

**University of Notre Dame**

**Interim Progress Report for Year Five**

Revised Submission: August 3, 2022

*Please note: new text added in July/August 2022 is highlighted in yellow. Text from the November 2021 submission that has been preserved appears unhighlighted.*

**EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS:  
2016 and 2010**

**CONDITIONS NOT MET**

<b>2016 VTR</b>	<b>2010 VTR</b>
I.1.3 Social Equity	8. Physical Resources

**STUDENT PERFORMANCE CRITERIA NOT MET**

<b>2016 VTR</b>	<b>2010 VTR</b>
B.1 Pre-Design	13.12. Professional Degrees & Curriculum
B.4 Technical Documentation	
B.6 Environmental Systems	

**Interim Progress Report Year 5**  
**University of Notre Dame**  
**School of Architecture**  
**Bachelor of Architecture** (165 undergraduate credits)  
**Master of Architecture**  
**Track I** (preprofessional degree + 54 graduate credits)  
**Track II** (non-preprofessional degree + 90 graduate credits)  
*Year of the previous visit: 2016*

*Please update contact information as necessary since the last APR was submitted.*

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Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

## I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

### a. Progress in Addressing Not-Met Conditions

#### I.1.3 Social Equity

**2016 Analysis/Review:** The team found that, while a policy on diversity and inclusion is included on the school's website and other initiatives are commencing in this respect related to faculty, the scope of this condition is not reflected in the distribution of the program's human, physical, and financial resources. In addition, there was no evidence that the program has a plan in place for maintaining or increasing the diversity of faculty, staff, and students compared with that of the institution during the next two visit cycles. The school posts diversity initiatives on its website (<http://architecture.nd.edu/academics/diversity-initiatives/>), which connect interrelationships between the school and the university ([www.diversity.nd.edu](http://www.diversity.nd.edu)). As part of the supplemental material provided in the team room, there was evidence that the school has developed a 5-year Strategic Plan, which identifies diversification of the faculty as a strategic goal.

The school is in the process of establishing an Advisory Committee to Promote Diversity (ACPD), which is included in the APR (p. 7), with supplemental information provided in the team room during the visit. The school has successfully hired three female faculty members—two on tenure-track—since the 2010 visit. Students responded to social equity issues in the team's meetings during the visit, with multiple students speaking about their perspectives on the issues and demonstrating both a range of concerns and a willingness to engage.

University-wide initiatives are led directly by President Rev. John Jenkins, who chairs the President's Oversight Committee on Diversity and Inclusion (<http://diversity.nd.edu/oversight-committee-member-list/>). A Spirit of Inclusion written by the president was noted (<http://diversity.nd.edu/together-at-notre-dame/#spirit>). The committee has framed diversity recommendations—including student life, and faculty and staff initiatives—informed by data from inside and outside the university (<http://president.nd.edu/writings-addresses/2014-writings/update-on-presidents-oversight-committee-on-diversity-and-inclusion/>). In the team's meeting with President Jenkins and Provost Thomas Burish, the provost outlined the university's plans for a financial commitment to diversify the institution. These plans include providing exceptional support to the school for hiring diverse faculty members over a 5-year initial period and making specific commitments to minimize student debt for Notre Dame students.

Policies are in place to further EEO/Affirmative Action at the University of Notre Dame (<http://equity.nd.edu/equal-employment-opportunity-affirmative-action/>).

The program has included references to policies communicated on the school's website ([www.architecture.nd.edu/academics/diversity-initiatives](http://www.architecture.nd.edu/academics/diversity-initiatives)) and on the university's website ([www.diversity.nd.edu](http://www.diversity.nd.edu)).

