ARCHITECTURE PROGRAM REPORT
UNIVERSITY OF NOTRE DAME SCHOOL OF ARCHITECTURE

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PART 1
INTRODUCTION TO THE PROGRAM
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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, Greece, 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.
1.1 History and Description of the Institution

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. Burns, 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. Chairing 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% 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 groundbreaking 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.

1.2 Institutional Mission

[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.

1.3 Program History

The School of Architecture of the University of Notre Dame was the first architecture program in the United States to be founded by a Catholic university. Courses in the subject were offered as early as 1869, with the degree-granting program being formally initiated in 1898. The College of Architecture was established in 1906, offering Bachelor and Master of Science degree programs in Architecture and in Architectural Engineering. Due to a lack of students during World War I, the autonomous college became a department in the College of Engineering. During the 1930s the undergraduate program, like most others in the United States, was expanded to five years. In 1969 the School of Architecture initiated 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 Hoynes 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 École 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 Library in 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 Montrone. 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 because 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 eduction. 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.

1.4 Program Mission

[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.

1.5 Program Self-Assessment

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 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.
PART 2
PROGRESS SINCE THE PREVIOUS VISIT
PART 2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 Summary of the Responses to the Team Findings

2.1.a Summary of Responses to the Team Findings (2004 VTR): Conditions Not Met

The School of Architecture has addressed the Conditions Not Met outlined in the 2004 VTR and has implemented changes that corrected all of them by the conclusion of the academic year 2007-2008. Spring 2008 was the term in which the first three-year Master of Architecture class graduated and the new and revised undergraduate and graduate curricula were taught in their entirety.

The following is a description of the actions initiated by the School to address the Conditions Not Met outlined in the VTR in 2004. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in italics:

3. Public Information (page 7 of the VTR)
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.

B. Arch. - Not met
M. Arch - Not met

Program Response:

At the time of the Visiting Team Report the School was publishing out-dated verbatim statements about accredited degrees. Since the accreditation visit, the School has placed in all of its bulletins and catalogues, as well as its website, the most up to date verbatim statements about accreditation.

The School takes numerous steps each semester to distribute information about the NAAB 34 criteria: 1) faculty are required to include them in each course syllabus, 2) they are included on the School’s web-page, and 3) they are distributed to all students at the beginning of each academic year.

11. Professional Degrees and Curriculum (page 12 of the VTR)
The NAAB accredits professional programs offering the Bachelor of Architecture, Master of Architecture, and Doctor of Architecture degrees. The curricular requirements for awarding these degrees must include three components – general studies, professional studies, and electives– which respond to the needs of the institution, the architecture profession, and the students respectively.

M.Arch. – Not Met

It appears that the School is currently offering an ad hoc version of a 3-year first professional degree for students without an undergraduate degree even though it is not authorized by the NAAB to do so. In the School’s published Bulletin of Information for Graduate Programs, the professional M.Arch degree is described as “intended for students entering the University of
Notre Dame with a 4-year pre-professional degree in architecture and seeking a professional degree.”

A meeting with the graduate students revealed problems with communications to prospective students about the program requirements and their eligibility to apply. Some without pre-professional architecture degrees are being encouraged to apply to the program and are being admitted. A related problem is determination of course requirements for those incoming students who lack an undergraduate pre-architecture degree. Although these students are required to take some of the technical courses they are missing, the team concluded that the remedial coursework is not sufficient to compensate for the lack of a pre-professional degree. The team’s greatest concern is that students are receiving a professional degree in architecture with insufficient preparation in design.

The two-year component of the School’s accredited M.Arch program is not clearly defined. The prior visiting team expressed concern that the needs of graduate students were not supported as effectively as those of undergraduates. The visiting team observed that concerns raised by the prior team about the graduate program do not appear to have been addressed.

The accredited M.Arch degree program is currently in transition and faculty members are discussing the possibility of expanding their degree offerings to include a three-year first professional degree for graduate students with undergraduate degrees in other disciplines.

The School needs to take action to bring its admissions practices into alignment with its accredited degree offerings.

Program action and response:

After the VTR was received by the School of Architecture, the Dean and Director of Graduate studies met with the Executive Director of the NAAB to discuss the protocol and procedural correctness of expanding our accredited two-year program to a three-year program. The School was advised that such an expansion could indeed occur within the framework of our existing NAAB-accredited Master’s Degree and would not require a new accreditation process.

The Notre Dame School of Architecture subsequently initiated in academic year 2004-2005 significant changes in the graduate architecture curriculum, in an effort to: 1) make graduate education in classical and traditional architecture and urbanism more widely available; 2) increase both the size and the profile of the graduate program in architecture; and 3) address the concerns of the NAAB visiting team, and 4) expand the financial resources of the School of Architecture. Until the fall of 2005, the School of Architecture had offered two degrees in two 2-year courses of graduate study—the post-professional Master of Architectural Design and Urbanism (M.ADU), and the professional Master of Architecture (M.Arch)—that engaged a total of sixteen graduate students annually. To these existing graduate courses of study the School of Architecture has added a 3-year Master of Architecture degree that is in the process of growing the graduate program from sixteen students to approximately forty-five students over the course of three years. The expansion of the graduate program to include the 3-year M.Arch means that the School of Architecture graduate degree offerings now include the following three courses of study:
Path A / Master of Architectural Design and Urbanism (M.ADU):
Total Requirements: 45 credits

The two-year Master of Architectural Design and Urbanism post-professional degree is intended for students who already hold an accredited professional degree and are seeking to further develop their design skills and critical thinking in the disciplines of classical architecture and traditional urban design. The studio course work consists of a foundational first semester spent in South Bend introducing students to classical architectural design, urban principles and history, and the history of Rome; followed by two semesters of studio work (one in Rome) in the student’s selected concentration, followed by an independent terminal design project and public defense in the student’s fourth semester. Forty-five (45) credit-hours are required for graduation, and M.ADU students are limited to 12 credit-hours per semester. M.ADU students also serve as Teaching Assistants in undergraduate courses in their three semesters in South Bend, for which they receive a stipend.

Path B / Master of Architecture (M.Arch):
Total Requirements: 57 credits (minimum)

Notre Dame's 2-year Master of Architecture degree is intended for students entering the University of Notre Dame with a four-year pre-professional degree in architecture who are seeking a professional graduate degree that focuses upon classical architecture and traditional urbanism. Studio course work is identical to that of the 2-year Path A M.ADU program, with a foundational first semester spent in South Bend, followed by two semesters of studio work (one in Rome) in the student’s selected concentration, followed by a terminal design project and public defense in the student’s fourth semester. Required studio and seminar courses are supplemented by other courses needed to meet the NAAB's substantive curricular requirements for accredited professional architecture degree programs, which will vary from student to student depending upon their undergraduate architectural education, and which will be determined by cross-referencing the student’s undergraduate course of study with the three-year M.Arch curriculum and matrix that have been designed to ensure compliance with NAAB accreditation criteria. A minimum of 57 credit-hours are required for graduation, and the normal course load for Path B / 2-year M.Arch students is 15 credit-hours per semester.

Path C / 3-Year Master of Architecture (M.Arch):
Total Requirements: 96 credits

The 3-year Master of Architecture professional degree is intended for students entering the University of Notre Dame 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 described above. Ninety-six (96) credit-hours are required for graduation, including a normal load of 18-credit hours each of the first three semesters (see Appendix 3 for curricular requirements).

A New Curricular Approach
In addition to the 3-year M.Arch course of study, the graduate program in architecture has changed its focus from being a two-semester thesis-based advanced curriculum to being a 2-semester concentration + one-semester terminal-design-project-based advanced curriculum. The new curriculum, in Paths A, B and C, is organized as follows:
**Foundations:** All students in all paths begin with foundational courses; spend one year in a concentration; and end with a one-semester terminal project that is defended publicly. In their foundational courses, all Notre Dame graduate students receive instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education: one semester for Path A and B students, three semesters for Path C students.

**Concentrations:** In the final three semesters of each path the studio courses “track” with one another: i.e., Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design in the two semesters prior to their final semester. All students spend one of those two concentration semesters in Rome, and which semester they spend in Rome depends upon which concentration they select. (Note: this means that beginning in academic year 2006-2007 there have been graduate students in Rome in both the fall and the spring of every year; in the old curriculum there were graduate students in Rome only in the spring semester). Students in the 3-year M.Arch program select their concentration a year after beginning their course of study; 2-year M.Arch and M.ADU candidates indicate when they apply whether they intend to concentrate in Classical Architecture or in Urban Design.

**Classical Architecture Concentration:** Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and ancillary course work that develop their knowledge of and ability to participate in the 2500-year-old tradition of western classical architecture descending from Greece and Rome.

**Urban Design Concentration:** Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome -- and travel extensively to other towns and cities as well -- learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design workshops.

**Terminal Design Project:** The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but must include the in-depth design of a building; and all terminal design projects are subject to a final public presentation and defense.

We believe the above curricular changes address the deficiencies and concerns of the NAAB VTR.

12.21 (New 12.22) **Building Service Systems** (page 18 of the VTR)
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

B.Arch. – Not Met
M.Arch – Not Met

There was virtually no evidence presented of such systems in either coursework or studio work.
Program Response:

UNDERGRADUATE:
The previous Environmental Systems course (ARCH 541) was expanded to two courses in the academic year 2005-06, Environmental Systems I and II, ARCH 40411 and ARCH 50411. The first occurs in the fall semester of the fourth year. The second occurs in the fall semester of the fifth year (see Appendix 4).

ARCH 40411 covers elevator systems, fire safety, accessible design, plumbing, heating, air conditioning, solar design, and ventilation. ARCH 50411 covers acoustics, electrical systems, lighting, and illumination. In each case, fourth- and fifth-year studio projects include assignments that integrate course material from the Environmental Systems course. The attached syllabi are presented as evidence.

GRADUATE:
There are two required environmental systems courses required in the Path C 3-year M.Arch program: ARCH 60431 and ARCH 70441 (see Appendix 4).

ARCH 60431 covers principles of acoustics, electrical systems, lighting, and illumination, with emphasis on architectural applications. This course occurs in the fall of the first year.

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation, with a focus on integration of these systems in building design, with particular reference to ARCH 71131, the integrative design studio. Both ARCH 70441 and ARCH 71131 occur in the fall of the second year of the 3-year program.

Students enrolled in the 2-year M.Arch program must meet the requirements of the Path-C program through a combination of their undergraduate or graduate education, the specific courses of which are determined for each student on a case by case basis.

12.22 (New 12.23) Building Systems Integration (page 19 of the VTR)
Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.

B.Arch – Not Met
M.Arch – Not Met

There was virtually no evidence of the integration of these systems into studio design projects.

Program action and response:

UNDERGRADUATE:
In the spring of 2005 an elective course was offered that presented the technology material that has been missing from the school’s curriculum since 2000-2001. This class was a response to fill an immediate need when changes to the required curriculum were not possible on such short notice. From 2006 on, there is a new curriculum for the two Building Tech courses, (ARCH 20411 Building Tech I and Arch 40411 Building Tech II).
Since the spring semester of 2006, the fourth-year design studio syllabus requires one studio project to be designed in coordination with the new fourth-year Building Technology class (Arch 40411 Building Tech II).

The required thesis studio (ARCH 51121) has been modified in the spring of 2006 to focus on issues of comprehensive design. Required for each project is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.

GRADUATE:
In the Graduate Program, Architecture 71131, the Integrative Design Studio, became a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects. In addition, ARCH 81161 / Terminal Design Project requirements for M.Arch students include a wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram.

12.29 Comprehensive Design (New 12.28)
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 assemblages, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.

B.Arch – Not Met
M.Arch – Not Met

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, environment, or life-safety systems in the design. 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.

Program action and response:

UNDERGRADUATE:
As an introduction to comprehensive design, the fourth year design studio syllabus requires one studio project to be coordinated with the new fourth year building technology class and environmental systems. Fifth year thesis studio has been modified to focus on issues of comprehensive design (see Appendix 6).

Required for each thesis is a wall section, egress diagram, structural diagram, and mechanical services distribution diagram. Each project is reviewed at mid-term for egress and ADA compliance by a panel of practicing architects.
GRADUATE:

In the second year of the 3-year M.Arch program there is also a requirement that a studio project be coordinated with a building technology class as an introduction to comprehensive design. Comprehensive design in the M.Arch studio curriculum is also addressed in ARCH 81161, the Terminal Design Project.

A wall section, an egress diagram, a structural diagram, and a mechanical services distribution diagram are required in either or both ARCH 71131 (Integrative Design Studio) or ARCH 81161 (Terminal Design Studio).

These changes should address the deficiencies described in the VTR.

2.1.b Summary of Responses to the Team Findings (2004 VTR): Causes of Concern

The School of Architecture has addressed the Causes of Concern outlined in the 2004 VTR and implemented changes that corrected all of them by the conclusion of the academic year 2007-2008. Spring 2008 was the term in which the first three-year Master of Architecture class graduated and the new and revised undergraduate and graduate curricula were taught in their entirety.

The following is a description of the actions initiated by the School to address the Causes of Concern outlined in the VTR in 2004. The deficiencies listed in the VTR are quoted in their entirety, and the Program response follows in bold and italics.

1. 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 pre-professional 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 the NAAB accredits a 3-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.

Program Response:

The School of Architecture has expanded to include a 3-year M.Arch degree, which it offers in addition to its 2-year M.Arch professional degree program, and which addresses the issues raised by the NAAB Visiting Team. Included with this report is a description of the new three-year M.Arch curriculum and a copy of the curricular requirements for the two M.Arch paths.

2. 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.
Program Response:

Faculty members of the School of Architecture are asked each semester about their interests with respect to teaching assignments. Loads are determined in consultation with individual faculty members with their scholarly agenda in mind. Junior faculty are given relief from service in committee work unless they specifically request to participate on a project.

A new mentoring program has been in place for three years. As the program matures it becomes more and more part of the School's culture. In the spring of 2006, a symposium was held in conjunction with the Kaneb Center for Teaching and Learning to discuss best practices in teaching studio.

3. 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.

Program Response:

The School is working with its advisory council and the University to locate new or additional facilities in the historic center of Rome. These facilities will add classroom and studio space as well as housing for the students. Solving the housing issues will relieve the financial stress on the School's budget as funds that are currently used to house students can be used for operating costs for additional buildings. In addition, the new administration has made a new Rome facility a priority for the School of Architecture.

2.1.c Summary of Responses to the Team Findings (Focused Review of 2007):
Conditions Not Met

In the fall of 2007 the School had a Focused Evaluation to review progress made toward addressing the causes of concern and deficiencies outlined in the 2004 VTR.

The purpose of this section is to provide a description of the actions initiated by the School to address the “Conditions Not Met” outlined in the Focused Evaluation Report of November 2007. The deficiencies listed in the Focused Review Evaluation are quoted in their entirety and the Program Response follows in bold and italics.

Summary of Team Findings

B.Arch & M.Arch

3.3 (Old 3) Public Information

In both the 2006-2007 Bulletin of Information University of Notre Dame Graduate Programs and Policies and the 2007-2008 Bulletin of Information University of Notre Dame Undergraduate Programs, the exact language found in the NAAB Conditions for Accreditation, Appendix A, were found.
B.Arch Met
M.Arch Met

22 (Old 12.21) Building Service Systems
The development of new environmental systems courses in both the undergraduate and graduate programs has addressed this criterion. The courses are thorough. Course organization includes projects, integrating assignments with studio and rigorous comprehensive exams. The spectrum of curricular content introducing principles as well as detail expectation regarding building service systems and PowerPoint on-line lecture presentations are well developed. Precedent case analysis and the use of studio projects as the basis for systems designs are positive innovations. Though the program supports the ideals of traditional design and construction techniques regarding sustainability and environmentally sound design, there is concern over the lack of comparative analysis of these traditional constructions systems with alternative models.

B.Arch Met
M.Arch Met

23 (Old 12.22) Building Systems Integration
In addition to the development of the two-course sequence in environmental systems, the fourth-year fall studio has been revised to increase the integration of building constructional technology and building service systems into studio work. The technology courses and studio work in a complimentary manner. Structural systems and Building envelope systems are often well integrated and communicated. However, much of the building service systems and environmental systems representation remains planar and has not been well integrated vertically. Also, the layering or interweaving of structure and environmental systems needs more development.

B.Arch Not Met (Partially)

The fall of 2006 was the first semester in which the integrated studio (third design semester) was correlated with environmental systems. As with the undergraduate studios, the environmental systems projects were based upon the student's studio designs. As with the undergraduate work, envelope and structural systems were more thoroughly shown; however, the graduate program studio documents did not integrate environmental concepts and systems as thoroughly as the undergraduate work.

Program Response:

The new two-course sequence in environmental systems, one in the fourth year, the other in the fifth year has now been in effect long enough for two graduating classes to cycle through. Instructors in all the fourth- and fifth-year design studios are encouraged to put more stress on building systems integration and construction technology. As the 2007 report states, the building technology courses and design studio projects work in a complimentary manner. Structural systems and building envelope systems are being integrated and communicated.

There is more awareness on the part of the faculty and students to graphically represent both the horizontal and vertical integration of the building service systems and environmental systems. Also, there is increased attention to the layering or interweaving of structure and environmental systems.
M.Arch  Not Met

Program Response:

There are two required environmental Systems courses (ARCH 60431 and ARCH 70441) and an integrative design studio (ARCH 71131) that are required in the new Path C 3-year M.Arch program. Students enrolled in the Path B 2-year M.Arch program must meet the requirements of the Path-C program through a combination of their undergraduate or graduate education, the specific courses of which are determined for each student on a case-by-case basis.

ARCH 60431 covers principles of acoustics, electrical systems, lighting, and illumination, with emphasis on architectural applications. This course occurs in the fall of the first year.

