

**University of Notre Dame
School of Architecture**

Visiting Team Report

Bachelor of Architecture (163 undergraduate credit hours)

Master of Architecture

Path B (120 pre-professional undergraduate credit hours plus 54 graduate credit hours)

Path C (120 non-architecture undergraduate credit hours plus 84 graduate credit hours)

The National Architectural Accrediting Board
14 April 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	1
3. Conditions Well Met	3
4. Conditions Not Met	3
5. Causes of Concern	3
II. Compliance with the Conditions for Accreditation	5
III. Appendices	29
A. Program Information	29
1. History and Description of the Institution	29
2. Institutional Mission	33
3. Program History	34
4. Program Mission	36
5. Program Self Assessment	38
B. The Visiting Team	41
C. The Visit Agenda	43
IV. Report Signatures	46

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I. Summary of Team Findings

1. Team Comments

- There is a strongly aligned and humanitarian focus for both the school and university. The students are passionate and committed to this mission. The students are confident of the value of their education and are eager to bring it forward into the world.
- The clear focus on classical architecture and traditional urbanism provides a vehicle to dialogue with the University and larger academic community on important issues of humanism.
- Faculty is committed to the education and professional success of the students.
- The dean's leadership in the school and university continues to bring the program forward into the University community.
- The experience of living and learning in Rome is essential to the success of the program.
- Resources are appropriately allocated to support the mission.
- Staff is very supportive of faculty and students.
- The library and the librarian are a substantial asset for students and faculty.
- The Advisory Council has made significant contributions to the facilities and program.
- The work exhibited in the team room and the coordination and effort helped the team to understand the special emphasis and quality of the program

2. Progress Since the Previous Site Visit

Condition 3, Public Information (2004): *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2004): Students, both undergraduate and graduate, did not appear to be familiar with the Student Performance Criteria or the Conditions and Procedures generally. School and university publications for the public failed to include the required NAAB language.

2010 Visiting Team Assessment: The students at both the graduate and undergraduate level are well informed concerning the NAAB Conditions and Student Performance Criteria. The criteria relevant to each course were listed in the syllabus. An upper level studio developed T-shirts with the 34 criteria emblazoned across the back to make sure that everyone was aware of the criteria. Coursework in the Rome program translated the 34 Student Performance Criteria into Vitruvian principles.

Criterion 12.21, Building Service Systems (2004): Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Previous Team Report (2004): There was virtually no evidence presented of such systems in either coursework or studio work.

2010 Visiting Team Assessment: This criterion is now met.

Criterion 12.22, Building Systems Integration (2004): *Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design*

Previous Team Report (2004): There was virtually no evidence of the integration of these systems into studio design projects.

2010 Visiting Team Assessment: This criterion is now minimally met. While tremendous progress has been made, there is still some weakness in comprehensive sustainability issues and detailed wall sections. A new course offered in the Rome program addresses the issue from the perspective of historic construction technologies, which will inform the integration of systems in courses that follow later in the curriculum.

Criterion 12.29, Comprehensive Design (2004): *Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Previous Team Report (2004): While the team was impressed with the high quality of the presentation drawings and the thorough attention to detailed development of programmatic spaces in the design of the thesis projects, there appeared to be little effort made to address the integration of structural, environmental, or life-safety systems in the designs. One thesis by an M. Arch student had interior stairs with no direct means of egress and only a perfunctory space labeled "mechanical." In questioning this issue, the team was led to believe that there was an absence of interest in pursuing such integration by faculty assigned as instructors for the thesis projects or in some cases a lack of qualifications.

2010 Visiting Team Assessment: This concern has now been adequately addressed in the terminal thesis project.

Causes of Concern taken from VTR dated February 25, 2004:

The Master of Architecture Degree Program—The school has admitted a number of students to its Master of Architecture (M.Arch.) program without the requisite preprofessional undergraduate degree, and required them to take additional courses to remedy deficiencies in their qualifications for the program. The team noted its concern about the limited architecture and design studio experience among these M. Arch students. The school is reminded that NAAB accredits a 3½-year M. Arch. degree for students with an undergraduate degree in a different discipline in order to have adequate architecture-related coursework and design studio experience included in the curriculum.

Conditions Not Met—The public information requirement of the NAAB has not been met. Several critical Student Performance Criteria have not been met, including those very closely related to the responsibilities of registered architects: Building Service Systems, Building Systems Integration, and Comprehensive Design. The latter deficiencies have serious implications for the accreditation or reaccreditation of a program.

Equity of Teaching-Load Distribution—The team is concerned about the issue of teaching load distribution as it relates directly to the time available for course preparation and for the creative and scholarly work of all members of the faculty, including those seeking tenure or promotion. Within a small faculty, particularly with some members approaching the age of retirement, it is important to attend carefully to the preparation of the next generation through mentoring and development opportunities.

Viability of the Rome Studies Program—Given the importance of the Rome Studies Program to the success of the school, it should go without saying that efforts must be made to ensure the future viability of the program, perhaps through an endowment. Other options mentioned to the team included moving to a less expensive location in Rome, even though that would make access to some important teaching sites more difficult.

2010 Visiting Team Assessment: The Program addressed issues identified as causes of concern in the 2004 VTR. The Program addressed the issue of students coming into the program without a pre-professional degree by developing a separate MArch track for those students. The public information statement conforms to the NAAB requirements. Specific emphasis has been given to address the “not met” Student Performance Criteria. Teaching loads with the exception of an unequal distribution of Thesis students appears to have been adjusted to be more equitable. The Rome Studies Program has recently been given a high priority by both the University and the Program in the pending purchase of a new larger building in Rome to integrate both the architecture program and other University of Notre Dame programs involving Rome Studies. The team felt there was appropriate and adequate attention to the causes of concern.

3. Conditions Well Met

- 5 Studio Culture
- 9 Information Resources
- 13.3 Graphic Skills
- 13.8 Western Traditions
- 13.10 National and Regional Traditions
- 13.11 Use of Precedents

4. Conditions Not Met

- 8 Physical Resources (B. Arch. & M. Arch.)
- 12 Professional Degrees and Curriculum (B. Arch.)

5. Causes of Concern

- A. **Coursework in Common.** 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 BArch and MArch by 2015.
- B. **General Education and Electives.** 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.
- C. Sustainability needs further exploration to realize the full potential of traditional building design.

- D. **Uneven Course Content in Studio.** 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.

- E. **Retention & Diversity of Faculty.** 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.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The University of Notre Dame School of Architecture is a flourishing community that is well respected by the university. The president values the mission of the School of Architecture to embrace the classical tradition in the context of both humanitarian values and the Catholic ethical principles that are central to the University.

Since the last NAAB visit the School of Architecture has become an independent school with its own dean rather than chair. This allows the dean to have the same status as the other professional schools, be a member of the Provost's Advisory Committee (PAC) and have more independence in decision making. Separation from the graduate school allows the school to be more entrepreneurial.

The team has a concern that as the smallest unit within the university the school has only one vote out of the 26 members on the PAC. The team was told by the provost that additional representation is being considered for this important program to align with other professional schools.

Junior faculty seek opportunities to contribute to interdisciplinary initiatives on campus, and to build on-going relationships with colleagues outside their department and university.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This is a remarkably happy group of students. Faculty, staff, and administrative support for students are significant. Students meet with Dean Lykoudis in bi-annual meetings. Faculty spend time outside of classes assisting students on projects, learning computer programs, and reviewing resumes and portfolios.

A strong level of mutual support can be found within the student body in both the undergraduate and graduate levels. For all students, this is formed in the required semester or yearlong stay in Rome, Italy during the Rome Studies Program, during which, students form bonds by living in a foreign country and working as a group on projects in towns all over Italy.

Students have the opportunity to become leaders through different organizations, task forces, and committees. These included the American Institute of Architecture Students, Students for New Urbanism, Student Association for Women in Architecture, Building Tomorrow, The Honesty Committee, and The Sustainability Task Force. Students also participate in many other activities and groups outside of the School of Architecture.

Students are encouraged to take the USGBC's LEED Green Associate Exam. The school supports them in providing free preparation seminars, and offers to pay the LEED exam fee for seminar participants and other architecture students if they pass the exam.