**University of Notre Dame, 2018 Response:** The School has established a very vocal Advisory Committee to Promote Diversity made up of alumni from the School representing each of the last four decades. A chapter of the National Organization of Minority Architects (NOMAS) has been founded and is now in its third year, promoting diversity and inclusivity within the profession. In crafting the School's annual lecture series, care is given to representing a diversity of backgrounds, topics, and points of view. In addition to specific language on diversity and inclusion in the School's CAP documents, another document describing best practices for diversity and inclusion in the hiring process is under development and review. In 2017, five new faculty members were added to the School's roster including one man of Cuban descent, one man of African descent, and two women. To enhance diversity in the undergraduate and graduate student bodies—and in the faculty—the School is working to develop collaborative research projects, studio projects, and other activities with Historically Black Colleges and Universities (HBCUs), offering scholarships to its Career Discovery program for high school

students with direct participation in events such as Women Empowering Women for local young people, increasing recruiting at more diverse undergraduate institutions and NOMAS, and seeking other ways to expose young people to careers in architecture through programs in the classroom, opening the School on a regular basis for school children to visit on fieldtrips, and participating in the Seeking Educational Equity & Dignity (SEED) program.

**University of Notre Dame, 2021 Response:**

The School makes Diversity, Equity, and Inclusion (DEI) efforts a priority.

Following the death of George Floyd at the hands of Minneapolis police officers in May 2020, the School administration received a letter (attached - see I.1.3\_document-01 in the Appendix) from two third-year Architecture students on behalf of the student body challenging us to address the question of institutionalized prejudice—of all kinds, but primarily racism—in architectural education and, specifically, at the School of Architecture.

In response, School leaders hosted listening sessions throughout the early Fall 2020 semester with faculty, students, and staff (separately and in combination) to listen to, learn, and gather DEI-related perspectives, concerns, and ideas. These conversations became the basis by which the faculty, led by the Dean and an appointed DEI Faculty Task Force, drafted an "Equity, Diversity and Inclusion Statement of Intentions" policy document (attached - I.1.3\_document-02 in the Appendix).

In early October 2020, the School's Commission on Equity, Diversity and Inclusion (formerly the "Advisory Committee to Promote Diversity") convened to review, discuss, and offer recommendations on the document. Four undergraduate students—including the co-authors of the student DEI letter, the President of NOMAS-ND, and a DEI advocate—were invited to participate to share their perspectives with the Commission. It should be noted that the Commission continues to be a vocal contributor to the School and is taking a leading role in the mentorship project that will support students from the first days in the program through graduation and as young professionals, recognizing that building a professional network is essential. Students and alumni will have an opportunity to connect based on a variety of factors including gender, race and ethnicity, sexual orientation, region, professional interests, etc.

The final "Equity, Diversity and Inclusion Statement of Intentions" policy document was approved by the Architecture faculty on October 27, 2020, and was subsequently shared both with the School's student body and the University administration. It is expansive and aspirational in nature and has been followed by an implementation process and actions led by the DEI Faculty Task Force, primarily focused on three areas:

- 1) Changes in internal culture, including:
  - a) Curricular Interventions
  - b) Extra-Curricular Interventions
  - c) Diversifying Guests within the School
- 2) Student recruitment and retention, including:
  - a) Broadening the Admitted Student Pool
  - b) Student Financial Support
  - c) Student Engagement and Mentorship
- 3) Faculty/Staff recruitment and retention

To further catalyze progress towards the goals outlined in the Statement of Intentions, the School plans to create a new dedicated staff position in support of DEI initiatives within the School—the details of which are described below. The DEI Faculty Task Force, in coordination with this staff member, will lead ongoing and long-term efforts towards the goals outlined in the Statement of Intentions with the support and participation of the Architecture faculty, student, and staff

community at large.

## 1) Changes in Internal Culture

### a. Curricular Interventions

The School of Architecture at Notre Dame has gone to great lengths since the last NAAB visit to reinforce the study of a diversity of architectural and urbanist traditions, both national and worldwide. We seek to find answers to the problems of the 21st-century built environment in cultures within the United States and global contexts, and which are implemented for the benefit of all. The School is committed to participating in equity, diversity, and inclusion issues and preparing students to address these through a series of curricular interventions at all levels of the professional programs. Our evolving curriculum emphasizes diverse and inclusive ranges of classical and vernacular architecture throughout the world's cultural landscapes.