ARCH 70441 covers basic concepts of heating, ventilation, air conditioning, energy conservation, fire suppression, plumbing and vertical transportation; and focuses upon the integration of these systems in building design, with particular reference to ARCH 71131. Both ARCH 70441 and ARCH 71131 occur in the fall of the second year of the 3-year program.

ARCH 71131, the Integrative Design Studio, became a regular part of the 3-year M.Arch curriculum beginning in the fall of 2006, and is specifically intended for the integration of building systems into graduate studio projects.

After one year of conducting these classes, graduate students have made progress in showing building envelope and structural systems in their design work. More progress is required in the integration and illustration of environmental systems; and additional attention now is being focused upon the horizontal and vertical layering and integration of mechanical systems with the students’ building and spatial forms.

28  (Old 12.29) Comprehensive Design
The results of the shift in expectations to have final projects and theses include integration of systems are just beginning to show in fifth-year work. Again, the emphasis is on structural and envelope systems, with planar diagrammatic plans for air system distribution. True multidimensional integration is not well represented. In most of the projects exhibited, when the mechanical and structural diagrams are overlaid, major spaces are disrupted and it does not appear that the students have grasped the impact of the layering of systems, or how that can affect the fundamental shaping of building/spatial forms.

B. Arch  Not Met (Partially)

The terminal semester graduate work does not exhibit the level of integration shown in the undergraduate work.

Program Response:

Projects in the fourth year design studios and the first semester of the fifth year are structured to lead incrementally to the comprehensive design requirements of the thesis semester of the fifth year. Equal emphasis is placed on structural, envelope, and
mechanical systems. More emphasis is placed on how the systems are layered and integrated both vertically and horizontally, and on how they affect the fundamental shaping of building/spatial forms.

A new requirement of the thesis project is an interim review midway through the semester with outside experts to assess the students’ progress in compliance with comprehensive design requirements.

M.Arch Not Met

Program Response:

ARCH 71131 / Integrative Design is intended as a kind of dress-rehearsal for the comprehensive design requirements of ARCH 81161, the Terminal Design Project, which for all M.Arch students occurs in their final semester. ARCH 81161 requirements include a wall section, an egress diagram, a structural diagram, provision of mechanical room spaces, and mechanical services distribution horizontal and vertical diagrams showing how environmental systems are integrated into the design of the building. The spring of 2008 was the first time that ARCH 81161 has been offered to Path C students under the new curriculum.

The program has made significant strides in curricular development and studio expectation to address these three issues. As might be expected in a three-year time span, those changes have yet to reach full maturation.

There is a shift in the culture of the School with many references made by faculty and students that they had developmental design work that addressed both the issue of system development and system integration. This developmental work needs to be more evident in the studio presentations.

The students who have graduated and returned for post-professional studies indicated that they believed the School is much more rigorous (in a positive manner) today than in the early 2000’s in advancing the integration of construction and environmental systems in the studio work. Students considered the new environmental technology sequence to be “awesome” and remarked that they had the “best PowerPoints ever.” All students who had taken the courses downloaded and saved the PowerPoints and quoted from course content during our discussion. Several noted they were part of a joint student and faculty task force to explore LEED and its implications in the curriculum and were looking forward to the Green Building Conference.

NAAB does not have a term Partially Met, so the report either lists Met or Not Met but the team did aid Partially in those areas we felt the program had made significant improvement.

2.2 Summary of Responses to Changes in NAAB Conditions

The School has made the following changes in response to the changes in the NAAB conditions since the last VTR in 2004:

1.5 Program Self-Assessment has replaced Program Strategic Plan
3.1.1-5 Program Response to NAAB Perspectives has been updated to reflect current issues of concern by the five constituencies.

3.5 Studio Culture: A School policy on studio culture has been written by the Undergraduate Studies Committee and approved by the faculty. It is distributed to students, staff, and faculty at the beginning of each year, and is posted in each studio.

3.12 (former C.11) Professional Degrees and Curriculum: Description of the 3-year M.Arch. degree has been added.

3.13 (former C.12.1-37) Student Performance Criteria: The student performance criteria have been revised to reflect the change from 37 to 34 criteria and the changes in and re-organization of many of the criteria headings and statements. Also revised is the change from awareness, understanding, or ability to understanding or ability.
PART 3
THE THIRTEEN CONDITIONS OF ACCREDITATION
PART 3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

The University of Notre Dame as a Catholic Institution has at its core a belief in the importance of community for human flourishing. In the words of former University Associate Provost, Carol Mooney, since we are a Catholic institution that believes in community, we ought to know how to build one. The School of Architecture provides the University with an understanding of how the built environment facilitates or hinders the development of community within its physical boundaries as well as how it engages the physical and intellectual worlds on a variety of levels.

The curriculum of the School of Architecture places building at the service of the city. Assessments of buildings are based on their social, cultural, environmental, and intellectual worth. This relates to the idea that they are part of something bigger than themselves or their immediate surroundings. In other words, whether that bigger essence is a plot in a rural field in Indiana, or on the edge of a village in India, or the center of a large city in Europe, the basic issues of how the building responds to the preservation of the planet’s environment, how it relates to the larger cultural issues of its place, and how meaning in form is achieved, all relate to something outside that building.

For undergraduates, the pedagogy of this begins in the First Year of studies where students take classes in other disciplines. Classes such as the Humanities seminars, Sciences, and Mathematics find connections to each other through the ideas given in the School’s courses. The same interaction occurs in the meetings and events that are geared for the first-year students. In this manner, the School benefits directly from the University’s curriculum. In later years, through electives, the process continues and the fact that many students live on campus for most of their time here ensures that there is both a give and take of the culture of the School with the cultures of other disciplines and curricula on campus.

The graduate program presumes a broad individual and communal intellectual perspective among the students it accepts into the School of Architecture; and seeks to reinforce, broaden, and extend this perspective in both the 2- and 3-year Master of Architecture curricula.

The School’s Center for Building Communities is a clear and direct mechanism for engaging communities across the country and contributes significantly to the School’s mission to engage the city on a variety of levels. Recent projects have included revitalization and modular building projects in Los Angeles, St. Augustine, FL, Santa Fe, NM, and Elkhart, IN. Likewise, the Graduate Urban Design Studio annually engages communities in various parts of the country, most recently Lewis University in Romeoville, Illinois (2006), Cooperstown, New York (2007), and Northampton, Massachusetts (2008).

3.1.2 Architectural Education and the Students

The School encourages the development of strong bonds between students and a deep level of mutual support. This develops during the intensive second year of study and is reinforced during the third year, which is spent in Rome and where the common experience of living in a foreign country forges even stronger ties between students.
Collaborative learning begins primarily in our Rome Studies Program. Many of the studio classes are invited by the mayors and city councils of villages and cities throughout Italy to visit their locality, analyze and assess issues through discussion with the citizens and political leaders. They study the towns using their analytical tools which they have been introduced to in the previous year. Students must learn how to depend on each other’s strengths and to coordinate their time for maximum efficiency.

Since the projects take place each year in a different town, students are also exposed to the cultural differences of region and how the architecture and urbanism of even a seemingly unified country such as Italy can have wide diversity. Since our students come from many parts of the United States and the world, their cooperative skills also need to take into account their own ethnic and cultural backgrounds.

Many projects bring experts and consultants from other disciplines that the students must engage and interact with in a productive manner. They learn that design is shaped by many forces beyond the control of the architect and the engineer. Developers, bankers, builders, and public servants all participate at one time or another in the studio culture whether in South Bend or in Italy.

The results of the exposure to so many working contexts give the students the opportunity to work both collaboratively and individually. The presentations of the students strive to be seamless both in the character of the presentation and in the development from the urban design to the individual building. At the same time, the distinctiveness of individuals is very much appreciated. Issues of dignity and self-worth are strongly nurtured throughout the design curriculum. The faculty makes a remarkable effort to be both rigorous and supportive in intermediate and final reviews.

The curriculum at Notre Dame remains focused and tracked, and this reflects the general ethos of the entire University. A range of outlooks is available from the variety of faculty members, and the ways in which students interpret the course sequence can vary. Graduate students are required to choose a concentration in either Classical Architecture or Urban Design; and undergraduates have the opportunity to take a concentration in one of four concentrations the School offers: Furniture Design and Construction, Preservation and Restoration, Practice and Enterprise, and Architecture and the Building Arts. Exceptional undergraduates have even managed on occasion to take second majors in Anthropology, Art History, Italian, or Music and every student is required to complete a final thesis or terminal design studio as an individual project chosen, developed, and completed by the student him- or herself.

Finally, the students have excellent opportunities to learn about international and alternate professional opportunities while at Notre Dame. The Rome Studies Program is one contributor in this international arena. More importantly, since 1994 the students have organized fall and spring career events that have achieved phenomenal success. This was initiated with faculty help, but since its foundation, it has become a student leadership function through the AIAS. During the 2008 spring event, individuals from more than sixty firms presented their work to students and interviewed for full time positions and summer jobs. These firms came from cities all over the country – New York, Washington, Berkeley, Chicago, Boston, Atlanta, Houston – and also from London. The success rate for student and graduate employment was tremendous, leading to “bidding wars” for some students. This circumstance has changed in 2009’s uncertain economy, but Notre Dame students and graduates continue to find employment and become valuable and contributing members of architecture firms right out of School.

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The student role on School of Architecture committees was expanded in 1998-99. Students are members of and participate in both the Undergraduate Studies Committee and the Graduate Committee; and students play leadership roles in the Honesty Committee when it is called into action. Graduate Students participate in teaching assignments, and those assigned to be TA’s in second year fully engage in discussion of the syllabus and in grading design projects along with the professors.

3.1.3 Architectural Education and Registration

Until now most of the issues revolving around registration and licensure were handled in the studio environment. In the final year, for both undergraduates and graduates, the Professional Practice class covers the basic steps to internship and licensure.

Open to all years and all students (all levels are encouraged to attend), the Career Fair gives the opportunity to openly engage practitioners and ask questions about what will be required of them upon graduation. The AIAS has been engaged in Forum and Grass Roots and in establishing mentoring programs for first and second year students.

In addition, the School sends its administrators to ASCA, AIA, NCARB, and IDP meetings to keep abreast of developments that affect our students. The Dean of the School met with NCARB officials in July of 2003 to explore the different ways that the School can engage issues of registration and licensure. The Associate Dean regularly attends the ACSA Administrators’ Conferences. The School organizes IDP awareness meetings for the lower-level students and promoting full IDP registration for all intending to go into internships.

3.1.4 Architecture Education and the Profession

The School of Architecture engages the professional community primarily through critiques of student work at both the undergraduate and graduate levels. Local and regional architects participate in reviews and many others are nationally recognized architects. Occasionally, international architects are also brought to Notre Dame for reviews. International architects are also engaged with the Rome Studies Program. The teachers for a number of technical courses are architectural professionals in the Notre Dame/South Bend area. In this sense, practical professional experience is also conveyed through their teaching.

The regular faculty includes a number of architects engaged in professional practice. By and large, Notre Dame students are oriented to practice and tend to work in the field and become registered. There are also a number of faculty members engaged in the field of history and theory. The overall focus of the curriculum on the interaction between theory and practice sets up a natural inclination for students to continue this balance in their professional careers. Like most other programs, the design curriculum at Notre Dame is focused on the individual efforts of a student to realize complete design projects. Although the contributions of, for example, engineering consultants are acknowledged, the architecture student remains responsible for integrating what he or she has learned about these technical disciplines in the final projects, particularly in their comprehensive design project during the students’ final year.

The issues of balancing possible conflicts between client demands and the public good with the abstract demands of one’s aesthetic and professional agenda are very difficult to present in an academic setting. However, issues of the “public good” are a clear priority for the design faculty. The high priority placed on questions of beauty perhaps inherently introduces the
balancing act that one goes through professionally between conflicting demands. We find that students develop and subscribe to strong convictions about belief systems as applied to their work, and we believe that this is an admirable trait.

3.1.5 Architectural Education and Society

The philosophical foundations of the School’s curriculum are based on an understanding of both the social and environmental issues that shape architecture and urban design. Introductory design studios at both undergraduate and graduate levels, with their typological approach to design, posit social concerns and the environment through time and place as a framework to understand architecture and urbanism in the 21st century. Analysis and design are tied together as a single process leading the students to confidently enter unfamiliar sites and begin to make sense of their purpose and the aspirations of the societies that shaped them. The classical aspects of the curriculum are not about style but rather focus on those things that transcend time and place. The students are introduced to the three levels of architectural form: Urbanism (how we live together), Structure and Tectonics (how we build), and Architecture (i.e., the confluence of these two aspects). In building technology classes the students are introduced to principles of construction as a way of informing architectural form. This is reinforced in Rome, and in subsequent studios in South Bend.

During their time in Rome, students investigate and engage issues confronting Italian towns and cities in a series of collaborative and individual projects. These projects are set in the context of the municipalities that have invited the program to offer suggestions about how to resolve the many contemporary challenges facing them. In particular, the issue of sustainable growth in the face of suburban sprawl and protection of the natural environment within and outside these towns is addressed.

Undergraduate students return to the United States and focus on translating the lessons of the first two years to various regions in with the United States. They also examine a non-western culture for what it has in common with other cultures, as well as what gives it its particular identity. Graduate students too are encouraged to translate lessons learned about place-making in Rome to other contexts explored in both the graduate Urban Design Studio and in their individual terminal design projects. For both undergraduate and graduate students, the objective is to help them understand how ideas translate from one context to another, and how dissimilar concepts can coexist in harmony.

3.2 Program Self-Assessment Procedures

A description of the program’s self-assessment process

There are several levels and forms of self-assessment. There are annual, semi-annual as well as irregular but periodic reviews of various issues that take place. The reviews are conducted by faculty and student committees, task forces, by the Dean’s office and the School’s advisory council. Each year a survey is given to the graduating class. Every ten years the University conducts a review of the program.

Each year the Undergraduate Studies Committee undertakes a review of the undergraduate curriculum in part or in its entirety. The areas for review are determined by the discussions at faculty meetings, all-School meetings, and from the discussions the Dean conducts each semester with each class within the School. The Undergraduate and Graduate Studies
Committees after deliberations make recommendations to the faculty for changes to the curriculum of the undergraduate and graduate programs. In addition, each year a task force is convened to study a particular issue that affects the School.

For the past five years, the faculty has held retreats to examine various issues facing the School. Most retreats have had a theme that focused the discussion others, have been more general and have included a portion of the faculty. In 2005 the retreat focused on technology and integration. In 2006 on the Rome program curriculum. In 2007 the retreat focused on graphics and design diagramming. Last year the retreat was held in Chicago with a broader focus to discuss the strengths and weakness of the entire undergraduate curriculum.

Each fall semester, the Advisory Council of the School convenes over a four-day weekend to observe and provide an outside assessment of the School’s progress toward its goals. Every few years and irregularly, the Council participates in joint council and faculty retreat to examine and sharpen the School’s focus and directions. These retreats have facilitated the revisions of the School’s Mission Statement and Strategic Plan.

As a result of these discussions, specific changes in the curriculum sequence have been made. These changes included the addition of a new technology course entitled Environmental Systems I in the fourth year and changes to the course content to the second- and fourth-year technology classes, as well as and fifth-year Thesis.

The annual Advisory Council meetings have brought about the integration of Information Technologies within the School. All students have access to and training on computers, and the role of computers within the School of Architecture has developed a considerable degree since the last accreditation visit.

The faculty retreats initiated by the School’s Advisory Council have reinforced the School’s mission: “To be the leading School of architecture, in the classical tradition, which trains leaders for the profession and is a center of intellectual engagement in architecture.” The discussions for the new mission statement allowed the School’s faculty to have a better understanding of their individual roles within the School’s focus and also allowed all participants to vest themselves more completely in the School’s mission.

Each semester the Dean meets with each year of the undergraduate and graduate classes. The discussions with the students have brought about several changes to the operations of the School and to the academic program. As a result, the facilities in Rome and South Bend have been improved with student input, new courses offerings have been developed and new areas of concentrated studies have been organized.

Each year the Dean holds a reception at a major city to communicate news about the School to alumni and to receive feedback from them as well. Cities visited in the past five years include Boston, New York, Philadelphia, Washington, DC, Atlanta, Orlando, San Francisco, San Diego, Los Angeles and Chicago.

Progress towards the major goals of the Mission Statement

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

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

There is an effort to bring travelling architectural exhibitions to the School. On the fifth anniversary of the Driehaus Prize, the work of the laureates to that date was exhibited in the School’s foyer. In AY 2003-2004, an exhibition on the work of the Italian architect, Angelo Mazzoni, on the Italian railroads was displayed. This fall an exhibition featuring Letarouilly’s prints of buildings in Rome, along side photographs of the same image, will be hung. The Acropolis restoration will be shown in the gallery or at the Snite Museum this spring. In addition, the architectural photography of New Mexico’s Mark Forte will also be exhibited in the spring of 2010.

The work of faculty interested in Modernism and the avant-garde is explicitly encouraged and promoted within and outside the School. Several faculty members have been interested in the avant-garde and have offered upper-level studios with that theme. Students in the high-rise studio have been sent to conferences to present their work on several occasions. One of the historians on the faculty interested in Modernism and the avant-garde teaches the second half of the second-year history survey, and he offers a twentieth-century history course each year. In the spring of 2009, the distinguished architect, Allan Greenberg, taught a half-semester studio on the relationship between Mies van der Rohe and Karl Schinkel.

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

Progress relative to each dimension of the program’s Strategic Plan

Graduate Program
Since the last accreditation, the new Director of Graduate Studies has the opportunity to develop a plan for the Graduate Program. The plan to increase the number of students from 16 to 50 students and distribute the current financial packages over the larger group at differing levels has been put in place. The growth of the graduate program has allowed the School to address the deficiencies that were outlined in the VTR of the last Accreditation visit.