Lectures provide students with a varied view of architecture, with which they are able to frame their own traditional education. The offering of concentrations allows students to take courses in furniture design and construction, preservation and restoration, practice and enterprise, and architecture and the building arts. The creation of the architecture and the building arts concentration was a direct result of student request. The practice and enterprise concentration has allowed architecture students access to courses within the business school that were not open to them otherwise.

The annual career fair exposes students to the profession. While the economic climate is currently different than it has been in the past, graduates continue to find employment. Fifth-year and graduate students are invited to attend the annual Driehaus Prize Reception. This 'black-tie' event allows them to network with other professionals, and many in the past have left with job offers.

Students understand and value their education in the classical tradition. They know that the traditional approach to design can be applied to all aspects of architectural practice.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Students are informed of the registration process during their first year on campus in handouts and through class presentations. The faculty IDP coordinator conducts awareness meetings. All students interviewed indicated an understanding of IDP approximately ½ of the grad students polled were enrolled in IDP. The majority of 4th and 5th year students are enrolled in IDP. The professional practice classes (50711 and 80711) in the last year formally reinforce the registration process with course work and quizzes. Faculty attends both AIA and NCARB events. The majority of the 4th and 5th year students, as well as, graduate students polled in student meetings have worked in an architect's office and intend to practice architecture.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

In what appeared to be a nearly unanimous show of hands in the school during the student meetings both the graduate and undergraduate students desire to become registered architects. They are aware and appear very enthusiastic about the challenges of the profession. Research is incorporated seamlessly into their academic curriculum as a critical component of knowledge about the profession.

The program involves professionals from the community in studio critiques at the graduate and undergraduate levels. Architects and engineering consultants provide a mid-point review for the thesis or terminal projects for the more technical requirements. Several studios involved associated disciplines at critical milestones in the studio projects.

The school is an AIA CES provider to encourage AIA professionals to meet their continuing educational needs at the school. This provides a model for the students of the necessity for a lifetime of practice and research.

The vision of the school and university stresses the humanitarian and community aspect of the profession, and the students are well prepared to translate this ethic into their professional life. The specialized nature of the curriculum makes the students in high demand for professional employment.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The team has observed that the faculty and administration of the school do an excellent job of relating the principals of traditional and classical architecture to the modern world, through the educational process. This is to say that the students understand implicitly their role as practitioner, developing not only an understanding of design and construction but also the needs of the community, and how its people live, work and worship in its buildings.

There is a need for more dialogue and debate about the ideas and ideals of classical architecture and traditional urbanism within the program, the university, and across the larger academic, professional and public communities. This is a missed or uncaptured opportunity.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Students evaluate the individual courses and instructors by a university-wide computer-based reporting system. The system provides the students with the opportunity to evaluate by way of multiple-choice as well as offer specific comments. Students also provide an exit evaluation of their experience. The dean conducts student meetings on a regular basis. The students indicated that they believe that their concerns are heard and receive positive responses. Students sit on the school's curriculum committee. The college advisory council provides self-assessment. Examples

include: urging and facilitating computer based resource improvement and increasing the emphasis on sustainable design. A faculty retreat was recently held (2008) in Chicago to assess the school's core values, historical foundations, aspirations, visions for research, and curriculum. A task force was initiated to follow up on the retreat. Established committees such as the undergraduate and graduate studies committees meet regularly to assess the curriculum. Tenure-track faculty are evaluated yearly by the dean.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

All publications, catalogs, and school website include the exact language found in the NAAB Conditions for Accreditation, Appendix A.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

In a very real sense, the University of Notre Dame as a Catholic academic community vested in principles that situate intellectual growth and learning in an atmosphere characterized by principles of faith, establishes an overarching institutional context for developing an academic environment for teaching, learning and working. In support of this idea, the university maintains clearly stated policies concerning Affirmative Action for faculty and staff (see University of Notre Dame Human Resources Policy Manual) and for students (see University of Notre Dame Undergraduate Bulletin and Graduate Bulletin.)

The high standards of admission imposed upon candidates for both the undergraduate and graduate programs create a well-prepared and highly motivated community of students; consequently, student retention and graduation rates are uniformly high, with little attrition.

Undergraduate students are admitted to the university, joining the School of Architecture in their second year and leaving the School of Architecture administration with few obligations to or control over recruiting and admissions—and the related initiatives for assuring diversity in the architecture student population.

The school's unique focus on classical architecture and traditional urbanism attracts highly qualified students to the 3-year professional Masters program, and faculty recruiting draws students from upper-tier liberal arts institutions. A little more than half of the students in both the undergraduate and graduate programs are women. International students contribute further to diversifying the population.

Once in the school, students appreciate a safe and familial atmosphere that permeates through the School of Architecture. Further, students convey that they benefit from the attention of a dedicated and caring faculty as well as enjoying mutually supportive relationships among peers in both the graduate and undergraduate programs. Student leadership includes the voices of women and minority students as well as international students, leaving the impression of an inclusive, cohesive, and integrative community of emerging professionals.

Although the school has made a demonstrated effort to diversify its faculty, seeking in particular promising female candidates for tenure-track positions, successful progress through the tenure-track to a tenured appointment remains problematic. Several factors contribute to this situation.

Although the school has been proactive in creating visiting positions that provide a transitional year into a tenure-track position as well as using university policies that permit the stopping of the tenure clock to afford faculty members additional time to produce adequate dossiers, there remains a need for greater transparency in the tenure process, including the requirements and influence of the three-year review. Even though the school personnel document suggests that there are three discrete paths of focus through which a faculty can attain tenure--through traditional research, scholarship and publication, through creative architectural practice, and through a combination of those endeavors, perhaps in response to the larger university context, it appears that faculty are being advised that there are only two viable means to attain tenure, traditional scholarship and a combination of scholarship and creative practice. The difficulty of producing a recognizable body of work from the school's relatively isolated situation in South Bend is perceived as a "daunting" proposition. In short, a situation has developed that discourages building the tenure dossier on practice alone, potentially compromising the ability of the school to maintain a faculty that includes practitioners, an essential component of the teaching faculty, particularly at the undergraduate level.

The dean meets, each semester, with every class in the undergraduate and graduate programs, including students in Rome, affording them an informal, yet productive forum for discourse with the upper administration. Students express genuine appreciation for this access, and assert that, in many cases, the interaction has resulted in positive change.

Regular meetings of administration and staff afford continuity and coordination in the ordinary business of the school. Faculty meetings, including the meetings of issue-based committees, address administrative, logistical, and curricular issues. Additionally, the dean meets individually with faculty members annually.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

A strong and positive studio culture is very evident within the school. The school adopted a studio culture policy in 2008. This was drafted by the Undergraduate Studies Committee with faculty and student input. The student-to-student mentorship is very strong.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The school appears to have a very dedicated faculty that spends a lot of extra time beyond normal design/class time to devote to teaching and informal advising. This appears to add to the faculty perception that teaching loads are high. The team felt that the teaching loads were reasonable. The student/teacher ratios are appropriate but with expected growth of the graduate program, additional faculty will be necessary.

As noted previously, a generation is missing in the faculty composition. The school must attract and retain younger faculty to ensure continuation of the quality of the program. It will be problematic until issues surrounding earning tenure are resolved. It is clear that there is not an understanding regarding the tenure of the younger “practicing” professional and the definition of an acceptable research agenda for that group.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

There is an abundance of visiting lecturers, visiting design critics, and exhibitions, field trips in near and far regions of the US and around the world. Documentation and student confirmation of

more than adequate student support services, advising, career days, professional societies, and honor societies are supported for both undergrads and grads. Students voice their appreciation for this rich and diverse learning environment.

Policy for human resource development for faculty and staff is provided, yet many questions remain. Our visit coincides with a moment when administrators and faculty at every level are concerned about several unsuccessful tenure cases, and an overall poor retention rate. In addition, our visit coincides with active deliberations regarding the possible tracks available to frame tenure cases in the School of Architecture.