1) The Dean intends to offer a new global history survey course to first-year Bachelor of Architecture students, beginning in the Spring 2023 semester. It is anticipated that recruitment of a new architectural historian in the Fall 2021 semester will bring this expertise to the faculty. Global in its perspective, the course will proceed chronologically through a series of important historical moments and monuments. Lectures will examine works as experiential wholes and within their specific contexts. In this way, the emphasis of the course is not on a history of styles but on buildings as complex cultural artifacts. To link examples across time, place, and culture, the course emphasizes themes like ritual and belief, the patron-client relationship, architecture's relationship to power, materials and construction techniques, the authority of historical models, the architect as artist and professional, and the rise of modern cities. The expanded course description is attached (see I.1.3\_document-04 in the Appendix). In future years, the School plans to open seats in this course to students from across the University.

2) Over the past few years, the sophomore studio courses have been modified to include broader framing of learning goals and objectives as relates to a number of themes including cultural inclusivity. These are reflected in course presentations and discussions. Examples of these themes include:

- Sensitivity to and knowledge of a community's architectural and urban traditions as critical to being able to design buildings and places respectful and supportive of the qualities and patterns of different cultures and places.
- Understanding of architectural design in the context of humanistic culture including its role in the formation of beautiful, sustainable, and just built environments - in all communities and building cultures.
- Appreciation of a culture's shared architectural language as essential in making buildings and places that are intelligible to a community; that contribute to a community's distinctive culture and regional qualities.
- Discussion of architectural languages as akin to verbal languages - fundamental to a community's identity and capacity for communication.
- Discussion of tradition (from the Latin word *trado* = 'to pass on') as a body of knowledge passed on from generation to generation; continuously developing and enriched by a community; and giving physical presence to its cultural identity and testament to its history.
- Discussion of the term 'classical' (per the Latin 'classicus') as a designation of things of the highest quality and skill - reserved for buildings and places and building traditions that are exemplary of their kind and representative of the highest civic expression within all communities and building cultures.

3) Students in their third year continue the School's 50+ year tradition of two semesters of study in Rome, Italy, where they are deliberately exposed to a diversity of experiences and placemaking through the architecture and urbanism of a previously unfamiliar multicultural context. The value of this lengthy period of study is the lived experience it provides our students, an opportunity to deeply engage in the day-to-day life of a complex and culturally rich European capital city. The

study abroad year enables students to understand and use the architectural and urban patterns of one's own community as a means for sensitizing them to architecture and placemaking in other communities and cultures.

The goal of this year of study is not just for the students to develop a mastery of Italian classical and vernacular architecture but also to instill in them a sensitivity to local building traditions and empathy for the lives of its associated people. These skills are meant to be carried forward through the rest of their time at Notre Dame and onto their careers after graduation.

4) Once students return to the main campus for their fourth year, students apply the lessons learned in the previous three years to contemporary contexts in the United States and worldwide. The curriculum in the fall semester uses Washington, D.C. as the vehicle to transition students back to a specifically American context. Washington, D.C. has proven to be a suitable site for this work as it has many interesting parallels and contrasts with Rome in both architecture and urban design, giving students a framework to attach their study abroad experiences. It also offers students the opportunity to learn more deeply about the multicultural context of American building traditions and how they influence design in the 21st century.

In preparation for this work, the studio travels to sites on the East Coast to see firsthand and study the wide variety of architecture and urban ideas that have come to define American architecture, ranging from colonial meeting halls to 21st century skyscrapers (the complete travel schedule is attached - see I.1.3\_document-05 in the Appendix). The specific site visits planned during the trip give students a more complete understanding of the origins of architecture and urbanism in the United States, including the contributions of enslaved people in their development. These discussions occur at sites in Philadelphia, Washington, D.C., and Charlottesville, Virginia, all places shaped by enslaved labor in one fashion or another.

Furthermore, students in the fall semester participate in Accessibility Awareness Day, a program designed to expose students to the issues surrounding accessibility in all of its aspects. Students spend a day experiencing campus from the point of view of a wheelchair user, a blind student, and a student with hearing impairment. They attend seminars that discuss these issues in detail, and are then expected to include awareness of these issues in their design work in subsequent semesters. The complete schedule is attached (see I.1.3\_document-06 in the Appendix).