Undergraduate Program
The growth of the Graduate Program has allowed the School to develop new faculty positions. The hiring of senior and junior positions has brought renowned scholars and new
promising talent to the School. In addition, the new positions have been used to develop the diverse faculty with the hiring of women.

The School has developed several new concentrations: Preservation and Restoration, Architectural Practice and Enterprise, and Architecture and the Building Arts.

Summer programs are offered every other year. In 2004, in cooperation with the University of Nanjing, the School began a two-week sketching tour in China. This program is geared for the student who has already participated in the Rome Program. Faculty members have offered summer programs in England and Italy as well.

**Rome Studies Program**

The Rome Studies Program was in need of an architectural historian since the termination of the position some years ago. This position was reinstated in 2005 with the hiring of Ingrid Rowland as a tenured faculty member of the School.

The students have been moved to a new hotel and a new meal plan has been instituted to provide more choices in the type of foods available.

The facilities in Rome are being augmented slowly with the purchase of new equipment and furniture. The facilities are being renovated in stages with the entrance and seminar room renovation, exterior façade restoration completed a few years ago, and a new snack bar and other enhancements currently underway. Most importantly the University has allowed the School to pursue finding additional and new facilities to expand the Program in Rome.

**Communication Department**

The Communications Director has been in her position for eight years and, through funding by the School of Architecture Advisory Council, has been able to begin a more systematic implementation of the publications program. The website and newsletter have been revamped several times and the Lecture Series has been reorganized to ensure a lively and aggressive lecture schedule. The Lecture Series poster is now available at the start of the academic year and is distributed to all Schools of architecture, leading practitioners, and interested institutions and individuals.

**Technology**

The creation of a new IT Department has been put on hold, as the University budget has not allowed for further development of this area. Once the economy rebounds, this effort will be re-energized. In the meantime, new faculty have been hired to further explore digital media with respect to the School’s IT development.

**Program strengths and future directions**

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

The future directions lie in two areas: 1) to build a more diverse faculty and 2) to develop specific areas of the curriculum. With respect to the first, at every opportunity, every effort needs to be made to bring more women and minorities to the faculty. At this time the School has one
tenured woman, two tenure-track women with a third tenure-track woman in the fall of 2010. In addition there is one woman Professor of Practice. With respect to the second strength, we plan to consolidate and enhance the Undergraduate Program while expanding and developing the Graduate Program. Areas that we would like to develop are in sustainability, landscape, and building construction. Attention needs to be given to AV resources such as a digital slide library. As technology improves and becomes more affordable we will be able to make gains in this vital area.

With respect to the physical plant of the School, the expansion of the Wood Shop, along with a new professional specialist position, is being made to promote the making of models in the form of Architecture and the Building Arts. Discussions with the Provost’s Office have helped the School begin to make a case for an expanded Bond Hall. The Rome facilities at Via Monterone need renovation and expansion, something that the University is committed to concluding in the next year-and-a-half.

3.3 Public Information

3.3.1 A description of the degree program as it appears in university catalogs and other institutionally authorized material

[From the Undergraduate Bulletin of Information, pps. 44-45, 2008-2009]

The description of the program as it appears in University catalogs and many other institutionally authorized printed and online materials.

The study of architecture has a long and distinguished history at the University of Notre Dame. Courses in architecture were taught at the University as early as 1869. Formal instruction in architecture began in 1898. The Department of Architecture, previously part of the College of Engineering, became the free-standing School of Architecture in 1994. The School offers a five-year program leading to the degree of bachelor of architecture, a two-year program leading to the degree of master of architectural design and urbanism, and a three-year program leading to the degree of master of architecture. The professional degree programs (B.Arch. and M.Arch.) are accredited by the National Architectural Accrediting Board, and the curricula conform to NAAB requirements for the professional degree in architecture.

Since the early 1990s, the School’s curriculum has been based on education in traditional and classical architecture and urbanism. Instruction teaches the skills, cultivates the talents, and imparts the knowledge necessary to produce buildings that represent innovation within long-standing traditions, use nature’s materials responsibly, and contribute to building livable communities. The School believes this is best done by learning how recurring problems in designing and constructing buildings and fitting them into existing urban and rural settings have been addressed in the past and adapting those lessons to the ever-changing circumstances of the modern world.

The goals of the curriculum include developing competence in the design of individual buildings, understanding the relationship between individual buildings and their physical and cultural contexts, and recognizing the ethical dimensions of the professional practice of architecture. Architects play a primary role in shaping the built environment and have a professional responsibility to do so in a manner that contributes to the civil life of society. Their work must also help to renew and sustain the integrity of the natural world and promote social welfare.
While the primary objective of the curriculum is professional education, students have opportunities to explore fields such as business, engineering, environmental sciences, and the liberal arts through electives and building on University requirements.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

In addition to the first professional degree of bachelor of architecture (B.Arch.), the School of Architecture offers three paths of graduate studies leading to one of two degrees. The Path A graduate course of study leads to the two-year post-professional master of architectural design and urbanism degree (M.ADU), which is intended for people already holding a professional degree in architecture (B.Arch. or M.Arch.). The Path B graduate course of study leads to a two-year master of architecture (M.Arch.) professional degree, and is intended for people holding a four-year undergraduate pre-professional degree with a major in architecture. The Path C graduate course of study leads to a three-year master of architecture (M.Arch.) professional degree, and is intended for people holding undergraduate degrees in a field other than architecture. All three graduate paths of study entail a one-year concentration in either classical architecture or urban design, and conclude with a semester-long independent design project.

Concentrations in furniture design, in historic preservation and restoration, and in practice and enterprise are also options within the bachelor of architecture (B.Arch) professional degree program.

Required courses for the concentration in furniture design are ARCH 41811, Beginning Furniture; ARCH 41821, Advanced Furniture Design; ARCH 57811, Special Studies in Furniture Design; ARCH 57821, Special Studies in Furniture Design 2.


In addition to the professional practice course in the B.Arch. curriculum, students in the concentration in practice and enterprise take four courses from the Mendoza College of Business: Accountancy I, Principles of Management, and two other courses chosen from offerings in various aspects of business.

Concentrations are declared at the end of the third year.

Both the undergraduate and graduate programs at Notre Dame take advantage of the School's proximity to Chicago. In addition, all third-year students spend the academic year in the School's
Rome Studies Center in Italy. All graduate students spend a spring semester there. Some limited scholarship aid is available for the additional expenses incurred in Rome.

The initial phase of undergraduate architectural study is devoted to acquiring basic design and technical skills and developing an understanding of architectural concepts by learning canonical forms of classical architecture and manipulating them in design problems. The sophomore year begins with paradigmatic projects and ends by solving complex and challenging building programs. The sophomore foundation is reinforced in the third year, which is spent in Rome. There, 2,500 years of building tradition provides the context for contemporary design problems. Fourth-year students return to Notre Dame, where they are reintroduced to the American context. At this stage, students are encouraged to synthesize their interpretations of the historical legacy in the context of American urban centers and small cities. They are also challenged by projects that require them to engage architectural problems outside their normal Western focus. The undergraduate program culminates with a thesis design project completed in the fifth year of study.

The following information is posted on the School’s website, which was redesigned in the Fall of 2009:

GRADUATE PROGRAM

The Notre Dame School of Architecture exists for the sake of built environments that are durable, practical and beautiful, in which human beings can flourish. Toward these ends, the graduate curriculum fosters design that is classical in spirit and form, that gives physical expression to and supports good human communities, that is environmentally sustainable, that is based on and extends the best traditions of architecture and urbanism, and that challenges and responds to the demands of contemporary practice. The institutional mission of the University of Notre Dame provides the intellectual foundation for our efforts to critically examine and extend the discourses of classical architecture and traditional European and American urbanism.

Paths of Study

Two graduate degrees are offered in three paths of study. The two-year Master of Architectural Design and Urbanism (M.ADU) is for those holding a five-year professional degree in architecture. The two-year Master of Architecture (M.Arch) is for those holding a four-year pre-professional degree in architecture. The three-year Master of Architecture (M.Arch) is open to persons holding undergraduate degrees in fields other than architecture (click on the paths below for more information):

• **Path A** is a four-semester course of study leading to the Master of Architectural Design and Urbanism (M.ADU) post-professional degree;

• **Path B** is a four-semester course of study leading to a 2-year Master of Architecture (M.Arch) N.A.A.B.-accredited professional degree; and

• **Path C** is a six-semester course of study leading to a 3-year Master of Architecture (M.Arch) N.A.A.B.-accredited professional degree.

Degree Requirements

Degree requirements include various studio and theory courses in Paths A, B and C; as well as various history and technology courses for Paths B and C. Minimum credit-hour...
requirements for Paths A, B and C are indicated below, as well as the anticipated time to complete them:

- **Path A (M.ADU)** - 36 credit-hours (51 max), 2 years
- **Path B (M.Arch)** - 54 credit-hours (63 max), 2 years
- **Path C (M.Arch)** - 90 credit hours (99 max), 3 years

**Curricular Sequence: Foundations, Concentrations, Terminal Project**

All students in all paths begin with foundational courses, spend one year in a concentration, and end with a one-semester terminal project.

**Foundations:** All graduate students receive foundational instruction in both classical architecture and traditional urbanism, in studios and classes appropriate to their previous levels of architectural education. See the various path sequences and the course descriptions for further information about foundational courses.

**Concentrations:** In the final three semesters of Paths A, B and C, the studio courses converge, i.e. Path A, B and C students take studios with each other in their final three semesters. Each path requires the student to engage a concentration in either Classical Architecture or Urban Design for the two semesters prior. All students spend one of those two concentration semesters in Rome; which semester they spend in Rome depends upon which concentration they select. **Students in Path C may choose their concentration after enrolling in the program,** but Path A and Path B candidates must indicate in their application letter for admission whether they intend to concentrate in Classical Architecture or in Urban Design.

**Classical Architecture Concentration:** Students choosing to concentrate in Classical Architecture spend extensive time in both South Bend and Rome on studio projects and coursework that develop their knowledge of and ability to participate in the 2,500-year-old tradition of western classical architecture descending from Greece and Rome.

**Urban Design Concentration:** Students choosing to concentrate in Urban Design likewise spend time in both South Bend and Rome — and travel extensively to other towns and cities as well — learning in their design studios the formal principles of good urban design, and being introduced to the political, legal and cultural frameworks of contemporary traditional urban design through studio-based community design charrettes.

**Terminal Design Project:** The independent semester-long terminal design project is required of all students in their final semester. This project provides an opportunity for students to design in a variety of scales and contexts of their own choosing, in which contemporary architectural issues are explored in projects that require the student to synthesize their academic experience. M.Arch student projects may include an urban design component, but **must include the in-depth design of a building.**

**Discretionary Dual Degree:** At the discretion of the School of Architecture Graduate Studies Committee, as many as two M.Arch students per year may be invited to pursue the Discretionary Dual Degree (DDD) course of study.
APPLICATION

Application to the Architecture Graduate Program is highly competitive, however the program welcomes applications from all persons who meet the entrance requirements and are willing to critically engage the professional and intellectual premises of the program's emphases in traditional architecture and urbanism. The School will accept as many as 16 students annually: six Path A (M.ADU) candidates and 10 Path B and Path C (M.Arch) candidates.

Applicants to the architecture graduate program apply directly to the School of Architecture. When applying, the following documents need to be submitted with the regular application material:

Three Letters of Recommendation
   For applicants with professional office experience in architecture, at least one of the three letters of recommendation must be from a registered practicing architect.

Portfolio
   All applicants must submit a portfolio of their work from academic experience, from independent projects, and/or from practice. The portfolio size should be a maximum 11x14 inches and should include reproductions, not originals.

   A visit to the campus and a personal interview are encouraged. Interviews are usually conducted by the Director of Graduate Studies.

   Completed applications and all admission requirements including the portfolio (with self-addressed return package and sufficient return postage if return of portfolio is desired) should be directed to:

Graduate Program
School of Architecture
110 Bond Hall
Notre Dame, IN 46556-5652
Tel 574-631-2312

Financial Support
   The Notre Dame School of Architecture provides its graduate students with generous financial aid.

   Path A (M.ADU) candidates receive financial support in the form of full-tuition scholarships and stipends in the form of graduate assistantships and fellowships including the Bond-Montedonico Fellowship program, the Joseph Z. Burgee and Joseph Z. Burgee Jr. Fellowship program, the James A. Nolen Jr. Fellowship, and the Joseph M. and Virginia L. Corasaniti Architecture Fellowship. Teaching or research requirements for Path A students receiving stipends comprise a minimum of three out of four semesters, and average 15 hours per week during the academic semester.

   Path B and Path C (M.Arch) candidates are eligible for financial aid in the form of partial tuition scholarships, loans and work study. Path C students are not permitted to have work study jobs during their first year of classes.
3.3.2 Evidence that faculty members and incoming students have been informed of how to access this NAAB Conditions for Accreditation (including the Student Performance Criteria) on the NAAB Website.

The NAAB Conditions for Accreditation (including the Student Performance Criteria) can be accessed from our website through a link to the NAAB website. Information on how to access this information is provided to students and faculty at the all-school meeting at the beginning of each semester. The 34 Criteria are posted in the each studio.

3.4 Social Equity

3.4.1 The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions.

The School adheres to the University policy of affirmative action with respect to the hiring of women and minorities:

[From the University of Notre Dame Human Resources Policy Manual, last updated 2006]

POLICY

The University of Notre Dame is dedicated to equal employment opportunity and to the implementation of positive programs designed to ensure the prevention of any discriminatory practices, either intentional or inadvertent, with respect to race, color, national or ethnic origin, disability, veteran status, age or sex. The University is totally committed to full compliance with the letter and spirit of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the Americans With Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Assistance Act of 1972; The Rehabilitation Act of 1973; and all other federal and state laws concerning equal opportunities.

It is the policy of the University of Notre Dame to:

- Recruit, hire, train and promote persons in all job titles without regard to race, color, national or ethnic origin, disability, veteran status, age or sex, except where sex is a bona fide occupational qualification.
- Base decisions on employment so as to further the principle of equal employment opportunity.
- Ensure that promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities.
- Ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University sponsored training, social and recreational programs, education, and tuition assistance will be administered without regard to race, color, national or ethnic origin, disability, veteran status, age or sex.
PROCEDURES

Dissemination of Policy Statement

To ensure that its message is heard, understood and acted upon throughout the University community, the Equal Opportunity/Affirmative Action Policy Statement is disseminated in the following ways:

- Through the Officers of the University, who are responsible for monitoring all hiring within their areas.
- Through representative University committees, such as the Campus Administrators Advisory Group, the Human Resources Advisory Group, the Staff Advisory Council, the Staff Affirmative Action Committee, and others.
- Through incorporation into Supervisory Training Series instruction.
- Through inclusion in employee orientation meetings.
- Through incorporation into the Staff Guidebook, this Human Resources Policy Manual, and
- Through posting on department bulletin boards

Dissemination of the Equal Opportunity/Affirmative Action Policy Statement outside of the University is accomplished through the following means:

- Incorporation of the equal opportunity clause in all purchase orders, leases, contracts, etc. covered by Executive Order 11246, as amended, and its implementing regulations.
- Inclusion of the equal opportunity clause in recruiting material published by the University, and in advertisements placed in newspapers and magazines.
- Inclusion of the Equal Opportunity/Affirmative Action Policy Statement within the University’s Internet Home Page.
- Inclusion of minority and non-minority men and women in photographic materials used to advertise the University.

In all of its recent searches, the School’s Committee on Appointments and Promotions has actively pursued the inclusion of women and minorities to fill vacant positions. This has led to the hiring of three women in the undergraduate and graduate programs. Of the three women hired since 2003, one is tenured and two are tenure-track faculty.

The Faculty Handbook outlines the procedures for achieving equity in the workplace for the University as a whole. [From the University of Notre Dame Faculty Handbook, Teaching and Research Faculty, pps. 24-26, 2007-2008].

Section 4/Procedure for Appointment, Reappointment, and Promotion

Subsection (a) Teaching and Research Faculty

Appointments and reappointments to, and promotions in, the teaching and research faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations is initiated by the chairperson of the department, acting with the departmental Committee on Appointments and Promotions. A faculty member under consideration for reappointment or promotion must be notified by the chairperson in advance of the evaluation process and invited to submit any statement or evidence on the faculty member’s own behalf that might be of use to the committee
in its deliberations. The chairperson of the department submits written recommendations, along with a written report, approved by the committee, of its deliberations and recommendations, to the dean of the college, who then submits these recommendations to the Provost, along with a written personal recommendation. If the dean anticipates disagreement with the recommendation of either a departmental committee or a departmental chairperson, the dean consults formally with the chairperson and the committee jointly before submitting the written personal recommendation to the Provost. The results of any such consultations are forwarded to the Provost along with the recommendations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action. For reappointment, promotion, and tenure decisions, the Provost ordinarily will consult with the Provost’s Advisory Committee before making a recommendation to the President.

Appointments to endowed chairs follow the same procedures, with the following modifications. The dean appoints a review committee consisting of faculty members from other departments, colleges or universities, including at least one incumbent of an endowed chair. This committee assesses all nominees and advises the dean as to their quality. The dean submits the recommendations from the department, along with a personal recommendation and a report from the review committee for all nominees, to the Provost. When in the dean’s view a conflict of interest makes it desirable, the dean may require that internal and external candidates be treated separately, with nominations of internal candidates going directly to the review committee.

In any event, the dean may require the department to submit the full credentials of more than one candidate.

Whenever the ultimate decision concerning reappointment, promotion, or tenure is negative, the chairperson of the department, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by a departmental committee is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the dean.