In the APR, 3 options are described: a.) traditional scholar, b.) design architect or practitioner, and c.) teacher/practitioner/scholar. At the same time, the university provost described a.) and b.) as the only 2 tracks. An undated document provided by the School of Architecture reflects the 2 rather than 3 options. During our meeting with faculty, a discussion about the process of promotion and tenure and the poor retention rate in the department led to a lively debate in which some senior faculty advocated for maintaining a unified model of the academic architect excelling in the holistic definition of teacher/practitioner/scholar of track c). Furthermore, given that only architects with a substantial record of professional practice can make a case for tenure based on practice, it is not surprising those junior faculties are troubled. Particularly when junior faculty began teaching here with the understanding that their tenure case could be framed by the holistic option “c” and have been informed by the provost’s office about the new emphasis on research/scholarship within the tenuring process of the university.

Faculty seems to be well supported in their academic research and teaching endeavors. The students are well supported in their travels.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch.	[]	[X]
M. Arch.	[]	[X]

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.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The APR provided all of the required documentation. The internal library is especially important because of the unique educational experience of classical architecture and the need for specialized resource information. The current librarian has engaged the student body and provides invaluable training in research skills. The library support for the Rome studies appears to be improving based on student testimony. There is a 550-volume rare book collection concentrating on the history of the study of architecture in America. Visual resources are provided thru ARTstore and Flickr. The VHS collection has been converted to DVD. The library staff has recently been doubled and there is a full time librarian. Staff is available 6 days a week and is staffed until 11pm.

The extraordinary resources of the School of Architecture Library include an exceptional staff. The librarian is able to sustain a unique and growing collection of books on classical architecture. The librarian nourishes and sustains a supportive relationship with both books and students.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

It seems clear from the low student faculty ratio, the high degree of student financial support and the university’s commitment of the School of Architecture both in Rome and on the main campus that the school has sufficient institutional financial support. Notre Dame is a highly endowed institution with a strong commitment to the School of Architecture. A new, larger facility is to be purchased in Rome awaiting only the final paperwork to be finalized. The university also acknowledges the need to expand the main campus facilities, which it has in its longer-term plans.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The University of Notre Dame is accredited by their regional accrediting agency, the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
B. Arch.	[]	[X]
M. Arch.	[X]	[]

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 BArch 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.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Course syllabus and course books indicate substantial readings and supplementary resources in required courses. Assigned student writing is present in course notebooks, but is limited in scope and length. Given the dedicated format of design representation, all text appears brief and tends toward labels.

When meeting with the team, undergraduate and graduate students voiced their sense of reading and writing as an important and pleasurable aspect of their education. Several students described specific writing assignments in unexpected courses, such as an historical analysis in their structures course.

The Professional Practice course notebook includes assignments that focus on the importance of being convincing through a “solid verbal presentation” and asks students to write text that will be spoken to potential clients who are not architecture-savvy.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This SPC is met in the History of Architecture sequence and in the Architectural Treatises course work. Student papers demonstrate how well articulated arguments develop the ability to use abstract ideas in architectural thought.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Students show a very high aptitude for freehand drawing, which is evident in studio projects in both the undergraduate and graduate levels. Hand drawn programming diagrams and process drawings are evident in thesis and terminal projects.

Mainly, the upper-level students use computer technology. However, even if the computer is used, many students choose to hand render their final drawings. Students requested earlier introduction of computer skills.

Undergraduate students begin to learn graphic skills in their architecture class, ARCH 11011, Graphics I: Drawing, and continue to refine their skills throughout their career. Graduate students are introduced to hand drawing techniques in their introductory studio.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Papers, analytical drawings, and terminal/thesis project prospectuses, across the curricula, demonstrate students' abilities to gather, interpret and apply a broad spectrum of data seminal to design, planning, construction, and theoretical discourse, including: applied research through documentation and interpretation of ancient monuments in situ (34312, 34322); precedent studies as a prelude to creative and critical design; site assessment, and systems research (51121, 81161). Course work (73321, 10311) also evidences students' abilities to consult and apply information derived from direct engagement with significant primary sources. The special collections of the architecture library and the dedicated efforts of its librarian must be mentioned in connection with the cultivation of students' research skills.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This program emphasizes the understanding of formal ordering systems as intergral to the understanding of classical architecture. It is shown in the undergraduate program from early 1st year drawing projects (three dimensional buildings and their relationship to each other), in Rome where traditional urban plans are analyzed, and in the 5th year comprehensive project. It is also displayed in the M. Arch program as part of the foundation curriculum and is sustained through the terminal project regardless of concentration.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Based on review of course syllabus and student work for architecture 21111, 21121, and 61111, the students have developed excellent fundamental skills. Graphic abilities are especially well developed.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The Rome Studies Program fosters collaborative learning in both formal and informal ways. The students are exposed to the interdisciplinary professional project team members in the environmental system classes at the undergraduate and graduate level. Visiting lecturers and professional critics reinforce the importance of the team process and expose the students to those professionals. The urban design program involves teams of professionals in the community process. Urban design projects all involve groups of students working together collaboratively. They also work in studio with products of other student teams. Specific studio projects have elements of collaboration between students. Informal student collaboration was also observed at the studio level.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Asserting that “the School is unique in the United States in that its theoretical emphasis is based on the principles of the traditional city and its architecture as a way of understanding the problems of contemporary practice in architecture,” a preponderance of studio work, at both the undergraduate and graduate levels in architecture, Classical architecture, and urban design alike, indicates the profound influence of the western canon in shaping coursework across the curriculum.

Foundation history courses (20211, 20221, 60211, 60221) build an understanding of the western tradition through exams and essays that explore cultural context, elemental order and language, relationships among key works of architecture, and the spatial practices embodied by buildings conceived in the western tradition. Quizzes (20211, 60211) establish students’ facility with the elemental language of western architecture, including consideration of the reciprocity between the history of technology and the development of historic built form.

Exams and papers also indicate the influence of means and ideas of construction relative to the progress of the western tradition through the early modern and Modern eras (20221, 60221). Design studios, for example, the fourth-year studio that studied the relationships between the legacies of Schinkel and Mies, underscore the commendable degree to which students understand transcendent principles of western architecture over the larger course of history. Courses in Rome (especially 34312, 34322) further demonstrate understanding of the western tradition through applied research

assignments that mandate direct engagement with canonic buildings through analysis, documentation, and interpretation.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Although foundational history courses (20211, 60211) include lectures that address developments in Far Eastern architecture, Islamic architecture, and the architecture of ancient America, understanding of this material is demonstrated in quizzes and exams, particularly in essay questions that involve comparative frameworks of analysis of western and non-western monuments through a western lens. In the undergraduate program, fourth-year students explore divergent traditions in the design studio. There is formal analysis of non-western buildings and application of that knowledge in the conceptual framework of the design problem.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

In parallel to the facility with which students engage their understanding of the western canon, this criteria is well met by the required history of architecture courses (20211, 20221, 60211, 60221) together with required courses in Rome (see especially 34312, 34322, 74322, 84312, 34212, 34222).

In essay assignments (see especially 30331, 60221) students demonstrate their understanding of national and regional social and cultural factors that shape both ordinary practices of space and influence the articulation of high styles of design as significant matters of architectural production.

The addition of a United States study tour as a vehicle to facilitate the transition of rising fourth-year students upon their return from Rome back to the home institutional setting underscores the relationship of national settings and regional belief structures to overarching ideologies of classical design.

In parallel, the travels of urban design students (graduate concentration) to Louisiana and Mississippi and design projects predicated upon them, provide additional understanding of the rich vernacular of American architecture. Studio projects in the undergraduate curriculum also demonstrate understanding of regional vernaculars in global culture (Romanian house documentation and design) as well as American settings (Albuquerque problem).

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Undergraduate:

ARCH 34212 Roman Urbanism and Architecture I, The idea of being in Rome for an entire year and using the “Eternal City” as an urban design and architecture laboratory is a powerful precedent learning tool.

ARCH 51111 Fifth Year Studio

The Reconstruction of borgo San Gregorio – L’Aquila, Italia

This studio studied the borgo San Gregorio in L’Aquila which was destroyed in the recent (2009) earthquakes in the Abruzzo Region of Italy. Students developed a master plan, developed designs for individual blocks and advised on construction techniques studied from history that were earthquake resistant. Precedents used were of the Abruzzo Region as seen in Santo Stefano in Sessanio, and building and construction methods as used in Capestrano and Navelli. Floor, wall and roof systems were studied that were employed and lasted for centuries.