In the spring semester of the fourth year, students are given a choice of studios, all focused on the study of architectural traditions globally. These studios deliberately focus on projects worldwide, often associated with real clients and the real need for innovative architectural thought. Recent spring studio design projects include:

- *Design of the Eastern Waterfront, Mumbai, India - Phase I* (Spring 2021)  
Design of Elphinstone development and Sassoon Docks in Mumbai, with attention to preserving the identity of the fishermen's colony and addressing impending sea level rise.
- *An Interactive Archival Foundation dedicated to holdings from Non Western Cultures, North London, UK* (Spring 2021)  
Design of a facility dedicated to connecting London residents and visitors from different cultural backgrounds through outreach activities including exhibition, demonstration, and performance.
- *Nested Urbanism & A Mountain Zen Monastery* (Spring 2020)  
Exploration of Zen monastic typology in the mountains above the industrial port of Kobe, Japan.

- *Design of New Township in Mumbai, India (Spring 2020):*  
Design of new township and housing solutions for Mumbai. Included student travel to Mumbai in January 2020 to visit the site, meet with stakeholders and partners, and study local architectural and urban conditions.
- *Arabic Traditional Bath in Agadir, Morocco (Spring 2020)*  
Exploration of the Hammam typology and design of new Hammam to promote the health and welfare of the citizens of Agadir as well as enhance economic opportunities around health tourism.

5) Students in the fall semester of their fifth year of study continue their exploration of worldwide architectural traditions. Recent fifth-year and graduate studio projects include buildings and urban sites in Cusco, Perú; Puerto Norte, Panama; Havana, Cien Fuegos, and Trinidad, Cuba; El Socorro, Guatemala; and other locales. This work is the culmination of the instruction in classical and vernacular architecture, and is the synthesis of lessons from previous studies of building traditions and local cultures.

By the spring of the fifth year, students select and complete their own individual thesis project. As a result of their previous years of study, students choose to explore a wide variety of building projects in places all over the United States and the world. Many of these projects have a social component associated with the work, often associated with DEI issues in the built environment. As an example, the following list is a selection of undergraduate thesis projects and statements presented as a component of Pre-Design work in the fall semester of 2021:

- *Design for Social Equity in the Education System - An Elementary School, Buffalo, New York*  
Architecture is a field driven by the intersection of aesthetics, social context, and historical understanding. Good architecture should be beautiful, conducive to public social equity, and considerate of the planet we inhabit. Architectural design should strive to improve the human condition through the built environment.
- *A Fieldhouse-Style Community Enrichment Center, Loveland, Ohio*  
Architecture must contribute to the evolution and prosperity of the surrounding community by exemplifying what it means to be a “good neighbor” within its context. This applies not only to the character of the building itself, but also how it interacts with its surroundings and influences subsequent development. Buildings for the use and benefit of the community must be at the forefront of these efforts, and this is what my design for a community enrichment center strives to be for Loveland.
- *The Asian American Research & Resource Center at the University of California, Berkeley*  
If ‘Asian American’ is the shared solidarity across differences in language, ethnicity, culture, and history, an architectural language appropriate for the simultaneous diversity and unity of the groups must be identified or developed. The building should recognize this shared narrative and multiplicity in identity while not unjustly generalizing the unique and complex experiences of individuals, reflecting both its past and the contemporary, the place and its people.
- *The Presence of Absence: Rediscovering the Rhythms and Textures of the World, Naoshima Kagawa Prefecture, Japan*  
In the chaos, pressures and temporal constraints of contemporary society, we have continually prompted the severance of our ties to nature, our communities, and even ourselves. If the built environment has and continues to be a reflection of our mode of living, then architecture should create spaces that are able to promote and represent the concept of ma - the beauty and importance of negative space and pause in our lives, and



its ability to bridge the disconnect we have fostered in our contemporary societies through reflection and contemplation.