**Subsection (b) Research Faculty**

Appointments and reappointments to, and promotions in, the research faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations is initiated by the chairperson of the approving department (see section 1, subsection (b)), acting with the departmental Committee on Appointments and Promotions. The formal procedure for appointments, reappointments, and promotions may be initiated also by the director of a University institute. In such case, the director refers further consideration to the department involved in the particular appointment. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member’s own behalf that might be of use in the deliberations. The appropriate chairperson or director submits written recommendations, along with a written report, approved by the appropriate Committee on Appointments and Promotions, of its deliberations and recommendations, to the dean of the college or school, who then submits these recommendations to the Provost, along with a written personal recommendation. If the dean anticipates disagreement with the recommendations of the appropriate departmental chairperson (or institute director), or with the committee, the dean consults formally with the
chairperson (or the director) and the committee jointly before submitting the written personal recommendation to the Provost. The results of any such consultations are forwarded to the Provost along with the recommendations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.

Whenever the ultimate decision concerning reappointment or promotion is negative, the chairperson or direction, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by a departmental committee is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the appropriate dean or director.

Subsection (c) Library Faculty
Appointments and reappointments to, and promotions in, the library faculty are made by the President. Although anyone may recommend, the formal procedure for determining recommendations for appointment, reappointment, and promotion is initiated by the director of University Libraries in consultation with the Committee on Appointments and Promotions. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member’s own behalf that might be of use in the deliberations. Thereafter, the director of University Libraries submits written recommendations to the Provost. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.

Whenever the ultimate decision concerning reappointment or promotion is negative, the director of libraries, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Whenever a recommendation made by the library Committee on Appointments and Promotions is not accepted by the Provost or the President, the reasons for such nonacceptance are conveyed to the committee through the Provost.

Subsection (d) Special Professional Faculty
Appointments and reappointments to, and promotions in, the special professional faculty are made by the President, after the following procedures have been carried out. Although anyone may recommend, the formal procedure for determining recommendations may be initiated by the chairperson of a department, by the director of a University institute, or by the head of any other appropriate University unit. In cases initiated by the chairperson of a department, the chairperson submits a written recommendation to the dean of the college, who submits this recommendation to the Provost, along with a written personal recommendation. In other cases, the director or head of the unit makes recommendations directly to the Provost. A faculty member under consideration for reappointment or promotion must be notified in advance of the evaluation process and invited to submit any statement or evidence on the faculty member’s own behalf that might be of use in the deliberations. The Provost, after consultation with such advisers as the Provost may choose, submits all recommendations, both positive and negative, and including a personal recommendation, to the President for final action.
Whenever the ultimate decision concerning reappointment or promotion is negative, the chairperson or director, upon request of the faculty member concerned, conveys the reasons for this negative decision to the faculty member.

Subsection (e) Other Appointments
Appointment to a nonregular faculty category is made by the Provost upon the recommendation of a chairperson of a department, the director of a University institute, or a dean.

Appointments as fellows are made by the Provost on the recommendation of a director of a University institute, in accordance with the constitution of the institute.

[From the University of Notre Dame Faculty Handbook, pps. 28-29, 2007-2008].

Section 5/Tenure

Subsection (a) Qualification for Tenure
Tenure is permanence of appointment. Its principal purpose is the protection of academic freedom. Tenure may be granted to and held only by members of the teaching and research faculty holding University appointments at ranks other than instructor. Tenure is granted only in writing, in a contract or letter of appointment.

Members who are appointed or promoted to the rank of professor or associate professor, except in the Law School, will not be retained without tenure for longer than four years (if that entails concluding with a fall semester, then four-and-one-half years) total service at NotreDame, including service at previous regular teaching and research ranks other than instructor. Members who are appointed to or promoted to the rank of assistant professor will not be retained in that rank without tenure for longer than seven years of service (respectively seven and-one-half years).

The probationary periods specified in this subsection are increased by one year for each appointment extended pursuant to the University policy on primary caregivers. In no event, however, is a probationary period increased, under this policy or otherwise, more than a total of two years (respectively two-and-one-half years). Nothing in this subsection (a) prevents the offer of tenure to a member who has served less than the specified maximum probationary period. Evaluation of a member for tenure should generally be guided by, among other considerations, the criteria for appointment or promotion to the rank of associate professor set out in section 3. Granting of tenure will not, however, necessarily entail promotion to that rank for assistant professors.

Subsection (b) Discontinuance of an Academic Division
Discontinuance of one of its academic divisions may oblige the University to terminate the services of faculty in that division. A bona fide effort shall be made to relocate elsewhere in the University such faculty members, especially those with tenure. If a faculty member’s appointment is terminated for this reason, it shall be continued for at least 12 months from the date of notification.

Subsection (c) Concurrent Appointments
When administrators (other than departmental chairpersons) or members of other faculties are given a concurrent appointment to the teaching and research faculty, such time is not computed toward tenure, unless otherwise specified in a letter of appointment.
Subsection (d) Dismissal
Except for circumstances described in subsection (b), or circumstances of extreme financial exigency to the University, faculty members with tenure may be dismissed only for serious cause, as provided in section 6 of this article.

[From the University of Notre Dame Faculty Handbook, p. 106, “Gender Inclusive Language,” 2007-2008].

The University of Notre Dame shall use respectful and gender-inclusive language in its official proclamations and documents and calls upon members of the University community to adopt such usage in the conduct of their work and their social life both within and outside the Notre Dame community.

[From the University of Notre Dame Faculty Handbook, p. 70, “The Spirit of Inclusion,” 2007-2008].

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God’s creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ’s calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality, and warmth in which no one is a stranger and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God — the gentile as well as the Jew, women as well as men, the poor as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning, and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of moral law that is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by Church teaching, articulated in normative understandings of the human person, and continually deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.
3.4.2 The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention, and graduation


Notre Dame seeks to enroll intelligent, inquisitive, energetic, and compassionate students who will bring a diversity of talents and backgrounds to our campus. In selecting the class, the committee on Admissions evaluates thoroughly each applicant’s personal and academic credentials.

Undergraduate

Academic Achievement. In evaluating a student’s academic achievement, the Committee on Admissions considers a student’s curriculum, class rank, concentration of talent in the high school, test scores, teacher evaluation, and personal statement. Most students admitted to Notre Dame have taken the most demanding courses available, rank among the top students in their schools, and have done quite well on standardized tests. We could cite the average rank and median test results of our admitted students, but a listing of such numbers is often misinterpreted. Each year, some applicants with high test scores and class rank are not admitted while some students with less impressive numbers are selected for admission based on their other outstanding academic and personal accomplishments.

Personal Qualities. The lifeblood of Notre Dame resides in its people: faculty, staff, and students. Each potential student’s application is studied to determine what talents, skills, and interests that person might offer Notre Dame’s community. We have a strong interest in people who can make unique contributions and will share their talents with us—talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, jugglers, or dancers. There is need in each freshman class for a variety of talents and personalities. The listing of activities, written statements, and evaluations gives us a view of the person represented by the application. It is important to present talents and intellectual interests on the application form.

[From the University of Notre Dame Graduate Bulletin, pps. 12-13, 2008-2009].

Admission to the Graduate School

Applicants for admission to the Graduate School must hold a bachelor’s degree or its equivalent from an accredited American college or university or from a foreign institution of acceptable standing by the time of graduate matriculation. If at that time an admitted applicant does not hold a bachelor’s degree, the Graduate School admission is void. The applicant should have earned at least a B average in his or her undergraduate major courses and should meet the level of academic achievement that implies a developed ability for advanced study and independent scholarship.

An applicant may seek admission to either degree-seeking status or non-degree status in either a master’s or doctoral program.
Application Requirements

An applicant for admission must complete all of the following:
1. Complete and electronically submit the online application
2. Submit a statement of intent through the online application system
3. Submit a curriculum vitae or résumé through the online application system
4. Arrange for three (3) letters of recommendation to be submitted through the online recommendation system associated with the online application
5. Submit the application fee by credit card, check, or money order using the payment system associated with the online application system
6. Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)
7. Arrange for the submission of official Graduate Record Examination (GRE) General Test scores
8. Arrange for the submission of official GRE Subject Test scores if required by the department
9. Arrange for submission of official Test of English as a Foreign Language (TOEFL) scores if the applicant's native language is not English

The online application may be accessed through the Graduate School's website. To expedite the processing of applications, the online application should be completed and submitted before any supporting materials not attached to the online application are sent to the Graduate School.

Students seeking admission to more than one department, but who plan to enroll in only one, must submit separate applications for each department. Only one application fee is necessary.

The application fee must accompany the application. This fee is nonrefundable. For applications submitted by December 1 for admission to the following fall semester, the application fee is $35. The fee is $50 for all applications submitted after December 1 for admission to the following fall semester. Fees may be paid by check, money order, or credit card (see online application).

Application deadlines range from January 1 to February 1 for admission to the fall semester. Applicants may visit the Graduate School's website to determine the deadline for individual programs. Unless otherwise specified, the application deadline for spring admission is November 1, though some departments have earlier deadlines. Applicants may visit the Graduate School's website to determine the deadline for individual programs. It should be noted that only a few departments offer spring admission. Therefore, applicants who wish to begin in the spring are advised to consult the department prior to submitting an application.

Beyond these Graduate School admission requirements for all graduate departments and programs, particular programs may require personal interviews and/or submission of special materials such as writing samples or portfolios. Applicants should consult the individual department or program to learn about additional requirements and submission procedures.

The Graduate Record Examination (GRE) is offered at sites in the United States and abroad. The annual schedules and other information about the GRE can be obtained online at http://www.gre.org or from Educational Testing Service (ETS), Graduate Record Examination, Box 6000, Princeton NJ 08541-6000, USA. If you need to call about the GRE, telephone the Educational Testing Service at (609) 771-7670.
The Test of English as a Foreign Language (TOEFL) is offered several times each year at sites in the United States and abroad. Foreign students, except those noted above, must submit TOEFL scores as part of their application to demonstrate a sufficient command of English to meet the requirements of their field. If not available locally, the annual schedules and other information about the TOEFL can be obtained online at http://www.toefl.org or from Educational Testing Service (ETS), TOEFL, Box 6151, Princeton NJ 08541-6151, USA. If you need to call about the TOEFL, telephone the Educational Testing Service at (609) 771-7100.

Admission to Multiple Degree Programs
An applicant who seeks admission to more than one master’s degree program in the Graduate School in order to earn two degrees, or an applicant who seeks admission to a degree program in the Graduate School concurrently with a degree program in another school in the University (i.e., Law School or Mendoza College of Business) must submit a separate and complete application for each program. The applicant must also be accepted by each of the cooperating departments. The Graduate School will consider only applicants whose past academic performance indicates the potential for success in each of the programs. In consultation with the appropriate advisers from each unit, the applicant will select a plan of study acceptable to all units. The Graduate School must approve the written plan of study before the student may begin the program. No more than nine credit hours of classes from any one master’s degree may be counted toward any other master’s degree.

Admission to Joint Degree Programs
It is possible for a student to pursue a program of study combining two programs and leading to a joint degree. An applicant who seeks to earn a joint degree, either master’s or Ph.D., must submit a separate and complete application to each program and be accepted by both. The relevant departments must agree upon a plan of study defining what will constitute the joint degree program, and the approved written plan must be on file with the Graduate School before the student may begin the program.

Nondegree Applicants
An applicant for admission to a non-degree program must complete all of the following:

1. Complete and electronically submit the online application
2. Submit a statement of intent through the online application system detailing the applicant’s graduate plans and expectations
3. Submit a curriculum vitae or résumé through the online application system
4. Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)
5. Submit the application fee by credit card, check, or money order using the payment system associated with the online application system

A nondegree applicant may seek admission as a departmental non-degree student or as an unclassified, visiting, or auditing student in the Graduate School.

A departmental non-degree student is one who has been admitted to a department but does not seek an advanced degree from the University. An applicant with degree intent who lacks one or more admission requirements may be admitted temporarily to this non-degree status at the discretion of the department and with the approval of the associate dean for graduate admissions. The student may register for one to 12 credit hours in any graduate courses for which he or she
meets the course prerequisites. However, no student initially admitted to non-degree status will be admitted to degree status until all admission requirements have been satisfied. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as a departmental non-degree student does not guarantee later admission as a degree-seeking student.

An unclassified student is one who is admitted to the Graduate School in a non-degree status, but who is not a member of a particular department. Such a student may, with the approval of the Graduate School, take courses in any graduate department, subject to approval by the department. This category is usually open to non-degree students who wish to take courses in more than one department or students who have completed their degree programs, but wish to continue in the University in graduate student status. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as an unclassified non-degree student does not guarantee later admission as a degree-seeking student.

A visiting student is normally a degree student in another university who enrolls for credit in selected courses at Notre Dame. Unless otherwise arranged by the home university and Notre Dame, the visiting student is considered a non-degree student at Notre Dame and follows the same application and enrollment procedures as a non-degree student.

An auditor is a non-degree student who meets the course prerequisites but receives no academic credit. With the permission of the instructor and the department chair, a degree student also may audit courses. Audited courses may be recorded on a student's permanent record only if the student requests the instructor to record it at the beginning of the semester and if he or she attends the course throughout the entire semester. A recorded audit is graded V. Incomplete audits are not recorded. The audit grade of V cannot be changed to a credit grade.

In the academic year, full-time graduate students may audit courses without charge. Part-time graduate students who audit courses will be charged the normal audit fee of one-half the current credit hour fee.

In the summer session, there is no free audited course. Any course taken or audited in the summer session will be charged the full price.

Acceptance
Official acceptance to the Graduate School in the academic year is granted only by the associate dean. Applicants will be informed officially of the results of their application by a letter from the associate dean for graduate admissions. Applicants who intend to accept offers of admission are required to confirm their acceptance by returning the appropriately completed form that is supplied with an offer of admission.

3.43 A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development.

Each month the faculty meets to discuss administrative, logistical and curricular issues. The faculty as a whole acts as the "college council" in the decision-making process. Most issues are assigned to and explored through committees elected by the faculty (see Section 3.6.2). Any member of the faculty can submit points for discussion on the agenda. An outline of the agenda is circulated prior to the meeting with a request for comments and additions. In addition, each
semester the Dean of the School meets with each individual faculty member to discuss their role in the School and their ideas about any issues that they feel need tending to. This meeting provides a separate more relaxed forum for faculty members to contribute to the School’s development, in curricular and administrative matters.

In AY 2001-2002, the faculty voted to not include students in faculty meetings. In AY 2002-2003, it was decided that students would once again participate in the various committees such as undergraduate studies. Through the committee structure the students have a voice in the policies and curriculum of the School. Each semester the Dean holds meetings with each class, including the class in Rome. These meetings provide an opportunity to listen to students concerns as well as offer a forum for the administration to test new ideas in dialogue with the students. Some of the ideas of the students have become incorporated into the policies routines and or curriculum of the School.

Once per week a staff meeting is held. All staff and faculty performing administrative tasks meet to discuss and coordinate school business. In these meetings staff and administrators make suggestions about policies and methods to various issues of school business. The results of these meetings when appropriate and relevant are also discussed in the monthly faculty meetings. Periodic retreats are held to allow the staff and administration to examine the complexities and intricacies of the workplace and provide a forum for discussion of the School’s evolution and development.

3.5 Studio Culture

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

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

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

There are many opportunities for students to play a leadership role in committees, events at the School, and student initiated service projects. There is a diversity of leadership that allows students to discover their abilities through University recognized organizations such as the AIAS, Students for New Urbanism, Women in Architecture and informal groups such as Green ND and the LEEDS Study Group.
Recognizing that competition is inherent in both the academic and professional worlds, Notre Dame’s Architecture School balances that competitive spirit with collaborative efforts. Collaboration is encouraged through sharing of ideas, working together in the studio, with students learning from each other.

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

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

Studio reviews encourage students to continue to improve. They are given balanced criticism, recognizing the student’s strengths, while encouraging them to do better. Reviews are a place to discuss theory, history and its application to contemporary design. They involve both commendation and recommendation. We strive to assess projects in a fair and unbiased way through constructive criticism and suggestions. The course requirements are clearly stated as are the expectations for grades. Reviews provide students the opportunity to see themselves in relation to their peers and can become self-critical.

The Studio Culture Policy is posted in each studio and is distributed to students each semester, and appears on the School’s website. [See section 4.2 for Studio Culture Policy].

3.6 Human Resources

3.6.1 Description of the students’ educational backgrounds and the degree program’s selectivity, retention, and time-to-graduation rates since the last accreditation sequence.

Students who enroll in architecture at the University of Notre Dame come from a highly competitive process with demanding criteria for academic achievement and high SAT scores. Undergraduates are selected by the University’s Admissions office whereas Graduate Students are selected by the School of Architecture Graduate Studies Committee. Of the undergraduates, 99% complete the program and 97% graduate within five years of matriculating.

Most undergraduates will have taken and successfully completed the most challenging program of studies available in their high schools. The University of Notre Dame strongly recommends a curriculum including four years each of English, Mathematics, Science, History and Foreign Language. All successful applicants are admitted to the First Year of Studies.

For students intending to major in the School of Architecture the distribution must be:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Algebra, advanced algebra, trigonometry and geometry</td>
<td>3</td>
</tr>
<tr>
<td>Advanced mathematics (calculus or pre-calculus)</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Add'l English, Math, Science, History, Social Studies &amp; language courses</td>
<td>2</td>
</tr>
</tbody>
</table>

Applicants to the 2-year M.Arch program come from schools across the country having completed a four year pre-professional degree with a major in architecture, and applicants to the 3-year M.Arch program come with four year non-architecture degrees with majors ranging from Biology to English to Philosophy to Aeronautical Engineering. Since 2005, when the new graduate curriculum took effect, approximately 14% of applicants to the 2-year M.Arch program and 21% of applicants to the 3-year M.Arch program have been accepted into Notre Dame. Of the 2-year M.Arch candidates admitted since 2005, 100% have completed the program and 100% have graduated within two years of matriculating. Of the 3-year M.Arch candidates admitted since 2005, 85% have completed the program and 82% have graduated within three years of matriculating.