Graduate:

ARCH 70211 History of Rome

In teaching the history of Rome, elements of the plan of Rome, building components and assemblies, and building precedents taught as a continuum of urban design, architecture and building components. This interrelated approach reinforces the linkages between scales and drives home the inextricability of all three. Precedents studied were many, a selected list are: Santa Maria del Popolo, Santa Maria della Pace, Santa Sabina, The Arch of Constantine, and the Arch of Titus.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

An interest in theories of a humanistic architecture, and a particular interest in the human spirit, is widely evident in required readings in both the undergraduate and graduate programs. A similar, though narrower, interest in the “human city” and the role of architects and urban designers in shaping its idealized formation is widely evident in studio documents.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The team has observed that while Human Diversity is displayed extremely well in some of the undergraduate and graduate design studios it is not continuous throughout all studios. It is unclear if all students are exposed to programs that allow them to explore these diversity issues at length.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Accessibility code reviews are conducted in the professional practice course (50711, 80711). Review of exams and quizzes indicate that the students have the understanding. Review of drawings from the 4-,5- and graduate-level studios indicate that this understanding has been taken to the level of ability as they are able to apply knowledge relating to accessibility issues. A specific studio also developed housing for special need individuals at a group home. Students also choose an exercise to simulate spending a day as a blind or mobility impaired individual to better understand the design challenges involve

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

ARCH 40411 / 70411 Environmental Systems I/II

This course is a very rigorous investigation into environmental systems and the specific calculations required to quantify those systems. Many of these systems deal directly with major sustainable building and site design components. Students execute heat load calculations, thermal mass analysis, conduction calculations for exterior building envelopes, humidity, infiltration, solar orientation and energy consumption analyses. Also included are solar energy studies, solar design, psychometrics, heat gain/loss, and natural energy design.

The opportunity to explore traditional architecture as a sustainable system is under more thorough investigation by a school taskforce.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Undergraduate students go through a rigorous process of a spatial needs analysis in their thesis preparations in ARCH 51121. Precedent analyses are performed, and site documentation is thorough. Client needs assessments are performed in studio projects in ARCH 51111.

Graduate students perform tasks of precedent analysis, program preparation, and site investigation in their terminal design project in ARCH 81161.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Process books show an ability to analyze built and natural site characteristics. While urban design projects show strength in this, it is less clearly developed in architectural projects.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

A review of thesis projects indicates that students have the ability to apply structural knowledge of forces and systems. The structural course 20511 provides training that includes analysis of forces, design of structural members, structural models and the history of structural systems.

Architecture 40511 applies the fundamental structural principles to wood and steel member design. Historic structures are studied as are examples of structural failures. Architecture 40521 and 60521 applies the principles to wood, steel, masonry and concrete structural design. Lateral forces are also covered.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Environmental Systems I (40411) and II (50419) for undergraduates and (60431 and 70441) for graduate students include an introduction to and detailed instruction in all of the NAAB required areas. Exams were reviewed and they indicate that the students have an understanding of the issues. Graphic examples completed by students in these courses also indicate an ability to apply the knowledge to buildings. Examples of the application of this knowledge were also evident in 4th and 5th year studio work as well as in graduate studio work.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Life safety issues are addressed in the previously described environmental courses for all students. Buildings are analyzed for egress routes, quantity of egress and conformance to model codes. It is also evident that students have applied the principles of life safety to their 5th year work and thesis projects as life safety diagrams are included in their presentations. Graduate student work was similar.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Students are introduced to principles of the building envelope in the building technology courses. Quizzes in ARCH 20411/60411 introduce students to basic principles in masonry envelope systems. Students show an understanding of principles and applications of a wide range of building envelope materials and assemblies in tests and projects in ARCH 40421/60421. Knowledge learned in the building technology courses are minimally applied to upper level studio projects and are shown in wall sections.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The Environmental Systems I and II provide the knowledge for understanding and applying the knowledge to the above systems for the undergraduate and graduate courses as evidenced by examination results. The ability to apply the knowledge to buildings is apparent in studio projects starting with the fourth undergraduate year. The areas of communication, security and fire protection are the weakest areas for the application of the knowledge.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

A review of the thesis and terminal projects indicate that the students are applying the knowledge of structural, life safety, envelope systems, building service systems, and environmental systems in their projects and that they are integrated into the designs.

Student work product and design development documents indicate that the work is imbedded throughout the process including analysis and selection of appropriate systems. Discussions with students and technical instructors indicate that they are using the buildings being designed in their studio projects as part of the technical classes to reinforce the integration process. The technical courses, including structural, building technology and environmental systems 1 and 2, are extremely rigorous and through at the undergraduate and graduate level.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

ARCH 40421 Building Technology II is an exemplar of the time honored tradition of the teaching of building construction. The in-depth coverage of building materials and assemblies includes: concrete, exterior walls, roofs, windows/doors, stairs, masonry, wood & framing, metals, steel, site work, surveying, topography, soils, foundation, plaster, gypsum and interior finishes.

ARCH 60411 Building Technology I

This course demonstrates the connection between traditional construction techniques and traditional buildings. It provides students with an understanding of and the ability to execute the arrangement of a building's component parts – in plan, section and elevation – and equally, its method of construction and the assembly of its parts. In addition to tests that require the student to draw details and analyze site topography this course actually has the students construct a masonry doghouse with an arch.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Exams in ARCH 50711/80711 cover building and construction costs, bidding, and project fee allocations. These courses also cover a basic financial understanding of billings, profits, taxation, and how to successfully run a firm.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The technically precise drawings are done as part of the thesis project for the BArch program and the terminal project for the MArch students. The professional practice course 50711 and 80711 undertakes outline specifications. This condition is minimally met because the emphasis is primarily on wall sections.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The professional context course gives tangible evidence of students understanding. In traveling studio projects students learn the client role through immersion. The service projects, such as Building Tomorrow, provide a unique hands on experience with the client role.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The students are provided increasingly difficult building programs during the studio process for an extremely wide variety of building types. In specific studios they develop building programs by meeting with actual clients (example: group home residents). Building systems are slowly included in the design process beginning with envelope, followed by structure. Life safety systems and environmental systems follow in the 4th year work. This is facilitated by collaboration between the technical course instructors

and the studio projects. The process culminates in the thesis and terminal project work and the review of those documents indicate the students have the ability to accomplish comprehensive design.

The school is utilizing and encouraging students in the Green Building Councils process and the training of accredited professionals. The school reimburses students for successful LEED accreditation.

13.29 Architect’s Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

ARCH 50711 & 80711 take the student thru an understanding of design marketing, contract making and negotiating, managing staff, office accounting and payroll, selecting and coordinating consultants, developing and creating different delivery systems and selecting and using the different forms of contracts. This understanding is conveyed in lectures from the professor and visiting professionals, exams, and homework assignments, such as writing resumes, fee development, ethics issues and code reviews.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The professional practice classes (50711 and 80711) include all of the NAAB required items. Exams indicate that students have an understanding of the issues. Other studio courses such as (51111, 51121, 50711, 80711 and 81151) reinforce such issues as RFP, RFQ, presentations to clients, code reviews and governmental regulations in both real world and simulated experiences. Numerous travel experiences, summer service projects and community involvement activities reinforce the education of the architects role and responsibilities to society.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

As in item 3.1.3 (Architectural Education and the Profession) Notre Dame students receive information on this process immediately on selecting the architecture major. This is reinforced yearly in written form and emphasized during yearly student meetings. The

IDP college coordinator is active in promoting the IDP process. The majority of students at and above the 4th year level have enrolled in IDP. The majority of these students also indicated that they have also worked in an architect's office. A show of hands indicated an almost unanimous desire to become registered. The professional practice course taken in the final year insures thru course work and examination that the students understand the rights and responsibilities of employers and emerging professionals.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The understanding of social responsibilities of architects to society is at the core of the Notre Dame program. The studio projects are tailored to connect the process to the community. The school's Center for Building Communities provides communities in the US and abroad with urban design expertise to assist them in resolving real world issues. The student-led organizations have supplemented their experiences thru school supported summer, spring break and fall break sessions to construct homes, schools, clean neighborhoods, renovate homes for special need individuals and provide charrette design input to communities. Students also take an active roll in leadership positions in AIAS, SNU, SAWA, Building Tomorrow and other university wide organizations. It is evident that many individuals and communities have benefited from their efforts.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Through written assignments, including analytic problems, in the Professional Practice classes (50711, 80711) students demonstrate understanding of building codes and regulations as well as legal aspects of contract documents. Examinations hold students accountable for understanding of building codes and laws pertaining to accessibility in connection with relationships to materials, systems and design details in Building Technology II (40421, 60421). The philosophy and mission of both undergraduate and graduate curricula reference the importance of traditional patterns of urban form. Evidence in studio work, including theses, shows understanding of the laws that govern zoning and subdivision ordinances; understanding of environmental regulations is introduced in environmental technology courses.

