-01	ARCH 60521-01				

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number	Course number
Smith, Thomas Gordon	Licensed architect and educator whose goals are to inculcate ideals of theory, communication, and architectural practice to his students and the clients in his practice.	ARCH 71141-01					
Stamper, John	An architect and architectural historian, Stamper has expertise in both ancient Roman and nineteenth- and twentieth-century architecture and urbanism.	ARCH 81161-08					
Steil, Lucien	Steil's research and publications address issues of micro-urbanism and contextual architecture; non-Western architecture and vernacular and contemporary traditional architecture; theories of modernity, moderns and tradition.	ARCH 41121-01					
Stroik, Duncan	Stroik's research and expertise focus on ecclesiastical architecture, the work of Andrea Palladio, and the development of Renaissance architecture in Italy.	ARCH 53311-01	ARCH 81161-02				
Westfall, William	Westfall's experience with treatises on architecture and with Rome runs from his doctoral dissertation through conducting seminars and publishing numerous articles and three books.	ARCH 73321-01					
Younés, Samir	Architect, urbanist, and Director of Rome Studies (9 years). His work in architectural theory, treatises, and Rome has been published in books, essays, lectures, and seminars.	ARCH 73321-01					

\* These courses are Independent Studies, Directed Readings, Special Projects, or Research Assistantships. In these variable-credit courses, students individually pursue topics in consultation with the faculty member listed and typically there is only one student enrolled.

**Fall 2015:**

<b>Faculty member</b>	<b>Summary of expertise, recent research, or experience</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Anders, Selena	Anders is a practicing design professional, educator and researcher. She teaches architectural design and graphics in Rome, Italy and organizes the China summer program.	ARCH 34112-01				
Bess, Philip	Bess teaches graduate urbanism courses relating Catholic and classical humanist traditions to modern American life and the contemporary culture of architecture and urban design.	ARCH 70311-01	ARCH 81151-01	ARCH 83321-01		
Brandt, Robert	30 years of design and construction of sculptural and functional objects and teaching furniture design, its history and theory, and design/carving of classical architectural elements.	ARCH 41811-01	ARCH 41811-02	ARCH 57811-01		
Buccellato, Aimee	Engages in practice and research initiatives focused on design/execution of a more sustainable built environment, including quantitative analysis of traditional materials, methods, principles of design.					
Buccellato, Kevin	Kevin Buccellato is a licensed architect and partner of a practice focused in highly detailed design, researching 8th c. BC origins of Greek Doric Order.	ARCH 51831-01				
Bullene, Richard	Priest and professor Richard Bullene teaches drawing and design with insights and skills from three degrees: professional (B.Arch), theological (M.Div), and in architectural theory (Ph.D.).	ARCH 11011-01				
Charkiolakis, Nikos	Director Emeritus of Monuments Restoration for Greek Ministry of Culture. 35-year career conducting 100+ studies and supervising restoration of Medieval and Neoclassical monuments.	ARCH 84152-01	ARCH 84312-01			
Cusato, Marianne	Authored <i>The Just Right Home</i> and <i>Get Your House Right</i> . Designed Katrina Cottage. Previously taught "Why Are Buildings Ugly." Media: frequently interviewed as housing expert.	ARCH 53312-01				
Da Silva, Jose Cornelio	Award-winning architect and expert in traditional building design, techniques, conservation, and interiors. Former Dean of the New School of Architecture of the Portuguese Catholic University.	ARCH 41111-04				
DeFrees, Alan	Forty-one years in architecture, construction, and real estate development. Executed structural engineering for all firms and incorporated super-insulated, geothermal, and heat recovery features.	ARCH 40411-01	ARCH 50419-01	ARCH 60431-01	ARCH 60511-01	ARCH 70441-01
Doordan, Dennis	Architectural educator, historian, museum consultant, journal editor. Published research on twentieth century architecture & design, new materials, and design for sustainability.					

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number	Course number
Duany, Douglas	An internationally known theorist, urbanist, and landscape architect, Duany teaches architectural and urban design studios and graduate thesis classes.	ARCH 41111-01	ARCH 87122-01			
Economakis, Richard	Economakis has realized a wide range of building designs and masterplan proposals. Recipient of the 2013 Palladio Award for the Civic Hall at Cayalá, Guatemala.	ARCH 61111-01				
Gorski, Gilbert	A licensed architect, Gorski is the designer for numerous corporate and institutional projects. He holds the Nolen Chair in Architecture, specializing in design and visualization techniques.	ARCH 51111-02				
Huderwitz, Francis	35 years of architectural practice, coupled with computer graphics involvement since 1983, provide the background for his teaching assignments, which began in 1989.	ARCH 41011-01				
Krusche, Krupali	Krusche, experienced in European and Asian studies, specializes in Urban Design, Architecture and Preservation projects through her DHARMA Lab, publications and practice.	ARCH 34112-02				
Mayernik, David	Mayernik's research involves the intellectual culture of Early Modern Europe and its relevance to contemporary practice. His practice includes campuses in Switzerland and England.	ARCH 51111-05				
Mazzola, Ettore	Architect, Urbanist, Restorer, Historian, Educator, International Lecturer. Author of books and articles, collaborator in TV Documentaries. Currently involved in urban planning in Russia, Italy, Brazil.	ARCH 34112-04	ARCH 34212-01	ARCH 34212-02		
Mellor, John	Professor Mellor is a licensed and LEED accredited architect with experience in design and construction of large scale university buildings and small scale residential commissions.	ARCH 20411-01	ARCH 41111-02			
Piccolo, Richard	An internationally-recognized artist, Piccolo teaches sketching, watercolor, and painting to students in the School's Rome Studies Program.	ARCH 34012-01	ARCH 34012-02			
Pierattini, Alessandro	Alessandro Pierattini is a designer, a preservation architect and an architectural historian whose research focuses on ancient Greek and Roman architecture and building technology.	ARCH 21111-02	ARCH 60411-01			
Rollings, Kimberly	Educator, researcher, architectural consultant; specializes in systematic, empirical documentation of built and natural environment effects on health and sustainability to inform architecture, planning, and policy.	ARCH 40312-01				

<b>Faculty member</b>	<b>Summary of expertise, recent research, or experience</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Rowland, Ingrid	Historian, critic, translator, writer. Frequent contributor to the New York Review of Books.	ARCH 34312-01	ARCH 34312-02	ARCH 84211-01		
Salden Teach, Samantha	Salden Teach is a practicing design professional and educator. Teaching addresses foundational principles of traditional design, history of urban form, typological study, and holistic sustainability.	ARCH 21111-01				
Semes, Steven	Semes's forty years of scholarship and professional practice focus on the relationship between historical and contemporary architecture/urbanism.	ARCH 71111-01				
Smith, Brian	A licensed civil engineer with extensive professional experience investigating structural failures and evaluating existing buildings. Research interests include: innovative structural systems, concrete structures, earthquake engineering.	ARCH 40511-01	ARCH 70531-01			
Smith, Thomas Gordon	Licensed architect and educator whose goals are to inculcate ideals of theory, communication, and architectural practice to his students and the clients in his practice.	ARCH 41111-03	ARCH 50211-01			
Stamper, John	An architect and architectural historian, Stamper has expertise in both ancient Roman and nineteenth- and twentieth-century architecture and urbanism.	ARCH 20211-01	ARCH 51111-03	ARCH 60211-01		
Steil, Lucien	Steil's research and publications address issues of micro-urbanism and contextual architecture; non-Western architecture and vernacular and contemporary traditional architecture; theories of modernity, moderns and tradition.	ARCH 30630-01	ARCH 37211-01*	ARCH 37211-02*	ARCH 51111-01	ARCH 71131-01
Younés, Samir	Architect, urbanist, and Director of Rome Studies (9 years). His work in architectural theory, treatises, and Rome has been published in books, essays, lectures, and seminars.	ARCH 51111-04	ARCH 53361-01	ARCH 70211-01	ARCH 71131-02	
Zeiger, Todd	27-year professional career in the field of historic preservation researching, documenting and developing projects involving a wide variety of building types and threats.	ARCH 51411-01				

\* These courses are Independent Studies, Directed Readings, Special Projects, or Research Assistantships. In these variable-credit courses, students individually pursue topics in consultation with the faculty member listed and typically there is only one student enrolled.

### Faculty Workloads

Notre Dame design faculty typically carry two design assignments per year and one additional lecture or laboratory course. Non-design faculty teach two required classes and one or two electives, or in some cases, three required courses. This balance is intended to provide adequate time and energy for research and/or significant practice or design.

All faculty are expected to teach a full load of classes. Faculty members at their own initiative often teach a small directed studies class in addition to their required teaching obligations. The Assistant Dean is responsible for the bulk of academic advising. This entails academic advising at least twice a year to ensure that students are on track towards their graduation, to discuss with the student how they feel they are accomplishing their academic goals, and to act as an advisor on any other issues be they of a personal nature or related to academics and career. Adjunct faculty members do not participate in the advising process nor do they have responsibilities on the School's committees.

The faculty-to-student ratios for design classes vary slightly based on the number of students in a given year. However, the number of sections is generally consistent and is only adjusted in cases of extreme changes in enrollment. Typical ratios for each level are shown in the table below:

Level	Students	Sections	Average Faculty : Student Ratio	Note
1 <sup>st</sup> Year	52 intents	1	1:52	Typically have 8 Teaching Assistants
2 <sup>nd</sup> Year	34	2	1:17	Typically have 6 Teaching Assistants
3 <sup>rd</sup> Year	35	3	1:12	
4 <sup>th</sup> Year	33	4	1:8	
5 <sup>th</sup> Year	33	4	1:8	
Graduate	39	5	1:8	Thesis ratios are between 1:1 to 1:4

### Professional Development Opportunities

#### *Licensure*

Faculty members who engage in practice remain knowledgeable about changing demands by being engaged in real situations. Well over half of the faculty is engaged in practice in one form or another: be it architecture, urban design or consulting services. Several faculty members have or are practicing outside the United States. The practices of the faculty are varied in terms of geographic focus, building types and philosophical approaches. Licensed faculty members and AIA members are required to meet the continuing education requirements of the AIA and of their respective states by attending conferences, conventions, symposiums, lectures, and training sessions.

Our students appreciate the intensity of faculty practices because the largest majority intends to pursue practice and licensure - and they seem to appreciate being aware of faculty projects in the field.

The following faculty members are licensed architects in the United States: Kevin Buccellato, Alan DeFrees, Jed Eide, Gil Gorski, Frank Huderwitz, Michael Lykoudis, David Mayernik, John Mellor, Steven Semes, Thomas Gordon Smith, John Stamper, and Duncan Stroik.

The following faculty members are licensed architects outside the United States: Nikos Charkiolakis (Greece), Jose Cornelio da Silva (Portugal), Richard Economakis (Greece), Krupali Krusche (India), Michael Lykoudis (Greece), David Mayernik (Ticino, Switzerland - temporary licensure), Ettore Mazzola (Rome, Italy), Alessandro Pierattini (Rome and Pompeii, Italy), Lucien Steil (Luxembourg), and Samir Younés (Lebanon).

#### *Research Leaves*

Research leaves are not clearly defined by the University of Notre Dame, and granting one basically means losing the faculty's presence for teaching without any financial compensation to the School. Over the past six years, several requests for research leaves have been granted, however.

#### *Resources available to faculty*

##### *Attendance at Conferences and Symposiums*

In the past six years, faculty trips for conference attendance have been supported in all cases. Since the submission of the last APR in Fall 2009, Architecture faculty have received \$192,777 in conference travel funding from the School. Discretionary funds and other solicitations have made this possible, but the designated budget to support this is inadequate and more formal funding should be raised and policies adopted in the future. Faculty members have also had great moral support to develop self-motivated research and they have also been encouraged to engage in significant practice or design work.

##### *Publication Subvention*

Architecture faculty may apply for subvention to subsidized costs associated with book publications through reputable academic presses. Interested faculty apply directly to the Associate Dean of Research, Scholarship and Creative Work.

##### *Laboratory and Technology Support*

Architecture faculty can apply to the School for laboratory space and technological equipment to accommodate research and teaching objectives. For example, the GreenScale and Architecture, Health, and Sustainability research teams were granted lab space in Bond Hall, and the Digital Historical Architectural Research and Material Analysis (DHARMA) team was given lab space in the Rome Studies Program building.

##### *Office of Research*

The Office of Research (<http://or.nd.edu/>) provides all Notre Dame faculty with complete life cycle support for grant and research administration through grant business management, post-award financial management, and research contracts and awards guidance services, among others. Additionally, Architecture faculty research has recently been supported by Faculty Research Support Regular Grants and Equipment Restoration and Renewal Grants from the Office of Research's ND Internal Grants Program. This is a campus-wide competitive and merit-based Grants Program.

##### *Research Computing*

In support of research at Notre Dame, the Center for Research Computing (<https://crc.nd.edu/>) offers faculty the following services: High Performance Computing, data storage, Data Management Plan formulation, and graphics support.

##### *Internal Funding*

Faculty can apply to myriad research, travel, and teaching grants through University entities like the Nanovic Institute for European Studies (<http://nanovic.nd.edu/>), Kellogg Institute for International Studies (<http://kellogg.nd.edu/>), Center for Social Concerns (<http://socialconcerns.nd.edu/>), and Notre Dame International (<http://international.nd.edu/>). Historically, the School of Architecture has been able to match or supplement some faculty grants.



Past and Projected Faculty Research, Scholarship & Creative Work since 2010 Team Visit

**Selena Anders**

*Current Research Focus:* Italian architect Giuseppe Valadier (1762-1839) with a particular focus on his works executed during Napoleonic Occupation of Rome (1809-1814). This work is intended to elucidate the prolific career of Giuseppe Valadier and provide a visual reconstruction of Napoleon's vision for Rome as it was conceived to be the second capital after Paris.

*Grant-Funded Research:*

Co-Director, Historic Urban Environments (HUE/ND) interdisciplinary research team

(<http://library.nd.edu/architecture/hue/>), School of Architecture, University of Notre Dame; the team is currently working toward the completion of the project, Documenting Rome: Historic Guidebooks & Urban Representation, in collaboration with the American Academy in Rome.

Associate Director and Co-Founder, Digital Historic Architectural Research and Material Analysis (DHARMA) Lab (<http://www.dharma3d.org/>), School of Architecture, University of Notre Dame, 2006-Present; Projects include Documentation of Mughal Tombs in Agra, India, and Documentation of the Roman Forum in Rome, Italy

Co-Principal Investigator, seed grant funding for "Historic Guidebooks & Urban Representation," Office of the Vice President of Research, University of Notre Dame, 2015

Co-Principal Investigator, grant funding for "Historic Guidebooks & Urban Representation," Nanovic Institute Collaborative Project Grant, University of Notre Dame, 2015

*Scholarship:*

Anders, S., Aijian, D., Dokonal, I. Kapadia, J., Uplekar Krusche, K. "History, Morphology and Perfect Proportions of Mughal Tombs: The Secret Creation of Taj Mahal." In *Archnet-IJAR, International Journal of Architectural Research* (ArchNet-MIT Media Lab) 4.1 (2010): 158-178.

*Conference Presentations:*

Anders, S. "From Town to Suburb: The Loss of Urban Form in America After World War II." Paper presentation at the 50<sup>th</sup> International Making Cities Livable Conference, Portland, OR, June 23-27, 2013.

—. "From Town to Suburb: The Loss of Urban Form in America After World War II." Paper presentation at the International Seminar, Architecture in the Age of Austerity, Escuela Técnica Superior de Arquitectura de Madrid (ESTAM), Madrid, June 18-20, 2013.

—. "Engaging Tradition with Technology: Architectural Archives in the Digital Age." Paper presentation at the International Journal of Arts and Sciences (IJAS) International Conference for Academic Disciplines, American University in Rome, Italy, November 2012.

*Exhibitions:*

*Yamuna River Front Study*, National Museum, New Delhi, India. Archaeological Survey of India's (ASI) "Rediscovering India" exhibit towards 150 years of ASI, 2015.

*Revisiting the Roman Forum: From Pen to Pixel, Methods of Documentation in the 20th and 21st Centuries*, first 3D exhibit on historic preservation at Roman Forum, Curia Julia, April-Oct. 2014.

**Philip Bess**

*Ongoing Research:*

Project Director, "After Burnham: The Notre Dame Plan of Chicago 2109," <http://afterburnham.com/>

*Grant-Funded Research:*

"After Burnham: Modernity, Religion, Tradition, Innovation and the Future of Hum," \$200,000 grant from The Historical Society, Boston University, Boston, MA, June 2012-present.

*Scholarship:*

Bess, Philip. "The Notre Dame Plan of Chicago 2109." In *The Classicist* 11 (August 2014).

—. "Metaphysical Realism, Modernity, and Traditional Cultures of Building." In *Why Place Matters: Geography, Identity, and Civic Life in Modern America*, edited by Wilfred McClay and Ted McAllister. Washington, D.C.: New Atlantis, February 2014.

—. "The Rich You Will Always Have With You." In *First Things*. [www.firstthings.com/](http://www.firstthings.com/). Nov. 2012.

**Robert J. Brandt**

*Creative Work:*

University of Southern Indiana Alumni Exhibit, Evansville Museum of Arts and Sciences, 2015.

University of Notre Dame, School of Architecture Podium, 2012.

University of Notre Dame, University Commencement Podium, 2011.

**Aimee Buccellato**

*Grant-Funded Research:*

"Case Studies of the Environmental Performance of Concrete and Emerging Paving Materials: A Sponsored Research Collaboration with Kuert Concrete, Inc.," \$2,500 grant from Kuert Concrete, Inc., May 2014-February 2015

CSEND Sustainable Energy Initiative (SEI) Track 1: Center for Sustainability Data Research, \$30,000 including co-funding from the Center for Research Computing, School of Architecture, and Institute for Scholarship in the Liberal Arts

"Green Scale: A New Digital Design and Analysis Tool for Sustainable Building," Regular Grant, Faculty Research Support Program, 2012

"The Green Scale Research Project: Quantifying Truly Sustainable Design" (<http://greenscale.crc.nd.edu/>), Faculty Research Support Initiation Grant Program Award, Office of Research, 2011

*Scholarship:*

Buccellato, A., C. Vardeman, S. Paolucci, H. Ferguson, N. Yu. "The GreenScale Digital Design and Analysis Tool." Deployable Beta-phase prototype tool (ND Center for Research Computing), current version released May 2015.

Ferguson, H., A. Buccellato, C. Vardeman. "Capturing an Architectural Knowledge Base Utilizing Rules Engine Integration for Energy and Environmental Simulations." In *Proceedings of the Symposium on Simulation for Architecture and Urban Design Conference (SIMAUD)*, Washington, D.C., April 12-15, 2015.

Vardeman, C., A. Krishnadhi, M. Cheatham, K. Janowicz, H. Ferguson, P. Hitzler, A. Buccellato, K. Thiruanarayan, G. Berg-Cross, T. Hahmann. "An Ontology Design Pattern for Material Transformation." Awarded Best Paper at 2014 International Semantic Web Conference (ISWC), Riva del Garda, Italy (Oct. 19, 2014); to be included in the *Semantic Web Journal* (in review); SWJ is recognized as a top 20 Computer Science Journal (SCImago).

*Scholarship in review:*

Buccellato, A., H. Ferguson, C. Vardeman, S. Paolucci, N. Yu. "Multi-Criteria and Multi-Metric Energy Analysis Performed During the Architectural Design Process: the Motivation for New Tools." *Journal of Energy and Buildings*, Elsevier Press (in review 2015).

*Creative Work:*

<http://www.buccellatodesign.com/firm.html>

**Kevin Buccellato**

*Research:*

Buccellato, Kevin and Richard Economakis. "Reconstructing the Proto-Doric Temple: An Etiological Approach." Presentation at the Society of Architectural Historians 68<sup>th</sup> Annual Conference, Chicago, IL, April 17, 2015.

—. "Proto-Doric: A Presentation of the Research and Woodshop Explorations Leading to the Creation of a Full-Scale Model of an Early Doric Wall and Entablature." Presentation at the American College of the Building Arts Annual Master of the Building Arts Festival, April 11, 2015.

*Creative Work:*

<http://www.buccellatodesign.com/firm.html>

**Jose Cornelio da Silva**

*Creative Work:*

Da Silva, Jose Cornelio. Architecture design work published in *New Palladians*, by Alireza Sagharchi and Lucien Steil. London: Artmedia, 2010.

2010 recipient with Hadi Siman and Nikos Salingaros of A Vision of Europe's "Project of the Month," (<http://www.avoe.org/urbanlovers.html>), for the project for Doha, Qatar, City Center.

**Marianne Cusato**

*Creative Work:*

<http://www.mariannecusato.com/>

*Scholarship:*

Cusato, Marianne, and Daniel DiClerico. *The Just Right Home: Buying, Renting, Moving – Or Just Dreaming – Find Your Perfect Match!* New York: Workman, 2013.

**Dennis Doordan**

*Scholarship:*

Doordan, Dennis. "Developing Theories for Sustainable Design." In *The Handbook of Design for Sustainability*, edited by Stuart Walker & Jacques Giard, 57-72. London: Bloomsbury, 2013.

—. "Trousers as an Industrial Product: The Case of Eric Gill." Presentation at the 34<sup>th</sup> Annual Conference of the Design History Society, Barcelona, Spain, September 9, 2011.

Doordan, Dennis, Richard Buchanan and Victor Margolin, eds. *The Designed World: Images, Objects, Environments*. London: Berg, 2010.

**Richard Economakis**

*Scholarship:*

Economakis, Richard, ed. *Durability in Construction*. London: Papadakis Publisher, 2015.

Economakis, Richard. "The Origins of the Doric Order: A Proposed Reconstruction." *The Classicist* 12 (2015): 37-47.

—. "Whitmore's Palace: George Whitmore and the Palace of St. Michael and St. George in Corfu." *The Classicist* 8 (2010): 10-27.

*Creative Work:*

<http://www.richardeconomakis.com/>

**Gil Gorski**

*Scholarship:*

Gorski, Gilbert. *Hybrid Drawing Techniques: Design Process and Presentation*. London: Routledge, 2015.

Gorski, Gilbert and James Packer. *The Roman Forum*. Cambridge: Cambridge University Press, 2015.

*Grant-Funded Research:*

Loeb Classical Library Foundation Grant, Harvard University, \$10,000.00, with James Packer, 2013.

*Creative Work:*

<http://www.gilgorski.com/>

"Times Square 1984: The Postmodern Moment," group exhibition at the Skyscraper Museum, New York, NY, 2014

"Drawings, Etchings and Paintings," solo exhibit at University of Notre Dame School of Architecture, 2013

**Sallie Hood**

*Grant-Funded Creative Work:*

"Mosaic Group Homes," \$68,892 grant from Mosaic, January 2012-June 2012.

*Creative Work:*

<http://sakal-hood.com/>

**Krupali Krusche**

*Grant-Funded Research:*

"Acquiring New Grounds in Laser Technology: New Methods of Innovative, Integrated, Multidisciplinary Documentation of World Heritage Monuments," \$143,742 Equipment Restoration and Renewal Program Award for acquiring new scanning instruments for DHARMA research, University of Notre Dame Office of Research, 2015.

"Documenting Taj Mahal," \$10,000 grant from the School of Architecture and \$10,000 grant from the University of Notre Dame Center for Research Computing.

"Roman Forum Exhibit" sponsorship: Cultural Ministry of Italy (in kind - \$350,000), American Embassy of Italy - \$20,000, Office of Research - 86,100 euro +\$10,000 (conference funds), Nanovic Institute - \$100,000, Notre Dame International - \$20,000, and School of Architecture - \$25,000.

"Revisiting the Roman Forum: From Pen to Pixel, Methods of Documentation in the...", \$20,000 grant from the United States Department of State, September 2013-November 2014

"Center for Research Computing, Visualizing the Roman Forum: Archaeology, Documentation, and Interpretation, 1800-2014," Grant funding of \$50,000 in partnership with Center for Research Computing from the Office of Vice President for Research, January 2012.

Sponsorship of all on site equipment, Leica Geosystems HDS, Rome, Italian office and Indian partners Elcome Technologies, support in June 2010 and January 2012. Sponsored equipment up to value of \$160,000.

Undergraduate and Graduate students research travel fund for "Documentation of Historic city core of Mumbai and 3D documenting Mughal tombs, India," Grant funding of \$35,000 in partnership with Archeological Survey of India from the Office of Vice President for Research, November 2011.

DHARMA World Heritage research on monuments in India, Italy and Romania, grant funding of \$25,000 (per year) until 2014 in partnership with Chris Sweet (Center for Research Computing) and Paul Turner/Ben Keller (Civil Engineering) from the Office of Vice President for Research, Nov. 2011.

"Documentation of Historic city core of Mumbai, India," Kellogg Institute's International Educational Opportunity Grant Program, \$5,000, Kellogg Institute for International Studies, November 2011.

Undergraduate and Graduate students research travel fund for "3D Documentation of Mughal tombs, Agra, India," grant funding of \$8,500 in partnership with Archeological Survey of India (ASI) from Center for Undergraduate Scholarly Engagement, November 2011.

Undergraduate and Graduate students research travel fund for "3D Documentation the Roman Forum, Rome, Italy," grant funding of \$11,000 in partnership with Soprintendenza Speciale per i Beni Archeologici di Roma and Prof. James E. Packer from Northwestern University from the Office of Italian Studies and Center for Undergraduate Scholarly Engagement, July 2010.

DHARMA World Heritage research on monuments in India, Italy and Romania, grant funding of \$25,000 (per year) until 2011 in partnership with Center for Research Computing, Prof. Mark Schurr, Chair of Anthropology and Paul Turner/Ben Keller (Civil Engineering) jointly funded by the School of Architecture and Office of Vice President for Research, June 2009.