3.6.2 Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content.

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

Students evaluate teachers formally through the University’s system of CIF (Course Instructor Feedback) and these data are statistically compiled. Students also write brief prose responses to questions about the course which, along with the CIF results, are given to the teacher. (Note: The CIF is new in the academic year 2008-2009 and replaces the previous TCE (Teacher Course Evaluation))

[From the University of Notre Dame Faculty Handbook, p. 155, 2007-2008].

A University-wide instrument by which all students evaluate their courses and teachers has been in place since 1970. A new evaluative and diagnostic form was designed by a University committee and initiated in the spring semester of 1982 for a three-year trial period. In June 1985, the committee presented its report and recommended action to the Provost. The current evaluation form derives from that committee’s work and is administered to all undergraduate, graduate, and professional nontutorial courses

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

Besides teaching and advising, the faculty members have duties to serve on the School’s administrative committees, as follows:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AD HOC ACCREDITATION</strong></td>
<td>J. Stamper, Chair</td>
</tr>
<tr>
<td></td>
<td>R. Bullene</td>
</tr>
<tr>
<td></td>
<td>A. Buccellato</td>
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<tr>
<td></td>
<td>A. DeFrees</td>
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<td></td>
<td>T. Lowing</td>
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<td></td>
<td>D. Mayernik</td>
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<tr>
<td></td>
<td>K. Uplekar</td>
</tr>
<tr>
<td><strong>AIA BLUEPRINT FOR AMERICA</strong></td>
<td>K. Uplekar</td>
</tr>
<tr>
<td><strong>AIAS STUDENT CHAPTER ADVISOR</strong></td>
<td>S. Salden</td>
</tr>
<tr>
<td><strong>ARCHIVES</strong></td>
<td>R. Bullene</td>
</tr>
<tr>
<td></td>
<td>R. Brandt</td>
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<td></td>
<td>K. Buccellato</td>
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<td>D. Mayernik</td>
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<td>J. Parker</td>
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<td></td>
<td>K. Voss</td>
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<tr>
<td><strong>CENTER FOR BUILDING COMMUNITIES</strong></td>
<td>S. Hood, Chair</td>
</tr>
<tr>
<td></td>
<td>R. Sakal, Co-Chair</td>
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<tr>
<td></td>
<td>A. DeFrees</td>
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<td></td>
<td>C.W. Westfall</td>
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<tr>
<td><strong>COMMITTEE ON APPOINTMENTS &amp; PROMOTIONS</strong></td>
<td>M. Lykoudis, Ex-officio</td>
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<tr>
<td></td>
<td>P. Bess</td>
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<td>R. Economakis</td>
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<td>J. Stamper</td>
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<td>D. Stroik</td>
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<td>S. Younes</td>
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<tr>
<td><strong>COMMITTEE ON ACADEMIC STANDARDS</strong></td>
<td>M. Lykoudis, Ex-officio</td>
</tr>
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<td></td>
<td>J. Stamper, Co-Chair</td>
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<td>P. Bess, Co-Chair</td>
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<td></td>
<td>R. Bullene</td>
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<td><strong>COMPETITIONS/SCHOLARSHIPS/FELLOWSHIPS</strong></td>
<td>M. Lykoudis, Ex-officio</td>
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<td>R. Bullene</td>
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<td>R. Economakis</td>
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<td>S. Hood</td>
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<td>B. Flaherty</td>
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<td>K. Kelly</td>
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<td><strong>DEVELOPMENT</strong></td>
<td>M. Lykoudis, Ex-officio</td>
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<td>R. Bullene</td>
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<td>C. DuBree</td>
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<td>B. Flaherty</td>
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<td></td>
<td>K. Kelly</td>
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<tr>
<td><strong>DIVERSITY OFFICER</strong></td>
<td>J. Stamper</td>
</tr>
<tr>
<td><strong>EXHIBITIONS</strong></td>
<td>R. Economakis, Chair</td>
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<tr>
<td></td>
<td>R. Brandt</td>
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<tr>
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<td>K. Kelly</td>
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<td>D. Mayernik</td>
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<td>T.G. Smith</td>
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<tr>
<td></td>
<td>K. Voss</td>
</tr>
<tr>
<td></td>
<td>S. Younes</td>
</tr>
</tbody>
</table>
FACILITIES - NOTRE DAME
M. Lykoudis, Ex-officio
J. Stamper, Chair
R. Brandt
R. Bullene
A. DeFreese
B. Flaherty
B. Panzica

FACILITIES - ROME
M. Lykoudis, Ex-officio
S. Semes, Chair
A. della Longa

GRADUATE STUDIES
M. Lykoudis, Ex-officio
P. Bess, Chair
TBD (1-year appointment)
R. Economakis
D. Stroik
C.W. Westfall
John Mellor (Path A)
Crystal Olin (Path B/D)
By Student Election (Path C)

GRADUATION/MARSHALS
TBD

HISTORIC PRESERVATION & RESTORATION
J. Stamper, Chair
S. Semes (Rome)
K. Uplekar

HONESTY
R. Bullene, Chair
R. Brandt
S. Hood

INFORMATION TECHNOLOGY
M. Lykoudis, Ex-officio
A. DeFreese, Chair
B. Flaherty
B. Stein

LECTURES
M. Lykoudis, Ex-officio
R. Economakis, Chair
K. Kelly
D. Mayernik
T.G. Smith
J. Stamper
S. Younes
D. Balan

MARKETING & MERCHANDISING
C. DuBree, Co-Chair
K. Kelly, Co-Chair
R. Bullene
S. Hood
B. Panzica
R. Sakal

MENTORING
By appointment only
Tenured faculty eligible

PUBLICATIONS
M. Lykoudis, Ex-officio
R. Economakis, Chair
A. DeFreese
K. Kelly
PUBLICATIONS
M. Lykoudis, Ex-officio
R. Economakis, Chair
A. DeFrees
K. Kelly
D. Mayernik
S. Semes (Rome)
L. Steil (Rome)
J. Stamper

ROME STUDIES
M. Lykoudis, Ex-officio
J. Stamper, Co-Chair
S. Semes, Co-Chair
P. Bess
R. Bullene
A. della Longa
R. Economakis
G. Lenzi-Sandusky
C.W. Westfall

STUDENT ASSOC. FOR WOMEN IN
ARCHITECTURE (SAWA)
S. Hood, Chapter Advisor

STUDENTS FOR NEW URBANISM
(SNU), CHAPTER ADVISOR
P. Bess, Chair
A. Buccellato, Assisting
K. Kelly, Assisting
K. Uplekar, Assisting

TASK FORCE ON THE ENVIRONMENT
M. Lykoudis, Ex-officio
A. Buccellato, Chair
A. DeFrees
R. Economakis
K. Kelly
D. Mayernik
W. Ponko
R. Sakal
S. Salden
K. Uplekar
TBD (5th yr student)
TBD (5th yr student)

SPECIAL PROGRAM & TASK FORCES
M. Lykoudis (China & Asia)
R. Economakis (Greece & Mediterranean)
D. Stroik (Liturgy)
P. Bess (Undergraduate Programs & America)
K. Uplekar (Germany, Romania & India)

TASK FORCE ON CATHOLIC MISSION
M. Lykoudis, Ex-officio
T.G. Smith, Chair
R. Economakis
D. Mayernik
D. Stroik

TASK FORCE ON STANDARDS AND
METRICS
M. Lykoudis, Ex-officio
J. Stamper, Chair
R. Amico
P. Bess

UNDERGRADUATE STUDIES
M. Lykoudis, Ex-officio
R. Bullene, Ex-officio
J. Stamper, Chair
R. Economakis
A. DeFrees
Nicole Bernal-Cisneros (5th year)
By student election (4th year)

UNITED WAY
D. Sporleder
B. Stein

WEB SITE
K. Kelly, Chair
K. Voss
L. Steil (Rome)
3.6.3 Faculty-student teacher ratios for studios for all design levels.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Sections</th>
<th>Faculty : Student Ratio</th>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Year</td>
<td>50</td>
<td>1</td>
<td>1:5</td>
<td>Typically have 8 Teaching Assistants</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Year</td>
<td>43</td>
<td>2</td>
<td>1:22</td>
<td>Typically have 6 Teaching Assistants</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Year</td>
<td>47</td>
<td>3</td>
<td>1:16</td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Year</td>
<td>47</td>
<td>4</td>
<td>1:12</td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Year</td>
<td>46</td>
<td>4</td>
<td>1:12</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>41</td>
<td>5</td>
<td>1:8</td>
<td></td>
</tr>
</tbody>
</table>

3.6.4 For each administrative position, a description of the distribution of effort between administration and other responsibilities for each position.

Between teaching, advising and their administrative duties, the administrative faculty members are expected to pursue an individual research agenda and to produce tangible results through publishing, building, or other venues and methods. The results of these many duties are quite visible. The administrative faculty members maintain a high visibility in their respective fields of interest. The constant discussion of the curricular administration of the school appears to be working adequately to maintain a cohesive and continuous organizational effort. However, many faculty members have been over-stretched. The growth in the graduate program resulted in increased teaching loads, limiting the time available for other work. With the demanding research agenda put forth by the majority of the faculty, time becomes a precious commodity. Additional faculty lines have been filled, ameliorating the situation. There are additional searches ongoing to continue the growth of the faculty to achieve the balance required between teaching, research, and administrative responsibilities.

Administration

Dean:

The School’s Dean outlines the Mission Statement and the Strategic Plan of the School. The Dean outlines the support mechanisms that will give material realization to the Mission, specifically to introduce new programs, hire new faculty, prepare the budget, make staffing decisions, make suggestions for the lecture series, mentor junior faculty and perform the administrative functions necessary to maintain the School’s smooth operations. The Dean has had periodic teaching responsibilities. The Dean of the School is also the Chair of the Committee on Appointments and Promotions (CAP) and sits ex-officio on all other standing committees of the School. He or she is expected to have a research and publishing agenda and to participate in public venues of scholarly or professional nature. She or he can choose to teach, if this does not unfairly burden the remainder of the responsibilities. The position of Dean is a five-year appointment. The Dean is expected to engage in fundraising efforts about 20% of the time.
Associate Dean:
The Associate Dean of the School assists in the outlining of the Mission Statement and the Strategic Plan of the School. The Associate Dean assists in the execution of the support mechanisms that will give material realization to the Mission, specifically to implement new programs, make suggestions for the lecture series, mentor junior faculty, make suggestions for faculty assignments in consultation with the faculty and the Dean, and perform the administrative functions necessary to maintain the School’s smooth operations. The Associate Dean typically has a full time research agenda as well. The position of the Associate Dean is a three-year appointment.

Assistant Dean:
The Assistant Dean is responsible for all academic advising, processing transfer applications and maintaining of student transcripts to ensure proper credit of courses taken outside the university. He or she assists the Dean in transfer student selection. The position of the Assistant Dean is a three year appointment.

Director of Undergraduate Studies:
The Director of Undergraduate Studies is the Chairperson of the Undergraduate Studies Committee and as such, in consultation with the Dean, the Assistant Dean, the faculty and the student conduct a yearly review of the curriculum. He or she acts as the coordinator for the committee’s efforts and helps formulate the academic policy for Undergraduate Studies. This position is in addition to a full time teaching load and is part of normal faculty service assignments. The Director of Undergraduate Studies typically has a full time research agenda as well.

Director of Graduate Studies:
The Director of Graduate Studies is the Chairperson of the Graduate Studies Committee and as such, in consultation with the Dean, the Associate Dean, and the Graduate Studies Committee conducts a yearly assessment of the program. He or she acts as the coordinator for the graduate recruitment efforts and helps formulate the academic policy for Graduate Studies. This position is in addition to a full time teaching load and is part of normal faculty service assignments. The Director of Graduate Studies typically has a full time research agenda as well.

Academic Director of the Rome Studies Program:
The Director is responsible for the supervision of the academic program, a year-long required program for architecture students in their third year of a Bachelor of Architecture Degree, and semester long program for architecture students in the graduate program.

The job duties include:
1. Personnel management for faculty members in Rome;
2. Coordinating course assignments, curriculum development, and implementation;
3. Academic requirements include teaching one undergraduate and one graduate class plus participating in day trips and field trips;
4. Responsibility for disciplinary reviews and matters of attendance, participation, etc.
3.6.5 For each staff position, a description of the distribution of effort between administration and other responsibilities for each position.

Staff

There are eleven staff members who support the School’s operation in Notre Dame and four staff members in Rome. The staff members have no obligations outside of their administrative responsibilities. Several of these staff positions are new, or significantly altered, since the 2003 APR. The responsibilities are as follows for each position:

**Director of Finance and Operations**

New since the previous APR, this position is responsible for:

- Managing the budget and finances of the School, ensuring that expenditures are aligned with the strategic priorities of the School, and remain within the allocations provided by the University;
- Performance management for the staff members of the School, and making decisions on hiring and termination as necessary;
- Managing the facilities of the School to ensure unencumbered use by the students, faculty, and staff throughout the year;
- Ensuring successful daily operations of the School, as well as special events such as the Driehaus Prize, Career Discovery, Expo Roma, and other events.

**Department Administrator – Assistant to the Dean**

Provides administrative support to the Dean. Responsibilities related to this position are:

- Provides administrative support to the Dean, including calendar management, communications, and travel;
- Works in conjunction with the Committee on Appointments and Promotions (CAP) to compile confidential paperwork related to faculty appointments and hires;
- Management of faculty files.

**Business Manager**

- Assists with the financial management of the School;
- Coordinates the detailed financial transactions of the School, including deposits, expense reports, and payment of invoices;
• Coordinates and procures all travel arrangements for the faculty, staff and visitors of the School of Architecture. Arranges all group travel to obtain the best pricing available (without going through a travel agent);
• Recruits, interviews and hires student workers. Completes student appointment and tax forms in a timely manner. Determines student work schedules. Prioritizes and supervises student work;
• Manages the School's summer programs, developing budgets, establishing itineraries, and arranging travel and accommodations.

Director of Communications
• The Director of Communications is responsible for developing, managing and coordinating internal and external marketing and public communications activities for the School of Architecture. Key duties and responsibilities include:
  • Marketing Communications: Oversee and direct all proactive marketing communications in support of School of Architecture overall goals.
  • Print Materials: News releases, newsletters, brochures, posters and other publications such as Acroterion and Driehaus Prize Book to support publicity efforts. Student recruitment, career services, alumni, development and community outreach.
  • Electronic Communications: School of Architecture Web site, Driehaus Prize Web site, electronic newsletter, outgoing email campaigns, podcasts and video streaming.
  • Production: Oversee coordination of all production schedules and vendor relations.
  • Public Relations: Work with Office of News and Information to unearth newsworthy stories emanating from the School of Architecture, build relationships with media, identify and coordinate public relations opportunities.
  • Event Promotion: Indentify key events throughout year and collaborate in their coordination and communication to key audiences.
  • Driehaus Prize: Oversee coordination of all activities pertaining to the Driehaus Prize from jury meeting, to laureate announcement, to broadcasting agreement, to colloquium and social events.
  • Management: Direct and lead the Communications Staff consisting of Multimedia Coordinator and Sr. Communications Specialist for the Center for Building Communities.

Administrative Assistant – Undergraduate Program
• Provides administrative support to the Associate and Assistant Deans. Responsibilities related to this position are:
  • Assists with correspondence and calendar management;
  • Answers all inquiries to the departmental e-mail address;
  • Compiles minutes from the monthly faculty meetings;
  • Manages Career Discovery, the School's summer program for high school students;
  • Orders all supplies for the School related to the administrative and faculty offices.
Administrative Assistant – Graduate Program
The Administrative Assistant for the graduate program provides administrative support for the Director of the Graduate Program. Responsibilities include:

- Manages the application and admission process for prospective graduate students;
- Assists graduate students with course registration;
- Fields inquiries regarding the graduate program;
- Prepares the graduate and undergraduate students for their studies in Rome, including travel arrangements, visa applications, and orientation sessions.

Senior Communications Specialist – Center for Building Communities
New since the previous APR, this position is responsible for the internal and external communications related to the school’s Center for Building Communities.

Multimedia Coordinator
A new position since the previous APR. The duties of the Multimedia Coordinator include:

- Assists with the development of the school’s communication efforts;
- Manages the school’s web communications such as the Facebook site;
- Provides grant writing support to faculty members;
- Authors and provides editorial support for written works from the school and its faculty;
- Develops and manages the school’s growing video communications and library;
- Manages the school’s archives.

Staff Assistant
The Staff Assistant is responsible for the receptionist duties which require a high level of communication skills since this is sometimes the first contact the public has with the School of Architecture:

- Sorts the mail;
- Answering the phones and greeting the public;
- Format and type various correspondence, posters, fliers, etc.;
- Coordinates a schedule for faculty to meet with prospective undergraduate student;
- Keeps a calendar for room reservations needed for classes, meetings, and reviews in Bond Hall;
- Assists with the processing of invoices for payment;
- Manages the school’s priority shipments through FedEx online;
- Coordinates refreshments for reviews and faculty meetings;
- Orders, receives, inventories, and dispenses office supplies to the faculty and staff.

Administrative Assistant – Event Coordinator
A new position since the previous APR, the Administrative Assistant – Event Coordinator is responsible for planning and execution of the school’s special events, including the Richard H. Driehaus Prize, Commencement, Expo Roma, the Advisory Council visit, receptions, and other events in the school. Responsibilities include:

- Establishing venues for special events;
- Coordinating with caterers, florists, photographers, and other vendors;
• Assisting with publicity, invitations, and responses from guests;
• Assists with the set up and tear down of events;
• Provides administrative support to faculty and other staff members;
• Assists with special projects.