The team observes that more thorough integration of historic preservation laws, at both the national and international levels, would be consistent with the pedagogical perspective of the program.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

	Met	Not Met
B. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The team has observed that in the initiatives to improve the Professional Practice courses within the program, there are many opportunities for students to obtain an understanding of ethical issues both in homework, classwork, exams, and in conversation with the practicing faculty as well.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 University of Notre Dame Architecture Program Report.

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 humane. 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. Great architecture is at once local in scale, global in scope, and sustainable in aspiration — not a fashionable footprint that tramples the past and threatens the future.

Undergraduate and graduate students alike immerse themselves in the principles of traditional and classical architecture and its application in the modern world. That means they learn not only the basics of design and construction, but they develop an understanding of society itself and how the buildings where people live, work, and worship facilitate community. To that end, Notre Dame's undergraduate and graduate programs prepare her students to become licensed architects and engaged citizens committed to the greater good of the built and natural environment.

The School of Architecture occupies a unique place in American architectural education today, offering a distinct alternative to the method of teaching architecture that has been prevalent since the 1950s. The School has re-established a paradigmatic approach to learning that is intended to be more than a mere foundation of study. Rather, the program is seen as an initiation into traditional and classical architecture as a way of addressing practical design problems throughout the architect's professional life.

Thanks to strong and patient University administrative support over the past twenty 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, and a change in the School's leadership from a chairman to a Dean. With direct links to the Office of the Provost, the School is in a strong position of self-determination while still being guided by and benefiting from larger University directives. The School's Dean is a member of the Provost's Advisory Committee (PAC) and performs administrative functions along with the Deans of the other colleges and schools within the University. 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 collections in the Architecture Library, and improvements in the facilities in Rome.

Another essential component of growth in Notre Dame's School of Architecture has been the enthusiasm and support of its undergraduate and graduate students. Exclusively at

the graduate level, and increasingly at the undergraduate level, students are drawn to Notre Dame because of its unique program of study. Now, more and more freshmen applicants are applying to Notre Dame specifically because they desire its unique offerings. Graduate students come from the corners of the earth, as do national and international undergraduate students. The School of Architecture appreciates that the 1998-99 and the 2004-05 NAAB reviews recognized that the School provides a varied and alternative point of view that also satisfies the NAAB criteria. We believe that The School has made great strides since 2004-05, yet we recognize our need to improve the School and refine its curriculum 'if we are to continue having an effect on architectural education at large. In identifying the School's strengths and weaknesses, we clarify our own future.

Enrollment in the Graduate Program has grown from four in 1990 to 16 in 2004 to 45 *in* 2008-09. (See below for an account of changes *in* the graduate program since the 2004 NAAB visit.) Graduate students have ameliorated teaching loads at the first-year and second-year levels through their significant contributions as TAs. On the other hand, the School of Architecture needs to develop more teaching positions to help satisfy graduate needs, and it is necessary to find additional studio space both on the home campus and in the Rome Studies Program.

Education is the process of acquiring experiences and knowledge so that one can make sense of the world and be able to act justly and effectively within it. One encounters concurrent and contradictory messages during the course of a lifetime, all of which adds to one's knowledge. But knowledge alone is not enough to create an understanding of the world. Knowledge reveals the basic facts of the world, but we still need reason to prioritize and assemble this knowledge in a useful manner, and we need virtue to direct our knowledge towards just ends. The resolution of problems and conflicting forces requires faith that resolution is possible and that the result of the resolution will make a better place for all of us to live.

The Notre Dame School of Architecture offers three first professional degree programs: a five-year Bachelor of Architecture degree, a two-year Master of Architecture degree, and a three-year Master of Architecture degree. The School is unique in the United States in that its theoretical emphasis is based on the principles of the traditional city and its architecture as a way of understanding the problems of contemporary practice in architecture. The traditional city is a place where the productive powers of knowledge, reason, virtue and faith propel the creative process by the interaction of standards of excellence provided by the past with the never-ending demands of the present and future. From the tensions between the private and public realms of the city, and between the dynamic reality of the city as a place of both memory and hope, we observe the emergence of truly meaningful formal creativity. We ground our students in a sure knowledge of the past, and use the past as a way of informing the future.

The architecture curriculum in all our degree programs is structured so that 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. In the undergraduate B.Arch curriculum, the first year features the liberal arts program common to all Notre Dame students as well as introductory courses in architectural drawing and theory. Second year courses in design, technology and history 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 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 developed during the previous three years. By the fifth year, the students have forged individual

viewpoints about architecture and engage a diversity of issues that culminate in their spring comprehensive design thesis studio.

In addition to the programs of the normal academic years, the School of Architecture has also had a series of overseas summer school studios. Sites that have hosted summer studios include Nauplion, Ureece, London and Bath England, Viseu Portugal, Oslo Norway, and Havana Cuba. An ongoing summer program is held in conjunction with Nanjing PRC in China, and graduate urban design students do an annual American Urbanism summer field trip upon their return from Rome. Through their architectural travels in the U.S., Europe, China and elsewhere, in addition to their required readings, students observe how traditional towns and villages can be in harmony with their natural surroundings. This harmony they see first simply as beauty; but further study reveals how the scale and proximity and organization of formal elements have also resolved issues of economic viability, social richness and environmental sustainability; and these resolutions become models to be emulated and advanced in their own subsequent life's work.

In AY 2004-2005, the School of Architecture initiated significant changes in the graduate architecture curriculum in an effort to make graduate education in classical and traditional architecture and urbanism more widely available, increase both the size and the profile of the graduate program in architecture, and expand the financial resources of the School of Architecture. Prior to AY 2005-2006, the School of Architecture offered a 2-year course of graduate study leading to the Master of Architecture professional degree. To this existing graduate program, beginning in the fall of 2005, the School of Architecture has added a 3-year Master of Architecture degree program.

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a 4-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 N.A.A.B.'s substantive curricular requirements for accredited professional architecture degree programs, which vary from student to student depending upon their undergraduate architectural education.

The 3-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 prepare students for the final three semester concentration/terminal design project and public defense sequence mentioned above and described below.

In addition to the new 3-year M.Arch course of study, the new graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a two-semester-concentration + terminal-design-project-based advanced curriculum.

We hope and intend that all our graduates will enter the profession understanding themselves not only as contributors to the built world but also as citizens and public servants. Architecture provides, or should provide, the physical settings that facilitate people living together justly. We hope we are helping future architects to find the faith to act with knowledge, reason, good will and virtue.

In 1842, the Reverend Edward Sorin founded the University of Notre Dame. By the end of the Civil War he had augmented the University's classical curriculum of humanities, poetry, rhetoric, and philosophy with a college of science. Sorin's death in 1893 brought the 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. Bums, C.S.C. furthered this tradition of visionary leadership in the 1920's 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 1940's. 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. Notre Dame gained national prominence under his leadership, and internally the library grew dramatically. Then expansion of physical facilities was particularly evident, growing from 48 buildings to 88. Perhaps Hesburgh's principal accomplishment was the admission of women as undergraduates in 1972.

From 1987 to 2004, the University of Notre Dame continued to grow in stature under the leadership of Father Edward A. Malloy, C.S.C. Chaired faculty positions currently number 249. As of Fall 2008, and the undergraduate student body enrollment of 8,363 and the graduate student enrollment of 3,368, which includes first Professional enrollment (Law and Masters of Divinity), has become one of the twenty most highly selective in the United States. Notre Dame's \$1.7 billion, plus its endowment, ranks in the top 20 in American higher education. The University has a 21 %% undergraduate minority student population, with 18% of all student minorities, and has expanded the presence of women at all levels. Father Malloy also undertook a major effort in international outreach, with 59.5% percent of Notre Dame's undergraduate students participating in foreign studies programs.