- *A Counter Proposal for the Paris 2024 Olympic Village*  
While the Olympic Games provide much in the way of inspiration and morale to the world, they often fail to leave a positive structural impact on the city they inhabit. The Olympic Village for the Paris 2024 Games should be planned as a stand-alone community that will adequately house Olympians and Paralympians as well as create future equitable housing for Paris citizens.
- *An Inclusive Housing Community for Las Vegas, Nevada*  
All people, regardless of their abilities, deserve beautiful, accessible spaces that promote their growth and flourishing as human beings. If a small housing community for people with physical disabilities could be made in Las Vegas and encourage community connections, then the quality of life for all people in this area could be greatly enhanced.
- *A Long Term Living and Care Community for People with Cognitive Disabilities for Wellesley, Massachusetts*  
For neurodiverse people, architecture should be designed intentionally to enhance people's quality of life, rather than serve as an unnecessary challenge or roadblock. A general lack of housing and long-term care centers for this demographic necessitates the exploration of what the ideal form of a residential community would look like.
- *A Long-Term Home for The Center for Student Support and Care for the University of Notre Dame*  
Universal Design has the capacity to create architecture for a diverse range of human ability. This diversity enhances the community.
- *Terra Studios: A Center for Ceramics Production and Residency for Chicago, Illinois*  
A building should reflect both the occupants that it serves and the society that it inhabits. Structures for artisans and craftspeople who contribute creatively and constructively to our society must therefore be beautiful and enduring reflections of their work -- living representations of how both tradition and innovation in their craft enhances the sustainability and livability of the built world. Intertwined with a city's unique history, this architectural narrative creates a sense of place and allows a city to grow and improve without losing touch with its identity.

6) Similar to initiatives outlined above, our graduate program has diversified its focus on architectural and urban traditions across the globe, and since 2018 incorporated a broader range of project sites for design studios based on the experience and expertise of the faculty. Similar to the undergraduate program, M.Arch students spend one semester studying in Rome, Italy and benefit in the same way from living in its multicultural context. In an effort to enhance the breadth of teaching experience of our faculty, the School has launched the Michael C. Duda Visiting Faculty program, allowing invited faculty to join the program on a limited basis. This gives highly skilled architects an opportunity to teach our students on campus for part of a semester without giving up their private practices. This initiative has enhanced our curricular offerings while at the same time addressing design issues related to diversity, equity, and inclusion.

7) In response to social justice issues as they relate to architecture and design, the School launched three noteworthy curricular initiatives since the last NAAB Interim Report.

One of the new options for the fourth year spring studio focused on the development of designs for Habitat for Humanity of St. Joseph County, on a site in the adjoining town of Mishawaka, Indiana. Students in that studio group did in-depth analyses of housing traditions around the world and applied these lessons to their Habitat design proposals. This studio is paired with an elective seminar course in the following fall semester addressing affordable housing with a

holistic analysis of the true cost of affordable housing. It is an interdisciplinary course that includes an in-class research component as well as the opportunity to participate in the construction of one of the spring's studio designs, built in partnership with Habitat for Humanity. This partnership began in the spring of 2021 and will continue by agreement with Habitat for Humanity until at least 2026.

Another interdisciplinary course housed in the School that has received great praise from students and colleagues alike is American Housing & Social Justice: The History of Housing Segregation & Future of Equitable Cities. The course follows the evolution of housing in the context of American Urbanism over the last one hundred years including the history and evolution of housing segregation, the current results of decades of racist policies and actions, and ideas to reverse the inequities in housing to create a stronger future for all communities. This course draws student enrollment from both Architecture majors as well as others across the University, including American Studies, Poverty Studies, Catholic Social Teaching, and Real Estate. Since its initiation in Spring 2021, this course has been offered every semester to date.

Finally, the School continues to offer its perspective on global refugee issues. Building on its work with housing refugees in the ongoing Syria crisis, a subsequent design studio spent a semester addressing the fallout from the 2018 wildfires of Mati, Greece. Both studios worked with the agencies responsible for finding solutions, and each developed proposals that recognized both the short-term needs of the refugees as well as their long-term cultural implications.

#### **b. Extra-Curricular Interventions**

Under the leadership of the new dean, the Notre Dame School of Architecture began conducting a series of community design charrettes in 2020, each intended as a means of engaging the School and its mission directly with the greater community beyond the campus. Each charrette addresses social equity issues within the community planning of the South Bend area. Each charrette is led by the Dean and consists of a team composed of faculty members, students, and invited outside experts in various planning and design disciplines. To date, students have participated in three such charrettes since 2020, two for the City of South Bend and one for the South Bend Housing Authority. The result of this work has been the publication of professional-level reports including analysis of the problem at hand, proposed design interventions, and lists of actionable items. This work has given students the opportunity to engage directly with the people of South Bend and allows them to directly see the impact design can have outside of the studio environment. As these charrettes take place during breaks between semesters, students are compensated for their time in lieu of potential income from internships in the workplace.