IT Consultant
The IT consultant is dedicated to the School of Architecture. Responsibilities include:
• Providing on-site technical support for the faculty and staff, supplementing the University’s IT help desk;
• Managing the school’s IT resources, including faculty and staff computers, studio computers, the computer lab, large format plotters and scanners, laser cutter, and 3D scanner.

School of Architecture Notre Dame Campus Staff Organizational Chart

ROME STUDIES PROGRAM

Director of Operations
New since the 2003 APR, the Director of Operations is responsible for the administrative operation of the Rome Studies Program. Responsibilities include:

• Acts as the legal representative for the Program in Rome;
• Performance management of the staff in Rome, including decisions on hiring and termination;
- Managing the budget and finances of the program, ensuring that expenditures are aligned with the strategic priorities of the school, and remain within the allocations provided by the University;
- Managing the facilities of the Program to ensure unencumbered use by the students, faculty, and staff throughout the academic year, and compliance with the Italian safety laws;
- Ensuring successful daily operations of the Program, as well as special events such as the field trips, reviews, and guest lectures;
- Ensuring immigration laws are complied with for students and visiting faculty
- Represents the school with AACUPI;
- Advises the students on cultural, financial, health, and other non-academic issues, and disciplines them as required.

**Student Affairs Coordinator**
Assists the Director of Operations, in particular on immigration procedures, and students’ housing. Assists Academic Director in implementing arrangements for all field trip – transportation, accommodation, entry to sites and museums:
- Provides translation of various documents;
- Prepares correspondence.

**Accounting Assistant**
Assists the Director of Operations in managing the finances of the School:
- Maintains the daily and monthly accounting ledger;
- Reconciles the Rome bank statements;
- Processes invoices for payments, deposits, and expense reimbursements
- Prepares monthly reports.

**Facilities Support Person**
Provides maintenance and a wide variety of tasks for the Rome facility.

### School of Architecture Rome Campus Organizational Chart

![Organizational Chart]

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3.6.6 Identification of any significant problem, with recommendations for improvement.

There are some issues currently in terms of staff communications. Some of these issues are a result of the location and configuration of the staff.

Discussions are underway to approve plans to expand the current administrative office suite, which will allow a closer proximity of the staff, the Dean, and the Communications Department.

3.7 Human Resource Development

3.7.1 The School's policy regarding human resource development opportunities.

The staff and faculty of the School of Architecture can participate in the University programs for human resource development. These range from continuing education classes and specifically task oriented classes to advising and counseling for personal or professional reasons. Faculty and staff can also avail themselves of academic and athletic opportunities on campus.

[From the University of Notre Dame Faculty Handbook, p. 93, 2007-2008]

Staff/Faculty and Spouses

Full-time staff and faculty and their spouses, postdoctoral research associates and their spouses, and retired staff and their spouses may take courses at Notre Dame each semester and summer session. Eligible persons may take an undergraduate course at 90 percent tuition remission or a graduate course at full tuition remission. Notre Dame will pay for three credit hours per semester. The applicant will be charged at the standard rate for each credit hour above three for which he or she is enrolled. Normally, graduate courses are taxable benefits and must be reported to the Internal Revenue Service (IRS) as taxable income (according to the latest tax laws). If additional income tax withholding is desired to cover this taxable amount, the Payroll Department should be contacted.

Each individual seeking enrollment in an academic course must satisfy all academic requirements subverting the course. If the individual desires to use the course credit in a degree program, he or she must apply for admission to and be accepted by the specific academic unit having jurisdiction over the degree program.

Academic study must not infringe upon services expected of the staff, faculty or postdoctoral research associate. Approval of the immediate supervisor is required.

For non-degree seeking applicants (i.e., unclassified students), all admissions procedures are initiated by the department of Human Resources.

For degree seeking applicant, applications for admission to the specific degree program follow the routine procedures as outlined by the appropriate University bulletin. To receive financial credit against the charges generated, each student must complete a Tuition Remission form available in the Graduate School.
Employee Assistance Program (EAP)

The University recognizes that personal difficulties sometimes interfere with an individual’s successful job performance. The Employee Assistance Program (EAP) called Life Works® is a cost-free diagnosis and referral service available to help employees with personal problems. This professional and confidential service is available to all regular full-time and part-time employees and/or their family members. Employees may use the EAP on a voluntary basis at any time. In these cases, the University receives no specific information regarding the individual’s use of the EAP. On occasion, employees will be required to participate in such EAP assistance as a condition of employment. Employees may obtain information regarding EAP through Life Works® at 1-888-267-8126 (toll-free, 24 hours a day / 7 days a week) or visit www.lifeworks.com.

Child Care

Notre Dame has a child care facility operated by the Early Childhood Development Center (ECDC). ECDC offers both full- and part-time development programs for children at the University of Notre Dame site. To be eligible, a parent must be directly affiliated with the University as faculty, administration, staff, students or alumni/ae. Information regarding ECDC-ND can be obtained by calling (574)284-4693 or (574)631-3344 or visit the website at www.nd.edu/~ecdcnd/.

Faculty Leave of Absence

[From the University of Notre Dame Faculty Handbook, p. 33, 2007-2008]

Consistent with its views on faculty services, the University recognizes the importance, for its own well-being, of faculty leaves of absence. The University does not, however, subscribe to rigid formulae for such leaves. Requests for a leave of absence must ordinarily be submitted to the chairperson of the department or other appropriate academic officer at least six months in advance of the beginning of the period of leave requested. Leave of absence is also granted as indicated in the medical leave of absence policy and the family and medical leave policy. Leave of absence officially granted by the University with or without remuneration is counted as service for purpose of tenure and promotion unless otherwise expressly stipulated.

The School administration will establish a policy to provide a leave of absence for one faculty member per semester so that members of the full time tenure track faculty may pursue their research or teaching program. The School has supported faculty educational programs in computer training as part of the School’s effort to integrate new technologies into the curriculum. All other development opportunities for faculty and staff will continue to be on a case by case basis.

In the past five years, faculty trips for conference attendance have been supported in almost all cases although the designated budget to support this is inadequate. Discretionary funds and other solicitations have made this possible although more formal funding should be increased and policies for their use adopted. Faculty have had great moral support to develop self motivated research and they have also been encouraged to engage in significant practice or design work.
3.7.2 A list of visiting lecturers and critics brought to the school since the previous site visit.

VISITING LECTURERS

2004 - 2005 Lectures
ELIZABETH MEREDITH DOWLING
February 2, 2004
Associate Professor, Georgia Institute of Technology, Atlanta, GA
*Philip Shutze: An American Classicist*

DAVID MILLER, FAIA
March 1, 2004
Founding Partner, Miller/Hull Partnership and Professor, University of Washington, Seattle, WA
*Unconventional Wisdom: The Architecture of Miller/Hull*

THOMAS NORMAN RAJKOVICH
March 29, 2004
Architect and Educator, Evanston, IL
*Climbing Mount Parnassus: Drawing Parallels*

KATE DIAMOND, FAIA
April 5, 2004
Design Principal, RNL Design, Los Angeles, CA
*Architecture of the Public Realm*

KATHRYN ANTHONY
April 19, 2004
Architect, Author and Professor, University of Illinois at Urbana-Champaign
*Designing for Diversity: Gender, Race and Ethnicity in the Architectural Profession*

STEVEN SEMES
September 7, 2004
Architect and Author, Steven W. Semes Architect, New York, NY
*The Architecture of the Classical Interior*

SCOTT MERRILL
September 20, 2004
Principal, Merrill and Pastor Architects, Vero Beach, FL
*Selected Works*

ALVIN HOLM, AIA
October 12, 2004
Principal, Alvin Holm AIA Architects, Philadelphia, PA
*Remembering the Maiden of Corinth: Inspiration for a Classical Career*

PAUL TAYLOR, AIA, NOMA
October 25, 2004
Principal, African Heritage Architecture, Washington, D.C.
*An African-American Architect*
STEVEN PETERSON  
November 8, 2004  
Principal, Peterson/Littenberg Architects, New York, NY  
*Redesigning Ground Zero and Other Recent Work*

JONATHAN LEE, AIA,  
November 9, 2004  
Principal, Jonathan Lee Architects, Saugatuck, MI  
*Beyond the Theory: The Making of an Order*

DEMETRI PORPHYRIOS  
November 15, 2004  
Principal, Porphyrios Associates, London & Athens  
2004 Recipient of The Richard H. Driehaus Prize for Classical Architecture  
*Classical Architecture*

DOUGLAS FARR  
January 24, 2005  
President and Founding Principal, Farr Associates, Chicago, IL  
*Designing Sustainable Environments*

ELLEN DUNHAM-JONES  
January 31, 2005  
Associate Professor and Director of the Architecture Program,  
Georgia Institute of Technology, Atlanta, GA  
*Retrofitting Suburbs*

LAURA LEE, FAIA  
February 21, 2005  
Head, Carnegie Mellon University School of Architecture, Pittsburgh, PA  
*Under the Influence: Interdisciplinary Architecture*

SUSAN MAXMAN, FAIA  
February 28, 2005  
Design Principal, Susan Maxman and Partners, Philadelphia, PA  
*Taking the Long View: Designing for a Sustainable Future*

DAVID ORR  
April 4, 2005  
Professor, Environmental Studies and Politics and Chair of the Environmental Studies Program,  
Oberlin College, Oberlin, OH  
*The Fifth Revolution: Connecting People and Places*

**2005 – 2006 Lectures**  
LESLIE ROBERTSON  
September 12, 2005  
Lead structural engineer for the World Trade Center Towers and president and founder of  
Leslie E. Robertson Associates, New York, NY  
*The Art of Structural Design*
ADRIAN SMITH, FAIA, RIBA  
September 14, 2005  
Consulting Partner, Skidmore, Owings and Merrill LLP, Chicago, IL  
*Filling the Void: Renewing the Urban Fabric*

THOMAS NOBLE  
September 20, 2005  
Senior Design Associate, Allan Greenberg Architect, LLC, Washington, D.C.  
*Opportunities for the Designer*

ALVIN HOLM, AIA  
October 4, 2005  
Principal, Alvin Holm AIA Architects, Philadelphia, PA  
*Inspiration for a Classical Career*

RICHARD JACKSON, M.D., M.P.H.  
October 10, 2005  
Former Director of the National Center for Environmental Health of the Centers for Disease Control and Prevention & former Public Health Officer for the State of California, Berkeley, CA  
*Urban Sprawl and Public Well-Being: How Urban Planners and Architects are Health Leaders*

ALEXANDER STODDART  
October 27, 2005  
Sculptor, Edinburgh  
*Making Music with Sculpture*

MILTON GRENFELL, AIA  
November 8, 2005  
Principal, Grenfell Architecture, Washington, D.C.  
*The Order of Splendor and the Splendor of Order*

QUINLAN TERRY, FRIBA  
November 14, 2005  
Principal, Quinlan and Francis Terry Architects and 2005 Recipient of The Richard H. Driehaus Prize for Classical Architecture, Hampstead, UK  
*Designing and Building a Sustainable Future*

CHRISTINE G.H. FRANCK  
January 31, 2006  
Designer and Educator, Christine G.H. Franck, Inc., New York, NY  
*Design, Service, Leadership: A Broad View of Practicing Today*

RICHARD SAMMONS  
February 28, 2006  
Architect and Educator & Principal, Fairfax & Sammons, New York, NY  
*Reawakening Divine Proportion*
ROBERT CAMPBELL
February 6, 2006
Architecture Critic, The Boston Globe. Boston, MA
Why Don’t the Rest of Us Like the Buildings the Architects Like?

LILIANE TSUI
February 20, 2006
Commercial Artist, Hong Kong
Aligning Art with Architecture

2005 – 2006 Conferences
September 29 - October 1, 2005

2006 – 2007 Lectures
BUNNY WILLIAMS
September 27, 2006
Interior Designer and President, Bunny Williams Inc., New York, NY
An Affair with a House: The Art of Interior Design

ALEXANDER TZONIS
October 2, 2006
Professor and chair emeritus of Architectural Theory and Design Methods at the University of Technology of Delft, Netherlands
The Discovery of Classical Architecture: Its Background, Principles and Civilizing Force

LEONARD PORTER
October 30, 2006
Painter, New York, NY
Painting in a Classical Landscape

CHARLIE THORNTON
November 6, 2006
Chairman and Engineer, The Thornton-Tomasetti Group, New York, NY
Engineering Architecture: From High-rise Towers to Restoration Design

ALLAN GREENBERG
November 13, 2006
2006 Richard H. Driehaus Prize Laureate and Principal, Allan Greenberg Architect, Washington, D.C.
Architecture of Democracy

MARICÉ CHAEL
November 27, 2006
Principal, Chael, Cooper & Associates, PA, Miami, FL
Urban Infill: The Making of Community
DONALD MACDONALD
January 22, 2007
Principal, Donald MacDonald Architects, San Francisco, CA
*In Detail: From Bridge Design to High-Density Housing*

MICHAEL DENNIS
February 19, 2007
Principal, Michael Dennis & Associates, Boston, MA
*Between Bombs and Blobs: The Search for Contemporary Urban Architecture*

SCOTT JOHNSON
February 26, 2007
Principal, Johnson Fain Partners, Los Angeles, CA
*The Big Idea: Criticality and Practice in Contemporary Architecture*

CHRISTY ANDERSON
March 19, 2007
Associate Chair and History of Art Director of Graduate Studies, University of Toronto, Canada
*Inigo Jones: Architect of the English Renaissance and Classical Tradition*

**2006-2007 Conferences**
April 13-14, 2007
AIA150 Blueprint for America Symposium: College Town Planning

**2007-2008 Lectures**

DAVID LIGARE
September 10, 2007
Neo-classical painter, Monterey, CA
*Critical Reconstructions*

EDWARD SUZUKI
September 24, 2007
Principal, Edward Suzuki Associates Inc., Tokyo, Japan
*Interface: Borrowing from Engawa*

JOHN ANDERSON
October 12, 2007
Vice President of Planning and Design, New Urban Builders, Inc., Chico, CA
*The Black Art of Real Estate Development*

PAOLO PORTOGHESI
October 17, 2007
Architect and Professor, University of Sapienza, Rome, Italy
*An Architect of Theory and Practice, Buildings, History and Theory*
JAQUELIN T. ROBERTSON  
November 7, 2007  
2007 Richard H. Driehaus Prize Laureate & Principal, Cooper Robertson & Partners, New York, NY  
The Great Continuum in the 21st Century

BEVERLY WILLIS  
December 3, 2007  
Architect, Artist and Philanthropist, New York, NY  
Fabricating Identities in Architecture

RACHEL GUTTER  
January 28, 2008  
USGBC and LEED: Building Green on Campus and Beyond

JOHN ALEXANDER  
February 4, 2008  
Assistant Professor, Architectural History, University of Texas at San Antonio, San Antonio, TX  
The Architectural Language of Carlo Borromeo’s Commissions

MARIANNE CUSATO  
B.Arch '97, designer who pioneered the Lowe’s Katrina Cottage, and  
BEN PENTREATH, a London-based architectural designer  
March 12, 2008  
Get Your House Right

MIGUEL LANDA SIERRA  
April 9, 2008  
Director of Museums and Special Projects, Qhapaq Nan Project, Cusco, Peru  
The Qhapaq Nan Project

2008 – 2009 Lectures  
THOMAS M. GALLAS  
September 8, 2008  
Principal, Torti Gallas & Partners, Washington, D.C.  
The Green Mile: Aligning Firm Ideology with Sustainability

DAVID SALMELA, FAIA  
September 29, 2008  
Principal, Salmela Architect, Duluth, MN  
The Ancient & The Modern

JOHN MATTEO  
October 1, 2008  
Structural Engineer, Robert Silman Associates, Washington, D.C.  
Fallingwater: Structural Preservation for a Work of Art
SUSANA TORRE
October 27, 2008
Architect, New York, NY
Architecture, Urbanism and the Feminist Project

LIANE LEFAIVRE
November 3, 2008
Chair of History and Theory of Architecture, University of Applied Art, Vienna, Austria
The Child, the City and the Power of Play

ELIZABETH PLATER-ZYBERK and ANDRES DUANY
November 10, 2008
2008 Driehaus Prize Laureates & Principals of Duany Plater-Zyberk & Company, Miami, FL
A General Agreement Among Architects

CHEN ZHAO
February 23, 2009
Professor, University of Nanjing School of Architecture, Nanjing China
Reinterpretation of Chinese Architectural Culture

PIERRE DU PREY
April 6, 2009
Professor and Director of the ACT Project, Queen’s University, Kingston, Ontario, Canada
Architecture in the Classical Tradition

2008-2009 Conferences and Events
500 Years of Palladio Celebration
December 8, 2008
Bruce Boucher, Curator, European decorative arts and sculpture, Art Institute of Chicago and
author of Andrea Palladio: The Architect in His Time and Palladio’s Villas: The Development of
an Ideal

Traditional Architecture and Urbanism: The Original Green
February 5–8, 2009
A three-day conference addressing traditional design in architecture and urbanism in relation to
broader environmental concerns.