Notre Dame is much more than its statistics. Historically, it has grown from the vision of its founder, Father Edward 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. Over the years, Notre Dame has been a place where the Catholic Church could do its thinking. The first national study of Catholic elementary and secondary education was done at Notre Dame in addition to the most extensive study of Catholic parish life and a landmark historical study of the Hispanic Catholic community in the United States.

The aerodynamics of glider flight and the transmission of wireless messages were pioneered at the University in the past, and today researchers are achieving breakthroughs in laser and nanotechnology. The formulae for synthetic rubber were discovered at Notre Dame, and today the University is a world leader in radiation chemistry. The combination of ground-breaking research and a long tradition of excellence in undergraduate and graduate education have attracted world-class teachers and scholars in theology, philosophy, accountancy, nuclear physics, Latin American studies, medieval studies and other disciplines. The University's most recent commitment to teaching is the Kaneb Center for Teaching and Learning based in DeBartolo Hall, an 84-classroom complex with state-of-the-art computer and audio-visual equipment that makes it among the most technologically advanced teaching facilities in higher education.

Notre Dame always has been heavily 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, 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.

2. Institutional Mission

The following text is taken from the 2010 University of Notre Dame Architecture Program Report.

[From the University of Notre Dame *Faculty Handbook*, pps. 1-2, 2007-2008]

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.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensibility to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University, but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame's character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject

to appropriate critical refinement. There is, however, a special obligation and opportunity, specifically as a Catholic university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.

3. Program History

The following text is taken from the 2010 University of Notre Dame Architecture Program Report.

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 a 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 was taught at Notre Dame is closely linked to architectural developments in the United States. This has always been influenced, however, by the unique qualities of the University's administration, faculty and students. As noted in the University of Notre Dame *Mission Statement*, 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.

Henry J. Schlacks, a prominent Chicago architect who came to South Bend weekly to supervise the incipient program, taught the first formal courses in Architecture at Notre Dame in the 1890s. Francis Xavier Ackerman, head of the Department of Mechanical Drawing, nurtured the student's work. As the Department of Architecture developed, its quarters were moved to the double-height spaces on the fifth floor of the University's Administration Building.

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 all trades extended to the writing of specifications. Graphic methods of determining stresses in beams, girders and trusses were also studied.

Under Francis Kervick's chairmanship during the late 1920's, the Department began to participate in the Beaux-Arts Institute of Design program. Students engaged in national design programs with competitive juries. Such inter-school competition raised the standards of architectural education in the United States and improved the curriculum at Notre Dame. Analytiques issued by the Institute were used in the first and second years in conjunction with sketch problems written by the faculty. In the later years of the 1920's

Beaux-Arts Institute programs continued to be used throughout the curriculum with initial juries done locally and the winners submitted to be judged in New York.

When a new building for the University's Law School was constructed in 1930, the Architecture Department moved into Haynes Hall. A lecture room and a library containing 1,000 volumes were located on the first floor and studios were housed above. In 1930, Notre Dame Professor William W. Turner published *Fundamentals of Architectural Design*, a commonly used text for a considerable time thereafter.

In 1939, Francesco (Frank) Montana, FAIA, joined the faculty as an instructor in Architecture. He had won the Paris Prize in 1936 and he received his diploma from the *Ecole des Beaux-Arts* in 1939. He became chairman of the Department at Notre Dame in 1950. His accomplishments included moving the Department of Architecture into the former University Libraryⁱⁿ 1965. In 1968, he established a graduate program, directed by Professor Patrick Horsbrugh, which led to the degree Master of Environic Design. In 1969, Professor Montana established the Rome Studies Center in its current location on Via Monterone. He stepped down from the chairmanship in 1972, and he then served as Director of the Rome Studies Program until 1986.

Professor Ambrose Richardson, FAIA, was Chair at Notre Dame from 1972 to 1978. He had been a design principal for 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 Snite Museum of Art. Professor Richardson retired in 1978 from the University of Notre Dame as Chairman of the School.

Professor Robert Amico elevated Architecture from a Department to the status of a School within the College of Engineering in 1983. Professor Amico also instituted curriculum changes, established the School's computer laboratory, and established the School's Council of Advisors. 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 School had previously rented. This building provides offices and studio facilities for the Rome Studies Program. Also during Professor Amico's chairmanship, the Masters program leading to the Masters of Environic Design was discontinued and a new graduate program was established in 1984 leading to a Master of Architecture degree.

In 1989, Thomas Gordon Smith became Chair of the School of Architecture. He proposed the goal of instituting a curriculum that would revive the classical method of teaching architecture as the foundation of Notre Dame's program. Several elements to support this agenda were already in place, principally the Rome Program and a strong direction in urban design based on principles already espoused by Colin Rowe and his followers. With 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 architecture with urban design. Endowment growth allowed the graduate program to expand from four students to sixteen, and the Library collection was expanded and now has an art and architecture specialist at its head. The School became officially autonomous from the College of Engineering, 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 the South Bend Downtown Design Center. Other enhancements to the program under Bill Westfall were a strengthening of the focus on

urbanism and the initiation of a publications program. Relationships with other programs sympathetic to traditional architecture and urbanism were encouraged, and faculty, undergraduate and graduate students have participated in academic programs with the Prince of Wales' Institute, the University of Miami, the University of Maryland, the Academy of St. Petersburg in Russia, and Nanjing PRC.

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. Professor 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 increasingly greater role as a leader in architectural education. Lykoudis expanded the Downtown Urban Design Center, providing an option for fourth and fifth-year students to engage in challenging projects in South Bend and the surrounding community, an agenda since extended under the aegis of the Center for Building Communities established in 2006. The annual Richard H. Driehaus Prize for Classical Architecture was established under Dean Lykoudis' tenure, a sum of \$200,000 given to an individual who has made a significant contribution to classical architecture or historic preservation. The award is funded by Richard H. Driehaus, the founder and chairman of Driehaus Capital Management in Chicago. The award 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 Prize and the events surrounding the award 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.

Dean Lykoudis' 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.

4. Program Mission

The following text is taken from the 2010 University of Notre Dame Architecture Program Report.

[Adopted by the faculty, Fall 1998, revised 2003, 2009]

To be the leading school of architecture, in the classical tradition, that trains leaders for the profession and is a center of intellectual engagement in architecture.

The mission of the School of Architecture at the University of Notre Dame is 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 of which we are part. We seek to form ourselves, faculty and students alike, into men and women who can bring to the built world effective insights that tap into the deepest meanings and aspirations of that world.

The ability to articulate the rational basis for a building design aligns 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 civil and sacred life; for example, in justice pursued through civil discourse and law, in the exploration of

the natural world through the physical sciences, 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. The 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.

Our personal gifts are our individual endowments, cultivated by study, practice, and learned guidance. In that study we not only develop the gifts but we also learn to guide their use by reason and memory and to integrate intellectual prowess with manual skill. We believe that this emphasis on the integration of reason, memory, and the individual's unique gifts and the important role of tradition in guiding the architect sets Notre Dame's program apart from most others. Here, individuals are encouraged to respond to the imperative to embody a civic purpose in their work and to manifest moral responsibility in their conduct.

The principle animating the School's program is the proposition that the faculty have something valuable to teach and that the student is here to learn as he or she grows and eventually assumes equal status with his or her instructors. The faculty teaches what they know but 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 is unified in their agreement that the past has something important to teach and that there can be no fully informed actions in the present unless informed by excellent work from the past by those who have grappled with similar problems. Nevertheless, what each person makes of the past will be as different as one person is from another. Tradition is a personal possession, but what each person possesses is rooted in the same legacy and the same world.

Thus, the program in architecture at the University of Notre Dame poses three challenges:

- 1) The student is challenged to draw out the best from the past, from the faculty, from colleagues, and from the other resources of the University in order to make the best possible contributions to architecture and the best possible service to the community and the profession.
- 2) The faculty and others involved in the School's work are challenged to hone to the sharpest edge possible each student's unique endowment.
- 3) Finally, everyone involved in this enterprise, whether students, faculty, or staff, is challenged to draw out the best from themselves as they perfect the unique gifts God has given them.