Additionally, the School has developed collaborations with several other universities (e.g. L'universidad politecnica de Madrid) and professional organizations (e.g. International Network for Traditional Building, Architecture & Urbanism - INTBAU) in the form of international summer school programs. There, our students have the opportunity to engage in varied architectural contexts in the company of students from other universities and cultures.

#### **c. Diversifying Guests within the School**

The Notre Dame School of Architecture has made a deliberate effort to diversify both the pool of guest jurors as well as presenters in the guest lecture series, with a particular focus on inviting a more representative pool of architects and scholars. As an unexpected benefit of online instruction in 2020 and 2021, the School was able to use remote presentation technology for these events, opening up the opportunity for lecturers and jurors to join the school virtually from locations across the globe.

The School's most recent Architecture Student Research Forum, in Fall 2020, addressed the theme of Equity in the Built Environment. The event generated student conversation around lightning talks by Karen Parolek (Opticos Design) - Urbanism and Equity, Sameh Wahba (Urban, Disaster Risk Management, Resilience and Land Global Practice, World Bank) - Urban

Resilience, Catalina Toro-Perez (Universidad Nacional de Colombia) - Cultural and Ecological Preservation, Rona Reodica (NYC Department of Housing and Development) - Equitable Housing, and Karamia Müller (University of Auckland) - Identity and Architecture.

## **2) Student Recruitment and Retention**

### **a. Broadening the Admitted Student Pool**

Undergraduate admissions is administered centrally within the University through the Enrollment Division and, more specifically, the Office of Undergraduate Admissions. In Spring 2021, School of Architecture leaders requested opportunities for more active engagement in the admissions process for incoming undergraduate Architecture students with the aim of broadening the admitted student pool. Working directly with the Associate Vice President for Undergraduate Enrollment, the Dean and Advising Dean will have an opportunity to review and discuss a selection of prospective student applications in the next application cycle (Spring 2022). The Admissions Office recognizes, along with the School, that a holistic view of applicants must be taken and is eager to identify those with great potential in the discipline.

### **b. Student Financial Support**

DEI encompasses a number of aspects, including economic concerns. In Fall 2021, the School launched the Student Opportunity Fund to support students whose economic situation makes the study of architecture challenging. Beginning with freshman, sophomore, and beginning graduate students, the fund supports the purchase of supplies for studio and graphics courses.

In the first semester of the Fund (Fall 2021), the School provided a full set of architectural equipment and supplies to 26 students with limited economic resources at both the undergraduate (first and second year) and graduate level. Support of this kind will be offered on an annual basis moving forward.

As fundraising increases, the Fund is intended to cover ongoing purchase of consumable items such as paper, pens, and watercolor pigment as well as supplementary funds for students in their Rome semester/year.

### **c. Student Engagement and Mentorship**

The School's chapter of the National Organization of Minority Architecture Students (NOMAS-ND) remains active, with programming that includes lectures, professional development events, trivia nights, and topical discussions.

The School's Student Association for Women in Architecture organization hosts programming dedicated to promoting equality within the field of architecture. Mentorship is a significant focus of this organization; beyond its signature "big/little" inter-class mentorship program, additional programming includes lectures and conversations with female faculty members, panel discussions, and professional development workshops. Partnership with the College of Engineering's Society of Women Engineers chapter is ongoing.

A schedule of recent NOMAS-ND and SAWA-ND events is attached - see I.1.3\_document-07 and I.1.3\_document-08.

Taking advantage of the January 2021 Winter Session—an atypical three week session between semesters devised by the University as part of its pandemic management plan—the School hosted a virtual series of career-focused panel discussions to introduce Architecture students to alternative career paths and to diverse groups of alumni. Panels in this series included: Women in Architecture, Minority Architects, Early Career Architects, Government and Non-Profit Architects, Affordable Housing, Historic Preservation, and Law and Real Estate. A list of panelists is attached - see I.1.3\_document-09.