*Scholarship:*

- Krusche, K., Sweet, C., Sweet, J., and Turner, P. "History in 3D: New Virtualization Techniques for Innovative Architectural and Archeological Scholarship and Education." In *Archaeology in the Digital Era, Volume II, From the scientist to the citizen: communicating digital archaeology, Computer applications and quantitative methods in Archaeology Conference 2012*, University of Southampton, UK Amsterdam University Press, Amsterdam 2013.
- Bharne, V., and Krusche, K. *Rediscovering the Hindu Temple, the sacred architecture and urbanism of India*. Cambridge: Cambridge Scholars Press, Oct. 2012.
- Uplekar Krusche, K. "Heritage, Tourism & Conservation at the Taj Mahal." In *Indian Architect and Builder* 25.4 (Dec. 2011).
- . "Keeping Up With Heritage: Tourism and Issues of Conservation at Taj Mahal, India." In *World Heritage and Tourism: Managing the Global and the Local*. Quebec City: Presses de l'Université Laval, 2010.
- . Conference Proceedings, *2010 Leica Geosystems HDS Worldwide User Conference*, San Ramon, September 24, 2010.
- Anders, S., Aijian, D., Dokonal, I. Kapadia, J., Uplekar Krusche, K. "History, Morphology and Perfect Proportions of Mughal Tombs: The Secret Creation of Taj Mahal." In *Archnet-IJAR, International Journal of Architectural Research* (ArchNet-MIT Media Lab) 4.1 (2010): 158-178.
- . "Transforming Historic City Centres: Integrated Approach of Urban Design and Historic Preservation." In *New Architecture and Urbanism, Development of Indian Traditions*, ed. D. Prasad. New Delhi: INTBAU India, 2008.

*Scholarship forthcoming and in review:*

- Fortini, P., and Krusche, K. *Methods of Documenting the Foro Romano from 19<sup>th</sup> to the 21<sup>st</sup> century*. Electa Press (forthcoming in English and Italian).
- Krusche, K. *Mughal Tombs on the Yamuna River Front, the untold story of Taj*. Princeton Architectural Press (forthcoming - under discussion).
- Krusche, K., Goleish, L. and Hughes, R. "3D Documenting the Roman Forum." In *The Journal of Preservation Technology* (in review).
- Krusche, K., and Sweet, C. "Documenting National and World Heritage Sites: The need to integrate Digital Documentation and 3D Scanning with Traditional Hand Measuring techniques." National Center for Preservation Technology and Training, National Park Service, U.S. Department of the Interior (forthcoming).
- Uplekar Krusche, K. and Hardin Kapp, P. "The need to integrate Digital Documentation and 3D Scanning with Traditional Hand Measuring techniques." In *Change in Time, An International Journal of Conservation and the Built Environment*, University of Pennsylvania (forthcoming).

*Exhibitions:*

- Yamuna River Front Study*, National Museum, New Delhi, India. Archaeological Survey of India's (ASI) "Rediscovering India" exhibit towards 150 years of ASI, 2015.
- Revisiting the Roman Forum: From Pen to Pixel, Methods of Documentation in the 20th and 21st Centuries*, first 3D exhibit on historic preservation at Roman Forum, Curia Julia, April-Oct. 2014.

*Creative Work:*

- Villa Liliun, Design and Architectural execution of a house in South Bend, Indiana, Summer 2011.

### Michael Lykoudis

#### Scholarship:

- Lykoudis, Michael N. Contribution in *David M. Schwarz Architects: 2008–2013*. Grayson Books, due: 2015.
- . “Durability and the Culture of Building Cities.” In *Durability in Construction: Traditions and Sustainability in 21st Century Architecture*, edited by Richard Economakis. United Kingdom: Papadakis Publisher, 2015.
- . “The Real Changes to Come.” In *Traditional Building* (2009).

### David Mayernik

*Current Research Focus*: creativity as it was understood in the Renaissance.

#### Scholarship:

- Mayernik, David. Two entries in *City Secrets Paris: The Essential Insider's Guide*, edited by Robert Kahn. New York: Fang Duff Kahn, 2014.
- . *The Challenge of Emulation in Art and Architecture: Between Imitation and Invention*. London: Ashgate, 2013.
- Mayernik, David and Taeho Paik, eds. New edition of the online *Humanist Art Review*, Dec.2013.
- . “The Shape of Public Space: Space, Place and Junkspace.” In *Perspectives on Public Space in Rome, from Antiquity to the Present Day*, edited by Gregory Smith and Jan Gadeyne. UK: Ashgate, May 2013.
- . “The Relevance of Renaissance Rome.” Introduction to revised edition of *Letarouilly on Renaissance Rome*, edited by David Mayernik. New York: Dover, 2012.
- . Multiple entries in *City Secrets: Rome*, edited by Robert Kahn. New York: Fang Duff Kahn, rev. 2011.
- . “The Inevitable Project: Avoiding the Formally Arbitrary Through Analysis and Poetics.” Paper presentation at the First International Congress of ReteVitruvio, Architectural Design Between Teaching And Research, Bari, Italy, May 2011.
- . “Bodies & Buildings: Microcosm and Macrocosm in Traditional Architecture and Urbanism.” In *Green Living: Architecture and Planning*, edited by Barbara Kenda and Stephen Pairssien. New York: Rizzoli, 2010. And in *Tradition & Sustainability*, edited by the Prince's Foundation. UK: Compendium, 2010.

#### Creative Work:

<http://www.davidmayernik.com/>

### Ettore Mazzola

#### Scholarship:

- Mazzola, Ettore Maria. Interview in *Invisible Rome*. Directed by Alexander Armstrong and Michael Scott. BBC and NOVA, 2014.
- Mazzola, Ettore Maria and Michael Portillo, directors. *1913's Rome*. Documentary for BBC, April 2014.
- Mazzola, Ettore Maria. *Cosa Insegnare*. Rome: Editrice Simmetria, 2012.
- . *The Sustainable City is Possible*. Rome: Editrice Gangemi, 2010.
- Mazzola, Ettore Maria, editor. *Il Covile* (<http://www.ilcovile.it/>).

### John Mellor

#### Creative Work:

<http://www.johnmellordesign.com/>



**Richard Piccolo**

*Creative Work:*

Group exhibition, "Dialoghi dell'Arte," Leedy-Voukos Art Center, Kansas City, MO., June 6-July 5, 2014, and Guilin Museum, Guilin, China, April 5-20, 2015.  
Exhibition of paintings, Robert Schoelkopf Gallery, New York, NY  
Exhibition of paintings, Hakett-Freedman Gallery, San Francisco, CA  
Exhibition of paintings, Il Gabbiano Gallery, Rome, Italy  
Mural commission, Hotel Pierre, New York, NY  
Mural commission, U.S. Bank Plaza, Sacramento, CA  
Mural commission, Crown America Corporation, Johnstown, PA

**Alessandro Pierattini**

*Scholarship:*

Pierattini, Alessandro. "Scaenographia ed aedificatio nell'architettura delle città vesuviane [Scaenographia and aedificatio in ancient Vesuvian Architecture]." In *Bollettino d'Arte, Rivista del Ministero dei Beni Culturali [Journal of the Italian Ministry of Cultural Heritage and Activities]* (Jan-Mar. 2012): 1-24.  
———. *Manuale del Restauro Archeologico di Ercolano. Tipi e tecniche costruttive*. Rome: Editrice Dedalo, 2009.

*Scholarship forthcoming:*

Pierattini, Alessandro. "Architettura Egizia" [Aegyptian Architecture], "Architettura Mesopotamica" [Mesopotamian Architecture], "Architettura Nubiana" [Nubian Architecture], "Ziqqurat," "Piramide" [Pyramid], "Pylon," "Fontana" [Fountain]. In *Encyclopedia of Architecture and Urban Design*, edited by G. Carbonara and G. Strappa. Turin: UTET Publisher, (in press).  
———. "Modelli e progettazione nel mondo antico [Scale Models and Design in Antiquity]." In *Modelli Architettonici: funzione ed evoluzione di uno strumento di concezione e di rappresentazione*, proceedings of the Conference at the University of Bologna, Nov.7-9, 2013, edited by S. Frommel. Paris: Picard, upcoming.

**Robin Rhodes**

*Grant-Funded Research:*

Principal Investigator of the Greek Stone Architecture at the Corinth Excavations of the American School of Classical Studies at Athens, NEH Collaborative Research Grant

*Scholarship:*

Rhodes, Robin F. "Classical Greek and Roman Art." In *Berkshire Essentials: Art in World History*, edited by William McNeill et al. Massachusetts: Berkshire Publishing Group, 2011.  
———. "The Woodwork of the Seventh Century Temple on Temple Hill in Corinth." In *Byzas 12 Holztragwerke der Antike*, edited by A. von Kienlin. Istanbul: Ege Yayinlari, 2011.  
———. *Architecture and Meaning on the Athenian Acropolis*. Cambridge: Cambridge University Press, 1995; 5<sup>th</sup> printing, 2010.

*Scholarship forthcoming:*

Rhodes, Robin F. "The Akropolis of Athens." In *A Companion to Greek Architecture*. Wiley-Blackwell (in press).  
———. "The Scholar as Designer: Creating a Sophisticated Audience." In *The Digital Future of World Heritage* (forthcoming).

### Kimberly Rollings

#### Grant-Funded Research:

- "Assessing Elementary School Cafeteria Design and Healthy Eating," \$14,453 grant, the United Way of St. Joseph County, January 2014-December 2015
- "Assessing Effects of the Built Environment: Converging Efforts to Improve Health and Sustainable Design," \$10,000 grant, Office of Research, University of Notre Dame, 2014-2015
- "Housing and neighborhood quality: children's mental health and physiological stress," \$23,745 Cornell University sub-award, John D. and Catherine T. MacArthur Foundation, 2014
- "Cafeteria Design Assessment for Elementary Schools," \$10,000 grant from The Cornell Center for Behavioral Economics in Child Nutrition (BEN) Programs, 2012-2013

#### Scholarship:

- Evans, G.W., Rollings, K.A., & Wells, N.M. Housing quality and chronic physiological stress in children." *Pediatrics* (submitted for review).
- Rollings, K.A., Wells, N.M., Evans, G.W., Bednarz, A.E., & Yang, Y.Y. "Housing and neighborhood physical quality: Children's mental health and motivation." *Journal of Environmental Psychology* (under review).
- Rollings, K.A. & Wells, N.M. "The influences of residential kitchen floor plan design on eating behaviors." *Environment and Behavior* (revise and resubmit).
- Rollings, K.A., Wells, N.M., & Evans, G.W. "Measuring physical neighborhood quality related to health." In *Behavioral Science* 5 (2015): 190-202. doi: 10.3390/bs5020190.
- Wells, N.M & Rollings, K.A. "The natural environment: Influences on human health and function." *The Oxford Handbook of Environmental and Conservation Psychology*, edited by S. Clayton. Oxford: Oxford University Press, 2012.

### Ingrid Rowland

#### Grant-Supported Projects:

- Vitruvius Ten Books on Architecture*, translation and commentary (Chicago Humanities Institute, University of Chicago)
- Vitruvius De Architectura: The Corsini Incunabulum*, book (Accademia Nazionale dei Lincei)
- The Place of the Antique in Early Modern Europe*, exhibition and catalogue (David and Alan Smart Museum, University of Chicago; Andrew W. Mellon Foundation)

#### Scholarship - Books:

- Rowland, Ingrid. *From Pompeii: the Afterlife of a Roman Town*. Cambridge, MA: Harvard, 2014.
- . *Villa Taverna* (official history of US Ambassador's residence). Rome, 2013.
- . *Giordano Bruno: Philosopher/Heretic* (recipient of 2009 Howard Marraro Prize). New York: Farrar, Straus & Giroux, 2008.
- . *The Roman Garden of Agostino Chigi*. Groningen: University of Groningen, 2005.
- . *The Scarith of Scornello: a Tale of Renaissance Forgery*. Chicago: University of Chicago Press, 2004.
- . *Vitruvius Pollio De Architectura Libri Decem. The Corsini Incunabulum*. Rome: Edizioni dell' Elefante, 2003.
- . *The Ecstatic Journey: Athanasius Kircher in Baroque Rome*. Chicago: University of Chicago's Regenstein Library, Department of Special Collections, 2001.
- . *The Correspondence of Agostino Chigi in Vatican Cod. Chigi R.V.c: An Annotated Edition. Vatican City: Studi e Testi 399, 2001.*
- . *The Culture of the High Renaissance: Ancients and Moderns in Sixteenth-Century Rome*. Cambridge: Cambridge University Press, 1998.

#### Scholarship - Translations:

- Rowland, Ingrid, trans. *On the Heroic Frenzies*, by Giordano Bruno. Toronto: University of Toronto Press, 2013.
- . *Vitruvius Pollio, Ten Books on Architecture*. Cambridge: Cambridge University Press, 1999.



*Scholarship - Articles and Book Chapters:*

- Rowland, Ingrid. "Irresistible El Greco." In *The New York Review of Books* (June 19, 2014).
- . "A Banker, a Scholar, and the Invention of Art History." In *The New Republic* (July 5, 2014).
- . "4 Popes, 4 Saints, One New Guy." In *The American Scholar* (Summer 2014).
- . "Three Wonders of the Ancient World: the Mausoleum of Halicarnassus, the Colossus of Rhodes, and the Lighthouse of Alexandria." In *A Companion to Greek Architecture*, edited by Margaret M. Miles (in press).
- . "Raphael's Eminent Philosophers: The School of Athens and the Classic Work Almost No One Read." In *Diogenes Laertius*, edited by James Miller (in press).
- . "Annius of Viterbo." In *The Blackwell Companion to the Etruscans*, edited by Sinclair Bell and Alessandra Carpino. Chichester, West Sussex: John Wiley and Sons, in press.
- . "Vitruvius and his Influence." In *A Companion to Roman Architecture*, edited by Roger B. Ulrich and Caroline Quenemoen, 412-425. Chichester, West Sussex: John Wiley and Sons, 2014.
- . "The Local, Universal Master." In *The New York Review of Books* (Nov. 7, 2013).
- . "Annius of Viterbo." In *The Etruscan World*, edited by Jean McIntosh Turfa, 1117-1129. Abingdon: Routledge, 2013.
- . "Vitruvius and his Sixteenth-Century Readers, in Latin and Vernacular." In *Imitation, Translation and Transfer: Perspectives on the Dynamics of Neo-Latin and the Vernacular* (in press).
- . "Social Stratification in the Ideal City." In *Architectures de guerre et de paix: Du modèle militaire antique à l'architecture civile moderne*, edited by Émilie d'Orgeix and Olga Medvedkova. Brussels: Éditions Mardaga, 2013.
- . "Roma aeterna. Ancient Rome in the perception of Middle Ages, Renaissance and modern times." In *The Cambridge Companion to Ancient Rome*, edited by Paul Erdkamp, 558-574. Cambridge: Cambridge University Press, 2013.
- . "Giordano Bruno e la geometria dell'infinitamente piccolo." In *Giordano Bruno e la matematica*, edited by Ornella Faracovi, 53-70. Lugano: Agorà & Co., 2012.
- . "Ingrid Rowland: The Future We Want." In United Nations, Rio + 20: The Future We Want, <http://www.un.org/en/sustainablefuture/rowland.shtml>.
- . "The Crass, Beautiful Eternal City." In *The New York Review of Books* (December 22, 2011).
- . "Raphael and the Roman Academy." In *On Renaissance Academies*, edited by Marianne Pade, 133-146. Rome: Danish Institute in Rome, 2011.
- . "Le grandi famiglie del Rinascimento orvietano." In *Storia di Orvieto, Vol. III, Orvieto nel Quattro- e Cinquecento*, Cassa di Risparmio di Orvieto. Orvieto: Fondazione Cassa di Risparmio di Orvieto, 2011.
- . Review of Christine Smith and Joseph F. O'Connor, *Building the Kingdom: Giovannozzo Manetti on the Material and Spiritual Edifice*, Medieval and Renaissance Texts and Studies 317 (Tempe, AZ: ACMRS Arizona Center for Medieval and Renaissance Studies in collaboration with Brepols, 2007). In *International Journal for the Classical Tradition* (December 2010): 626-630.
- . "A Well-Read Patron: Raphael's School of Athens." In *What Makes a Masterpiece: Encounters with Great Works of Art*, edited by Christopher Dell, 170-173. London and New York: Thames and Hudson, 2010.
- . "Reducing Science and Religion." In *The American Scholar* (Summer 2010).
- . "The Passions of Palladio." In *The New York Review of Books* (December 17, 2009).
- . Introduction to *Le Vatican et la Basilique de Saint-Pierre*, by Paul-Marie Letarouilly. Princeton: Princeton Architectural Press, 2009.
- . "Sixteenth Century Rome: The Birth of a Cultural Capital." In *From Raphael to the Carracci: the Art of Papal Rome*, edited by David Franklin, 51-62. Ottawa: National Gallery of Canada, 2009.
- . "Vergil and the Pamphili Family in Piazza Navona, Rome." In *A Companion to Vergil's Aeneid and its Tradition*, edited by Michael C. J. Putnam and Joseph Farrell, 253-269. Wiley-Blackwell, 2010.

**Samantha L. Salden Teach**

*Current Research Foci:* The Chicago Townhouse: Evolution and Future of a Sustainable Typology; Typological Methodologies in Architectural & Urban Design; True Cost: Comparative Analysis of Urban and Suburban Form; Sustainable Dialects: Speaking the Language of Regional Architectural Traditions

*Scholarship:*

- Salden [Teach], Samantha. "Building Community Forms." In *Atlantis* published by the Polis Platform for Urbanism (August 2011): 44-47.
- . "Building a Sustainable Language of Typology, feature article on approaches for sustainable masterplanning and neighborhood design." In *Traditional Building* (June 2010): 14-17.

*Conference Presentations:*

- Salden [Teach], Samantha L. "The Foundations." Presentation at the National Curriculum Conference of the Institute of Classical Art & Architecture, University of Colorado Denver, Denver, CO, July 18, 2014.
- . "The Illegal Fabric: Understanding the American Dream and Its Effect on Chicago's Traditional Neighborhood Structure." Presentation at The Myth of Tradition Biennial Conference of the International Association for the Study of Traditional Environments, University of Oregon, Portland, OR, October 6, 2012.
- Salden [Teach], Samantha L. and Jennifer Parker. "Bringing the Studio into the Library: Faculty/Library Collaborations at the University of Notre Dame." Presentation at the Association of Architecture School Librarians Annual Conference, Boston, MA, March 2, 2012.
- Salden [Teach], Samantha L. "THE TRUE COST: Comparative Analysis of Urban and Suburban Form." Presentation at the 18<sup>th</sup> Conference of the International Seminar on Urban Form Montreal, Canada, August 26-29, 2011.
- . "The Building Block Approach: Typological Study and Design Methodologies as Explored in Bath, England." Presentation at the International Seminar on Urban Form in Hamburg, Germany, August 23, 2011.
- . "A Sustainable Language." Presentation at From Vernacular to Classical: The Perpetual Modernity of Palladio Conference, University of Notre Dame School of Architecture, June 10-12, 2011.
- . "New Urbanism: The Language of our Cities." Lectures and design workshop for graduate and undergraduate students at the Technical University of Delft, Delft, Netherlands, May 24-26, 2011.
- . "Learning the Language of Architecture." Presentation as the featured speaker, 2011 Indiana High School Architectural Design Competition, Indianapolis, IN, April 29, 2011.
- . "True Sustainability: A Holistic View of "Going Green" and the Role of the Architect." Presentation at the ICA&CA, New York City, October 5, 2010.
- . Chaired Session: "Changing Conceptions of Home," at GPS: Gender, Place and Space Conference, University of Notre Dame Gender Studies Program, March 25, 2010.
- . "Economic Realities: Impact on Urban Design and the Built Environment." Presentation at Mendoza College of Business, University of Notre Dame, February 11, 2010.

**Steven Semes**

*Scholarship:*

- Semes, Steven, ed. *The Classicist* 11 & 12 (2014-2015).
- Semes, Steven. "Another Rome: The Architecture and Urbanism of Armando Brasini." *The Classicist* 10 (2013): 40-57.
- . "New Buildings in Historic Settings: Recent Conservation Experience in England." *National Trust Forum Journal* (October 2013): 13-22.
- . "Adaptation as a Model for New Architecture in Historic Settings." *Change Over Time* (Fall 2012): 88-105.
- . *The Future of the Past: A Conservation Ethic for Architecture, Urbanism, and Historic Preservation*. New York: W.W. Norton & Co., 2009.
- . *The View from Rome Blog*. [http://traditional-building.com/Steve\\_Semes/](http://traditional-building.com/Steve_Semes/).

**Brian Smith**

*Scholarship:*

- Smith, B., and Kurama, Y. "Seismic Design Guidelines for Solid and Perforated Hybrid Precast Concrete Shear Walls," *PCI Journal* 59.3 (2014): 43-59.

- Smith, B., Kurama, Y., and McGinnis, M. "Behavior of Precast Concrete Shear Walls for Seismic Regions: Comparison of Hybrid and Emulative Specimens." *ASCE Journal of Structural Engineering* 139.11 (2013): 1917-1927.
- . "Design and Measured Behavior of a Hybrid Precast Concrete Wall Specimen for Seismic Regions." *ASCE Journal of Structural Engineering* 137.10 (2011): 1052-1062.
- . "Perforated Hybrid Precast Shear Walls for Seismic Regions." *ACI Structural Journal* (accepted and in-print 2015).

*Scholarship under review:*

- Ballard, Z., Thrall, A., Smith, B., and Casias, C. "Impact of Warping and Connections on Sandwich Panel Behavior in Origami-Inspired Deployable Structures." *ASCE Journal of Structural Engineering* (submitted 2015).

**Thomas Gordon Smith**

*Creative Work:*

- Principal, Thomas Gordon Smith Architect, <http://www.tgsarch.com/>
- "The Story of A Monastery," exhibit, Franciscan University, Steubenville OH, January-May 2015.
- "Mission: Postmodern - Heinrich Klotz und die Wunderkammer DAM," exhibit, Deutsches Architektur Museum, Frankfurt, May-October 2014.
- "La Tendenza: Italian Architecture 1965-1985," exhibit, Centre Pompidou, Paris, June 2012.
- "Tendencies," exhibit, First Moscow Biennale, Moscow, Russia, May 2012.

*Scholarship:*

- . "Church Architecture." In *The T & T Clark Companion to Liturgical Studies*, edited by Alcuin Reid. London: Bloomsbury, 2015.

**John W. Stamper**

*Scholarship:*

- Stamper, John. Chapter on the Crystal Palace. In *The Aesthetics of Iron Architecture*, edited by Paul Dobraszczyk and Peter Sealy. London: Ashgate, forthcoming January 2016.
- . Two entries on ancient Roman temples. In *Routledge Encyclopedia of Ancient Mediterranean Religions*, edited by Eric Orlin. London: Routledge, forthcoming December 2015.
- . "Aerial Views and Panoramas: Photographing the Nineteenth-Century Universal Expositions." In *Nineteenth-Century Photographs and Architecture: Documenting History, Charting Progress, and Exploring the World*, edited by Micheline Nilsen, 93-104. London: Ashgate, 2013.
- . "The Capitoline Temples of Rome and Its Colonies: Cosa and Pompeii, Cities and Gods: Religious Space in Transition." In *Babesch: Annual Papers on Mediterranean Archaeology*, Supplement 22 (2013): 9-20.

**Lucien Steil**

*Scholarship:*

- Steil, Lucien and Alireza Sagharchi. *Traditional Architecture Timeless Building for the 21<sup>st</sup> Century*. New York: Rizzoli, 2014.
- Steil, Lucien, ed. *The Architectural Capriccio: Memory, Fantasy and Invention*. London: Ashgate, 2013.
- Steil, Lucien and Alireza Sagharchi. *New Palladians*. London: Artmedia, 2010.

**Duncan Stroik**

*Creative Work:*

- Principle, Duncan Stroik Architect, <http://www.stroik.com/>

*Scholarship:*

- Stroik, Duncan, ed. *Sacred Architecture: A Journal of the Institute for Sacred Architecture*, 1998-present.
- Stroik, Duncan. *The Church Building as a Sacred Place: Beauty, Transcendence and the Eternal*. Chicago: Hillenbrand Books, Liturgical Training Publications, 2012.

**William Carroll Westfall (emeritus)**

*Scholarship:*

Westfall, William Carroll. *Architecture, Liberty and Civic Order: Theories of Architecture from Vitruvius to Jefferson and Beyond*. London: Ashgate, 2015.

- . "Vitruvius as the Model for Modernist Architects." *American Arts Quarterly* (Spring 2015).
- . "The Urgent Purpose of Purpose of Modern Traditional Architecture." *Traditional Building* (Feb. 2015).
- . "Beauty and Proportionality in Architecture." *American Arts Quarterly* 20.1 (2013): 32-42.
- . "Civic Spaces Civic Places." In *Visions of Seaside*, edited by Dhru Thadani, 111-120. New York: Rizzoli, 2013.
- . "The Jefferson Memorial: A Pyrrhic Victory for American Architecture." In *Civic Art: A Centennial History of the U.S. Commission of Fine Arts*, edited by Thomas S. Luebke, 154-163. Washington, D.C.: U.S. Commission of Fine Arts, 2013.
- . "City as Teacher." In *The American Founding: Its Intellectual and Moral Framework*, edited by Daniel Robinson and Richard N. Williams, 77-103. London & New York: Continuum, 2012.

**Samir Younés**

*Scholarship:*

Younés, Samir. *The Empire of Non-sense*. United Kingdom: Papadakis, 2014.