5. Program Self Assessment

The following text is taken from the 2010 University of Notre Dame Architecture Program Report.

The strengths of the School of Architecture are the solid foundation from which to address the challenges before it. These are its structured curriculum, the faculty, the Rome

Program, the various concentrations in Furniture, Preservation, Professional Practice and other service-learning and service-research programs during the academic year and summer international programs.

The program's structured curriculum has given the students an opportunity to build one area of knowledge on top of another. The philosophy that architecture emanates from two form-based areas of knowledge – construction and urbanism – allows the students to place new knowledge acquired into a structure where it is usable and understood within a context. This aids in both the memory of the knowledge and in the students' ability to apply it to the appropriate areas of design and other subjects.

The faculty's scholarly and professional reputations connect the School and the students to opportunities to examine issues that they would not otherwise have, such as internships with leaders in the profession and the academy, as well as employment opportunities across the nation and the world. The dedication of the faculty to the School and the students is another asset. This dedication takes the form of offering summer programs mentoring and challenging the students to measure themselves against all of history and not just each other.

The School of Architecture Rome Studies Center is currently in one of the most prized locations in the city's *Centro Storico* (Historic Center), between the Pantheon and Piazza Navona. Within this context, the School's pedagogy contains artistic and ethical goals. These goals include the formation of the architect as a maker of cities and buildings side by side with the formation of the architect–citizen. At the heart of traditional architecture resides the notion of architecture as a civic duty serving the public as well as the private realms.

Because of the rich historical urban layers, a continuity of two-and-a-half millennia of urban refinement, Rome holds an unequalled paradigmatic role for the formation of the architect as a maker of cities and buildings, as well as the architect–citizen. Very few cities contain such a remarkable concentration of masterpieces of architecture, sculpture and painting. Rome's lessons form an integral part of the School of Architecture's pedagogy in its design, history and theory and painting classes.

The various concentrations allow the students to find in-depth study in various sub disciplines that amplify aspects of the core curriculum. These offerings range from tactile experiential topics such as furniture design and building to practice-related topics such as business administration and professional practice and preservation.

Several challenges face the School. The majority of these are part of the ongoing struggle to stay ahead of the world's issues and to ensure that we are changing both in response to world events and changes to culture but also to help shape the future. Other problems are more technical and require pragmatic fixes that are often simple and sometimes elusive.

The first mentioned challenges are divided into two parts: the curricular, pedagogical and programmatic issues and the second have to do with faculty and staff issues.

With respect to curriculum, the School reviews the content of the curriculum each year to address any issues of content and relevance, continuity, consistency and general renewal. To that end, about every other year the School organizes a summer retreat where the faculty as a part or a whole convenes to discuss issues of the curriculum. One year it was to discuss the technology issues, the other to examine the curriculum in Rome, the last was to review the curriculum in its entirety. In addition to this, the Undergraduate Studies Committee and the Graduate Studies committees meet several times a year to address issues that have been brought up in the retreats but also to review other issues and problems as they emerge.

Current issues include a reexamination of the use of analysis in design studio, the diagrammatic abilities of our students, and integration of building systems in design and the struggle between hand drawing and the use of digital media from AutoCAD to BIM.

With respect to challenges facing our faculty there are several. The first is finding an appropriate candidate pool for new faculty. The second has to do with the tenure and promotion requirements that face the new faculty. Other challenges are in the process of being addressed. There is a severe space shortage in the School currently both in Rome and on the home campus. The first year students are housed in a studio space about 200 yards away from Bond Hall and this space is slated for demolition. The increased engagement with shop equipment and new technologies has also encroached on space.

The management of digital technology equipment and facilities is still not in place to a satisfactory level. There are practical problems such as printing during peak times, to more philosophical and artistic concerns such as the role of computers in the design process and the interaction between hand drawing and digital technologies. To a large degree the media used in the studios influences design quality and philosophy. A school of architecture that engages the classical tradition has a unique set of issues to resolve. The School continues to engage this challenge both from a pedagogical and philosophical perspective as well as from the ordinary and practical issues that result from it.

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Appendix B: The Visiting Team

Team Chair, Representing the AIA
A. Spencer A. Leineweber, FAIA
Spencer Architects, Inc.
2366 Liloa Rise
Honolulu, HI 96822
(808) 956-8724
(808) 956-7778 fax
(808) 955-9595 mobile
aspencer@hawaii.edu; spencer.leineweber@gmail.com

Representing the ACSA
Ethel Goodstein-Murphree, Ph.D.
Associate Dean
Professor of Architecture
Fay Jones School of Architecture
University of Arkansas
309 Vol Walker Hall, Fayetteville, AR
(479) 575-3805
(479) 575-7099 fax
egoodste@uark.edu

Representing the AIAS
Amy Perenchio, LEED® AP
University of Oregon
2307 NW Hoyt Street, #208
Portland, OR 97210
(206) 909-5516
amymarie424@hotmail.com

Representing the NCARB
James R. Carlson, AIA, NCARB
106 East Killingly Road
Foster, RI 02825
(401) 647-7056
jrcalc1@yahoo.com

Representing the ACSA
Dr. Jamie Horwitz, Professor
Iowa State University
Department of Architecture
156 College of Design
Ames, IA 50011-3093
(515) 294-2557
(515) 294-1440 fax
jhorwitz@iastate.edu

Observer
Holly Johnson
Pak Heydt & Associates LLC
345 Peachtree Hills Avenue
Suite 500
Atlanta, GA 30305
(404) 231-3195
holly@pakheydt.com

Observer
John Torti, FAIA, LEED® AP
President
Torti Gallas & Partners
1300 Spring Street
Silver Spring, MD 20910
(301) 588-4800
jtorti@tortigallas.com

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Appendix C: The Visit Agenda

ACCREDITATION VISIT

Saturday, April 10 - Wednesday, April 14, 2010

SATURDAY, April 10, 2010

8:41 am Arrive South Bend Regional Airport, United Airlines # 2, Barbara Panzica picks you up from the airport and takes you to the Morris Inn

6:00 PM School of Architecture Administrators meet the Visiting Team in the Lobby of the Morris Inn

Dean Michael Lykoudis, Associate Dean John Stamper, Assistant Dean Fr. Richard Bullene, C.S.C.; and Director of Graduate Studies Philip Bess

6:15 PM Team “Working Dinner” and review of the APR

SUNDAY, April 11, 2010

8:30 AM School Administrators and Team Meet for Breakfast in Donors Room of Morris Inn (M. Lykoudis, J. Stamper, R. Bullene, P. Bess, Rob Wilson, Director of Finance and Operations and Kara Kelly, Director of Communications)

10:00 – 11:30 AM Team arrives at Bond Hall for an overview of team room, faculty and student exhibits and a tour of facility and Architecture Library

11:30-12:15 PM Work in Team Room

12:30-1:45 PM Lunch at the Morris Inn with School Administrators (M. Lykoudis, J. Stamper, R. Bullene, P. Bess, K. Kelly, R. Wilson)

2:00-3:30 PM Work in Team Room

3:30-4:30 PM Meeting with Graduate Students in Bond Hall Auditorium

4:30 – 6:30 PM Downtime and work in Team Room

7:00 PM Dinner with Faculty and School Administrators @ Tippecanoe Place, 620 W. Washington, South Bend

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ACCREDITATION VISIT

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3:30-4:30 PM Meeting with Graduate Students in Bond Hall Auditorium

4:30 – 6:30 PM Downtime and work in Team Room

7:00 PM Dinner with Faculty and School Administrators @ Tippecanoe Place, 620 W. Washington, South Bend

School of Architecture Accreditation Team Itinerary Page 2 of 3
April 10-14, 2010

MONDAY, APRIL 12, 2010

8:15-9:15 AM Breakfast with School Administrators (M. Lykoudis, J. Stamper, R. Bullene, P. Bess) @ The Morris Inn

9:30-11:00 AM Meeting with Faculty (no administrators present), Bond Room 114

11:00-11:45 AM Work in Team Room/Class visits

12:00 NOON-1:15 PM Team Lunch with School Staff, Rob Wilson, Kara Kelly, Barbara Panzica, Cindy DuBree, Lois Eslinger, DeWanda McBride-Ford, Kristina Sinutko,