We have been heartened by the University's augmentation of mentorship and support resources for URM, first generation, LGBTQIA+, undocumented and DACA, and international students in the past few years. Architecture faculty and academic advisors enjoy a close mentorship relationship with students and frequently connect them with myriad resources available across the University as well as discipline- and profession-specific information and contacts.

### 3) Faculty and Staff Recruitment and Retention

#### *Faculty Hiring*

The School is undertaking several faculty searches in Academic Year 2021-2022 to address teaching needs and DEI goals. It is the Dean's intention to recruit more female and underrepresented minority candidates as part of this and future hiring processes.

In Fall 2021, searches are underway for architectural history and design faculty members. The architectural historian who is selected by the faculty Committee on Appointments will be asked to develop and teach a new global architecture survey for first-year students, as described in the Curricular Interventions section above.

The School is planning to conduct a search in Spring 2022 for historic preservation faculty members to support the Master of Science in Historic Preservation program as well as the undergraduate Preservation/Restoration Concentration.

#### *Staff Hiring*

School leaders are in discussion about the creation of a new staff position that would support the mission of the School to foster a diverse, equitable, and inclusive environment that allows all members of the School to thrive. The staff member would serve as a liaison to the University's diversity and inclusion resources, initiatives, and programs as well as other University offices and supporting services. She/He will also lead the continued development of strategies and implementation of proactive initiatives in furtherance of the School's Statement of Intentions, including but not limited to:

- Improve the culture of the School, so it will be a more welcoming and supportive place for all members of the SoA community;
- Strengthen the School's degree programs and curricula to be more accessible to and supportive of students from all demographic backgrounds and life experiences;
- Support the identification, recruitment, ongoing support, and successful graduation of a diverse student cohort at both the undergraduate and graduate levels, and
- Support the identification, recruitment, and professional flourishing of a diverse cohort of faculty and staff members in the School.
- Ongoing communications and engagement with Architecture alumni broadly.

This position description will be further developed in coordination with the University's Director of Staff Diversity & Inclusion with the goal of hiring a candidate to begin in the Fall 2022 semester.

While the School looks forward to enriching its efforts through the addition of a dedicated "champion" of DEI efforts and initiatives, the responsibility for cultural transformation remains with all of our community's members and especially those yielding influence and privilege. It is important to note that all of our activities and accomplishments to date in this area are correspondent to a much broader policy shift by the University where DEI has been a five-year priority since 2020. University initiatives, policies, and resources related to Diversity and Inclusion can be viewed here: <https://diversity.nd.edu/>.

## **b. Progress in Addressing Not-Met Student Performance Criteria**

### **B.1 Pre-Design**

**2016 Team Assessment:** The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided.

B. Arch: The team found that students assembled many pre-design reference documents in ARCH 51121 Design VIII (Thesis), but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

M. Arch (Track I): The team found that students assembled many pre-design reference documents in ARCH 81161 Terminal Design Project, but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

M. Arch (Track II): The team found that students assembled many pre-design reference documents in ARCH 81161 Terminal Design Project, but it did not find evidence of students' analysis and assessment of relevant implications for the projects.

**University of Notre Dame, 2018 Response:** B. Arch:Pre-Design has long been a required component of the fall semester fifth-year of the School's BArch program. It is required that it be written into the syllabus of all sections of the fall semester, and that it must be assigned a percentage of the final grade. This requirement is in anticipation of the spring semester fifth-year Integrative studio, which is the students' Thesis project. A Thesis Prep guide is distributed to all students at the end of their fourth year and again at the beginning of their fifth year so that they can begin planning and compiling documentation for their thesis project over summer break and the mid-semester fall break. That the team did not find evidence of students' analysis and assessment of relevant implications for the projects is due to two reasons: (1) a lack of consistency among the different sections of fall semester studios in enforcing the Pre-Design requirement, and (2) a lack of clearly stated requirements or instruction for analysis in the fall semester studio. Although students are given clearly directed analysis assignments in second and fourth-year studios, they often fail to apply that knowledge and experience when they reach fifth year. For the short-term, the School has reminded fifth-year studio faculty of the importance of meeting the requirements for Pre-Design in the fall semester classes. In addition, the School's Dean has made several statements about the importance of precedent analysis in all studio courses. For the long-term, the School held a faculty retreat in September of 2018 to address this and several other curricular issues. A number of possible remedies to the issue of Pre-Design were discussed and are currently being reviewed by the Undergraduate Studies Committee. Two alternative solutions are being considered: (1) Leaving Pre-Design as a requirement in the fall semester fifth-year studios, but developing a more thorough guide to programming and analysis, while reinforcing the importance of fall semester faculty's participation in Pre-Design instruction and assessment.(2) Changing the two fifth-year studios from six to five credit hours, while creating a new one-credit-hour course for Pre-Design in the fall semester and a new one-credit-hour course for Technical Review for Integrative Design in the spring semester. These one-credit-hour courses would require specific faculty assignments, course syllabi, assigned meeting times, required readings, and standardized assessment procedures. The Undergraduate Studies Committee is committed to making a recommendation to the faculty at the December faculty meeting.