- . "Modern Traditional Architecture, An intellectual lineage." In *Traditional Architecture*, edited by Lucien Steil and Alireza Sagharchi, 20-40. New York: Rizzoli, 2014
  - . "Nature and the City: a co-evolutionary project." In *The Journal of Architecture and Urbanism* 38.3 (2014): 198-204.
  - . *The Imperfect City: On Architectural Judgment*. London: Ashgate, 2012.
  - . "Technique and the Collapse of Symbolic Thought." In *The Ellul Forum for the Critique of Technological Civilization* 49 (2012): 16-22.
- Younés, Samir, ed. *Architects and Mimetic Rivalry*. United Kingdom: Papadakis, 2012.
- . "Veils, Nudes and Walls." *American Arts Quarterly* 27.4 (2010): 16-20.
- Younés, Samir. "The Dominance of Modernist Ideology in the Charters of Athens and Venice." In *The Venice Charter Revisited*, edited by Matthew Hardy, 24-37. Cambridge: Cambridge University Press, 2009.

Student Support Services

*Academic and Personal Advising*

Undergraduate students are advised by the Assistant Dean of Undergraduate Studies for the duration of their studies at Notre Dame; and graduate students, likewise, are advised by the Assistant Dean of Graduate Studies throughout the course of their degree program. This entails academic advising at least once each semester to ensure that students are on track towards their graduation, to discuss with the student how they feel they are accomplishing their academic goals, and to offer consultation on any other issues be they of a personal nature or related to academics and career. Faculty are encouraged to bring any concerns about student well-being, academics, medical or personal issues to the appropriate Assistant Dean, who is in turn in contact with Student Affairs, the Registrar and Provost, the Office of Disability Services, the University Health Center, etc.

*Career Guidance*

All undergraduate and graduate students of the University of Notre Dame enjoy access to the Career Center (<http://careercenter.nd.edu/>), which provides programming, one-on-one appointments, and educational materials on resumes, cover letters, interview preparation, networking, graduate school search, and listings of employers and open positions.

Within the School of Architecture, internship placement and career placement has become well satisfied by the annual "Career Days" events, which include one information and orientation week held in the fall and a one-day Career Fair followed by two interview days in the spring. Typically, representatives from fifty to sixty firms in the United States participate in this event

(<http://library.nd.edu/architecture/help/careerfair.shtml>), many with a desire to hire several individuals. The rates of success exceed expectations. For example, six months after graduation, 91% of students had full-time work and 7% were enrolled in graduate or professional school in 2013, and 98% of students had full-time work in 2014. Anecdotal evidence support the idea that most if not all who wanted a job were successful by summer's end not only for graduates at both levels but also for younger students looking for summer employment.

Beyond the Career Fair, the School also has two special internships that are given annually to Notre Dame Architecture students. The David M. Schwarz Internship & Fellowship offers one rising fourth-year student and one graduate student entering into the final year of his or her program a ten-week paid internship in the office of David M. Schwarz Architects in Washington, D.C., and a \$5,000 stipend for travel and independent research during the summer. The Álvarez-Díaz & Villalón Professional Practice Internship places a Notre Dame School of Architecture student in the firm of ND alumni Ricardo Álvarez-Díaz and Cristina Villalón in San Juan, Puerto Rico. The eight-week internship includes a \$2,000 stipend, round-trip airfare, and housing for the duration of the summer.

Additionally, Notre Dame is one of 18 schools whose M.Arch students are invited to apply for the RAMSA Travel Fellowship, a \$10,000 prize awarded annually by the Partners of Robert A.M. Stern Architects for the purpose of travel and research.

Since AY 2003-2004, a program had been in place to ensure that the majority of students enrolled in the third year and above are registered for the NCARB Intern-Development Program (IDP). In addition, since the start of AY 2008-2009, a benefactor of the School has offered to reimburse the cost of the LEED examination for any student or faculty member who passes the exam.

For further professional development, students can join any of the School's professional society chapters. These include:

*The American Institute of Architecture Students - Notre Dame Chapter (AIAS-ND)*

An active chapter of AIAS enlivens the educational and social life of Bond Hall. In addition to two galas – the Beaux Arts Ball, a Halloween costume party, and the Vitruvian Ball, a spring formal – AIAS-ND sponsors trips to national and regional meetings of the organization, coordinates a lecture series, and organizes an annual charity book auction.

*Student Association for Women in Architecture - Notre Dame Chapter (SAWA-ND)*

Notre Dame's SAWA-ND was founded in 2007 to promote gender equality and diversity in architecture. In April 2013, for example, SAWA and the School celebrated four decades of coeducation by co-hosting a symposium titled "Beyond the Drafting Board: 40 Years of Women in Architecture at Notre Dame."

*Students for New Urbanism - Notre Dame Chapter (SNU-ND)*

SNU-ND educates students and the community about the New Urbanist planning approach. In the 2014-2015 academic year, for example, SNU-ND organized two urban design charrettes, both engaging the local South Bend community, and sent club member representatives to the Seaside Prize Conference (Seaside, FL), the 23<sup>rd</sup> Congress for New Urbanism (Dallas, TX), and the INTBAU World Congress in London. In recent years, SNU-ND has also focused on increasing membership across the University community, including Sustainability, Business, Law, Engineering, and Arts & Letters students with an interest in urbanism.

*Students for Classical Architecture - Notre Dame (SCA-ND)*

SCA-ND is a student group that hosts events to further educate the student body about classical architecture and promotes discussion regarding how best to incorporate architectural fundamentals into a contemporary curriculum. Over the past few years, SCA-ND has been most



active in organizing faculty lectures on topics related to education and professional practice. SCA-ND has also hosted salon discussions, scholarly paper competitions, and design competitions, such as the 2011 "Application of Classical Design in a 12-hour Esquisse," whose winners were exhibited at the "From Vernacular to Classical: Perpetual Modernity of Palladio" conference at Notre Dame and at the Chicago Architectural Foundation.

Finally, the Architecture Library guides students towards print and web-based career preparation and professional practice materials on its website: <http://library.nd.edu/architecture/help/career.shtml> and <http://library.nd.edu/architecture/about/ProfessionalPractice.shtml>.

#### Architect Licensing Advisor

From the last accreditation visit (2010) until his retirement in summer 2015, Adjunct Professor Bill Ponko served as the School's Architect Licensing Advisor (formerly known as the IDP Coordinator). During this period, he attended the IDP Coordinators Conference in 2010 (Chicago, IL), 2011 (Chicago, IL), 2012 (Chicago, IL), 2013 (Miami, FL), and 2014 (Miami, FL).

As the Architect Licensing Advisor, Adjunct Professor Ponko created "The Path to Becoming a Registered (Licensed) Architect in the USA: A Brief Primer Prepared for the Student of the School of Architecture at Notre Dame," a document that summarized the path to licensure, advised students to explore the NCARB resources like the IDP Guidelines and Handbook for Interns and Architects, and gave students his contact information so that they could arrange to meet with him individually or as a group throughout the academic year.

One of the most significant activities undertaken by Adjunct Professor Ponko was a series of intensive Thesis Project Integrative Design Technical Reviews for each senior thesis and graduate Terminal Design project. Adjunct Professor Ponko coordinated a team of faculty members to review in-progress systems integration documents, including technical sections through an exterior wall, indicating foundation, floor and roof systems, with particular attention to construction materials; building structure diagrams; HVAC layout diagrams (including a "lace and weave" diagram of horizontal ducts and vertical risers coordinated with mechanical equipment rooms as shown in the building plan); and handicapped access and emergency egress diagrams.

Adjunct Professor Ponko also contributed to student learning by partnering with the Office for Students with Disabilities to host an annual Accessibility Awareness Event for all fourth year undergraduate architecture students and first year Path C graduate architecture students. Donning crutches, wheelchairs, and blindfolds, students go about normal daily and academic activities like going to and from dorm rooms, libraries, chaps, classrooms, dining halls, and public restrooms. The purpose of this event is to give the students an opportunity to experience a day on campus with different physical challenges. This experience is beneficial for the students as they incorporate accessibility features into their design projects, and is also useful for the University as the students articulate the areas of campus that are well designed for accessibility, and those areas where access is limited.

With Adjunct Professor Ponko's retirement in summer 2015, Associate Professor of the Practice John Mellor is transitioning into this position for AY 2015-2016. In 2016, Associate Professor of the Practice Mellor will attend NCARB's Licensing Advisors Summit.

## I.2.2 Physical Resources

### Bond Hall

Bond Hall is solely dedicated to the needs of the School of Architecture at Notre Dame. The facility consists of a four-story limestone structure originally built in 1917 as the University's Library. During 1995-1997, the building was gutted and entirely remodeled to accommodate the needs of the School. During that time an addition of 15,000 square feet was made toward the west providing required vertical circulation and additional classroom facilities as well as mechanical and electrical services. The building is fully air-conditioned.

The basement level accommodates a graduate studio for 20 students, a sophomore studio for 55 students, and a freshman studio for 60 students. The basement also contains a computer laboratory, laboratories for faculty-led GreenScale and Architecture, Health, and Sustainability research teams, a small student work archive, and compact storage for the Architecture Library.

The main floor comprises a reception foyer, administrative offices, an exhibition gallery, an auditorium that seats 100, and a classroom accommodating 50. The Architecture Library is also entered from this level, as is the School's coffee shop, Café Poche.

The second floor of Bond Hall houses a studio for fourth year students and the mezzanine of the Library.

The third floor has fifth-year and graduate studios clustered around the Library skylight. A "U" shaped corridor connects the studios and provides easy access to spacious faculty offices arranged around the building perimeter. Each regular faculty member has a private office; adjunct faculty share offices. Two seminar rooms are also located on this level, bringing the number of seminar and classroom spaces to four.

All offices, classrooms and studios have computer connections to the University server to assist in the integration of computer applications into the curriculum. Studios have ample pin-up space on the walls for student work. All studios contain sinks and all but one contain blackboards or whiteboards.

### *Architecture Library in Bond Hall*

There are three main components to the Architecture Library: the Bond Hall library, the Ryan Rare Book Room, and the Rome Global Gateway Library. The library housed in Bond Hall is the main library for the School of Architecture with supplemental collections housed in the main Hesburgh Library and the Engineering Library. The Bond Hall library is comprised of over 37,000 volumes and over 150 journal titles. In addition to print resources, Bond Hall library provides technological support to the Architecture faculty and students. The library provides advanced 3D imaging, printing and modeling and includes among its resources a MakerBot Z18 3D printer, multiple GoPro cameras, aerial balloons to be used for site documentation, five scanners, including a large format overhead scanner, five public computer workstations, a touch-screen mobile workstation, two Oculus Rift virtual reality goggles, and iPads and iPods. In addition to these resources, the library may be adding an additional 3D printer and a larger touch-screen workstation for student and faculty use for the upcoming Fall 2015 semester.

The Ryan Rare Book Room (RRBR) is comprised of nearly 600 volumes of early architectural publications including 102 titles from the Park List, the first architectural publications available in the U.S. from 1485-1775, and 350 titles from the Hitchcock List, the first architectural publications published in the U.S. 1775-1895. In addition, the RRBR houses the most important architectural treatises, significant early publications on Roman and Greek architecture, and materials that support the teaching and research of the School of Architecture's faculty and students. Several publications have been fully digitized and made available through the libraries' website. Others have been digitized in part and are made available through an image collection database.

The Rome Global Gateway Library is primarily comprised of resources that support the teaching of the School of Architecture's Rome Studies program. It is comprised of over 3,000 volumes fully available through an online catalog. The library serves as a resource for architecture students studying abroad and its primary focus is on the architecture and urbanism of Italy.

*Significant Problems and How to Address Them*

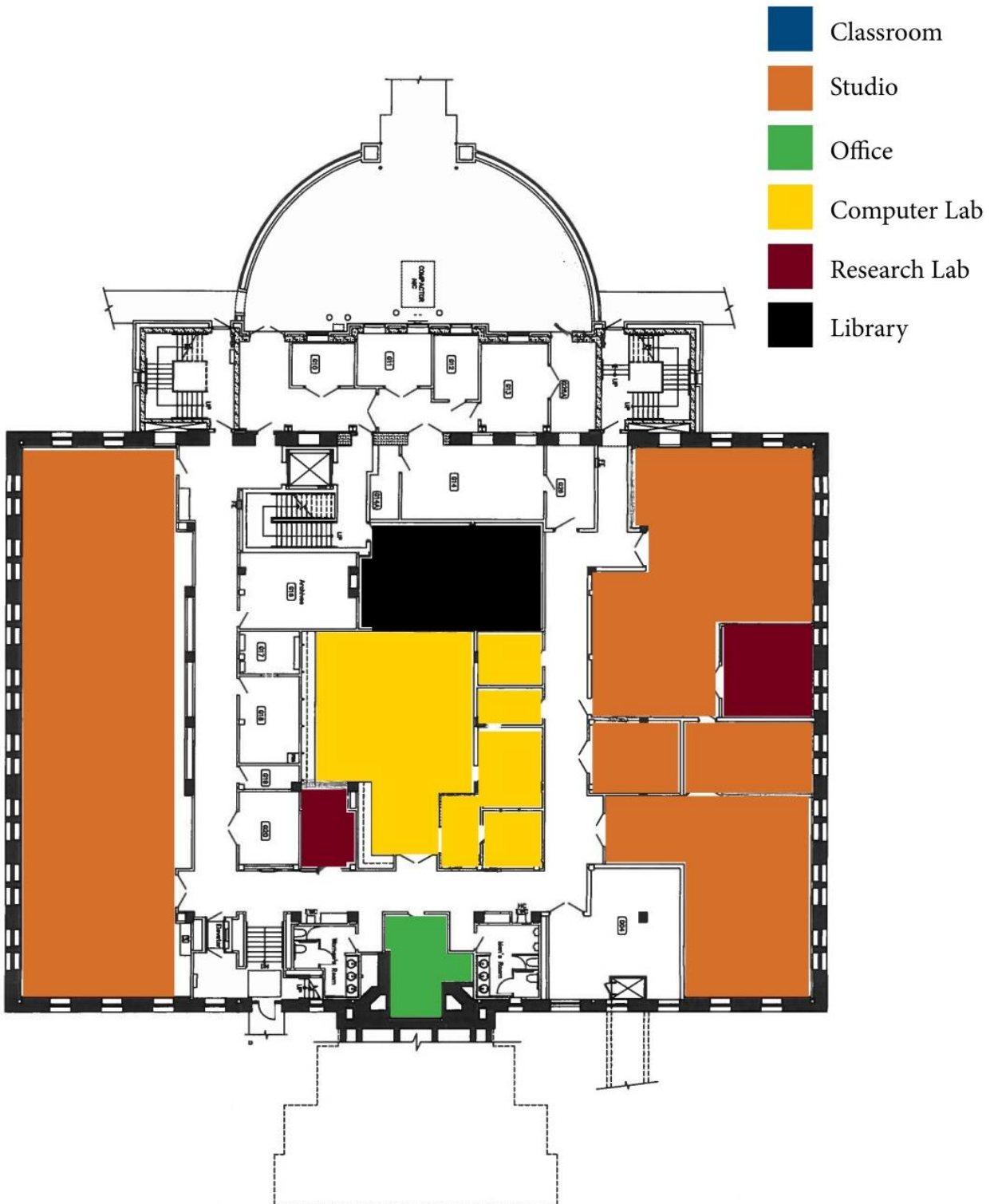
The most significant problem facing Bond Hall is a lack of space to adequately support classroom, studio, and storage needs. Bond Hall's few classrooms are booked heavily to accommodate class schedules; some studios have been filled to their maximum capacity to accommodate enrollment; and storage and archival spaces have become cramped.

To date, the School has addressed this issue by reducing on-site storage, engaging in efforts to purge physical files, and carefully scheduling room use. This issue will be solved more fully with the School's impending move into Walsh Family Hall of Architecture (see p. 109), which is being designed to provide increased classroom, studio, archival, and conference room space.

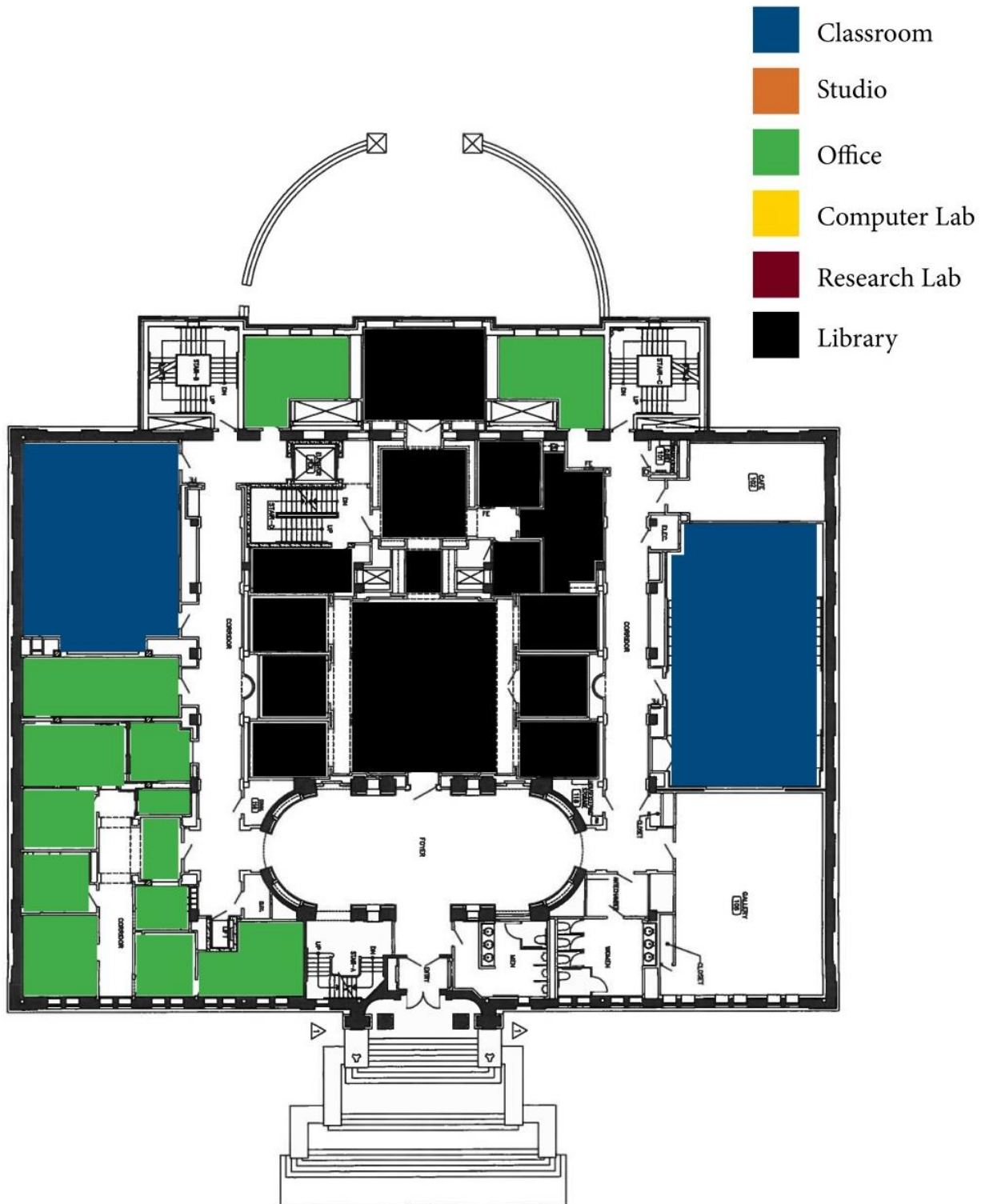
Bond Hall floor plans may be viewed below:



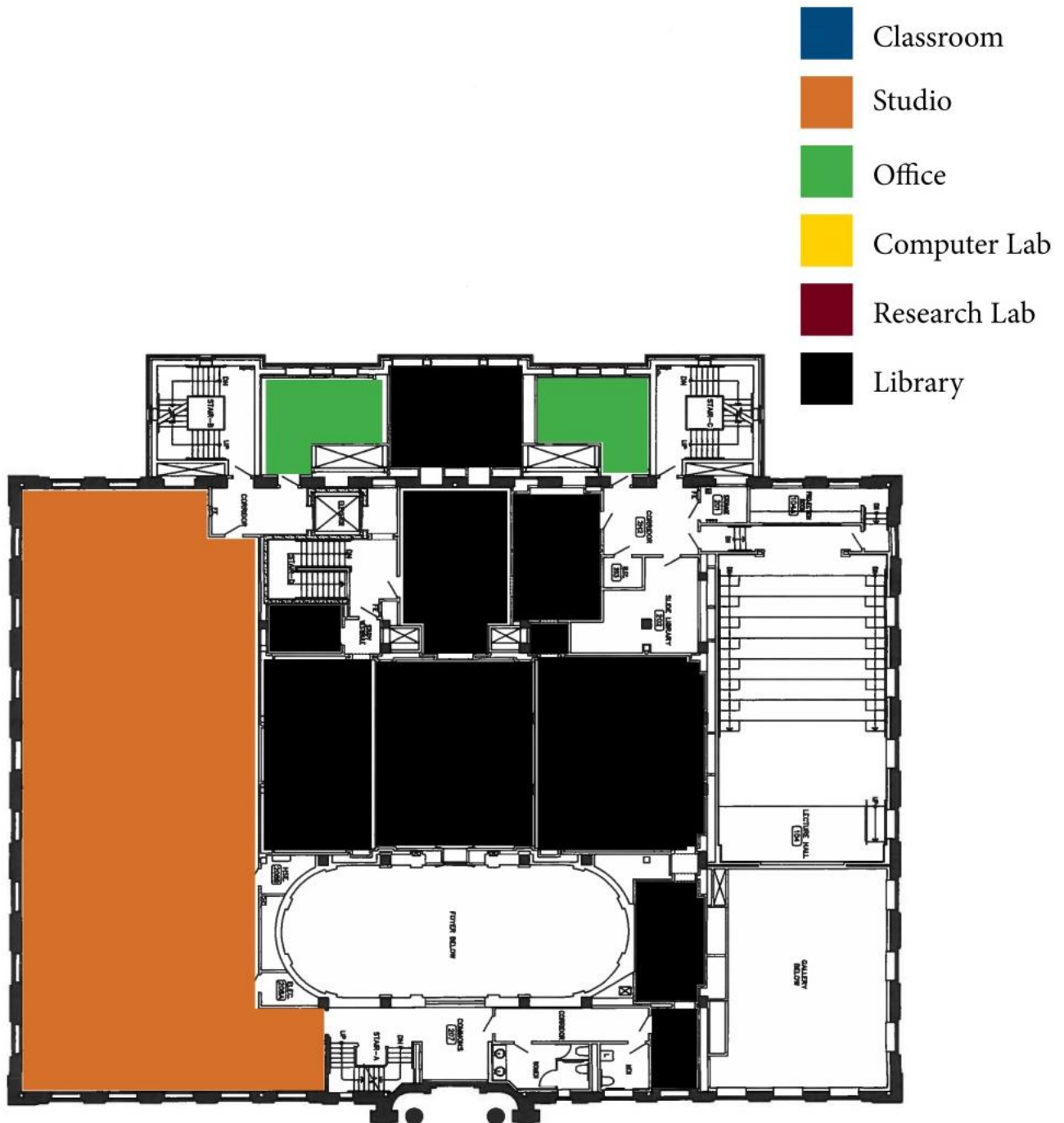
Bond Hall: Ground Floor



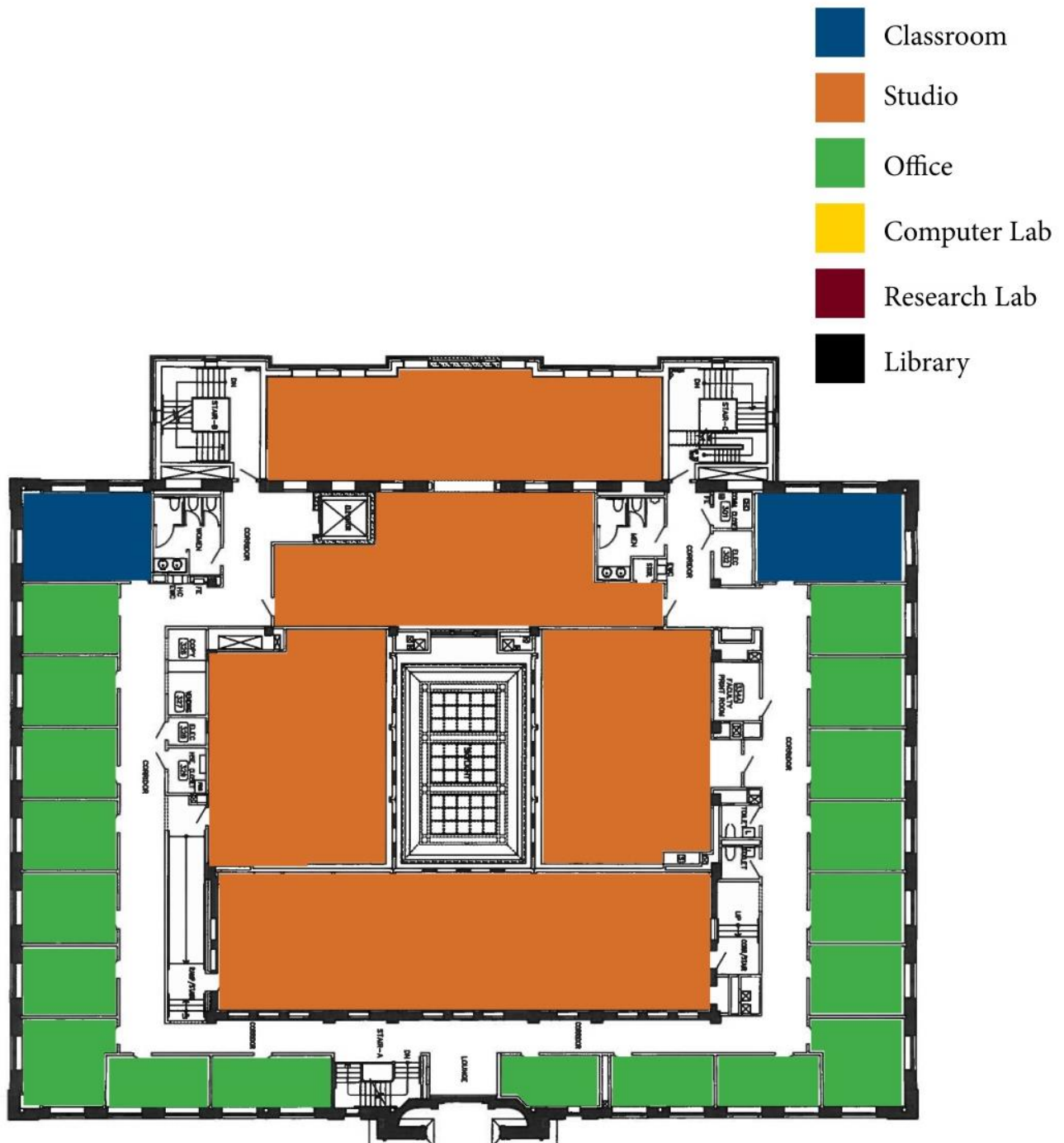
Bond Hall: First Floor



Bond Hall: Mezzanine Level



Bond Hall: Third Floor



West Lake Hall Annex

In 2012, the University refurbished West Lake Hall and West Lake Hall Annex with classrooms, workspace, a central meeting and exhibition space, and Fabrication Shop to support graphic and industrial design programs in the Department of Art, Art History & Design in the College of Arts and Letters. The School of Architecture was granted use of the West Lake Hall Annex to house its Woodshop and Model Shop. These spaces support the Furniture Design and Building Arts undergraduate concentrations and related elective courses.