Bernie Stein, Karen Voss, Bond Room 114

1:15-2:45 PM Meeting with Undergraduate Students, Bond Hall Auditorium

3:00-4:00 PM Meeting with Rev. John Jenkins, C.S.C., President of the University and Dr. Thomas Burish, Provost, Room 300 Main Building

4:30-6:00 PM Lecture by Fabio Grimentieri, 2009 Henry Hope Reed Laureate, Bond Hall Auditorium or work in Team Room

6:00-7:00 PM Reception to follow lecture, attended by faculty, students and local practitioners, Bond Hall Foyer

7:00 PM Dinner at Team's discretion

TUESDAY, APRIL 13, 2010

8:15-9:15 AM Team breakfast with Dean Michael Lykoudis and Director of Graduate Studies Philip Bess, The Morris Inn

9:30-11:45 AM Visit lecture classes/work in team room/visits as required

12:00-1:15 PM Student Leadership (AIAS, SAWA, SNU, Building Tomorrow), Bond Room 114

Remainder of PM Work in team room, visits or meetings as required

WEDNESDAY, APRIL 14, 2010

7:30-8:30 AM Breakfast with School Administrators (M. Lykoudis, J. Stamper, R. Bullene, P. Bess), Morris Inn

8:45-9:45 AM Meeting with Rev. John Jenkins, C.S.C., President of the University and Dr. Thomas Burish, Provost, Room 300 Main Building

10:00-11:00 AM Final review at an open meeting with students, administration, faculty and staff, Bond Hall Auditorium

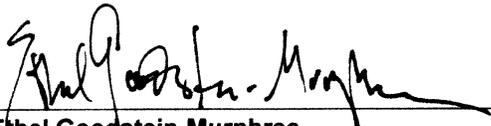
IV. Report Signatures

Respectfully submitted,



A. Spencer A. Leineweber, FAIA
Team Chair

Representing the AIA



Ethel Goodstein-Murphree
Team member

Representing the ACSA



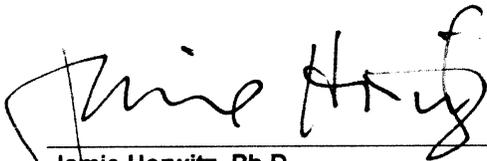
Amy Perenchio, LEED® AP
Team member

Representing the AIAS



James R. Carlson, AIA, NCARB
Team member

Representing the NCARB



Jamie Horwitz, Ph.D.
Team member

Representing the ACSA

Holly Johnson
Observer

John Torti, FAIA, LEED® AP
Observer

Note: Signatures of observers to be added shortly.

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Program Response to the Final Draft Visiting Team Report



UNIVERSITY OF
NOTRE DAME

SCHOOL OF ARCHITECTURE
OFFICE OF THE DEAN

110 Bond Hall
Notre Dame, Indiana
46556-5652 USA

tel (574) 631-6137
fax (574) 631-8486
web architecture.nd.edu

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Cassandra R. Pair
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Cassandra,

I am writing in response to the Final Team Draft of the Visiting Team Report dated April 14, 2010. What follows are our comments for purposes of clarification or correction of the visiting team's assessment.

Page 4, E. Retention & Diversity of Faculty

We found the sentence beginning with "There is not consensus..." ill-phrased. We suggest: There is not consensus between the University and the faculty on the criteria for tenure, particularly with respect to how practice can be regarded as research.

Page 10

Continuation of 4. Social Equity, paragraph 3

In the 3rd paragraph, we would like to clarify the 2nd sentence: It is correct to say that when the VTR was submitted the School's personnel document indicated 3 paths to tenure. However, the policy was discussed and voted by the faculty on November 4, 2009 (with a unanimous vote) to change the policy to 2 paths.

Page 11

7. Human Resource Development, paragraph 3

In sentence 3, we would like to clarify that the School's personnel document was discussed and unanimously voted for approval by the entire faculty on November 4, 2009 and it is the official policy of the School and reflects 2 paths toward tenure.

**Page 12,
Continuation of 7. Human Resource Development, paragraph 3**

Inaccuracies regarding the description of the School's tenure and promotion documents and the recent changes to those documents:

In the Sections of Social Equity and Human Resource development on Pages 11 and 12 respectively of the VTR, there are inaccuracies regarding the tenure and promotion policies and procedures due to the modification of the School's tenure and promotion documents (Committee on Appointments and Tenure documents or otherwise referred to as CAP documents) after the APR was submitted to the NAAB.

On November 4th of 2009, the faculty voted to amend the CAP documents of the School and to eliminate the third track entitled Teacher/Practitioner/Scholar in favor of keeping the first two tracks, Traditional Scholar and Design Architect or Practitioner/Scholar.

This was done after a review of the School's newly adopted CAP documents by the University Provost's office which suggested that the third track be removed because it generated confusion about the requirements for tenure. The confusion was present because the track suggested a generalist or diluted approach to the research agenda for faculty members that could potentially result in a lack of excellence in practice, scholarship or teaching. The disclaimer of the track in the original CAP documents as "...arguably the more difficult as it does not fit into clearly defined path of scholarship" was an indication of the School's collective awareness that this model was problematic.

The current two tracks do not preclude faculty members from pursuing a unified model of scholarship and practice. Rather, the new guidelines clarify that excellence in at least one track is the aspirational model to be followed. This has indeed led to some confusion on the part of the faculty at both the junior and senior levels.

The reduced number of tracks is intended to clarify the criteria for tenure with respect to either a scholarly or a creative identity, while at the same time allowing faculty members to pursue the unified model of scholarship and practice that the third category suggested, but without concerns that the latter suggested less rigorous scholarly or creative work.

In point of fact, our last two successful tenure cases were both scholars and practitioners, but each of their respective tenure packages focused on one track rather than both.

Page 14

12. Profession Degrees and Curriculum, paragraph 2

In the 2nd sentence, beginning with “However...” insert the word *sometimes* after the word “are” to read “electives of these ‘outside’ courses are *sometimes* used,” which better clarifies what actually happens.

Page 16

13.7 Collaborative Skills

In the 3rd sentence, “The urban design program involves” should be replaced with *Urban design studios frequently involve...* to reflect that the School does not have an urban design program *per se* in either the undergraduate or graduate curriculum.

Page 17

13.8 Western Traditions

In the first paragraph beginning with “a preponderance of studio work, at both the undergraduate and graduate levels in architecture” add the words *is focused on*. A comma should be added after the word “alike” and adding the word *which* before “indicates the profound...”.

Page 17

13.9 Non-Western Traditions

In the first paragraph, remove the “although” and begin the sentence with *Foundational*. End the sentence with a period after the word “America”. Begin the next sentence with *Understanding* of this material.....

Page 22

13.23 Building Systems Integration, paragraph 2

The last sentence of the paragraph should read, *The technical courses, including structures, building technology, and environmental systems are extremely rigorous and thorough at the undergraduate and graduate level*. The original formulation was confusing because it included both general and specific course references. We have changed the wording to general course references and changed “through” to *thorough*.

Page 26

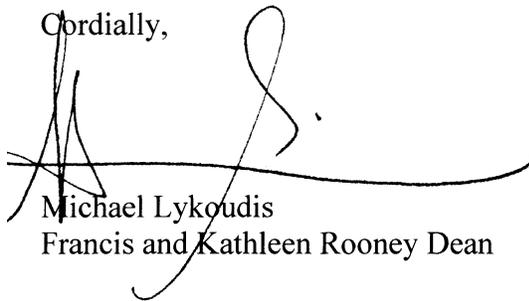
13.33 Legal Responsibilities

In the 1st paragraph, in the sentence beginning with “The philosophy” a comma should be added after “studio work”. In the 2nd paragraph, the comma should be removed after the word “laws” and the semi-colon should be removed after the word “levels.”

This completes the final response to the draft VTR of April 14, 2010. Thank you for your consideration of our review. I am currently overseas to lead our summer program in China and my email may be sporadic, but I can be reached by contacting my assistant, Barbara Panzica at 574-631-4699 or by email at Panzica.1@nd.edu. If necessary, I can be reached by mobile phone and the number is 574-329-0899.

I look forward to the next step in the accreditation review process.

Cordially,



Michael Lykoudis
Francis and Kathleen Rooney Dean