2009-2010 Lectures
KEVIN HINDERS
September 9, 2009
Design Professor University of Illinois Urbana-Champaign, Champaign, IL
A Comparative Analysis of Letarouilly’s Édifices de Rome Moderne---Then and Now

ABDEL-WAHED EL-WAKIL
September 14, 2009
Architect and 2009 Driehaus Prize Laureate, Cairo, Egypt
Islamic Architecture: Form, Function and Significance
HARRIET TREGONING
September 28, 2009
Director of the Washington, D.C. Office of Planning
City by Design: A Vision for Sustainability

PAUL GOLDBERGER
October 26, 2009
Architecture Critic, The New Yorker, New York, NY
Why Architecture Matters

ROBERT DAVIS
October 30, 2009
Developer and co-founder of Seaside, Florida, San Francisco, CA
Smart Growth Development: The Pursuit of Greener Communities

LEON KRIER
November 2, 2009
Architect, Theorist, Urban Planner and Inaugural Driehaus Prize Recipient, Provence, France
Drawing for Architecture

GEORGE SAUMAREZ SMITH
November 16, 2009
Director, Robert Adam Architects, London, UK
Architectural Tradition: Draughtsmanship and Detail

MARK FOSTER GAGE
February 22, 2010
Principal, Gage / Clemenceau Architects, New York, NY
Assistant Professor and Acting Assistant Dean, Yale University School of Architecture
Computation, Aesthetics, and the Contemporary Baroque

LENA LAMBRINOU
March 1, 2010
Architect, Acropolis Restoration Project, Athens, Greece
The Athenian Acropolis: History, Mythology, and Architecture

FABIO GREMENTIERI
April 12, 2010
Scholar, Preservationist and 2009 Henry Hope Reed Award Recipient, Buenos Aires, Argentina
Preservation of a Heritage

VISITING CRITICS

Invited by Robert Amico

| Name                  | Organization                        | Year  
|-----------------------|-------------------------------------|-------
| James Leslie          | S/L/A/M Collaborative               | Spring 2004
| Tim Slattery          | Hart Howerton Architects            | Spring 2004
| Chris Brown           | Armory Architects                   | Fall 2004   
| Erik Christensen      | Bruner/Cott & Associates            | Fall 2004   
| Dennis Carlone        | Carlone Associates                  | Fall 2004   
| James Leslie          | S/L/A/M Collaborative               | Spring 2005

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<th>Name</th>
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<td>Steven Hurtt</td>
<td>University of Maryland, College Park, MD</td>
<td>Spring 2005</td>
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<td>Chris Brown</td>
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<tr>
<td>Tannys Langdon</td>
<td>Chicago Art Institute</td>
<td>Spring 2009</td>
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**Invited by Imdat As**

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<th>Name</th>
<th>Institution</th>
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<tr>
<td>Hasan-Uddin Khan</td>
<td>RWU School of Architecture, Bristol, RI</td>
<td>Spring 2007</td>
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<td>Bradford Angelini</td>
<td>Ann Arbor, MI</td>
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<td>Omer Akin</td>
<td>CMU</td>
<td>Spring 2008</td>
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<tr>
<td>Athanassious Economou</td>
<td>Georgia Tech University, Atlanta, GA</td>
<td>Spring 2008</td>
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**Invited by Steven Bass**

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<td>Stephen Chrisman</td>
<td>Ferguson &amp; Shamamian</td>
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**Invited by Phil Bess**

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<tr>
<td>Andrew Von Maur</td>
<td>Andrews University, Berrien Springs, MI</td>
<td>Fall 2004</td>
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<td>Kristen Von Maur</td>
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<td>Howard Decker</td>
<td>Washington, D.C.</td>
<td>Spring 2005</td>
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<td>Gary Brewer</td>
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<td>Steven Peterson</td>
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<td>Milton Grenfel</td>
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<td>James Tice</td>
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<td>Perry Bigelow</td>
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<td>Russ Smyth</td>
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<td>Paul Kuhn</td>
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<td>Angelo Alberto</td>
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<td>Michael DiPasquale</td>
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<td>Alan Dynerman</td>
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<td>Wayne Feiden</td>
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<td>Seth Harry</td>
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<td>Robert Beckman</td>
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<td>Joel Russell</td>
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<td>Shannon Chance</td>
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<td>Spring 2009</td>
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<td>Norman Crowe</td>
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<td>Domiane Forte</td>
<td>Santa Paula, CA</td>
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<td>Christine Franck</td>
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<td>Greg Kil</td>
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<tr>
<td>Scott Merrill</td>
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<td>Stefanos Polyzoides</td>
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<td>Andrew Von Maur</td>
<td>Andrews University, Berrien Springs, MI</td>
<td>Spring 2009</td>
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**Invited by Robert Brandt**

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<td>Donald Sporleder</td>
<td>South Bend, IN</td>
<td>Spring, 2004</td>
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<td>Paul Down</td>
<td>Prof, Industrial Design, Notre Dame</td>
<td>Spring 2006</td>
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<td>John McNaughton</td>
<td>Emeritus Professor, Univ. of Southern Indiana, Art &amp; Design, Evansville, IN</td>
<td>Spring 2007</td>
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**Invited by Richard Bullene**

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<td>Elizabeth McNicholas</td>
<td>Chicago, IL</td>
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<td>Matthew McNicholas</td>
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Invited by Aimee Buccellato
Robert Bump  Robert Bump Construction, LLC  Fall 2008
Braulio Casas  Braulio Casas Architects, Seaside, FL  Fall 2008
Bryan Clark Green  Richmond, VA  Fall 2008
Norman Crowe  University of Mexico, Albuquerque, NM  Fall 2008
Marianne Cusato  Cusato Cottages  Fall 2008
Melissa DelVecchio  Robert AM Stern Architects  Fall 2008
Sean Nohelty  David Schwarz  Fall 2008
Mihai Cazan  Sighisoara, Romania  Spring 2009
Norman Crowe  University of Mexico, Albuquerque, NM  Spring 2009
Catherine Hostetler  Historic Preservation Commission of South Bend, South Bend, IN  Spring 2009
Suhasani Mishra  Architect, India  Spring 2009
Andrew Rutz  Milwaukee, WI  Spring 2009

Invited by Kevin Buccellato
Norman Crowe  University of New Mexico, Albuquerque, NM  Spring 2009
Braulio Casas  Braulio Casas Architects, Seaside, FL  Spring 2009
Suhasani Mishra  Architect, India  Spring 2009

Invited by Norman Crowe
Walker Johnson  Johnson Lasky, Architects, Chicago, IL  Fall 2004
Kathryn Quinn  Architect, Chicago, IL  Fall 2004
Yusef Marzeki  Ohio State University, Columbus, OH  Fall 2004
Siva Venkataramani  Torti Gallas, Architects, Washington, D.C.  Fall 2004
Thomas Hall Beeby  Hammond, Beeby, Rupert, & Ainge, Architects, Chicago, IL  Spring 2004
George Hartman  Washington, D.C.  Spring 2004
David Mayernik  South Bend, IN  Spring 2004
Hans Roegele  South Bend, IN  Spring 2005
Kenneth Richmond  Traverse City, MI  Fall 2005
Steven Peterson  New York, NY  Spring 2006
Nancy Chambers  Charlottesville, VA  Fall 2006
Dana Gulling  University of New Mexico, Albuquerque, NM  Fall 2006
Yusef Marzeki  AK Knowlton School of Architecture, Ohio State University, Columbus, OH  Spring 2007
Shelley Hoenle  University of Hawaii, Honolulu, HI  Spring 2007
Doug Marsh  Univ. of Notre Dame Architects  Spring 2007
Bradford Angelini  Angelini & Associate, Architects  Fall 2007
Michele Chiuini  Ball State University, Muncie, IN  Fall 2007
Mark Moreno  Andrews University, Berrien Springs, MI  Fall 2007
Kenneth Richmond  Richmond Associate, Architects  Fall 2007

Invited by Victor Deupi
Braulio (Leo) Casas  San Diego, CA  Spring 2005
Gil Schafer  New York, NY  Spring 2005
Tim Busse  New York, NY  Fall 2005
Eric Osth  Pittsburgh, PA  Fall 2005
### Invited by Richard Economakis

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<th>Name</th>
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<th>Date</th>
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<tr>
<td>Jean Francois Gabriel</td>
<td>Syracuse University, Syracuse, NY</td>
<td>Spring 2004</td>
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<td>Manuel Roberto Soundy</td>
<td>Guatemala, Guatemala</td>
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<td>Kevin Clark</td>
<td>Historical Concepts, Peachtree, GA</td>
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<td>David Harlan</td>
<td>New Haven, CT</td>
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### Invited by Jed Eide

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<tr>
<td>Greg Hakanen</td>
<td>Director of Asset Management, Notre Dame</td>
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<td>Manette Tepe</td>
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<td>Zach Heaps</td>
<td>John Simpson Architects, London UK</td>
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<td>Richard F.X. Johnson</td>
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Bill Sturm  Principal, Serma Strum Architects, Chicago, IL  Spring 2009
Andrew Wilson &  1016 Group, Chicago, IL  Spring 2009

Invited by Allan Greenberg
Scott Wood  New York, NY  Spring 2009

Invited by Sallie Hood
Bus & Inst'l Stakeholders City Hall, St. Augustine, FL  Spring 2005
Citizens & Stakeholders City Hall, St. Augustine, FL  Spring 2005
City Council Members City Hall, St. Augustine, FL  Spring 2005
City Planning Staff City Hall, St. Augustine, FL  Spring 2005
Mayor George Gardner City Hall, St. Augustine, FL  Spring 2005
Public Works Staff City Hall, St. Augustine, FL  Spring 2005
Grace Kuklinski Rappe Douglass Hoerr Landscape Architecture  Spring 2005
Sam Marts Sam Marts Architects & Planners Ltd.  Spring 2005
Mark Moreno Andrews University, Berrien Springs, MI  Spring 2005
Scott A. Rappe Principal, Kuklinski & Rappe Architects  Spring 2005
Noel Barker Urban Sociologist, DePaul University, IL  Fall 2005
Neil Hoyt Konstant Architecture Planning  Fall 2005
Sam Marts Sam Marts Architects & Planners Ltd.  Fall 2005
Mark Moreno Andrews University, Berrien Springs, MI  Fall 2005
Thomas O'Neil Ferguson & Shamamian Architects  Fall 2005
Howard Decker Former Chief Curator, Nat'l Building Museum  Spring 2006
David Young Elkhart Housing Partnership, Inc.  Fall 2006
Kelly Cook Redman Homes of Indiana  Fall 2006
Phil Copeland, P.E. Champion Enterprises, Inc., Elkhart, IN  Fall 2006
Ann Kalman Office of Planning & Development, Notre Dame  Fall 2006
Sam Marts Sam Marts Architects & Planners Ltd.  Fall 2006
Tony McGhee Cornerstone Alliance, Benton Harbor, MI  Fall 2006
Debra Davino Patzer Planning Manager, City of Elkhart, Elkhart, IN  Fall 2006
Nicholas Sistler Chicago Artist  Fall 2006
Mayor David Miller Elkhart, IN  Fall 2006
Eric N. Trotter Senior Planner, City of Elkhart, Elkhart, IN  Fall 2006
Timothy Johnson Conway Area Chamber of Commerce Spring 2007
Brad Lacy Torti, Gallas and Partners, Inc.  Spring 2007
John Torti Torti, Gallas and Partners, Inc.  Fall 2007
Bonnie Gonzales Los Angeles, CA  Fall 2007
Ed Huang Los Angeles, CA  Fall 2007
Borzou Rahimi Howard University, Washington, D.C.  Fall 2007
Brad Grant Howard University, Washington, D.C.  Fall 2007
Brad Grant Howard University, Washington, D.C.  Spring 2008
Paula Bodnar Art, Art History & Design, Notre Dame  Spring 2008
Brad Grant Howard University, Washington, D.C.  Fall 2008
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Sam Marts Los Angeles, CA  Spring 2009
Borzou Rahimi Los Angeles, CA  Spring 2009
Ed Huang Washington, D.C.  Spring 2009
Howard Decker Orlando, FL  Spring 2009
### Invited by Neil Hoyt

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### Invited by Dino Marcantonio

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City Council Members
City Planning Staff
Mayor George Gardner
Public Works Staff
Grace Kuklinski Rappe
Sam Marts
Mark Moreno
Scott A. Rappe
Noel Barker
Neil Hoyt
Sam Marts
Mark Moreno
Thomas O'Neil
Howard Decker
David Young
Kelly Cook
Phil Copeland, P.E.
Ann Kalman
Sam Marts
Tony McGhee
Debra Davino Patzer
Nicholas Sistler
Mayor David Miller
Eric N. Trotter
Timothy Johnson
Brad Lacy
John Torti
Bonnie Gonzales
Ed Huang
Borzou Rahimi
Brad Grant
Richard Schlosberg III
Brad Grant
Paula Bodnar
Brad Grant
Brad Grant
Sam Marts
Borzou Rahimi
Ed Huang
Howard Decker

Invited by Samantha Salden
Monique Caron
Edward Deegan
Elizabeth McNicholas
& Matthew McNicholas
John Griffin
Edward Keegan

City Hall, St. Augustine, FL
City Hall, St. Augustine, FL
City Hall, St. Augustine, FL
City Hall, St. Augustine, FL
Douglass Hoerr Landscape Architecture
Sam Marts Architects & Planners Ltd.
Andrews University, Berrien Springs, MI
Principal, Kuklinski & Rappe Architects
Urban Sociologist, DePaul University, IL
Konstant Architecture Planning
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Redman Homes of Indiana
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AIA, Sam Marts Architects & Planners Ltd.
Cornerstone Alliance, Benton Harbor, MI
Planning Manager, City of Elkhart, Elkhart, IN
Chicago, IL Artist
Elkhart, IN
Senior Planner, City of Elkhart, Elkhart, IN
Conway Area Chamber of Commerce
Torti, Gallas and Partners, Inc.
Torti, Gallas and Partners, Inc.
Los Angeles, CA
Los Angeles, CA
Howard University, Washington, D.C.
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<tr>
<td>Brad Houston</td>
<td>Salt Lake City, UT</td>
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<tr>
<td>Jonathan Lee</td>
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**Invited by Duncan Stroik**

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<tr>
<td>David Colgan</td>
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<td>Spring 2004</td>
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<td>Dana Gulling</td>
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<td>Robert Mahoney</td>
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<td>Christopher Miller</td>
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<td>Gary Ainge</td>
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<td>Riccardo Vicenzino</td>
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<td>Robert A.M. Stern</td>
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George Knight  Yale University, New Haven, CT  Fall 2008
Victor Deupi  New York, NY  Fall 2008
Tim Love  Boston, MA  Fall 2008
Jennifer Rice Stone  New York, NY  Fall 2008
Denis McNamara  Asst Director, Liturgical Institute, Chicago, IL  Spring 2009
Fr. Neil Roy  Theology Department, Notre Dame  Spring 2009

Invited by Krupali Uplekar
Eric Osth  Urban Design Associates, Pittsburgh, PA  Spring 2007
George Adler  City of South Bend, South Bend, IN  Spring 2007
Catherine Hostetler  Historic Preservation Commission of South Bend, South Bend, IN  Spring 2007
Jitin Kaun  City of South Bend, South Bend, IN  Spring 2007
Eric Osth  Urban Design Associates, Pittsburgh, PA  Spring 2008
Sean Noheilty  Washington, D.C.  Fall 2008
David Schwarz  Washington, D.C.  Fall 2008
Norman Crowe  University of New Mexico, Albuquerque, NM  Fall 2008
Marianne Cusato  Cusato Cottages  Fall 2008
Bryan Clark Green  Richmond, VA  Fall 2008
Mihai Cazan  Sighisoara, Romania  Spring 2009
Zhao Chen  University of Nanjing, China  Spring 2009
Norman Crowe  University of New Mexico, Albuquerque, NM  Spring 2009
Catherine Hostetler  Historic Preservation Commission of South Bend, South Bend, IN  Spring 2009
Suhasani Mishra  Architect, India  Spring 2009
Andrew Rutz  Milwaukee, WI  Spring 2009

Invited by Samir Younes
Massimo Biondini  Mayor, Campello sul Clitunno, Umbria, Italy  Fall 2007
Paolo Pacifici  Council member, Campello sul Clitunno, Umbria, Italy  Fall 2007

3.7.3 A list of public exhibitions brought to the school since the previous site visit

2003 – 2004 Exhibitions
Timeless Cities: An Architect’s Reflections on Renaissance Italy
Drawings by Architect and Fresco Painter David Mayernik that capture the culture and a time in history of five Italian cities
October 27 – December 5, 2003

Angiolo Mazzoni: Architecture in Motion
Models, drawings and photographs of this early modern architect’s structures built for the Italian railway and postal services between 1920 and 1946
January 12 – February 20, 2004
2004 – 2005 Exhibitions
Learning from Rome: An Architect’s Tour of Italy
An exhibition of watercolor paintings by Victor Deupi, Assistant Professor of Architecture,
University of Notre Dame.
September 13 – October 8, 2004

2005 – 2006 Exhibitions
An exhibition of the future of The Classical in the arts and architecture.
September 29 – October 1, 2005

2008 – 2009 Exhibitions
“Sustainability and the Environment: The Original Green”
An exhibition of student and faculty work demonstrates how traditional architecture and urbanism
provide the only comprehensive approach to the challenges of sustainability.
February 5 – 7, 2009

A Comparative Analysis of Letarouilly’s Édifices de Rome Moderne - Then and Now, featuring
reproductions and original photographs documenting buildings of Renaissance and Baroque
Rome as depicted by Paul Marie Letarouilly in his three volume Édifices de Rome Moderne.
August 24 – September 18, 2009

2010 Exhibitions
Photographs of the Athenian Acropolis: The Restoration Project
March 1 – April 16, 2010

Legacies in Stone: A Story of Space, Time and Nostalgia
April 5 – 16, 2010

3.7.4 A description of student support services, including academic and personal
advising, career guidance, and internship placement where applicable.

i. Academic and Personal Advising.
Undergraduate students are advised by the Assistant Dean for the duration of their studies
at Notre Dame. This entails academic advising at least twice a year to ensure that students
are on track towards their graduation, to discuss with the student how they feel they are
accomplishing their academic goals, and to act as an advisor on any other issues be they
of a personal nature or related to academics and career. Faculty bring concerns about
student well-being, academic, medical or personal to the Assistant Dean, who is in
contact with Student Affairs and the University Health Center.

ii. Internship placement and career placement has become well satisfied by the AIAS
coordination of two “Career Days” events; one information and orientation week held in
the Fall and a series of firm presentations and interviews held in the spring. Typically
representatives from forty or fifty firms in the United States participate in this event,
many with a desire to hire several individuals. The rates of success exceed expectations.
Anecdotal evidence support the idea that most if not all who wanted a job were
successful by summer’s end not only for graduates at both levels but also for younger
students looking for summer employment.
iii. Since AY 2003-2004, a program had been in place to ensure that the majority of students enrolled in the third year and above are registered for the Intern Development Program (IDC). In addition, since the start of AY 2008-2009, a benefactor of the School has offered to reimburse the cost of the LEED examination for any student or faculty member who passes the exam.