The West Lake Hall Annex Woodshop and Model Shop are design studios and production facilities featuring a wide range of tools for developing fine furniture, three-dimensional prototypes and final presentation models in a variety of materials. The Woodshop is equipped with modern stationary power tools, portable power tools, and traditional hand tools capable of performing a wide variety of operations with wood. Stationary power tools include: table saw, (2) band saws, miter saws, jointer, (2) planers, drill press, shaper, spindle sander, disk sander and (2) lathes.

A floor plan may be viewed below:



### Chicago Studio

The University operates its Chicago Global Gateway in the historic Motorola Building, historically known as the Santa Fe Building and the Railroad Exchange Building, at 224 South Michigan Avenue, Chicago, IL 60604. The Motorola Building accommodates the Notre Dame's Executive MBA program, the Notre Dame Law in Chicago Externship Program, and Career Center programming throughout the academic year.

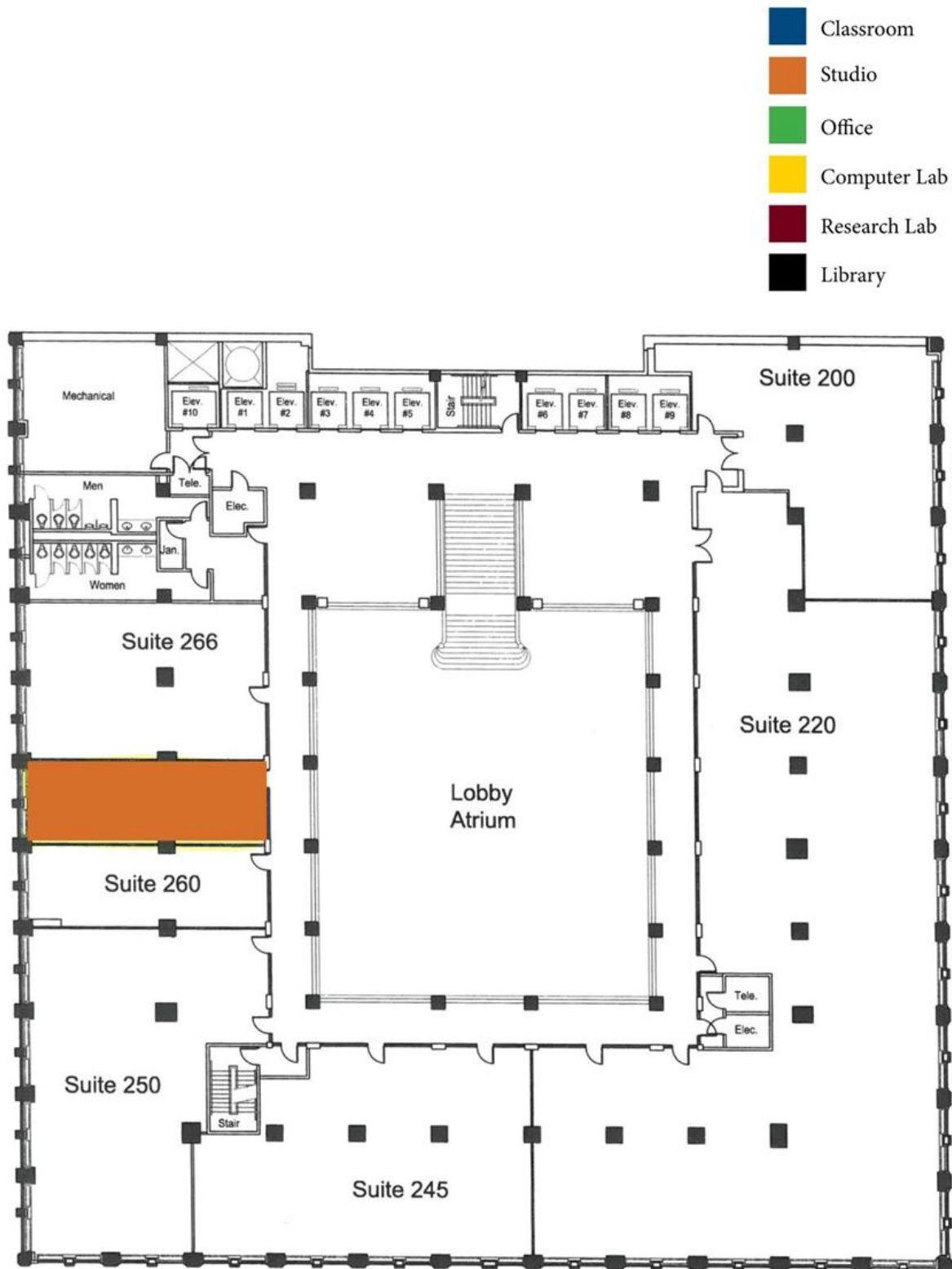
In April 2009, the School began renting a studio space in Suite 263 on the second floor of the Motorola Building. The studio benefits from the building's long history of architectural engagement; said to be the place where Daniel Burnham produced the 1909 Plan of Chicago, the building is home today to major architecture firm headquarters and the Chicago Architecture Foundation, with its scale model of the city of Chicago.

Most recently, this studio supported the Summer 2015 Chicago Design Experience, an intensive design component of one section of the fifth-year fall design studio course. Students' time in the studio was complemented with broad exploration of the city's architecture, including site documentation and research of Chicago's Newberry Library, visits to professional offices and cultural sites, and on-site sketching.

A floor plan may be viewed below:



School of Architecture Studio, Suite 263, 224 S. Michigan, Chicago, IL:





### Rome Studies Program

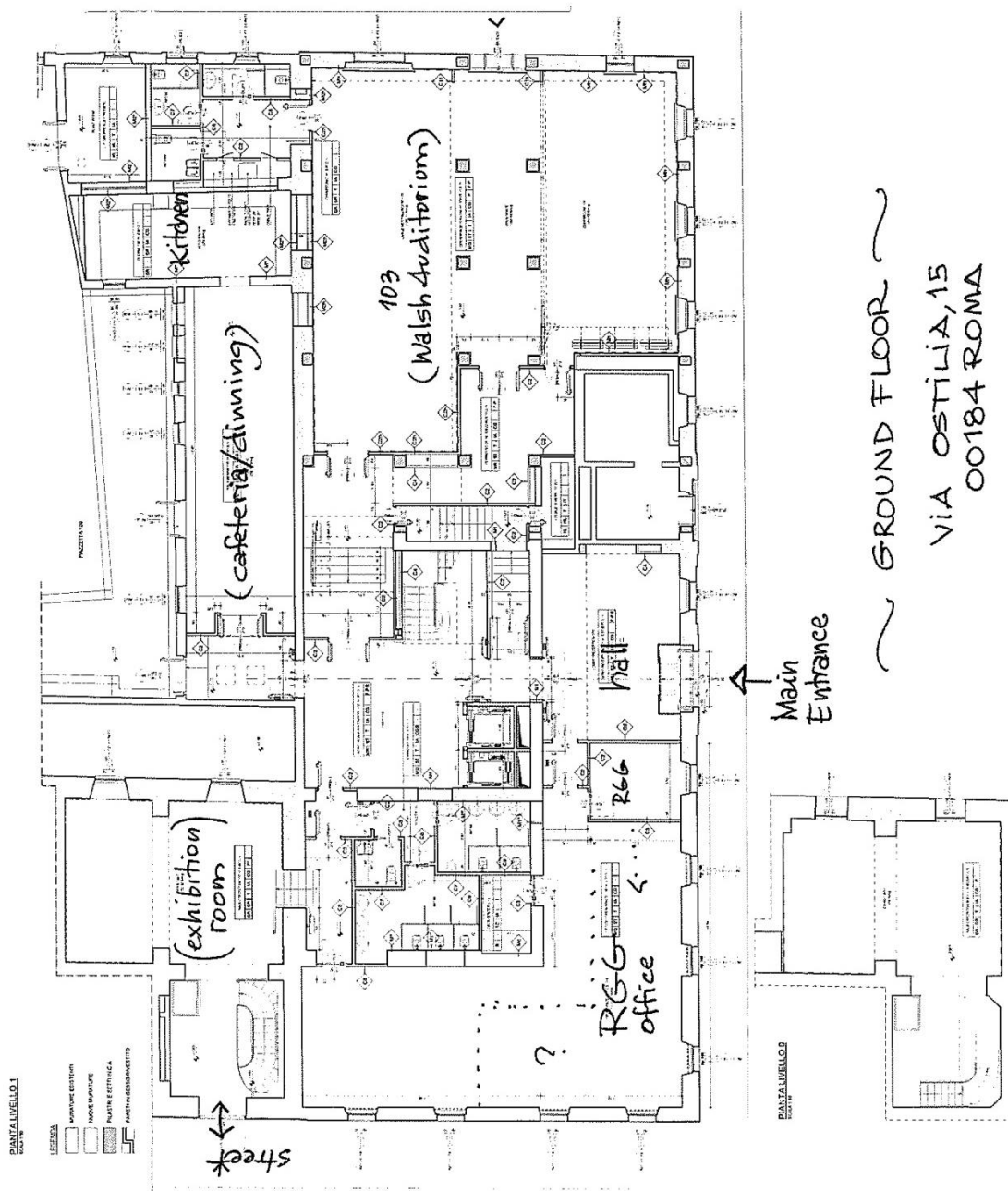
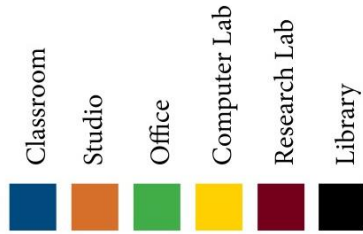
The School's Rome Studies Program operates out of the University's Rome Global Gateway site in Via Ostilia 15, in the Rione Celio (Caelian neighborhood), on the slopes of the Caelian hill, overlooking the Palatine, Aventine, and Esquiline hills. The newly restored building, which dates back to the turn of the twentieth century, is painted the warm yellow ochre typical of Rome's center. Its windows open onto Via Ostilia and two side roads, Via dei S.S. Quattro and Via Capo d'Africa.

The site is in the heart of Rome, enclosed and served by large thoroughfares such as Via Labicana, Via Celio Vibenna, Via dell'Amba Aradam, Piazza di Porta San Giovanni, Via Merulana and Via Emanuele Filiberto: beneath here run the two lines of the subway, with a third under construction.

Architecture students enjoy access to the Rome Global Gateway space at large, benefitting from the shared library, lounge spaces, and auditorium. Within the Rome Global Gateway, the School has been allotted space to meet its teaching, administrative, and research needs; this includes office space on the second floor; studio and office space on the third floor; a studio, classrooms, faculty offices, a computer laboratory, and laboratory space for the School's DHARMA research team on the fourth floor; and a painting studio on the fifth floor.

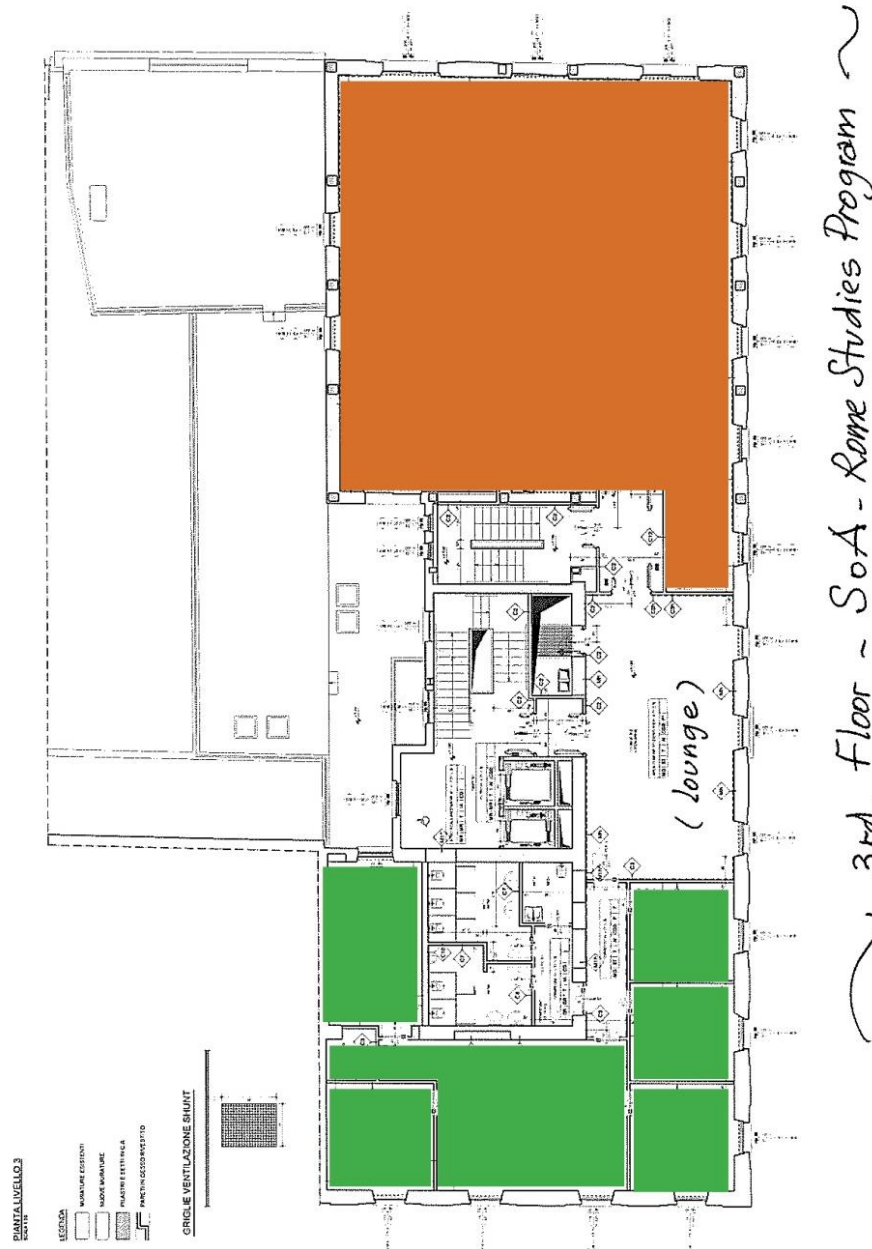
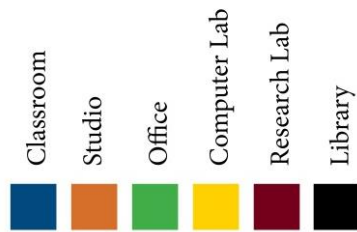
Floor plans may be viewed below:

Rome Studies Program, Via Ostilia, 15, 00184 Rome: Ground Floor





Rome Studies Program, Via Ostilia, 15, 00184 Rome: Third Floor



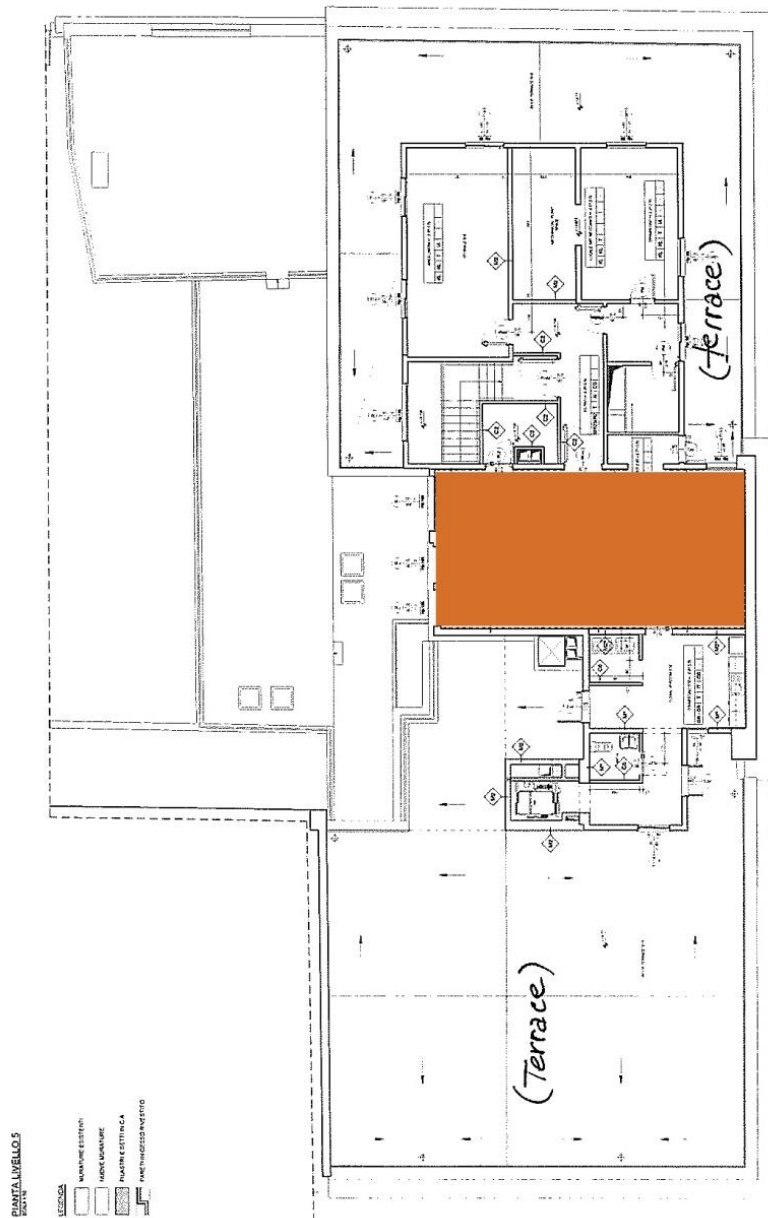
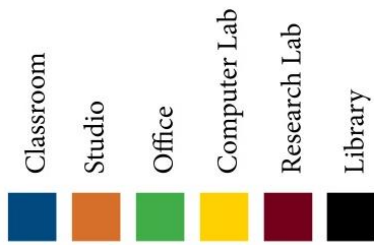
Rome Studies Program, Via Ostilia, 15, 00184 Rome: Fourth Floor

- Classroom
- Studio
- Office
- Computer Lab
- Research Lab
- Library



4th Floor  
SoA - Rome Studies Program

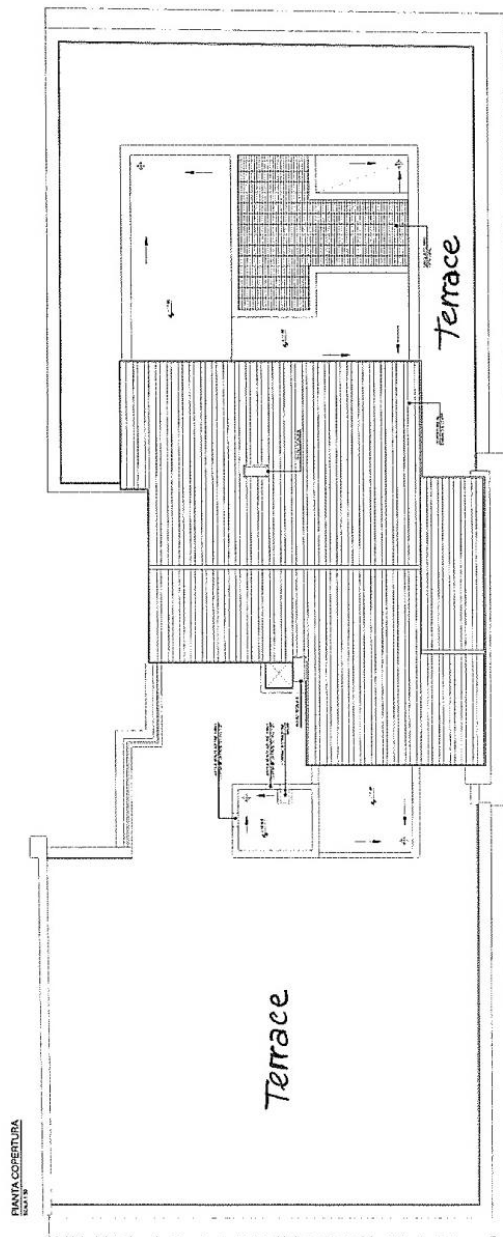
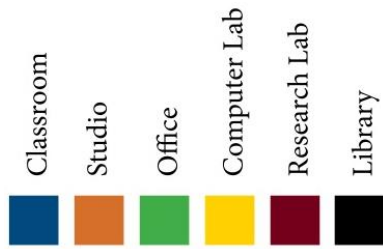
Rome Studies Program, Via Ostilia, 15, 00184 Rome: Fifth Floor



5th Floor  
 SoA - Rome Studies Program (painting studio)



Rome Studies Program, Via Ostilia, 15, 00184 Rome: Terrace Plan



Terrace Plan

Changes to the School's Physical Resources: Walsh Family Hall of Architecture

In September 2013, the University received a \$27 million gift from advisory council members Matthew and Joyce Walsh to fund a new School of Architecture Building and expansion of that school's academic programs. The Walsh gift is the fifth largest in Notre Dame's history among benefactions that have included a publicly announced figure.

London architect John Simpson, one of the world's leading practitioners of New Classicism and New Urbanism, has been selected to design the new Walsh Family Hall of Architecture. The 80,000-square-foot building will be realized in a prime location along the east side of North Eddy Street, adjacent to the DeBartolo Center for the Performing Arts. This site is a principal gateway to campus and a prestigious location for visitors given its proximity to Notre Dame Stadium. It is also within walking distance of the new Eddy Street Commons area, a symbol of a successful new mixed-use traditional urban development in South Bend and home to University development offices as well as many commercial establishments frequented by students and visitors to campus.

Walsh Family Hall of Architecture will be a pedagogical and symbolic icon of the School's architectural principles such that students and faculty can point to its massing, character, and details from which to teach and learn. The siting will allow for future expansion of the School and set the tone for how the new area of campus will be developed.

The exterior of the School will be of durable construction and fit within the character of the Notre Dame campus. The use of brick for the exterior wall finishes, limestone details and the sparing use of granite for the base of the building will represent the Vitruvian Triad of durability, beauty and functionality. The roof of the building will shed water and snow effectively and the cornices and eaves will be emblematic of the kind of construction taught in the School's studios and classrooms. The construction of the building will emphasize economy while maximizing the architectural character in keeping with the values of sustainability and conservation for the long-term life of the building.

The exterior composition will be of a classical character with proportions and details appropriate to the School's philosophical approach to practice and pedagogy. At the entrances of the building the monumental qualities of the classical language of architecture will be appropriately used. The interior spaces will be well considered and their interrelationship will convey the clarity of the overall organization of the building's parti.

To conserve energy, the floor plates shall be narrow enough that natural light reaches all the appropriate habitable spaces, especially the studios, offices and public rooms. Ceilings will be high in the larger rooms to allow heat to rise in the summer and blown downward in the winter with the use of ceiling fans. The fenestration will be made of operable windows such that air can circulate freely during those days that air conditioning and heating are not required.

The interiors are envisaged to be spartan but durable with plain, concrete floors, concrete block interior walls and partitions and exposed ceilings in studios, laboratories, classrooms and the areas of public circulation. More ceremonially appropriate architectural articulation will be used for the main lobby, court of casts, auditoriums and library. Where possible, courtyards and interior spaces will convey the sense of community that an architecture school aspires to foster.



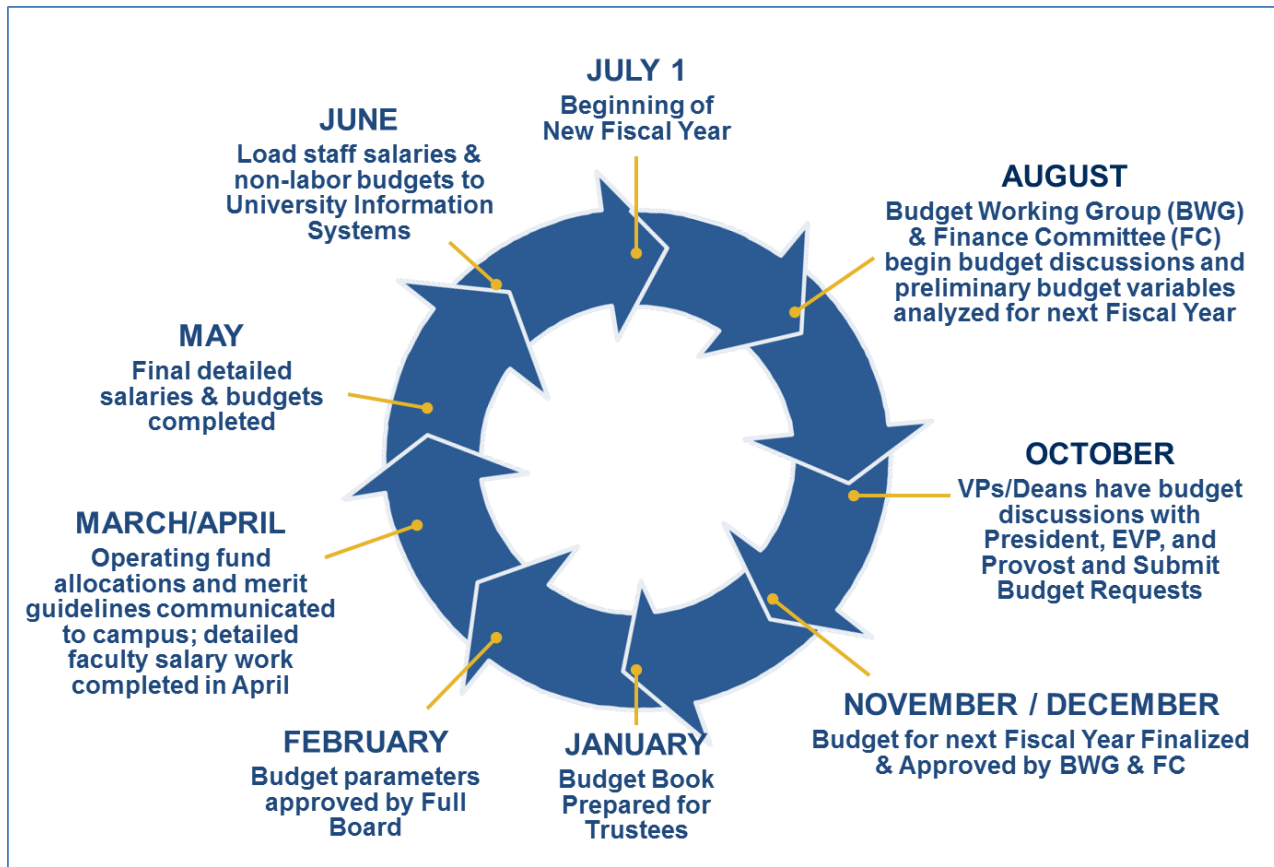
### I.2.3 Financial Resources

#### Institutional Processes For Allocating Resources to the Professional Degree Programs

*Expense budgeting process:* The University's budget, including the allocation of financial resources to various programs across campus, is the culmination of discussions, consultations, and deliberations among many constituencies. The Budget Working Group (BWG), which consists of the President, Provost, Executive Vice President, Vice President for Finance, Sr. Associate Provost for Budget and Planning, President's Chief-of-Staff, Associate Vice President for Finance and the Sr. Director of Budget and Planning, provide structure for these decisions.

As noted in Figure 1 below, there is an annual cycle of work that the Office of Budget & Planning coordinates and executes from the high-level budget decisions and development of short and long-range financial strategy in the fall, to the execution of these plans in budget development in the spring. In all facets, the budget planning process is linked to the University's strategic priorities.

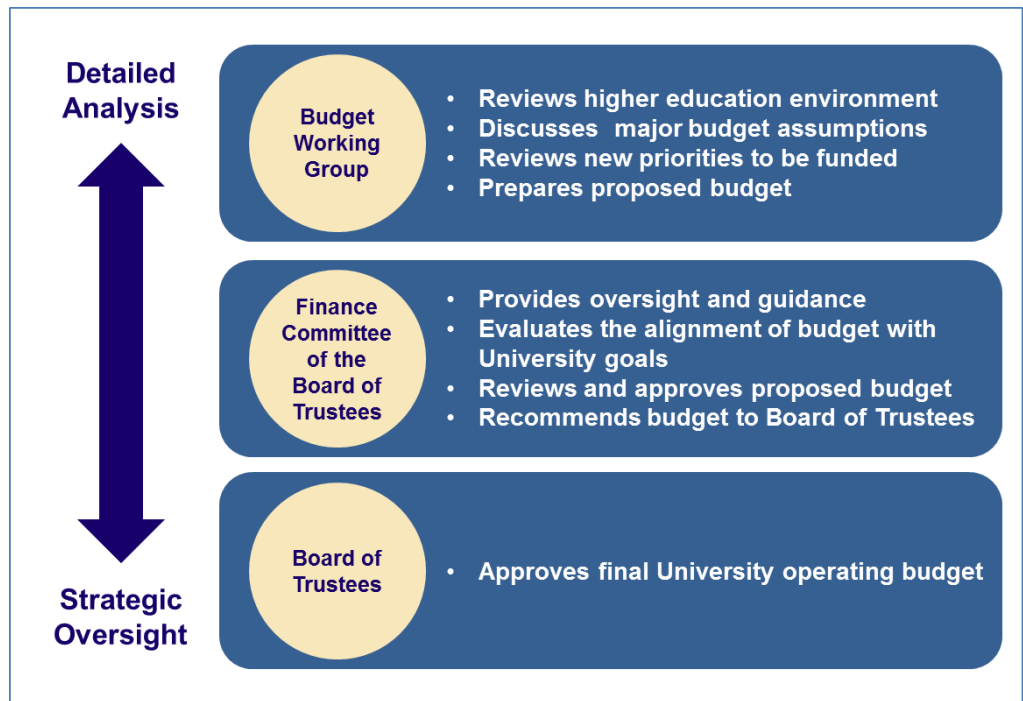
Figure 1: Annual Budget Process



Departments can submit future budget requests to the BWG for consideration on an annual basis. These requests must include a brief business case, a risk analysis, and detail on how it supports the University strategy. The BWG is provided with historical financial and headcount information for the requesting unit to assess their ability to self-fund requested items and to assess the past growth and demand patterns of the requesting unit. These tools ensure that the appropriate financial and strategic context is given to each budget investment.

Various committees evaluate available funding sources and determine the best use of these resources. BWG serves as the decision making body for budget allocations on campus. The BWG develops the proposed budget by deliberating on key revenue and expense assumptions and directing available budget resources to items identified as University priorities. Their meetings conclude with the recommendation of a proposed budget, which includes the upcoming year, as well as a two-year forward projection, to the Finance Committee of the Board of Trustees. Once the Finance Committee approves the proposed budget, it submits this proposed budget to the full Board for adoption (see Figure 2).

Figure 2: Budget Committee Structure



#### Revenue Budgeting Process

In addition to the University's expense budget process described above, the School's Master of Architecture program qualifies as a tuition-based revenue-sharing program. The program is structured to split tuition and revenues between the School and the University (85%/15%, respectively). The School's graduate program tuition and fees are charged in accordance with the tuition policy set by the University. The School's proportionate share is distributed to the program and able to be used at the discretion of the Dean to support the program's priorities.

#### Endowment Investment Earnings Process

A portion of accumulated investment returns is distributed annually to beneficiary programs under the University's endowment spending policy. The University's endowment spending policy attempts to meet three objectives: (1) provide a predictable, stable stream of earnings to fund participants; (2) ensure the purchasing power of this revenue stream does not decline over time; and (3) ensure the purchasing power of the endowment assets does not decline over time. Under this policy, as approved by the Board of Trustees, investment income, as well as a prudent portion of appreciation, may be appropriated to support the needs of fund participants.

#### Expense Categories

The School has complete discretion over all expense items funded out of the School's unrestricted budget, including instruction (faculty salary lines), programmatic support (fieldtrips, technology, building), and general and administrative (staff positions, conferences, donor relations, professional memberships).

The graduate program receives endowment earnings which have restrictions to support graduate program fellowships. The School maintains control and flexibility on how the fellowships are disbursed to its graduate students.

#### Revenue Categories

The School has two main sources of revenue: 1) tuition-based revenue sharing allocations, and 2) donations, expendable contributions and endowment earnings.

As described earlier, the graduate program tuition follows the University's tuition setting policies; however, the School maintains discretionary spending control over its 85% distributed share of the tuition revenues.

The School works closely with University Development Officers to identify the top priorities for donors to contribute to the School. Donors give expendable contributions and/or establish endowments to support the School. These contributions/earnings are received with or without donor restrictions in usage. Contributions/earnings without donor restrictions are directed at the Dean's discretion to fund the programmatic priorities of the School.

#### Scholarship, Fellowship, and Grant Funds Available to Students and Faculty

##### Students

The University of Notre Dame administers financial aid resources from institutional, private, federal, and state student aid programs. The School's undergraduate and graduate students work directly with the Office of Financial Aid (<http://financialaid.nd.edu>) for need-based scholarships and grants.

The School has endowments for graduate student fellowships to offset tuition costs. Every M.Arch graduate student receives a minimum of one-third fellowship in their first and second year and one-half fellowship in the terminal year. The School also has the flexibility, as funds allow, to increase awarded fellowships for both need-based and merit-based reasons.

Students have the opportunity to apply for funding directly from the School to support their academic endeavors. The School has funds specifically established to help with the additional costs associated with Rome, notably the Frank Montana Rome Scholarship fund, which defrays tuition for nearly twenty third-year students each year. The School has also supported student travel to participate in charrettes – such as a team of students traveling to Santa Rosa Beach, FL, in 2014 to work with the Historic Point Washington Association to create a pattern book to guide development and preserve the character of the town – and to academic conferences, including the annual meetings of the American Institute of Architects and Congress for the New Urbanism.

Students also have the opportunity to apply for funding from various entities within the University, including the Nanovic Institute for European Studies, Kellogg Institute for International Studies, First Year of Studies, Center for Undergraduate Scholarly Engagement, and Center for the Study of Languages and Cultures. These entities offer grants to support research and travel, international internship and service, and language acquisition.

Finally, the School presents annually a number of need- and merit-based awards and scholarships to its students (<http://architecture.nd.edu/students/student-awards/>). Awards carry with them monetary reward and recognize excellence in freehand drawing, overall improvement, highest grade-point averages, thesis design solutions, commitment to sustainability, civic virtue, and religious architectural design, among others. Scholarships include the Alice Wesoloski Scholarship (\$1,500), Brian Crumlish Scholarship (\$1,500), Alliance Architects Scholarship (\$1,000), and Lochner SCTC Scholarship Award (\$1,000).

### *Faculty*

As noted in I.2.1 Human Resources and Human Resource Development, the University's Office of Research provides all Notre Dame faculty with complete life cycle support for grant and research administration. This includes assistance in preparing grant applications and related budgets to external funding agencies. Furthermore, faculty have access to a variety of internal University grants funds through the Office of Research, Nanovic Institute for European Studies, Kellogg Institute for International Studies, Center for Social Concerns, and Notre Dame International.

While the School of Architecture does not have a dedicated budget for research and creative endeavors, the School has provided support from discretionary funds for specific projects when possible.

### Summary of Financial Changes and Development Campaigns

Pending reductions or increases in enrollment and plans for addressing these changes:

- No significant changes in enrollment are anticipated.

Pending reductions or increases in funding and plans for addressing these changes:

- No significant changes in funding are anticipated.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes:

- No significant funding model changes have occurred since the last accreditation visit.

Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments):

- The University is currently in the foundational ("quiet") phase of a comprehensive fundraising campaign. During this phase, the Office of Development cultivates and solicits principal- and leadership-level gifts for critical campaign priorities. Development will also continue its robust efforts in annual giving, including a push to raise unrestricted funds. The goal of the foundational phase is to create a fundraising base that propels the campaign into the public phase. The foundational phase, which has historically lasted 3-4 years, began on July 1, 2013. In 2017, Notre Dame plans to enter the public phase of the campaign. This is the final 3-4 years of the campaign, during which fundraisers will emphasize major gifts and annual gifts, in addition to the continued push for principal and leadership gifts.
- The campaign has over 200 funding priorities that reflect the University, college, and divisional strategic plans, which are both highly focused and mindful of our long-term University mission. Throughout the spring and summer of 2012, Notre Dame campus units (colleges and schools, University centers and institutes, the Office of Student Affairs, the Department of Athletics, etc.) updated their strategic plans, which contain the strategies and tactics that will enable the University to achieve its goals in the future. Campus units then ranked their highest priority strategies that would require significant financial resources over the next 5-10 years. In August of 2012, campus leaders submitted their initial funding priorities. The executive officers then approved the various funding needs and determined the priorities/targets for the current campaign.
- The School of Architecture's campaign targets total \$20 million and include:
  - New Classroom Building: \$12 million
  - 2 Professorships: \$6 million
  - Fellowships: \$2 million

## I.2.4 Information Resources

### Institutional Context

The Architecture Library, located in the center of Bond Hall, is one of seven libraries that make up the Hesburgh Libraries of Notre Dame.

### *Mission:*

The Hesburgh Libraries contribute to the mission of the University by providing distinctive collections, services, tools, and spaces that enhance learning, teaching, and research for, and in collaboration with the University community.

### *Vision:*

The Hesburgh Libraries are integral to achieving Notre Dame's ambitious aspirations to be a preeminent research institution that provides an unsurpassed undergraduate education while ensuring that the University's Catholic character informs all its endeavors. Keenly attuned to the distinctive needs of this academic community, the Libraries exercise leadership in identifying and acquiring information resources critical to Notre Dame's larger mission. Employing professional expertise, interpersonal skills and appropriate technology, the Libraries provide uncomplicated and swift access to needed resources regardless of format or location and assistance in their use. To achieve this vision, it fosters an organizational setting that is open, collaborative, empowering, energizing, dynamic, and results focused.

### Description

The Architecture Library is comprised of 3.5 full-time employees including the Architecture Librarian who is also the head of the library, a half time Special Collections Librarian, the Digital Projects and Collections Specialist, and the Collections and Student Supervisor. It is part of the Special Collections Department in the Arts and Humanities Research Services Program.

Hours of operation during the semester are Monday-Thursday, 9 AM to 11 PM, Friday, 9 AM to 5:30 PM, Saturday noon to 5 PM, and Sunday 1 PM to 11 PM. With the exception of Saturday, there is always a librarian or staff member present, ensuring that faculty and students have reliable access to materials and reference help. Both the Architecture Librarian and Special Collections Librarian, along with the staff members, have taken a proactive approach to reference and research services. The librarians conduct outreach and instruction and strive to assist patrons at their point of need. Staff members are knowledgeable about the collections, trained in basic research, and are available six days a week. In depth reference and research questions are directed to the architecture or special collections librarians. They each have an open door policy when it comes to research assistance and make themselves available when someone needs assistance. A series of web-based guides to using the Architecture Library are maintained and constantly updated to reflect new resources and subject interest.

The Architecture Library's website (<http://library.nd.edu/architecture/>) provides 24/7 access to the library catalog and online resources. Students and faculty have unlimited access to electronic publications and journals through the site. In addition, there is access to a small digital image collection and the libraries unique research resources including the *Seaside Research Portal* (<https://seaside.library.nd.edu/>), *Building South Bend* (<http://buildingsouthbend.nd.edu/>), and *SPQR-ND* (<http://library.nd.edu/architecture/spqrnd.shtml>).

The Architecture Library accounts for 1% of the total holdings of the Hesburgh Libraries and nearly 4% of the circulation of materials. The monographic collection is heavily used and remains a priority for the Library and the School of Architecture. New materials are purchased through approval plans and firm orders based on the current curriculum and research interests of faculty and students. Retrospective purchases are made on an as needs basis to fill in gaps in the collection and support curricular emphasis. The Architecture Library maintains a periodicals collection that supports the curricular needs of the School of Architecture. Students and faculty have access to several online periodical indices including the Avery Index to Architectural Periodicals, Art Full-Text, Art Index Retrospective, among others. In addition,

the Hesburgh Libraries provides access to JSTOR and many other interdisciplinary databases that are increasingly including research material relevant to the study of architecture and related disciplines. The Architecture Library currently subscribes to 79% of titles on the Core List of Periodical Titles recommended by the Association of Architecture School Librarians for first degree programs in architecture and 14% of titles on the supplementary list either in print, online, or in aggregated databases. The nature of the School's focus on classical and traditional architecture renders some of the Core List titles obsolete.

While the Architecture Library does not maintain a slide collection, photo collection, or models, we are increasingly providing digital access to these materials through an online gallery. We have been digitizing and making available plates and illustrations from our collection of rare books and lantern slides. We also maintain subscriptions to the most relevant databases for researching the visual and built environment. Access to ARTstor and other digital images databases are provided to faculty and students. The Library maintains a small collection of videos, mostly on DVD, which circulate for three days.

The Library collections are particularly strong in areas relating to the specialized curriculum. Classical and traditional architecture and urbanism is very well supported, as are American architecture, Italian architecture, Latin American architecture, urban planning, sustainable design, New Urbanism, furniture, and architectural history. New specializations include historic preservation, Asian architecture, and landscape architecture and design. The librarians maintain a policy to purchase all requests by students and faculty thus ensuring a diverse collection.

The Ryan Rare Book Room (RRBR) houses over 800 titles related to the history, study, and practice of architecture in the United States. The teaching collection is comprised of over 90 titles from the Helen Park List – a list of early architectural publications available in the US prior to the 1775, and over 400 titles from *American Architectural Books: A list of Books, Portfolios, and Pamphlets on Architecture and Related Subjects Published in America Before 1895*. In addition to these collections the RRBR houses the most significant architecture treatises including first printed editions of Alberti, Vitruvius, Palladio, and Scamozzi, the textbooks from the *Ecole des Beaux Arts*, the first books published on Greek architecture, and many significant publications on Roman architecture and antiquities. Many of the publications are fully digitized and available on the Library's website and searchable by plates in the digital image gallery.

The Architecture Library, in partnership with the School of Architecture, is building an architectural archive devoted to the study of classical and traditional architecture and urbanism. Notre Dame is the repository for the Leon Krier Library and Archive comprised of over 8000 volumes and 1200 project folders that document Krier's life and work. The archives of the community of Seaside, Florida are also housed in the library and made available through the Seaside Research Portal. The Portal provides virtual access to Seaside from the urban scale down to the individual scale through the plans provided by Krier and Duany, Plater-Zyberk & Company and archival documentation provided by the architects who have built there.

Digital projects play a significant role in the Architecture Library. The Library has taken a leading role in presenting the built environment virtually by combining traditional library resources such as archival materials and rare books with cutting edge digital technologies. Three major digital projects have been launched as part of the Historic Urban Environments at Notre Dame research team. These projects, the Seaside Research Portal, Building South Bend, and SPQR-ND combine websites, mobile applications, 3D printed buildings, and immersive 3D virtual environments to allow students and faculty access to study and plan the built environment in new ways. The Library provides access to the 3D printers and other digital tools to students and studios and assists with virtual design and presentation.

#### Significant Problems and How to Address Them

As with all academic libraries, the Architecture Library has suffered from budget cuts over the last several years. These cuts have not been drastic but have hindered our ability to continually build the unique rare book collections. Staffing shortages have been addressed through support of the School of Architecture. The library continues to seek external funding for staffing, collections, and digital projects.

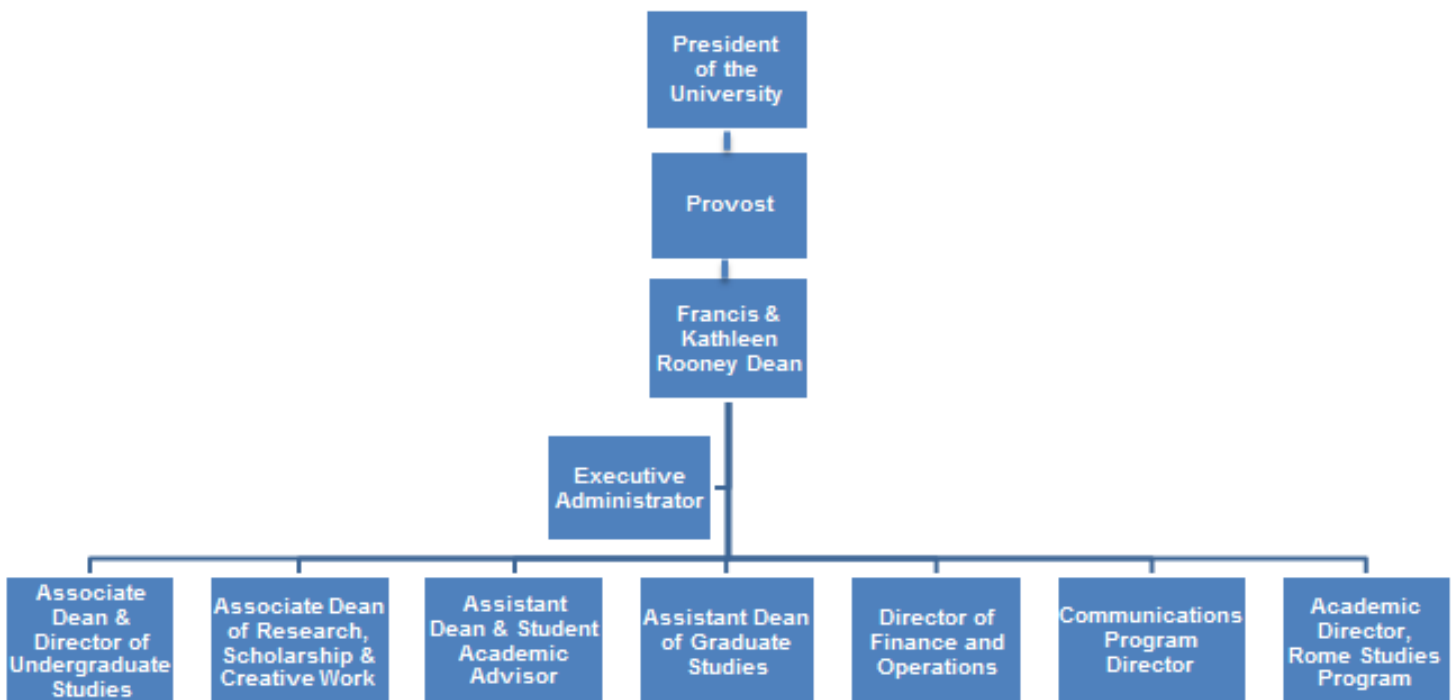
## I.2.5 Administrative Structure & Governance

### Administration

The School of Architecture is a free standing school within the University of Notre Dame. The Dean of the School reports directly to the Provost's office, and is a member on the Provost's Advisory Committee (PAC).

The School Administration consists of the Kathleen & Francis Rooney Dean of the School of Architecture: Michael Lykoudis; the Associate Dean and Director of Undergraduate Studies: John Stamper; the Interim Associate Dean of Research, Scholarship & Creative Work: Samir Younés; the Assistant Dean & Student Academic Advisor: Rev. Richard Bullene, C.S.C.; the Assistant Dean of Graduate Studies: Samantha Salden Teach; the Director of Finance and Operations: Jennifer Hoover; the Communications Program Director: Mary Beth Zachariades; and the Academic Director of the Rome Studies Program: Krupali Krusche.

The administrative structure is as follows:



### Governance

Faculty, staff, and students all exercise some degree of governance of the School of Architecture. Listed below are some of the major mechanisms of governance for these constituents.

#### *School and University Committees*

Faculty members have the duty to serve as appointed and elected officers in the School's administrative committees and the University's committees. School committees include Archives; Center for Classical and Traditional Architecture and Urbanism; Committee on Academic Standards; Committee on Appointments and Promotions; Committee on Architectural Practice; Committee on Standards & Metrics;



Committee on the Environment and Sustainability; Committee on Competitions, Scholarships, and Fellowships; Development; Exhibitions; Facility – Notre Dame; Graduate Studies; Architecture & Urbanism Graduate Studies; Historic Preservation Graduate Studies; Historic Preservation & Restoration; Honesty; Information Technology; Landscape Architecture Program; Lectures (Campus); Mentoring Committee; New Architecture Building; Publications; Rea Estate and Traditional Town Development Program; Rome Studies Advisory Board; Undergraduate Studies; Website. Rome faculty, while they cannot participate on committees when they are off-campus, participate in a Committee on Lectures (Rome) to plan the Rome Studies Program lecture series.

University committees with School of Architecture representation include: Academic Council; Committee on Admissions, Scholarships, and Financial Aid; Committee on Elections; Faculty Grievance Committee; Faculty Senate; Limited Submissions Committee; Provost's Advisory Committee; Strategic Research Committee; University Committee on Appeals; University Committee for First Year of Studies; University Committee on Intellectual Property; University Committee on Women Faculty and Students; and University Council on Academic Technology. The School shares representation with the College of Engineering on the Academic and Faculty Affairs Committee of the Board of Trustees, and shares representation with the College of Arts and Letters on the University Committee on Libraries.

Students are members of and participate in the both the Undergraduate Studies Committee and the Graduate Committee; and students play leadership roles in the Honesty Committee when it is called into action.

To see a list of current committee assignments, please visit the following link:

[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfiY1REZ3akdLdnp1QIN6QUpQQ29uSHR2Wk53YzkzMUplUVMxMVMwVnIEUjA&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfiY1REZ3akdLdnp1QIN6QUpQQ29uSHR2Wk53YzkzMUplUVMxMVMwVnIEUjA&usp=sharing).