3.7.5 Evidence of the program’s facilitation of student opportunities to participate in field trips and other off-campus activities

i. Organized field trips throughout Italy are a hallmark of the Rome Studies Program. In addition, faculty and staff in Rome aid students in independent plans for travel in Europe, the Middle East and Africa. On campus, field trips are integrated in second and fourth year design courses. Many students have participated in architectural and urbanistic conferences participated in or organized by Notre Dame faculty.

ii. Sites that have hosted summer studios include Nauplion, Greece, London and Bath England, Viseu Portugal, Oslo Norway, and Havana Cuba. An ongoing summer program is held in conjunction with Nanjing PRC in China.

ii. During the academic year studio projects take place in a variety of domestic and international settings. Second year projects take place in Chicago and in nearby towns in Indiana and Michigan. For each project a site visit is usually undertaken sometimes resulting in an overnight stay. Fourth and fifth year studios to numerous cities, ranging from Chicago and Los Angeles to Washington, D.C. and Boston. See the following list:

2003-2004 School of Architecture Studio Field Trips
1st Year Studio
Bullene
Spring Semester
Indianapolis, IN

2nd Year Studio
Economakis
Spring Semester
Chicago, IL / Lincoln Park / DePaul University

2004-2005 School of Architecture Studio Classes
2nd Year Studio
Economakis
Fall Semester
Chicago, IL / Lincoln Park / Gold Coast

4th Year Studio
Bullene
Fall Semester
Chicago, IL
Crowe
Chicago, IL
Stamper
Chicago, IL
Kenda
Chicago, IL

5th Year Studio
Smith
Fall Semester
New York, NY
Stroik
Bus trip to Chicago, IL
Smith
New York, NY
Amico
EAAE/AEEA Int’l Conference, Amsterdam
Amico
Boston, MA
2004-2005 School of Architecture Studio Classes

4th Year Studio
- Sakal/Hood: Spring Semester, St. Augustine, FL (Jan-05)
- Stamper: Spring Semester, Bus to South Bend, IN local site
- Kenda: Spring Semester, Washington, D.C.
- Sakal/Hood: Spring Semester, St. Augustine, FL (May-05)
- Massengale: Spring Semester, New York, NY

1st Year Graduate Studio
- Economakis: Fall Semester, Chicago, IL / Lincoln Park / Gold Coast

2005-2006 School of Architecture Studio Field Trips

2nd Year Studio
- Economakis/Semes: Fall Semester, Chicago, IL

4th Year Studio
- Sakal/Hood: Fall Semester, Chicago, IL

5th Year Studio
- Crowe: Fall Semester, Albuquerque, NM
- Stamper: Fall Semester, Chicago, IL
- Stamper: Fall Semester, Chicago, IL

2005-2006 School of Architecture Studio Field Trips

4th Year Studio
- DeFrees: Spring Semester, Gulfport, MS
- 5th Year Studio: Spring Semester, Chicago Center for Green Building Technology

2006-2007 School of Architecture Studio Field Trips

5th Year Studio
- Hood: Fall Semester, Elkhart, IN
- Hood: Fall Semester, Chicago, IL
- Hood: Fall Semester, Topeka, IN
- Hood: Fall Semester, Benton Harbor, MI
- Amico: Fall Semester, Cambridge, MA

2006-2007 School of Architecture Studio Field Trips

4th Year Studio
- Sakal/Hood: Spring Semester, Conway, AR

2007-2008 School of Architecture Studio Field Trips

4th Year Studio
- Bullene/Crowe/As/Bass: Fall Semester, Indianapolis, IN
- Bullene/Crowe/As/Bass: Fall Semester, Columbus, IN
- Sakal/Hood: Fall Semester, Los Angeles, CA
- Bullene: Fall Semester, Morris Performing Arts Center, South Bend, IN
### 2007-2008 School of Architecture Studio Field Trips

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### 2008-2009 School of Architecture Studio Field Trips

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### 2009-2010 School of Architecture Studio Field Trips

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### Graduate Studio

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<tr>
<td>Bess</td>
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**Other Field Trips and Activities**

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<tr>
<td>Sassano</td>
<td>Bybee Stone Mill &amp; Elliot Stone Quarry</td>
<td>Apr-05</td>
</tr>
<tr>
<td>Sassano</td>
<td>Bybee Stone Mill &amp; Elliot Stone Quarry</td>
<td>Sep-05</td>
</tr>
<tr>
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<td>Herman Miller Design Center, Zeeland, MI</td>
<td>Apr-07</td>
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<td>Eide</td>
<td>Herman Miller Design Center, Zeeland, MI</td>
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</tr>
<tr>
<td>Ponko</td>
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<td>Feb-09</td>
</tr>
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</table>

Mexico Service Project through Amor Ministries

Mexico Service Project through Amor Ministries

Mexico Service Project through Amor Ministries

**Rome**

Usual Fall Semester Field Trips – Palestrina, Bagnoregio, Bomarzo, Villa Adriana, Tivoli, Orvieto, Todi, Assisi, Gubbio, Urbino, Arezzo, Siena, San Gimignano, Monteriggione, Pistoia, Pisa, Firenze, Bologna, Ravenna, Possagno, Maser, Vicenza, Venezia

Usual Spring Semester Field Trips – Vatican, Napoli, Paestum, Pompei, Vietri sul Mare, Salerno, Bagnaia, Caprarola, Cefalu, Palermo, Monreale, Segesta, Erice, Agrigento, Selinunte, Noto, Catania, Siracusa, Taormina

**Graduate Program – Rome**

<table>
<thead>
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**Summer Programs**

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<tr>
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<td>Lykoudis/Crowe</td>
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<tr>
<td>Crowe/Uplekar</td>
<td>Japan</td>
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</tr>
</tbody>
</table>
3.7.6 Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities.

Students in the School of Architecture have a wide variety of choices to participate in social and academic clubs and other organizations outside the school. Some of these are ad hoc committees for special purpose mostly for service or social reasons. Others have a long-term affiliation with the university such as ethnic student organizations or special interest groups such as theater music, etc. Within the School of Architecture there are three organizations that students can participate as full members and/or enjoy their activities. They are the AIAS (American Institute of Architecture students), the SNU (Students for New Urbanism), SAWA (Student Association for Women in Architecture) and Sigma Tau Delta Honor Society.

Professional Societies

The American Institute of Architecture Students – Notre Dame Chapter (AIAS-ND)

An active chapter of American Institute of Architecture Students enlivens the educational and social life of Bond Hall. In addition to two galas – the Beaux Arts Ball, a Halloween costume party, and the Vitruvian Ball, a spring formal – AIAS-ND sponsors trips to national and regional meetings of the organization and coordinates and annual career day. AIAS-ND was named “Academic Club of the Year” by Notre Dame’s Club Coordination Council in 2003, 2002, 2001 and 2000 and in 2003 was named Notre Dame’s “Overall Club of the Year.” In spring 2005, the club hosted the Midwest Quad Conference bringing nearly 100 architecture students to Notre Dame. The highlight of the conference was a panel discussion, “Politics and Practice: Designing in a Democracy,” that addressed the built environment in Chicago. In 2007, AIAS-ND partnered with AIA Northern Indiana to bring together experts for “Creating a 21st Century College Town,” a symposium to discuss the attributes of successful developments.

Student Association for Women in Architecture – Notre Dame (SAWA-ND)

Notre Dame’s Student Association for Women in Architecture (SAWA-ND) was founded in 2007 to promote gender equality and diversity in architecture. SAWA received a grant from the Beverly Willis Architecture Foundation to bring notable female architects to lecture. Leading the speaker series was Beverly Willis, FAIA, who served as the first female president of the California Council of American Institute of Architects. Other speakers include architects Marianne Cusato and Susana Torre. SAWA-ND also hosts professional workshops, including recent events that introduced students to the computer programs Photoshop and In Design.

Students for New Urbanism – Notre Dame Chapter (SNU-ND)

Students for New Urbanism (SNU-ND) provide education on the New Urbanist planning approach. The chapter also supports New Urbanism-initiatives in the local community. Recently SNU-ND worked with the Near Northwest Neighborhood Association (NNN) to develop proposals for future zoning and growth. The club also participated in NNN’s “Adopt-a-Block” program where they helped clean up a city block and contributed to the beautification of the neighborhood. In 2007, SNU-ND founded and hosted the first SNU Congress at Notre Dame. Students from across the country gathered to discuss development practices and public policies,
to learn from recent innovative work and to explore initiatives that have the power to transform communities.

Honor Societies

"Tau Sigma Delta Honor Society" (TSD)
[From the Constitution of Tau Sigma Delta]

ARTICLE I
Name and Object

Section 1.
The corporate name of the society shall be "Tau Sigma Delta Honor Society."

Section 2.
The Society shall be known in the institutions where chapters are domiciled as Tau Sigma Delta Honor Society in Architecture and Allied Arts.

Section 3.
The Society derives its Greek letter name from the first letter of each of the words of its Motto, "Technitai Sophoikai Dexioti": Tau, Sigma and Delta. The Motto means "Craftsmen, skilled and trained."

Section 4.
The organization was established to provide a national collegiate honor society open to students of all American colleges and universities wherein an accredited program of Architecture, Landscape Architecture or Allied Arts is established. Its prime object is to celebrate excellence in scholarship, to stimulate mental achievement, and to award those students who attain high scholastic standing in Architecture, Landscape Architecture, and Allied Arts of Design by the rewards of membership in an honor society.

Section 9.
Membership criteria and methods of selection are as follows:

1. Undergraduate Active Members.

To be eligible for undergraduate membership, a candidate must be a bona fide student enrolled in a course of study leading to the first accredited degree in Architecture, Landscape Architecture or the Allied Arts of Design. The candidate must have completed a minimum of two and one-half academic years (five semesters or eight quarters) of the initial degree program and shall have completed the major prerequisites of the degree program established by the Faculty of the Institution in which the Chapter is domiciled. Any eligible transfer student shall have been enrolled in residence a minimum of one academic year in the institution where his selection for membership is considered. The candidate must have maintained a B average or a 3.0 GPA on a 4.0 scale and be in the upper 20% of their class.

2. Graduate Active Members.

A student shall become eligible for graduate active membership when he shall have completed at least one-half of the technical or professional requirements for the graduate

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¹ Tau Sigma Delta was re-incorporated in the State of Michigan as a non-profit organization.
degree in Architecture, Landscape Architecture, or the Allied Arts of Design, provided he shall have attained an average grade not lower than the minimum grade required for undergraduate members. An undergraduate member who continues his studies at the graduate level automatically becomes an active graduate member.

3. Alumni-Faculty Members
An alumni-faculty member is automatically a chapter member unless he shall successfully petition for withdrawal from membership.

3.7.7 A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities.

Notre Dame School of Architecture
Standards and Procedures on Appointment, Reappointment, Tenure, and Promotion

The following standards and procedures govern decisions in the School of Architecture as to appointment, reappointment, tenure, and promotion of members of the teaching and research faculty. Decisions related to appointment, reappointment, tenure, and promotion are also subject to University-wide procedures and requirements, which are controlling and take precedence in the event of a conflict.

Unless otherwise indicated, for purposes of this document, the term “faculty” means all teaching and research faculty.

For purposes of appointment, reappointment, tenure and promotion in the School of Architecture excellence in teaching is the threshold that must be crossed. If that threshold is not met, it is exceedingly unlikely that the quality of the scholarship will be sufficient to recommend tenure.

The Faculty Handbook, Article III, “The Faculty,” Section 4, outlines the following requirements for each rank of Professor:

The Assistant Professor should ordinarily possess the doctors degree or its equivalent or in certain fields, the appropriate professional degree or license. The Assistant Professor should have demonstrated teaching ability, promise as a scholar, interest in students and a genuine spirit of study necessary to keep courses continually revised and to assure growth in knowledge and maturity.

The Associate Professor should possess the doctors degree or its equivalent or in certain fields, the appropriate professional degree or license. The Associate Professor should have demonstrated outstanding teaching ability, growth in knowledge and maturity, salutary influence upon students and standing among colleagues. Notable achievement in scholarship, as shown by significant publication or its equivalent or, where appropriate, by meaningful contributions to public service, will ordinarily be required for this rank.

The Professor should possess the qualifications required for appointment as Associate Professor, should have maintained excellence in teaching, and should have gained widespread recognition as a scholar.
A. Criteria for Teaching, Scholarship, and Service

1. Faculty Trajectories

With these descriptions in mind, within the School of Architecture there are three general trajectories that architectural faculty can follow with respect to scholarship: The first is one of traditional scholarship, the second is that of the practitioner that focuses on creative work, and the third is that which recognizes the relationship between the teaching, the practice and scholarship.

a. Traditional Scholar

The path to reappointment and promotion of the traditional scholar (historian/theorist) is the easiest to understand as it follows the model found in most departments within the University. For reappointment, this model recognizes a body of work that includes but is not limited to one or more articles or papers per year published in a top-rated journal or presented at a top-level academic/professional institution. While quantitative measures are included here they should be understood as providing a guideline. Regardless of the quantity of work, or even its placement for publication, the quality of the work is paramount.

Grant applications that are successful are seen by the University as an outside endorsement of the candidate's scholarly agenda, as well as invited lectures at premier academic institutions and professional organizations. Progress toward a book that has promise of being published by a top rated publishing house is essential. For reappointment, the fundamental question that needs to be asked is: Will there be a reasonable chance that the candidate will be tenurable at the end of the applicable contract period? For tenure the same trajectory is expected and the successful publication of the book is the norm in the end, the tenure applicant must demonstrate that his or her work is of notable achievement and has made a difference. For promotion to full Professor, excellence in teaching and a second book or its equivalent is expected along with widespread recognition as a scholar. Widespread recognition” connotes a national or international scholarly reputation in the individual’s field of study, such as is enjoyed by persons promoted to full professor at other nationally recognized architecture schools.

a. Design Architect or Practitioner

For those making their reappointment case primarily as a design architects or practitioners this can mean one or more published essays or presented papers per year as well, or in lieu of those items, published creative work in the form of a designs or competition entry in one or more top-rated architectural journals each year. Acceptable journals and publications include, but are not limited to Architectural Record, Architecture, Architect, The Classicist or American Arts Quarterly. While quality is important, excellent quality work is essential. Grant applications that are successful are seen by the University as an outside endorsement of the candidate's scholarly agenda as well as invited lectures at premier academic institutions and professional organizations. For promotion to tenure and full professor, a portfolio of architecturally significant buildings that have been positively evaluated by peers can be seen as equivalent to a book, depending on the quality and scope of the project and its impact to the architectural community. As in the case of the scholar, the designer/practitioner seeking tenure must demonstrate that his or her work is of notable achievement and has made a difference. For promotion to Full professor the same qualifications are present with the
addition that the candidate has maintained excellence in teaching along with widespread recognition.

c. Teacher/Practitioner/Scholar

The third case is a kind of catch all category and arguably the most difficult as it does not fit into any clearly defined path of scholarship. It does, however, recognize that many architectural academics work in the world between traditional scholarship and practice. It relies on a steady stream of creative, professional and academic activity that in the end must demonstrate that as a whole, it has made a difference to the field of architecture. What that difference is of course, is up to the applicant to explain and the evaluators to concur or disagree. As in the other two strategies, both the quantity and the quality of the work must constitute evidence of notable achievement, the threshold to cross in presenting this strategy for tenure and promotion. For all ranks, the appropriate, similar qualifications as outlined in the faculty handbook apply as in the previous two strategies.

One final word about the evaluation process: It is both the quality and quantity of the teaching and the work that together will build a successful reappointment, tenure and promotion case. It is possible that a candidate will have done everything “right” in terms of number of publications, exhibitions, published creative work built projects and citations in the professional or academic journals. But if the evidence does not clearly demonstrate excellence in teaching and making a notable achievement in scholarship in the field, the case will ultimately not succeed.

2. Teaching

Teaching is a central mission of the School of Architecture. To warrant an award of tenure, the faculty member must demonstrate outstanding teaching ability. Individuals are outstanding teachers for different reasons, but outstanding performance as a teacher includes the following: the ability to communicate complex ideas; depth and breadth of knowledge relevant to the fields of teaching; thoughtful and thorough organization of individual class sessions and overall course content; the ability to stimulate the intellectual interests of the students; the ability to direct student work both inside the classroom and out; the ability to devise methods of determining a student’s progress and achievement appropriate to the courses taught; and demonstrated accessibility to, and interest in, students.

The quality of teaching is measured in two ways. The first is conducted within the School of Architecture following the guidelines stated in the August 14, 2006 Memo of the Advisory Committee to the Provost on the Evaluation of Teaching (ACPET) (Appendix I). For each course selected for intensive review, the members of the CAP must address all four of the following areas in their evaluation of the candidate’s teaching:

1. **Course Design:** Are the learning goals for the course meaningful and clearly articulated? Is the course design rigorous, current, relevant to the students’ needs, and where appropriate, consonant with the program’s curricular requirements?

2. **Implementation:** Does the faculty member create a stimulating environment that is conducive to learning and effective in the use of students’ time? Are students being inspired and encouraged to think analytically and creatively, and to develop knowledge, skills, and habits of mind appropriate to the discipline?

3. **Evaluation of Student Work:** Does the faculty member employ reliable balanced approaches for assessing a student’s achievement of the course learning goals? Does the