#### *Curriculum Review*

The School has two committees dedicated to the annual review of the curriculum. These are the Committee of Undergraduate Studies and the Committee of Graduate Studies. Each committee is chaired by its respective director who is appointed by the dean. The membership of each Committee is comprised of four members of the faculty and two students from the respective program of study. Of the four members of the faculty, three are elected and one appointed by the dean. All of the student members are elected by the students in their respective program.

Each committee reviews on an annual basis a specific area of the curriculum. Issues are identified on the basis of discussions that have occurred in faculty meetings, the semester communication meetings between the dean and students or through the discussions that have occurred within the committees. The curriculum is assessed with respect to content, interconnectivity, sequence, diversity of topics and relevance to critical issues of our time. In general, the areas of coursework that are assessed are design (studio), history, graphics, technology, professional practice, and sustainability. After deliberations, the Undergraduate and Graduate Studies Committees make recommendations to the faculty for changes to the curriculum of the undergraduate and graduate programs.

At the end of each academic year, the faculty meets to discuss the performance of the fifth year thesis and comprehensive design projects. The feedback from that meeting is used to make adjustments to the next year's thesis preparation.

#### *Faculty and Staff Meetings*

Each month the faculty meets to discuss administrative, logistical and curricular issues. The faculty as a whole acts as the "college council" in the decision-making process. Most issues are assigned to and explored through committees elected by the faculty. Any member of the faculty can submit points for discussion on the agenda. An outline of the agenda is circulated prior to the meeting with a request for comments and additions. Both Architecture and Architecture Library staff are also invited to attend these meetings.



In addition, each semester the Dean of the School meets with each individual faculty member to discuss their role in the School and their ideas about any issues that they feel need tending to. This meeting provides a separate, more relaxed forum for faculty members to contribute to the School's development in curricular and administrative matters.

Once per week a staff meeting is held. All staff and faculty performing administrative tasks meet to discuss and coordinate school business. In these meetings staff and administrators make suggestions about policies and methods to various issues of school business. The results of these meetings when appropriate and relevant are also discussed in the monthly faculty meetings. Periodic retreats are held to allow the staff and administration to examine the complexities and intricacies of the workplace and provide a forum for discussion of the School's evolution and development.

#### *All-School Meetings*

At the beginning of each semester, faculty, staff, and students assemble for an All-School Meeting. Hosted by the Dean, these meetings are an opportunity to update all on School news, semester priorities, staffing and faculty changes, and upcoming events, as well as to open up student questions and dialogue.

#### *Student Meetings*

Each semester the Dean holds meetings with each class, including the class in Rome. These meetings provide an opportunity to listen to students concerns as well as offer a forum for the administration to test new ideas in dialogue with the students.

The Dean also hosts group exit interviews with graduating students at the end of each fall semester, which are supplemented by exit surveys updated annually by the Communications Department.

The ideas and critiques expressed by the students are reviewed by the School administrators, and some have become incorporated into the policies routines and or curriculum of the School.

### **II.1.1 Student Performance Criteria**

The following matrices demonstrate which required courses fulfill which Student Performance Criteria for each of the three accredited degree programs offered.

These matrices can also be accessed through the following hyperlink:

[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfjdnUGZIRUIBT19wQjdnT013TlptZ2xpd3JNeGI4ZUh2VXFVZmxtYk9naDA&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfjdnUGZIRUIBT19wQjdnT013TlptZ2xpd3JNeGI4ZUh2VXFVZmxtYk9naDA&usp=sharing).

Student Performance Criteria Matrix  5-Year B. Arch		Realm A: Critical Thinking & Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
		ABILITY: Professional Communication Skills	ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblies	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities	UNDERSTANDING: Professional Conduct
KEY: A = Ability; U = Understanding; A-U Primary; au Secondary ROIT 10101 & 10102 Beginning Italian 1 & 2 (or ROIT 10110 or ROIT 10115)		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
		a																									
ARCH 11011 Graphics I: Drawing		A	a	a			a	u																			
ARCH 10311 Analysis of Architectural Writing		a	a	A	A	A			u			a								u							
ARCH 21111 Design I		a	a		A	A	A																				
ARCH 21121 Design II		a	a		A	A	A					a								u							
ARCH 20411 Building Technology I			a			a		U			A		a			U	U										
ARCH 20211 Architectural History I		A						U	U																		
ARCH 20221 Architectural History II		A		a				U	U																		
ARCH 20511 Structural Engineering														A						u							
ARCH 34112 Design III			A	a	A	a	A				A	a															
ARCH 34122 Design IV			A	a	A	a	A				A	a								u							
ARCH 34312 Architectural History III		a	a					U	u																		
ARCH 34322 Architectural History IV		a		a				U	u											u							
ARCH 34212 Roman Urbanism & Architecture I						A																					
ARCH 34222 Roman Urbanism & Architecture II				A																							
ARCH 34012 Graphics III: Freehand Drawing		a																									
ARCH 34022 Graphics IV: Watercolor		a																									
ARCH 40411 Env. Systems I / Systems Integration			a									A			A	u		U									
ARCH 41111 Design V			A	a	A		a				a	a	a	a	a	u	u	u		u			u				
ARCH 41121 Design VI			A	a	A		a	U	U		a	a	a	a	a	u	u	u		u			u				
ARCH 41011 Graphics V: Computers												A		A													
ARCH 40511 Structural Design												A		A													
ARCH 40521 Applied Structural Systems												A		A													
ARCH 40421 Building Technology II								u				A	a			U											
ARCH 50419 Env. Systems II / Acoustics & Illumination												a	a														
ARCH 51111 Design VII						a	a				A	a	a	a	a	u	u	u		u			u				
ARCH 51121 Design VIII (Thesis)						a	a				a	a	a	a	a	u	u	u		U	A	A	u				
ARCH 50711 Professional Practice		a										a	a	a	a	u	u	u	U				u	u	u	u	u

Student Performance Criteria Matrix		Realm A: Critical Thinking & Representation										Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
		ABILITY: Professional Communication Skills	ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblies	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities			
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5		
		KEY: A = Ability; U = Understanding; A-U Primary; a-u Secondary																											
		SPC expected to have been met in preparatory or pre-professional education.																											
		Note: All 2-Year Professional Degree students receive additional transcript review and any courses deemed to be missing from their previous coursework are then added to their graduate program curriculum.																											
Path B: 2-Year M. Arch	ARCH 60211 Architectural History I	A	a					U	U																				
	ARCH 60221 Architectural History II	A	a					U	U				a			U	U		u										
	ARCH 60411 Building Technology I						a				A		a			U	U												
	ARCH 60421 Building Technology II							u			a		a			U													
	ARCH 60431 Env. Systems I / Systems Integration		a									A				A		U											
	ARCH 60511 Structures I													A															
	ARCH 60521 Structures II											A		A															
	ARCH 61021 Introduction to CAD													A															
	ARCH 61111 Architectural Design I	a	a		A	A								a							u								
	ARCH 61121 Architectural Design II	a	a		A	A								a							u								
	ARCH 70441 Env. Systems II / Acoustics & Illumination												a			A		U											
	ARCH 70531 Structures III												A		A														
	ARCH 71131 Architectural Design III	A	a	A			a					a	a	a	a	a	u				u			u					
	SPC expected to be met in this NAAB-accredited program.																												
	ARCH 61011 Introduction to Architectural Representation					a	a																						
	ARCH 70211 History of Rome				A																								
ARCH 70311 Urban Elements and Principles				a				u																					
ARCH 71111 Elements & Principles of Classical Architecture		a	A	a	A	A					a		a				u												
ARCH 71141 Classical Architecture I		A	a	A		a					a	a	a	a	a	u							u						
ARCH 73321 Architectural Treatises		a																											
ARCH 74142 Urban Design I		A	a	A			A				A	a																	
ARCH 74211 Urban History of Rome		a		a				U	u																				
ARCH 74322 Italian Urbanism				A																									
ARCH 81151 Urban Design II		a	a	A			A		u		A	a																	
ARCH 81161 Terminal Design Project						a	a			A	a	a	a	a	a	u	u				a		u						
ARCH 83311 After Urbanism																													
ARCH 84152 Classical Architecture II		a	A	a	A	a	A				A	a																	
ARCH 84211 Architectural History of Rome		a		a				U	u																				
ARCH 84312 Italian Classicism																													
ARCH 80711 Professional Practice		a										a	a						U				U	U	U	U	U		

Student Performance Criteria Matrix																																							
Path C: 3-Year M. Arch																																							
Realm A: Critical Thinking & Representation										Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions				Realm D: Professional Practice															
ABILITY: Professional Communication Skills										ABILITY: Pre-Design										UNDERSTANDING: Research										ABILITY: Integrative Design				UNDERSTANDING: Stakeholder Roles in Architecture					
ABILITY: Design Thinking Skills										ABILITY: Site Design										UNDERSTANDING: Building Envelope Systems & Assemblies										ABILITY: Integrated Evaluation & Decision-Making				UNDERSTANDING: Legal Responsibilities					
ABILITY: Investigative Skills										ABILITY: Codes and Regulations										UNDERSTANDING: Building Materials & Assemblies										UNDERSTANDING: Research				UNDERSTANDING: Business Practices					
ABILITY: Architectural Design Skills										ABILITY: Environmental Systems										UNDERSTANDING: Building Service Systems										UNDERSTANDING: Research				UNDERSTANDING: Project Management					
ABILITY: Ordering Systems										ABILITY: Technical Documentation										UNDERSTANDING: Building Materials & Assemblies										UNDERSTANDING: Research				UNDERSTANDING: Business Practices					
ABILITY: Use of Precedents										ABILITY: Codes and Regulations										UNDERSTANDING: Building Materials & Assemblies										UNDERSTANDING: Research				UNDERSTANDING: Business Practices					
UNDERSTANDING: History and Global Culture										ABILITY: Site Design										UNDERSTANDING: Building Materials & Assemblies										UNDERSTANDING: Research				UNDERSTANDING: Business Practices					
UNDERSTANDING: Cultural Diversity and Social Equity										ABILITY: Codes and Regulations										UNDERSTANDING: Building Materials & Assemblies										UNDERSTANDING: Research				UNDERSTANDING: Business Practices					
A.1										B.1										C.1										D.1				D.2					
A.2										B.2										C.2										D.2				D.3					
A.3										B.3										C.3										D.3				D.4					
A.4										B.4										C.4										D.4				D.5					
A.5										B.5										C.5										D.5				D.6					
A.6										B.6										C.6										D.6				D.7					
A.7										B.7										C.7										D.7				D.8					
A.8										B.8										C.8										D.8				D.9					
U										B.9										C.9										D.9				D.10					
U										B.10										C.10										D.10				D.11					
U										B.11										C.11										D.11				D.12					
U										B.12										C.12										D.12				D.13					
U										B.13										C.13										D.13				D.14					
U										B.14										C.14										D.14				D.15					
U										B.15										C.15										D.15				D.16					
U										B.16										C.16										D.16				D.17					
U										B.17										C.17										D.17				D.18					
U										B.18										C.18										D.18				D.19					
U										B.19										C.19										D.19				D.20					
U										B.20										C.20										D.20				D.21					
U										B.21										C.21										D.21				D.22					
U										B.22										C.22										D.22				D.23					
U										B.23										C.23										D.23				D.24					
U										B.24										C.24										D.24				D.25					
U										B.25										C.25										D.25				D.26					
U										B.26										C.26										D.26				D.27					
U										B.27										C.27										D.27				D.28					
U										B.28										C.28										D.28				D.29					
U										B.29										C.29										D.29				D.30					
U										B.30										C.30										D.30				D.31					
U										B.31										C.31										D.31				D.32					
U										B.32										C.32										D.32				D.33					
U										B.33										C.33										D.33				D.34					
U										B.34										C.34										D.34				D.35					
U										B.35										C.35										D.35				D.36					
U										B.36										C.36										D.36				D.37					
U										B.37										C.37										D.37				D.38					
U										B.38										C.38										D.38				D.39					
U										B.39										C.39										D.39				D.40					
U										B.40										C.40										D.40				D.41					
U										B.41										C.41										D.41				D.42					
U										B.42										C.42										D.42				D.43					
U										B.43										C.43										D.43				D.44					
U										B.44										C.44										D.44				D.45					
U										B.45										C.45										D.45				D.46					
U										B.46										C.46										D.46				D.47					
U										B.47										C.47										D.47				D.48					
U										B.48										C.48										D.48				D.49					
U										B.49										C.49										D.49				D.50					
U										B.50										C.50										D.50				D.51					
U										B.51										C.51										D.51				D.52					
U										B.52										C.52										D.52				D.53					
U										B.53										C.53										D.53				D.54					
U										B.54										C.54										D.54				D.55					
U										B.55										C.55										D.55				D.56					
U										B.56										C.56										D.56				D.57					
U										B.57										C.57										D.57				D.58					
U										B.58										C.58										D.58				D.59					
U										B.59										C.59										D.59				D.60					
U										B.60										C.60										D.60				D.61					
U										B.61										C.61										D.61				D.62					
U										B.62										C.62										D.62				D.63					
U										B.63										C.63										D.63				D.64					
U										B.64										C.64										D.64				D.65					
U										B.65										C.65										D.65				D.66					
U										B.66										C.66										D.66				D.67					
U										B.67										C.67										D.67				D.68					
U										B.68										C.68										D.68				D.69					
U										B.69										C.69										D.69				D.70					
U										B.70										C.70										D.70				D.71					
U										B.71										C.71										D.71				D.72					
U										B.72										C.72										D.72				D.73					
U										B.73										C.73										D.73				D.74					
U										B.74										C.74										D.74				D.75					
U										B.75										C.75										D.75				D.76					
U										B.76										C.76										D.76				D.77					
U										B.77										C.77										D.77				D.78					
U										B.78										C.78										D.78				D.79					
U										B.79										C.79										D.79				D.80					
U										B.80										C.80										D.80				D.81					
U										B.81										C.81										D.81				D.82					
U										B.82										C.82										D.82				D.83					
U										B.83										C.83										D.83				D.84					
U										B.84										C.84										D.84				D.85					
U										B.85										C.85										D.85				D.86					
U										B.86										C.86										D.86				D.87					
U										B.87										C.87										D.87				D.88					
U										B.88										C.88										D.88				D.89					
U										B.89										C.89										D.89				D.90					
U										B.90										C.90										D.90				D.91					
U										B.91										C.91										D.91				D.92					
U										B.92										C.92										D.92				D.93					
U										B.93										C.93										D.93				D.94					
U										B.94										C.94										D.94				D.95					
U										B.95										C.95										D.95				D.96					
U										B.96										C.96										D.96				D.97					
U										B.97										C.97										D.97				D.98					
U										B.98										C.98										D.98				D.99					
U										B.99										C.99										D.99				D.100					
U										B.100										C.100										D.100				D.101					
U										B.101										C.101										D.101				D.102					
U										B.102										C.102										D.102				D.103					
U										B.103										C.103										D.103				D.104					
U										B.104										C.104										D.104				D.105					
U										B.105										C.105										D.105				D.106					
U										B.106										C.106										D.106				D.107					
U										B.107										C.107										D.107				D.108					
U										B.108										C.108										D.108				D.109					
U										B.109										C.109										D.109				D.110					
U										B.110										C.110										D.110				D.111					
U										B.111										C.111										D.111				D.112					
U										B.112										C.112										D.112				D.113					
U										B.113										C.113										D.113				D.114					
U										B.114										C.114										D.114				D.115					
U										B.115										C.115										D.115				D.116					
U										B.116										C.116										D.116				D.117					
U										B.117										C.117										D.117				D.118					
U										B.118										C.118										D.118				D.119					
U										B.119										C.119										D.119				D.120					
U										B.120										C.120										D.120				D.121					
U										B.121										C.121										D.121				D.122					
U										B.122										C.122										D.122				D.123					
U										B.123										C.123										D.123				D.124					
U										B.124										C.124										D.124				D.125					
U										B.125										C.125										D.125				D.126					
U										B.126										C.126										D.126				D.127					
U										B.127										C.127										D.127				D.128					
U										B.128										C.128										D.128				D.129					
U										B.129										C.129										D.129				D.130					
U										B.130										C.130										D.130				D.131					
U										B.131										C.131										D.131				D.132					
U										B.132										C.132										D.132				D.133					
U										B.133										C.133										D.133				D.134					
U										B.134										C.134										D.134				D.135					
U										B.135										C.135										D.135				D.136					
U										B.136										C.136										D.136				D.137					
U										B.137										C.137										D.137				D.138					
U										B.138										C.138										D.138				D.139					
U										B.139										C.139										D.139				D.140					
U										B.140										C.140										D.140				D.141					
U										B.141										C.141										D.141				D.142					
U										B.142										C.142										D.142				D.143					
U										B.143										C.143										D.143				D.144					
U										B.144										C.144										D.144				D.145					
U										B.145										C.145										D.145				D.146					
U										B.146										C.146										D.146				D.147					
U										B.147										C.147										D.147				D.148					
U										B.148										C.148										D.148				D.149					
U										B.149										C.149										D.149				D.150					
U										B.150										C.150										D.150				D.151					
U										B.151										C.151										D.151				D.152					
U										B.152										C.152										D.152				D.153					
U										B.153										C.153										D.153				D.154					
U										B.154										C.154										D.154				D.155					
U										B.155										C.155										D.155				D.156					
U										B.156										C.156										D.156				D.157					
U										B.157										C.157										D.157				D.158					
U										B.158										C.158										D.158				D.159					
U										B.159										C.159										D.159				D.160					
U										B.160										C.160										D.160				D.161					
U										B.161										C.161										D.161				D.162					
U										B.162										C.162										D.162				D.163					
U										B.163										C.163										D.163				D.164					
U										B.164										C.164										D.164				D.165					
U										B.165										C.165										D.165				D.166					
U										B.166										C.166										D.166				D.167					
U										B.167										C.167										D.167				D.168					
U										B.168										C.168										D.168				D.169					
U										B.169										C.169										D.169				D.170					
U										B.170										C.170										D.170				D.171					
U										B.171										C.171										D.171				D.172					
U										B.172										C.172										D.172				D.173					
U										B.173										C.173										D.173				D.174					
U										B.174										C.174										D.174				D.175					
U										B.175										C.175										D.175				D.176					
U										B.176										C.176										D.176				D.177					
U										B.177										C.177										D.177				D.178					
U																																							

#### Pedagogy and Methodology to Address Realm C

To meet the goals of Realm C, Integrated Design, undergraduate students in the fall semester of their fifth year are required to select the site and write the program for their thesis project. This exercise, which counts for 10-15% of their fall studio grade, is intended to meet the requirements of B.1 Pre-Design and C.1 Research. The study of precedents through historical research, and first-hand site documentation and analysis, including a site history, provide the students with an understanding of research methodologies and practices.

Criteria C.2 and C.3 form the core focus of the students' thesis project, which occurs in the spring semester of their fifth year. Students are asked to meet the requirements of the following criteria: B.2, B.3, B.5, B.6, B.7, and B.8. This is not the first time the students are exposed to these criteria, rather it is an exercise in synthesizing what they have already learned in other classes, organizing and utilizing their knowledge in the design of a complex architectural project 40,000-50,000 square feet in area.

Criterion C.2 is specifically addressed in the students' design process of this semester-long project as they develop the ability to make integrated decisions across multiple systems and variables. They develop evaluative criteria in analyzing alternative solutions based on their previous class experiences, and research into materials, building assemblies, and service systems.

For the graduate students, because the terminal design project is a more concentrated curriculum, Criteria B.1 and C.1 are carried out during the fall semester in consultation with their thesis advisors, but their grade is included only in the spring semester.

To insure all students, undergraduate and graduate, meet the criterion of C.3, Integrative Design, a mid-term thesis project integrative design technical review is held in which a team of practicing architects review systems integration, technical building sections, building structure HVAC layout diagrams, accessibility, site conditions, and emergency egress. Students are then required to correct and update these technical documents and include them in their final review at the end of the semester.

#### Methodology of Assessing Student Work

Students' work in the design studios is assessed regularly in design reviews or juries, which make extensive use of outside critics. Studio reviews encourage students to continue to improve. They are given balanced criticism, recognizing the student's strengths, while encouraging them to do better. Reviews are a place to discuss theory, history and its application to contemporary design. They involve both commendation and recommendation. We strive to assess projects in a fair and unbiased way through constructive criticism and suggestions. The course requirements are clearly stated as are the expectations for grades. Reviews provide students the opportunity to see themselves in relation to their peers and can become self-critical.

The final review process provides an overview of the level of abilities of the student group and gives feedback on the effectiveness of the learning to date. While the final reviews are seen as an opportunity to judge, evaluate, and grade the students, they are also an effective way to evaluate the pedagogical approach and learning goals of the class in relation to the overall curriculum.



## II.2.1 Institutional Accreditation

Complete information about the University of Notre Dame's accreditation can be found at <http://provost.nd.edu/institutional-accreditation-and-state-authorization/>. Below is a copy of the most recent letter from a regional accrediting commission:



July 8, 2014

Rev. John I. Jenkins C.S.C.  
President  
University of Notre Dame  
400 Main Bldg  
Notre Dame, IN 46556

Dear President Jenkins:

This letter is formal notification of the action taken concerning University of Notre Dame by the Higher Learning Commission. At its meeting on June 30, 2014, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

**Action.** IAC continued the accreditation of University of Notre Dame with the next Reaffirmation of Accreditation in 2023-24.

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Sylvia Manning". The signature is written in a cursive, flowing style.

Sylvia Manning  
President

## II.2.2 Professional Degrees & Curriculum

The School of Architecture offers three NAAB-accredited professional degrees:

- Bachelor of Architecture [165 undergraduate credits]
- Master of Architecture [preprofessional degree + 54 graduate credits]
- Master of Architecture [nonpreprofessional degree + 90 graduate credits]

The table below summarizes the minimum credit hour distribution for NAAB-accredited degrees:

	<b>B.Arch</b>	<b>M.Arch (preprofessional plus)</b>	<b>M.Arch (nonpreprofessional plus)</b>
<b>General Studies</b>	44*	Variable by student	Variable by student
<b>Optional Studies</b>	12	Variable by student	Variable by student
<b>Professional Studies</b>	109	54	90
<b>Undergraduate Credits</b>	165	Variable by student	Variable by student
<b>Graduate Credits</b>	0	54	90
<b>Total Credits</b>	165	Variable by student	Variable by student

\*To meet NAAB criteria, the academic advisor monitors each student's use of the 12 elective credit hours to ensure that at least one course brings the student to 45 credit hours outside of architecture.

### **Bachelor of Architecture [165 undergraduate credits]**

The Bachelor of Architecture program is a five-year program of study.

General Studies courses required for a Bachelor of Architecture degree are as follows:

<b>Course</b>	<b>Semesters required</b>	<b>Credits Hours per semester</b>
Moreau First Year Experience	2	1
University Seminar	1	3
Math 10250	1	3
Math 10270 or 10260	1	3
Physics 10111	1	3
Writing and Rhetoric	1	3
Science	1	3
Italian**	1 or 2	6 or 4
Theology	2	3
Philosophy	2	3
History	1	3
Social Science	1	3
Elective***	4	3

\*\*Students must take at least 6 credit hours in Italian. The current course offerings by the Department of Romance Languages and Literatures create five possibilities:

- 1) A one-semester Beginning Italian course for six credit hours (ROIT 10110)
- 2) A summer session Intensive Beginning Italian course for six credit hours (ROIT 10115) taught online
- 3) Two semesters of Beginning Italian for four credit hours each term (ROIT 10101 & ROIT 10102)
- 4) In the rare case of a student with a background in Italian, two semesters of Intermediate Italian I & II for three credit hours each term (ROIT 20201 & ROIT 27500)
- 5) In the rare case of a student with a background in Italian, one semester of Intensive Intermediate Italian for six credit hours (ROIT 20215)



A 3-credit-hour Intermediate Italian is available as an elective in Rome. The Department of Romance Languages and Literatures also offers a repeatable 1-credit-hour conversation course (ROIT 25145: "Let's Talk Italian") as a follow-up to the basic classes.

\*\*\* Electives may be taken in Architecture provided the student meets the requirements of 45 credit hours outside of Architecture.

Professional Curriculum courses required for a Bachelor of Architecture degree are as follows:

Course	Credit Hours
ARCH 10011: Graphics I: Drawing <i>Required for freshmen architecture intents only.</i>	3
ARCH 11021: Graphics II: Drafting	4
ARCH 10311: Analysis of Architectural Writings	3
ARCH 21111: Design I	6
ARCH 20211: Architectural History I	3
ARCH 20411: Building Technology I	3
ARCH 21121: Design II	6
ARCH 20511: Structural Mechanics	3
ARCH 20221: Architectural History II	3
ARCH 34112: Design III (Rome)	6
ARCH 34312: Architectural History III (Rome)	3
ARCH 34012: Graphics III: Freehand Drawing (Rome)	3
ARCH 34212: Roman Urbanism & Architecture I (Rome)	3
ARCH 34122: Design IV (Rome)	6
ARCH 34322: Architectural History IV (Rome)	3
ARCH 34022: Graphics IV: Watercolor (Rome)	3
ARCH 34222: Roman Urbanism & Architecture II (Rome)	3
ARCH 41111: Design V	6
ARCH 40511: Structural Design	3
ARCH 41011: Graphics V: Computers	3
ARCH 40411: Environmental Systems I	3
ARCH 40421: Building Technology II	3
ARCH 41121: Design VI	6
ARCH 40521: Applied Structural Systems	3
ARCH 50419: Environmental Systems II	3
ARCH 51111: Design VII	6
ARCH 50711: Design VIII (Thesis)	6
ARCH 50711: Professional Practice	3

Below is the distribution of General Studies Courses and Professional Curriculum courses. Courses listed in *italics* are courses which need not be taken in the semester as indicated. Please see the note on the previous page for options available for fulfilling the Italian language requirement.

<b>Bachelor of Architecture Curriculum</b>			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
<i>University Seminar</i>	3	<i>Writing &amp; Rhetoric</i>	3
Math (10250)	3	Math (10270 or 10260)	3
Science-Physics (10111)	3	Science	3
<i>Social Science</i>	3	ARCH 11021: Graphics I - Drafting	4
ARCH 11011: Graphics I - Drawing	3	ARCH 10311: Analysis of Arch Writings	3
Moreau First Year Experience	1	Moreau First Year Experience	1
Total	16	Total	17
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 21111: Design I	6	ARCH 21121: Design II	6
ARCH 20411: Building Technology I	3	ARCH 20221: Architectural History II	3
ARCH 20211: Architectural History I	3	ARCH 20511: Structural Mechanics	3
<i>Introduction to Philosophy</i>	3	<i>ROIT 10110: Beginning Italian</i>	6
<i>Introduction to Theology</i>	3		
Total	18	Total	18
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester (Rome)</b>	<b>CH</b>
ARCH 34112: Design III	6	ARCH 34122: Design IV	6
ARCH 34312: Architectural History III	3	ARCH 34322: Architectural History IV	3
ARCH 34212: Roman Urbanism & Arch I	3	ARCH 34222: Roman Urbanism & Arch II	3
ARCH 34012: Graphics III - Freehand	3	ARCH 34022: Graphics IV - Watercolor	3
Total	15	Total	15
<b>Seventh Semester</b>	<b>CH</b>	<b>Eighth Semester</b>	<b>CH</b>
ARCH 41111: Design V	6	ARCH 41121: Design VI	6
ARCH 40511: Structural Design	3	ARCH 40521: Applied Structural Systems	3
ARCH 41011: Graphics V - Computers	3	ARCH 40421: Building Technology II	3
ARCH 40411: Environmental Systems I	3	<i>Philosophy</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
Total	18	Total	18
<b>Ninth Semester</b>	<b>CH</b>	<b>Tenth Semester</b>	<b>CH</b>
ARCH 50411: Environmental Systems II	6	ARCH 51121: Design VIII (Thesis)	6
ARCH 51111: Design VII	3	ARCH 50711: Professional Practice	3
<i>Theology</i>	3	<i>History</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
Total	15	Total	15
<b>Total of 165 Credit Hours</b>			

As previously noted, students spend the entirety of their third year studying abroad in Rome, Italy, through the School of Architecture's Rome Studies Program. While in Rome, students complete their ARCH 3XXXX level coursework at Notre Dame's Rome Global Gateway facility. With courses including design studios, drawing, watercolor, architectural theory, and Roman architectural history, the emphasis is on urbanism and the traditional city, classical architecture, and the design of contemporary buildings in a classical manner following the precedents of Vitruvius, Palladio, Borromini and Berini. Learning is further enhanced by mandatory field trips to various parts of Italy such as Lazio, Tuscany, Veneto, Campagna and Sicily, including visits to historic sites with presentations by faculty members and sketching assignments.

Upon students' return to main campus in the fourth year, they may choose to pursue one of four concentrations: Architecture and Building Arts, Furniture Design, Historic Preservation/Restoration, and Architectural Practice & Enterprise.

#### Architecture and Building Arts

The Architecture and Building Arts Concentration aspires to reinforce students' understanding and the craft of building in contemporary design. Through the experience of executing projects from the research stage through design and fabrication, students establish a strong understanding of traditional and contemporary methods of assembly while gaining critical problem-solving skills associated with determining how one's design will ultimately be constructed.

The courses offered within the Architecture and Building Arts Concentration create multiple opportunities for students to develop their design skills and understanding of the craft of building through focused research and documentation of emblematic architectural masterworks and the fabrication of fine architectural models and details, including full-size details of important architectural elements.

The Architecture and Building Arts Concentration comprises the following four courses:

*ARCH 51831: Introduction to Architectural Models*

*ARCH 51841: Advanced Architectural Models*

*ARCH 51811: Design and Construction of Architectural Elements I*

*ARCH 51821: Design and Construction of Architectural Elements II*

Below is the distribution of courses for the Architecture and Building Arts Concentration. Courses listed in *italics* are courses which need not be taken in the semester as indicated; please see the note on page 125 for options available for fulfilling the Italian language requirement.

<b>B.Arch - Architecture and Building Arts Concentration</b>			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
<i>University Seminar</i>	3	<i>Writing &amp; Rhetoric</i>	3
Math (10250)	3	Math (10270 or 10260)	3
Science-Physics (10111)	3	Science	3
<i>Social Science</i>	3	ARCH 11021: Graphics I - Drafting	4
ARCH 11011: Graphics I - Drawing	3	ARCH 10311: Analysis of Arch Writings	3
Moreau First Year Experience	1	Moreau First Year Experience	1
Total	16	Total	17
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 21111: Design I	6	ARCH 21121: Design II	6
ARCH 20411: Building Technology I	3	ARCH 20221: Architectural History II	3
ARCH 20211: Architectural History I	3	ARCH 20511: Structural Mechanics	3
<i>Introduction to Philosophy</i>	3	<i>ROIT 10110: Beginning Italian</i>	6
<i>Introduction to Theology</i>	3		
Total	18	Total	18
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester (Rome)</b>	<b>CH</b>
ARCH 34112: Design III	6	ARCH 34122: Design IV	6
ARCH 34312: Architectural History III	3	ARCH 34322: Architectural History IV	3
ARCH 34212: Roman Urbanism & Arch I	3	ARCH 34222: Roman Urbanism & Arch II	3
ARCH 34012: Graphics III - Freehand	3	ARCH 34022: Graphics IV - Watercolor	3
Total	15	Total	15
<b>Seventh Semester</b>	<b>CH</b>	<b>Eighth Semester</b>	<b>CH</b>
ARCH 41111: Design V	6	ARCH 41121: Design VI	6
ARCH 40511: Structural Design	3	ARCH 40521: Applied Structural Systems	3
ARCH 41011: Graphics V - Computers	3	ARCH 40421: Building Technology II	3
ARCH 40411: Environmental Systems I	3	<i>Philosophy</i>	3
ARCH 51831: Intro To Arch Models	3	ARCH 51841: Adv Architectural Models	3
Total	18	Total	18
<b>Ninth Semester</b>	<b>CH</b>	<b>Tenth Semester</b>	<b>CH</b>
ARCH 50411: Environmental Systems II	6	ARCH 51121: Design VIII (Thesis)	6
ARCH 51111: Design VII	3	ARCH 50711: Professional Practice	3
<i>Theology</i>	3	<i>History</i>	3
ARCH 51811: Dsgn & Const Arch Elmts I	3	ARCH 51812: Dsgn & Const Arch Elmts II	3
Total	15	Total	15
<b>Total of 165 Credit Hours</b>			

Furniture Design

The Furniture Design concentration comprises the following four courses:

*ARCH 41811: Beginning Furniture*  
*ARCH 41821: Advanced Furniture*  
*ARCH 57811: Special Projects: Furniture I*  
*ARCH 57821: Special Studies in Furniture Design II*

This concentration provides students with the opportunity to design pieces of furniture through a process of research and instruction, production of full-size working drawings, and then building the furniture they have designed, working in the School's highly specialized woodshop.

Below is the distribution of courses for the Furniture Design Concentration. Courses listed in *italics* are courses which need not be taken in the semester as indicated; please see the note on page 125 for options available for fulfilling the Italian language requirement.

<b>B.Arch - Furniture Design Concentration</b>			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
<i>University Seminar</i>	3	<i>Writing &amp; Rhetoric</i>	3
Math (10250)	3	Math (10270 or 10260)	3
Science-Physics (10111)	3	Science	3
<i>Social Science</i>	3	ARCH 11021: Graphics I - Drafting	4
ARCH 11011: Graphics I - Drawing	3	ARCH 10311: Analysis of Arch Writings	3
Moreau First Year Experience	1	Moreau First Year Experience	1
Total	16	Total	17
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 21111: Design I	6	ARCH 21121: Design II	6
ARCH 20411: Building Technology I	3	ARCH 20221: Architectural History II	3
ARCH 20211: Architectural History I	3	ARCH 20511: Structural Mechanics	3
<i>Introduction to Philosophy</i>	3	<i>ROIT 10110: Beginning Italian</i>	6
<i>Introduction to Theology</i>	3		
Total	18	Total	18
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester (Rome)</b>	<b>CH</b>
ARCH 34112: Design III	6	ARCH 34122: Design IV	6
ARCH 34312: Architectural History III	3	ARCH 34322: Architectural History IV	3
ARCH 34212: Roman Urbanism & Arch I	3	ARCH 34222: Roman Urbanism & Arch II	3
ARCH 34012: Graphics III - Freehand	3	ARCH 34022: Graphics IV - Watercolor	3
Total	15	Total	15
<b>Seventh Semester</b>	<b>CH</b>	<b>Eighth Semester</b>	<b>CH</b>
ARCH 41111: Design V	6	ARCH 41121: Design VI	6
ARCH 40511: Structural Design	3	ARCH 40521: Applied Structural Systems	3
ARCH 41011: Graphics V - Computers	3	ARCH 40421: Building Technology II	3
ARCH 40411: Environmental Systems I	3	<i>Philosophy</i>	3
ARCH 41811: Beginning Furniture	3	ARCH 41821: Advanced Furniture	3
Total	18	Total	18
<b>Ninth Semester</b>	<b>CH</b>	<b>Tenth Semester</b>	<b>CH</b>
ARCH 50411: Environmental Systems II	6	ARCH 51121: Design VIII (Thesis)	6
ARCH 51111: Design VII	3	ARCH 50711: Professional Practice	3
<i>Theology</i>	3	<i>History</i>	3
ARCH 57811: Special Projects: Furniture I	3	ARCH 57821: Spec Studies in Furniture II	3
Total	15	Total	15
<b>Total of 165 Credit Hours</b>			

### Historic Preservation/Restoration

Historic Preservation as an educational focus is a relatively new field and advanced methods are being generated everyday which could help in betterment of preservation of old structures. Historic Preservation/Restoration courses are needed to further an understanding of the need for preserving traditional architecture and, in some cases, studying the art of restoration of traditional building, which has degenerated for various reasons.

Analysis of historic buildings offers the most needed, detailed, and immediate-use information on the materials, calculation methods, and design techniques used by architects and engineers of the nineteenth and early twentieth centuries. It provides today's building professionals with information needed to analyze, modify, and certify historic buildings for modern use.

The concentration's courses provide a detailed reference to the recording methods and techniques that are fundamental tools for examining any existing structure. Also included is information on recent technological advances such as laser scanning, new case studies, and documentation of historic monuments.

The Historic Preservation/Restoration Concentration comprises the following four courses:

*ARCH 51411: Research & Documentation of Historical Buildings*  
*ARCH 53411: History of American Architecture (1630-1915)*  
*ARCH 53421: Historic Preservation and Traditional Construction*  
*ARCH 53231: History and Theory of Preservation*

These courses are broken into two groups: ARCH 51411 and ARCH 53411, and ARCH 53231 and ARCH 53421. Each group is offered in alternate years. All fourth- and fifth-year students in the Historic Preservation/Restoration Concentration have the opportunity to take the courses, but the order in which they take them alternates by class year.

Below is the distribution of courses for the Historic Preservation/Restoration Concentration. Courses listed in *italics* are courses which need not be taken in the semester as indicated; please see the note on page 125 for options available for fulfilling the Italian language requirement.

<b>B.Arch - Historic Preservation/Restoration Concentration</b>			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
<i>University Seminar</i>	3	<i>Writing &amp; Rhetoric</i>	3
Math (10250)	3	Math (10270 or 10260)	3
Science-Physics (10111)	3	Science	3
<i>Social Science</i>	3	ARCH 11021: Graphics I - Drafting	4
ARCH 11011: Graphics I - Drawing	3	ARCH 10311: Analysis of Arch Writings	3
Moreau First Year Experience	1	Moreau First Year Experience	1
Total	16	Total	17
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 21111: Design I	6	ARCH 21121: Design II	6
ARCH 20411: Building Technology I	3	ARCH 20221 : Architectural History II	3
ARCH 20211: Architectural History I	3	ARCH 20511: Structural Mechanics	3
<i>Introduction to Philosophy</i>	3	<i>ROIT 10110: Beginning Italian</i>	6
<i>Introduction to Theology</i>	3		
Total	18	Total	18
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester (Rome)</b>	<b>CH</b>
ARCH 34112: Design III	6	ARCH 34122: Design IV	6
ARCH 34312: Architectural History III	3	ARCH 34322: Architectural History IV	3
ARCH 34212: Roman Urbanism & Arch I	3	ARCH 34222: Roman Urbanism & Arch II	3
ARCH 34012: Graphics III – Freehand	3	ARCH 34022: Graphics IV - Watercolor	3
Total	15	Total	15
<b>Seventh Semester</b>	<b>CH</b>	<b>Eighth Semester</b>	<b>CH</b>
ARCH 41111: Design V	6	ARCH 41121: Design VI	6
ARCH 40511: Structural Design	3	ARCH 40521: Applied Structural Systems	3
ARCH 41011: Graphics V - Computers	3	ARCH 40421: Building Technology II	3
ARCH 40411: Environmental Systems I	3	<i>Philosophy</i>	3
ARCH 53231: History & Theory of Pres	3	ARCH 53421: Historical Const & Preserv	3
Total	18	Total	18
<b>Ninth Semester</b>	<b>CH</b>	<b>Tenth Semester</b>	<b>CH</b>
ARCH 50411: Environmental Systems II	6	ARCH 51121: Design VIII (Thesis)	6
ARCH 51111: Design VII	3	ARCH 50711: Professional Practice	3
<i>Theology</i>	3	<i>History</i>	3
ARCH 51411: Research & Doc Hist Bldg	3	ARCH 53411: Hist Amer Arch 1630-1915	3
Total	15	Total	15
<b>Total of 165 Credit Hours</b>			



#### Architectural Practice & Enterprise

The Architectural Practice & Enterprise consists of four courses offered by the Mendoza College of Business (<http://mendoza.nd.edu/>) to be taken one per semester during your fourth and fifth years.

Anyone entering the Concentration is required to take ACCT 20100: Accountancy I and MGT 20200: Principles of Management. The remaining two courses may be chosen from the list below:

*ACCT 20200: Accountancy II*  
*BAMG 20100: Business Statistics*  
*FIN 20100: Corporate Finance Essentials*  
*MGT 20600: Computer Business Applications*  
*BALW 20150: Business Law*  
*ECON 20010: Principles of Microeconomics*  
*ECON 20020: Principles of Macroeconomics*  
*MGT 30300: Management Competencies*  
*BAUG 30505: Social Entrepreneurship*

The four courses in Mendoza College of Business must be taken in addition to the Professional Practice course required by the School of Architecture. No course in Mendoza College of Business can be taken Pass/Fail.

In the Fall 2015 semester, students in the Architectural Practice & Enterprise Concentration could also choose to take the Architecture course listed below to fulfill one of their required courses (in addition to Accountancy I and Principles of Management plus one other Mendoza course from the list above):

*ARCH 53312: The Home of the Future: Modern Housing Solutions for a Changing Society*

Below is the distribution of courses for the Architectural Practice & Enterprise Concentration. Courses listed in *italics* are courses which need not be taken in the semester as indicated; please see the note on page 125 for options available for fulfilling the Italian language requirement.

<b>B.Arch - Architectural Practice &amp; Enterprise Concentration</b>			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
<i>University Seminar</i>	3	<i>Writing &amp; Rhetoric</i>	3
Math (10250)	3	Math (10270 or 10260)	3
Science-Physics (10111)	3	Science	3
<i>Social Science</i>	3	ARCH 11021: Graphics I - Drafting	4
ARCH 11011: Graphics I - Drawing	3	ARCH 10311: Analysis of Arch Writings	3
Moreau First Year Experience	1	Moreau First Year Experience	1
Total	16	Total	17
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 21111: Design I	6	ARCH 21121: Design II	6
ARCH 20411: Building Technology I	3	ARCH 20221: Architectural History II	3
ARCH 20211: Architectural History I	3	ARCH 20511: Structural Mechanics	3
<i>Introduction to Philosophy</i>	3	<i>ROIT 10110: Beginning Italian</i>	6
<i>Introduction to Theology</i>	3		
Total	18	Total	18
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester (Rome)</b>	<b>CH</b>
ARCH 34112: Design III	6	ARCH 34122: Design IV	6
ARCH 34312: Architectural History III	3	ARCH 34322: Architectural History IV	3
ARCH 34212: Roman Urbanism & Arch I	3	ARCH 34222: Roman Urbanism & Arch II	3
ARCH 34012: Graphics III - Freehand	3	ARCH 34022: Graphics IV - Watercolor	3
Total	15	Total	15
<b>Seventh Semester</b>	<b>CH</b>	<b>Eighth Semester</b>	<b>CH</b>
ARCH 41111: Design V	6	ARCH 41121: Design VI	6
ARCH 40511: Structural Design	3	ARCH 40521: Applied Structural Systems	3
ARCH 41011: Graphics V - Computers	3	ARCH 40421: Building Technology II	3
ARCH 40411: Environmental Systems I	3	<i>Philosophy</i>	3
ACCT 20100: Accountancy I	3	MGT 20200: Principles of Management	3
Total	18	Total	18
<b>Ninth Semester</b>	<b>CH</b>	<b>Tenth Semester</b>	<b>CH</b>
ARCH 50411: Environmental Systems II	6	ARCH 51121: Design VIII (Thesis)	6
ARCH 51111: Design VII	3	ARCH 50711: Professional Practice	3
<i>Theology</i>	3	<i>History</i>	3
3 <sup>rd</sup> course (from list above)	3	4 <sup>th</sup> course (from list above)	3
Total	15	Total	15
<b>Total of 165 Credit Hours</b>			

Regardless of whether undergraduate students choose to pursue concentrations, they typically take the following minimum number of credit hours each semester. The number in parenthesis is the credit hour count for required courses which must be taken in that semester:

<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
First Semester	16	Second Semester	17
Third Semester	18 (12)	Fourth Semester	18 (12)
Fifth Semester	15 (15)	Sixth Semester	15 (15)
Seventh Semester	18 (15)	Eighth Semester	18 (12)
Ninth Semester	15 (9)	Tenth Semester	15 (9)

With advanced placement credits and summer session credits, it is possible for a student to take the minimum number given in parenthesis, but this happens very rarely. By the University's *Academic Code*, an undergraduate must take a minimum of 12 credit hours to have full-time student status. A student is allowed to go to part-time status only in the graduation semester.

### **Graduate Programs**

The Notre Dame School of Architecture graduate programs in architecture, urban design, and historic preservation promote built environments that are durable, useful, and beautiful, and which are supportive of strong communities. The school seeks to train designers, preservationists, scholars, and advocates for the built environment who can play a leading role in a variety of disciplines and arenas. Towards these ends, the graduate curriculum promotes the understanding of detail, building, and city as a continuous and interdependent scalar spectrum. It engages both intellectual endeavor and the practical teaching of craft in order that the best lessons of historic precedent might be learned, expanded upon, and combined with a judicious use of contemporary strategies, materials, and methodologies in order to contribute toward buildings and urbanism which are environmentally and culturally sustainable. Graduates of the School of Architecture graduate programs recognize that they are stewards of their communities, both local and global, and that as part of a living tradition, it is a critical part of their work to further the education of clients, communities, and future generations of designers and citizens.

The general curricular outline for each professional or post-professional architecture degree (or Path) is similar. All graduate architecture students begin with one semester (or three for Path C's) of foundational studio and end with one terminal design (or thesis) semester. In the intervening two semesters the concentration studios and associated lecture courses take place. Students in both degree programs are asked to select a concentration in either Classical Architecture or Urban Design. The School of Architecture recognizes that urban design and building design are interdependent and inextricably linked and should both always be considered in any design project. However, there are particular issues and concerns that arise at one scale or the other and two semesters of concentrating more specifically at either the building scale or urban scale allows for more in-depth discussion and study of these particularities.

The School offers two accredited graduate programs: a two-year Master of Architecture professional degree program (Path B) and a three-year Master of Architecture professional degree program (Path C).

Notre Dame's two-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon both classical architecture and traditional urbanism, with a concentration in one or the other. Studio course work includes a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student's selected concentration, followed by a terminal design project and public defense in the student's

fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which vary from student to student depending upon their undergraduate architectural education.

The three-year Master of Architecture professional degree is intended for students with a four-year undergraduate degree in a field other than architecture. An intensive three-semester sequence of studio, history, theory and technology courses prepares students for the final three semester concentration, terminal design project and public defense sequence mentioned above and described below.

#### *The Summer Session*

All students entering the Notre Dame graduate architecture program (M.Arch or M.ADU) as well as the Historic Preservation graduate program participate in a three week introductory course which is held on campus in August immediately preceding the fall semester. This course addresses fundamental drawing and rendering skills, drawing types, and some essential concepts in traditional architecture. It offers students new to the discipline a chance to work with the tools and drawing methods which will be central to their work in proceeding semesters separate from the pressures of other courses and design requirements. And for those students with more architectural experience, it affords an opportunity to revisit and deepen – or expand upon – their existing knowledge and skills.

#### *The Foundational Studio(s)*

In their foundational studio(s), all Notre Dame graduate architecture students receive instruction in both classical architecture and traditional urbanism as appropriate to their previous levels of architectural education: one semester for Path A and B students, three semesters for Path C students. These studio courses are augmented by various seminar and lecture courses as required by each course of study.

Following the foundational semester(s), students in both degree programs (and all Paths) join together in the concentration studios and lecture courses. Each student is required to engage a concentration in either Classical Architecture or Urban Design for the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, which semester determined by which concentration they select. Post-professional (Path A) and two-year professional (Path B) degree students must indicate their concentration when they apply; three-year professional degree (Path C) students select their concentration near the beginning of their second year. The concentrations are as follows:

*Classical Architecture:* Students choosing to concentrate at the building scale – in Classical Architecture – spend the spring semester of their penultimate year in South Bend and the fall semester of their final year in Rome. In the first semester of the concentration, students explore the nuances of the classical language and its details, iconography, refinement of parti, etc. through design work and study of precedent, and develop their knowledge further through the study of architectural treatises and theory. While in Rome, studies include work both on-site in the Eternal City and through a variety of travels which may include visits to such locations as the Veneto and Greece, engaging with and participating in the 2,500 year old tradition of western architecture.

*Urban Design:* Students choosing to concentrate at the urban scale spend the spring semester of their penultimate year in Rome and the fall semester of their final year in South Bend. The Rome semester explores foundations of traditional neighborhoods and cities at a variety of scales and may include travels to such locations as Florence, Malta, and Belgium. In the South Bend semester, students participate in a design charette--a studio-based community design workshop--working with local residents and officials to address real issues in their local area.

The charette semester is preceded by a summer trip travelling to a variety of American towns and cities. The extensive travel both in the U.S. and abroad introduces students to the formal principles of good urbanism as well as the political, legal, and cultural frameworks of contemporary traditional urban design.

#### *Terminal Design Project (Thesis)*

A semester-long terminal design project – or thesis – is the culmination of the graduate student's academic experience in the School of Architecture and is required of all candidates for the Master of Architecture (M.Arch) degree and the Master of Architectural Design and Urbanism (M.ADU) degree. The curricular intention is to allow the student to focus the diverse knowledge and skills gained during his or her previous academic studies on a single design project, while at the same time exploring a particular theoretical interest of the student's own choosing. M.ADU students are free to pursue either or both urban and building design for their thesis project; M.Arch students may have a small urbanism component to their project – and in any case *must* attend to site design issues – but are *required* to develop a integrative building design. All terminal design projects are subject to a final public presentation and defense.

### **M. Arch [preprofessional degree + 54 graduate credits]**

In this two-year professional degree program (Path B), for students with a four-year preprofessional major in architecture, students may choose to concentrate in Classical Architecture or Urban Design.

The following five (5) courses (18 credits) are required of all 2-year M.Arch students:

*ARCH 61011: Introduction to Architectural Representation*  
*ARCH 70211: History of Rome*  
*ARCH 70311: Urban Elements and Principles*  
*ARCH 71111: Elements and Principles of Classical Architecture*  
*ARCH 81161: Terminal Design Project*

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Classical Architecture:

*ARCH 71141: Classical Architecture I*  
*ARCH 73321: Architectural Treatises*  
*ARCH 84152: Classical Architecture II*  
*ARCH 84312: Italian Classicism*

In addition to the five courses required of all 2-year M.Arch students, the following four (4) courses (21 credits) are required of all 2-year M.Arch students selecting a concentration in Urban Design:

*ARCH 74142: Urban Design I*  
*ARCH 74322: Italian Urbanism*  
*ARCH 81151: Urban Design II*  
*ARCH 83311: After Urbanism*

Finally, all 2-year M.Arch students are required to take fifteen-to-twenty-one (15-21) credits in addition to the required courses above, some of which must be taken from the following courses when necessary to address deficiencies in the student's undergraduate experience:

*ARCH 60211: Architectural History I*  
*ARCH 60221: Architectural History II*  
*ARCH 60411: Building Technology I Masonry and Timber*  
*ARCH 60421: Building Technology II Concrete, Steel and Glass*  
*ARCH 60431: Environmental Systems I Acoustics and Illumination*

*ARCH 60511: Structures I Introduction to Structures*  
*ARCH 60521: Structures II Concrete*  
*ARCH 61021: Introduction to CAD*  
*ARCH 70441: Environmental Systems II System Integration*  
*ARCH 70531: Structures III Wood and Steel*  
*ARCH 80711: Professional Practice*

Below is the distribution of the two-year M.Arch required courses:

<b>2-Year M.Arch - Classical Architecture Concentration</b>			
<b>Summer Session</b>			
ARCH 61011: Intro to Architectural Representation (0 credit hours)			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
ARCH 71111: Elmts & Princip of Class Arch	6	ARCH 71141: Classical Architecture I	6
ARCH 70211: History of Rome	3	ARCH 73321: Architectural Treatises	3
ARCH 70311: Urban Elmts & Principles	3	Required Course (TBD on individual basis)	3
Required Course (TBD on individual basis)	3	Elective course	3
Total	15	Total	15
<b>Third Semester (Rome)</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 84152: Classical Architecture II	6	ARCH 81161: Terminal Design Project	6
ARCH 84312: Italian Classicism	6	ARCH 80711: Professional Practice	3
ARCH 84211: Architectural History of Rome	3	Required Course (TBD on individual basis)	3
		<i>Optional elective course</i>	3
Total	12	Total	12-15
<b>Total of 54 Credit Hours</b>			

<b>2-Year M.Arch - Urban Design Concentration</b>			
<b>Summer Session</b>			
ARCH 61011: Intro to Architectural Representation (0 credit hours)			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester (Rome)</b>	<b>CH</b>
ARCH 71111: Elmts & Princip of Class Arch	6	ARCH 74142: Urban Design I	6
ARCH 70211: History of Rome	3	ARCH 74322: Italian Urbanism	3
ARCH 70311: Urban Elmts & Principles	3	ARCH 74211: Urban History of Rome	3
Required Course (TBD on individual basis)	3		
Total	15	Total	12
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 81151: Urban Design II	6	ARCH 81161: Terminal Design Project	6
Required Course (TBD on individual basis)	6	ARCH 80711: Professional Practice	3
Elective course (ARCH 83321)	3	ARCH 83311: After Urbanism	3
<i>Optional elective course</i>	3	Required Course (TBD on individual basis)	3
Total	12-15	Total	15
<b>Total of 54 Credit Hours</b>			

Two-year M.Arch pursuing a concentration in Classical Architecture must take the following minimum number of credit hours each semester:

<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
First Semester	15	Second Semester	15
Third Semester	12	Fourth Semester	12-15

Two-year M.Arch pursuing a concentration in Urban Design must take the following minimum number of credit hours each semester:

<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
First Semester	15	Second Semester	12
Third Semester	12-15	Fourth Semester	15

### **M. Arch [nonpreprofessional degree + 90 graduate credits]**

In this three-year professional degree program (Path C), for students with a four-year preprofessional degree outside of architecture, students choose to concentrate in Classical Architecture or Urban Design.

Professional Curriculum courses required for a three-year Master of Architecture degree are as follows:

*ARCH 60211: Architectural History I*  
*ARCH 60221: Architectural History II*  
*ARCH 60411: Building Technology I Masonry and Timber*  
*ARCH 60421: Building Technology II Concrete, Steel and Glass*  
*ARCH 60431: Environmental Systems I Acoustics and Illumination*  
*ARCH 60511: Structures I Introduction to Structures*  
*ARCH 60521: Structures II Concrete*  
*ARCH 61011: Introduction to Architectural Representation*  
*ARCH 61021: Introduction to CAD*  
*ARCH 61111: Architectural Design I*  
*ARCH 61121: Architectural Design II*  
*ARCH 70211: History of Rome*  
*ARCH 70311: Urban Elements and Principles*  
*ARCH 70441: Environmental Systems II System Integration*  
*ARCH 70531: Structures III Wood and Steel*  
*ARCH 71131: Architectural Design III*  
*ARCH 80711: Professional Practice*  
*ARCH 81161: Terminal Design Project*

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Classical Architecture:

*ARCH 71141: Classical Architecture I*  
*ARCH 73321: Architectural Treatises*  
*ARCH 84152: Classical Architecture II*  
*ARCH 84312: Italian Classicism*

In addition to the eighteen courses required of all 3-year M.Arch students, the following four (4) courses (21 credits) are required of all 3-year M.Arch students selecting a concentration in Urban Design:

*ARCH 74142: Urban Design I*  
*ARCH 74322: Italian Urbanism*  
*ARCH 81151: Urban Design II*  
*ARCH 83311: After Urbanism*

Below is the distribution of the three-year M.Arch required courses:

<b>3-Year M.Arch - Classical Architecture Concentration</b>			
<b>Summer Session</b>			
ARCH 61011: Intro to Architectural Representation (0 credit hours)			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
ARCH 61111: Architectural Design I	6	ARCH 61121: Architectural Design II	6
ARCH 60211: Architectural History I	3	ARCH 60221: Architectural History II	3
ARCH 60411: Building Technology I	3	ARCH 60421: Building Technology II	3
ARCH 60511: Structures I	3	ARCH 60521: Structures II	3
ARCH 60431: Environmental Systems I	3	ARCH 61021: Introduction to CAD	3
Total	18	Total	18
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester</b>	<b>CH</b>
ARCH 71131: Architectural Design III	6	ARCH 71141: Classical Architecture I	6
ARCH 70211: History of Rome	3	ARCH 73321: Architectural Treatises	3
ARCH 70311: Urban Elmt and Principles	3	Elective course	3
ARCH 70531: Structures III	3	<i>Optional elective course</i>	3
ARCH 70441: Environmental Systems II	3		
Total	18	Total	12-15
<b>Fifth Semester (Rome)</b>	<b>CH</b>	<b>Sixth Semester</b>	<b>CH</b>
ARCH 84152: Classical Architecture II	6	ARCH 81161: Terminal Design Project	6
ARCH 84312: Italian Classicism	3	ARCH 80711: Professional Practice	3
ARCH 84211: Arch History of Rome	3	Elective course	3
		<i>Optional elective course</i>	3
Total	12	Total	12-15
<b>Total of 90 Credit Hours</b>			



<b>3-Year M.Arch - Urban Design Concentration</b>			
<b>Summer Session</b> ARCH 61011: Intro to Architectural Representation (0 credit hours)			
<b>First Semester</b>	<b>CH</b>	<b>Second Semester</b>	<b>CH</b>
ARCH 61111: Architectural Design I	6	ARCH 61121: Architectural Design II	6
ARCH 60211: Architectural History I	3	ARCH 60221: Architectural History II	3
ARCH 60411: Building Technology I	3	ARCH 60421: Building Technology II	3
ARCH 60511: Structures I	3	ARCH 60521: Structures II	3
ARCH 60431: Environmental Systems I	3	ARCH 61021: Introduction to CAD	3
Total	18	Total	18
<b>Third Semester</b>	<b>CH</b>	<b>Fourth Semester (Rome)</b>	<b>CH</b>
ARCH 71131: Architectural Design III	6	ARCH 74142: Urban Design I	6
ARCH 70211: History of Rome	3	ARCH 74322: Italian Urbanism	3
ARCH 70311: Urban Elmt and Principles	3	ARCH 74211: Urban History of Rome	3
ARCH 70531: Structures III	3		
ARCH 70441: Environmental Systems II	3		
Total	18	Total	12
<b>Fifth Semester</b>	<b>CH</b>	<b>Sixth Semester</b>	<b>CH</b>
ARCH 81151: Urban Design II	6	ARCH 81161: Terminal Design Project	6
Elective course (ARCH 83321)	6	ARCH 80711: Professional Practice	3
Elective course	3	ARCH 83311: After Urbanism	3
<i>Optional elective course</i>	3	<i>Optional elective course</i>	3
Total	12-15	Total	12-15
<b>Total of 90 Credit Hours</b>			

Three-year M.Arch students concentrating in Classical Architecture must take the following minimum number of credit hours each semester:

<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
First Semester	18	Second Semester	18
Third Semester	18	Fourth Semester	12-15
Fifth Semester	12	Sixth Semester	12-15

Three-year M.Arch students concentrating in Urban Design must take the following minimum number of credit hours each semester:

<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
First Semester	18	Second Semester	18
Third Semester	18	Fourth Semester	12
Fifth Semester	12-15	Sixth Semester	12-15

## Other Graduate Degree Programs

Beyond the accredited degree programs, the School of Architecture also offers several other degree programs.

### Master of Architectural Design and Urbanism (M.ADU)

The Master of Architectural Design and Urbanism (M.ADU) is a two year post-professional degree intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. To view the M.ADU curriculum, see <http://architecture.nd.edu/academics/graduate-program/paths-of-study/master-of-architectural-design-urbanism/>.

### Discretionary Dual Degree (Path D)

The Discretionary Dual Degree is a 3 or 4 year program during which a student receives both the Master of Architecture and the Master of Architectural Design and Urbanism. This option is available by application only in a professional degree student's penultimate semester. This supplementary track offers a two- or three-year professional degree student to extend their studies by one year, thereby affording them the opportunity to participate fully in both the Classical Architecture and Traditional Urban Design concentrations including two semesters in Rome. The Path D student will, at the end of his or her three or four years in the program, receive both the M.Arch professional degree and the M.ADU post-professional degree. In any given year, the review committee may elect to offer a position to one applicant, to two applicants, or to no one.

### Master of Science in Historic Preservation

The Master of Science in Historic Preservation (<http://architecture.nd.edu/academics/graduate-program/mshp/>) is a new two year program, comprising three semesters on main campus, one semester in Rome, plus one introductory summer course and a second summer internship.

## Process for Changing the Title of Any Non-Accredited, Postprofessional Degree

In order to change the title for any non-accredited, postprofessional degree, the proposed change must be discussed by the faculty in a monthly faculty meeting. If the faculty approves the change, the proposed change is then subject to review by the Provost of the University.

## II.3 Evaluation of Preparatory Education

### Undergraduate Admissions and Pre-Professional Education Evaluation

At Notre Dame, undergraduate admissions is highly centralized through the Office of Undergraduate Admissions (<http://admissions.nd.edu>). Comprehensive information about admissions requirements, application process, and evaluation of high school degree content is available on the Admissions website.

The School of Architecture's participation in the Admissions process is limited to the evaluation of an optional portfolio which Admissions treats as a "tie breaker" for a borderline applicant. The Admissions readers see the evaluation, a score of 1 to 5 with a brief text comment, but not the portfolio. About two in seven applicants intending to major in architecture submit a portfolio (83/317 or 26% for 2014-15 cycle). Less than half of those admitted had included a portfolio (34/88 or 39% for 2014-15 cycle). The admissions rate for applicants intending to major in architecture is two in seven (88/317 or 28% for 2014-15 cycle). Five in eight students intending architecture who are offered admissions choose to come to Notre Dame (52/88 or 59% for 2014-15 cycle). The declaration of an intended major on the admissions application is non-binding. Students are free to change majors on a space available basis, provided they have the necessary prerequisites for the new major. Students who come to architecture after the fall semester of the first year are allowed to enter the spring courses in drafting and architectural literature. Students who miss these courses are rarely admitted to second year. In order to do so, the

student must engage in self-directed study over the summer, with assignments from the drafting course, in order to demonstrate the acquisition of the skills necessary to perform in second year studio.

Advanced standing for undergraduate students is determined by the First Year of Studies according to standards found at: <http://firstyear.nd.edu/incoming-students/credit-by-ap-ib-sat-ii-transfer/>. That site details the procedures and standards for advanced standing. Entering first-year students may earn placement and credit by examination in four ways: the Advanced Placement (AP) Tests, the International Baccalaureate (IB) HL Exams, the SAT II Subject Tests for French, German, Italian, and Spanish, and the Notre Dame Examination Program for mathematics and foreign languages. It is also possible to receive credit for college courses completed at other institutions.

The transfer of credits from other institutions is governed by the *Undergraduate Academic Code* (<http://facultyhandbook.nd.edu/governance/>), section 5.4.3:

Matriculated undergraduates wishing to obtain degree credits from another institution, including study away programs not sponsored by the University, must first seek approval from the dean (or the dean's designee) before enrolling at the other institution. If enrollment is approved and credits are earned, the dean (or the dean's designee) will determine how the credits are applied to the degree. All such credits must be earned with a grade of "B" or better. For transfer students, credits transferred in at the time of admission are governed by Section 1.2.2 rather than this Section.

The School of Architecture sends all requests for transfer pre-approval to the appropriate Notre Dame department for approval and, where appropriate, the assignment of a course number. The transferred credits count toward degree completion but the grade is entered as "T" and has no effect on the student's GPA.

Application to transfer from another institution into a Notre Dame undergraduate program is governed by the *Undergraduate Academic Code*, section 1.2.2:

Degree-Seeking Transfer Student: An undergraduate student who has matriculated at another institution and wishes to enter an undergraduate degree program must make formal application to the University as a Degree-Seeking Transfer Student and comply with procedures and regulations stipulated by the Office of Admissions. A transfer applicant must present a college/university transcript. With limited exceptions, such transcript should demonstrate completion of one year (at least 24 semester hours) of coursework, from an accredited college or university, with at least a "B" average (equivalent to a 3.000 on a 4-point scale). The Office of Undergraduate Admissions, in consultation with the dean (or the dean's designee) of the college or school in which the student intends to matriculate, makes the final determination on transfer applications. The dean (or the dean's designee) of the college or school in which the student intends to matriculate will award transfer credit and determine student classification based upon the student's anticipated course of study, consistent with the transfer policies of the student's intended college/school.

Due to the structure and character of the Notre Dame B. Arch Program, transfer applications are only considered for matriculation in the fall semester of the second year. In addition to the conditions outlined in the Code, an applicant must submit a portfolio demonstrating readiness for sophomore studio. The applicant's transcript is evaluated to determine if a plan of study preparing for the third year in Rome is feasible. Because of the Notre Dame School of Architecture's reliance on hand drawing and a preliminary understanding of classical architecture successful transfer applications are rare, averaging less than one a year. In previous years higher enrollment precluded any consideration of transfer applicants due to the limitations of studio space.

#### Graduate Admissions and Pre-Professional Education Evaluation

Applicants to the graduate programs apply directly to the School of Architecture online through the School's website: <http://architecture.nd.edu/academics/graduate-program/admission/>. In addition to completing an online application, prospective students must also submit a statement of intent, three letters or recommendation, a portfolio of work, all college and previous graduate school transcripts, GRE scores, TOEFL scores (international students), and the FAFSA (Path B and C).

#### *Transcript Review for Professional Degree Students*

Students entering the 2-year M.ADU program with a previous professional degree have completed the educational requirements necessary to test for licensure in the U.S. or in another jurisdiction as certified by another institution.

Students entering the 3-year professional degree program do not have a previous degree in architecture and therefore are not assumed to have any previous coursework experience that would fulfill course requirements within the School of Architecture's curriculum. However, these students are welcome to apply for advanced standing in one or more lecture, seminar, or technical courses.

Students entering the 2-year professional degree program have already completed a portion of the educational requirements necessary to test for licensure. As the University of Notre Dame School of Architecture will certify the professional degree for these students, careful review of the student's previous transcripts is critical.

All applicants must include a final transcript from all previous institutions with their application. Individuals who are in the final semester of their previous academic program at the time of application must submit their latest transcript and then submit a final one immediately after their graduation and before enrolling in a University of Notre Dame School of Architecture graduate program.

The Assistant Dean of Graduate Studies reviews each transcript in detail to ensure that general education requirements and a minimum of 26 credits of studio work have already been fulfilled. (The 24 credits within the 2-year professional degree program will complete the NAAB's required minimum of 50 credits). Transcripts are further reviewed using a standardized form in conjunction with review of requested syllabi submitted by the student and in consultation with appropriate faculty members to identify a list of professional and technical courses which are required for the student in order to satisfactorily complete the professional education requirements which will be certified by the degree granted by the School of Architecture.

Several slots have been identified for this purpose in the 2- year professional degree curriculum outline. Any of these slots not required for additional required coursework may be used for elective courses of the student's choice. Students requiring more courses than slots provided may be required to take more than the maximum course load given in a given semester and, if a course is not available in the semester needed, to take the course in an independent study format, depending on the availability of the instructor.

As with advanced standing, a student who has taken a previous course covering a specific part of the School's graduate professional curriculum may be required to take a course (or courses) covering those topics again if they failed to achieve a sufficient passing grade of "B" or higher.

#### *Advanced Standing*

The School of Architecture may accept non-studio course work completed at another accredited university toward meeting its degree requirements. Path B and C M.Arch students may receive advanced standing for course work completed at another accredited college or university only if (1) the student is in graduate architecture degree status at Notre Dame; (2) the courses taken were at a level appropriate to the Notre Dame graduate architecture program; (3) grades of "B" (3.0 on 4.0 scale) or better were achieved; and (4) the courses are approved by the Assistant Dean of Graduate Studies of the School of Architecture in consultation with selected architecture faculty. Advanced standing is typically granted at

matriculation on the basis of academic transcripts required at the time of application to the program and requested syllabi, as needed.

Students given advanced standing must maintain full-time enrollment status. No grades of courses used to determine advanced standing are included in the student's GPA or given University of Notre Dame course credit.

#### *Transfer Credit*

The School of Architecture graduate programs do not accept transfer students from other programs. However, accepted students who have completed a portion of a graduate architecture program at another accredited institution may apply for advanced standing in one or more lecture, seminar, or technical courses.

## **II.4 Public Information**

### II.4.1 Statement of NAAB-Accredited Degrees

Please use the following hyperlink to access the Statement of NAAB-Accredited Degrees on the School of Architecture website: <http://architecture.nd.edu/academics/naab/>. This statement is also included in the Office of the Registrar's 2015-2016 *Undergraduate Bulletin of Information*: <http://registrar.nd.edu/BOI/BOI1516UG.pdf>.

The Notre Dame School of Architecture's statement reads as follows:

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

*Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.*

*The University of Notre Dame School of Architecture offers the following NAAB-accredited degree programs:*

*B. Arch. (165 undergraduate credits)*

*M. Arch. (preprofessional degree + 54 graduate credits)*

*M. Arch. (non-preprofessional degree + 90 credits)*

*Next accreditation visit for all programs: 2016*

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

Please use the following hyperlink to access NAAB Conditions and Procedures for Accreditation on the School's website: <http://architecture.nd.edu/academics/naab/>.

Our website features the 2015 Procedures for Accreditation, 2014 Conditions for Accreditation, 2009 Conditions for Accreditation, and 2004 Conditions for Accreditation.

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

Please use the following hyperlink to access the career development information on the School's website: <http://architecture.nd.edu/academics/professional-development/>.

The School's Career Programs and Professional Development webpage features information about the University's Career Center (<http://careercenter.nd.edu/>), the School's annual Career Fair, Career Opportunities, Design Competitions, Career Planning and Licensing Resources, NCARB Intern Development Program, and LEED Certification. The webpage furthermore directs students and prospective students to consult the Architecture Library's resources for professional practice (<http://library.nd.edu/architecture/about/ProfessionalPractice.shtml>).

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

Please use the following hyperlink to access important accreditation-related documents on the School's website: <http://architecture.nd.edu/academics/naab/>.

Our website features the School's most recent APR (2009), letter of accreditation (2010), VTR (2010), 2010 Annual Report (narrative only), 2011 Annual Report (narrative only), 2011 NAAB response to the Annual Report, 2012 Annual Report (narrative only), and 2012 NAAB response to the Annual Report.

#### II.4.5 ARE Pass Rates

Please use the following hyperlink to access NCARB ARE Pass Rate information on our public website: <http://architecture.nd.edu/academics/naab/>.

#### II.4.6 Admissions and Advising

Undergraduate admissions to the School are overseen by the University's Office of Undergraduate Admissions (<http://admissions.nd.edu/>).

From the aforementioned hyperlink, prospective undergraduate students may navigate comprehensive information about the admissions process, including:

- Application forms and instructions: <http://admissions.nd.edu/apply/application-instructions/>
- Deadlines: <http://admissions.nd.edu/apply/checklist-deadlines/>
- General admissions requirements: <http://admissions.nd.edu/apply/evaluation-criteria/>
  - Special requirements for transfer students: <http://admissions.nd.edu/information-for/transfer-students/>
  - Special requirements for international students: <http://admissions.nd.edu/information-for/international-students/>

Information about applying for financial aid and scholarships is made available through the Office of Financial Aid (<http://financialaid.nd.edu/>). From the Office's main webpage, planning, applying, and funding information is available for prospective students (<http://financialaid.nd.edu/prospective-students/>), current students (<http://financialaid.nd.edu/current-students/>), and graduate students (<http://financialaid.nd.edu/graduate-students/>). Additional application forms are available at <http://financialaid.nd.edu/toolbox/applications-forms/>.

Information about the University's student diversity initiatives is available at <http://diversity.nd.edu/>. The School of Architecture's diversity initiatives are documented on the website: <http://architecture.nd.edu/academics/diversity-initiatives/>.

Graduate admissions to the School are overseen by a Graduate Admissions Committee within the School of Architecture. Comprehensive admissions information, including admissions requirements, transcript and portfolio evaluation procedures, and determination of advanced standing, is available on our website through the following hyperlink: <http://architecture.nd.edu/academics/graduate-program/admission/>.

#### II.4.7 Student Financial Information

Information about applying for financial aid and scholarships is made available through the Office of Financial Aid (<http://financialaid.nd.edu/>). From the Office's main webpage, resources to aid planning, applying, and funding are available for prospective students (<http://financialaid.nd.edu/prospective-students/>), current students (<http://financialaid.nd.edu/current-students/>), and graduate students (<http://financialaid.nd.edu/graduate-students/>). Additional application forms are available at <http://financialaid.nd.edu/toolbox/applications-forms/>.

All prospective students can view an initial estimate for all tuition and fees, room and board, books and supplies, personal expenses, and transportation for a given year (based on the most recent year's costs) on the admissions website (<http://admissions.nd.edu/discover/cost-financial-aid/>) as well as the financial aid website (<http://financialaid.nd.edu/prospective-students/planning/>).

In addition, prospective students can view estimates for additional costs they will incur through the Architecture program, including studio supplies, studio fees, the Rome Studies Program fee, and living and travel expenses associated with participation in the Rome Studies Program, on the School's website. Costs for undergraduates are documented here: <http://architecture.nd.edu/academics/undergraduate-program/tuition-and-fees/>. Costs for graduate students are documented here: <http://architecture.nd.edu/academics/graduate-program/tuition-and-fees/>.

#### III.1.1 Annual Statistical Reports

Please use the following link to access a statement signed by the officials within the institution responsible for preparing and submitting statistical data certifying that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics: [https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfmdRQ2VQNDFVN2xyRXVoUHNFMldyYkp5OEtXZWxoQy1LZWpUR2NEOXBGN0E&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfmdRQ2VQNDFVN2xyRXVoUHNFMldyYkp5OEtXZWxoQy1LZWpUR2NEOXBGN0E&usp=sharing).

#### III.1.2 Interim Progress Reports

The School's 2010 Annual Report (narrative only), 2011 Annual Report (narrative only), 2011 NAAB response to the Annual Report, 2012 Annual Report (narrative only), and 2012 NAAB response to the Annual Report can be viewed on the School's website: <http://architecture.nd.edu/academics/naab/>.



#### Section 4: Supplemental Material

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program:  
[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfm53VUZjUENuUWktNGRwTF9xdXBaYUQ5aTRSZXg5cGZNOGZvVjRkR0INSig&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfm53VUZjUENuUWktNGRwTF9xdXBaYUQ5aTRSZXg5cGZNOGZvVjRkR0INSig&usp=sharing)
- Studio Culture Policy: <http://architecture.nd.edu/students/studio-culture-policy/>
- Self-Assessment Policies and Objectives:  
[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfndsWjZESVpFZ3RzUm5jVG15bUJzSG10dIBxaU84LXNjelRzZkpUMUM1RFk&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfndsWjZESVpFZ3RzUm5jVG15bUJzSG10dIBxaU84LXNjelRzZkpUMUM1RFk&usp=sharing)
- Policies on academic integrity for students:
  - For the undergraduate policy, refer to the *Undergraduate Academic Code of Honor*:  
<http://honorcode.nd.edu/>
  - For the graduate policy, refer to the *Graduate Architecture Handbook*:  
<http://architecture.nd.edu/academics/graduate-program/graduate-handbook/>
- Information resources policies including collection development:  
[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfIA4TWdNZHNJNFNBsndJbzhOOTgORjhoTm9WSFh0S3ZwTDQ1dmF2V3pscE0&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfIA4TWdNZHNJNFNBsndJbzhOOTgORjhoTm9WSFh0S3ZwTDQ1dmF2V3pscE0&usp=sharing)
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students:  
<http://equity.nd.edu/equal-employment-opportunity-affirmative-action/>
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
  - For the University's policy on research leave, see the *Academic Articles*, Article III, Section 13, p. 29: <https://facultyhandbook.nd.edu/governance/>
  - For the University's policies on scholarly achievement by rank, see the *Academic Articles*, Article III, Section 3, pp. 12-15: <https://facultyhandbook.nd.edu/governance/>
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure:
  - School of Architecture's *Standards and Procedures on Appointment, Reappointment, Tenure, and Promotion*:  
[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfkITX3JKSWJGU3hxbG5OR3otcTZ4Qm5HRFpMUMZxdGdxX1BQdFNiYW1pVDg&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfkITX3JKSWJGU3hxbG5OR3otcTZ4Qm5HRFpMUMZxdGdxX1BQdFNiYW1pVDg&usp=sharing)
  - For the University's policies on appointment, reappointment, promotion, and tenure, see the *Academic Articles*, Article III, Sections 4 & 5, pp. 15-23:  
<https://facultyhandbook.nd.edu/governance/>
- Response to the Offsite Program Questionnaire:  
[https://drive.google.com/folderview?id=0B5nE28\\_G9VPOfkRkZkY2eUdnck9LeVhmSHJpVWxZVjFQSW1ZOWh0MzF3QzRZSTQ0X01fR1k&usp=sharing](https://drive.google.com/folderview?id=0B5nE28_G9VPOfkRkZkY2eUdnck9LeVhmSHJpVWxZVjFQSW1ZOWh0MzF3QzRZSTQ0X01fR1k&usp=sharing)