M.Arch Track I & II:A course entitled "Design Preparation" has been added to the M.Arch required curriculum. Its first offering will be in Spring 2019 and it will be offered every semester thereafter. In this course, students will focus on the preparatory process necessary for any architectural or urban design project, developing research, analytical, and programming skills. Students will each consider a different building type and location. Exposure to this variety will expand each student's understanding of the range of questions and avenues of inquiry required in design at both the building and urban scales.



**University of Notre Dame, 2021 Response:**

Since the 2018 NAAB Interim Report, the Notre Dame School of Architecture continues to work on student ability in Pre-Design, following two different approaches - one for the undergraduate degree program, and one for the graduate degree. Each approach is outlined below, including an assessment of successes and challenges in each.

**Undergraduate Level:**

- a) At the undergraduate level, the Pre-Design requirements are carried out in the fall semester of fifth year, before the thesis semester. This work occurs in a dedicated exercise built in the fall studio syllabus, accounting for 15% of the final grade. The predesign exercise is intended to give students a head start on their thesis work by asking them to identify a project, a project site, and the theoretical framework they intend to investigate. By the end of this process, students should have documented in detail their selected site and its context, outlined a building program for their intended project, researched and analyzed precedent buildings and sites that may be relevant to their design work, and other project specific information that will be referenced in their upcoming design work. Students present this work to the faculty twice during the fall semester for review and assessment of progress.
- b) Undergraduate thesis students complete a technical packet in conjunction with their thesis projects. This packet requires students to address a range of technical issues as they relate to their specific thesis project. These subjects include: site planning issues; floor planning issues; life safety and accessibility; exterior envelope systems; structural systems; environmental control systems. Additionally, we plan to include measurable impacts and outcomes to the packets as well, beginning in the Spring of 2022. Students complete preliminary packets for review after consultation with their studio faculty as well as outside experts in the field who schedule visits to the design studio to assist with these issues. At the midterm of the spring semester, a committee of local architects and engineers convenes to review these preliminary packets and offer suggestions and feedback to students in order to improve the integration of the technical aspects of their design into their final thesis presentations. Ultimately, students submit a technical packet with their final thesis projects to demonstrate their ability with technical integration.
- c) Building codes are discussed as part of the design studio curriculum and are specifically emphasized in the spring semester of the fifth-year, included in both the thesis studio work as well as in the Professional Practice course. Students receive specific instruction on using the 2015 International Building Code (IBC) as part of the Professional Practice course, which is then reinforced with a code analysis assignment for a generic building example. Students are then expected to analyze their own thesis design project for its integration with the IBC, and are specifically asked to identify their project's occupancy types and loads, construction type, principal life-safety considerations, and accessibility-related issues. The code analysis is intended to influence design decisions so that completed thesis projects are plausibly constructable. Students complete this work as one part of the technical packet submission described above.

Included with this submission are examples of Pre-Design thesis booklets submitted at the end of the fall semester for ARCH 51111. Also included are three examples of technical packets submitted at the end of the spring semester for ARCH 51121 - Design Thesis. Note that the technical packets are presented as evidence for areas B.1 and B.6.

**Graduate Level:**

- a) At the graduate level, the School established a Design Preparation course (ARCH 80212) to fulfill the Pre-Design requirement for all M.Arch students. In this course, each student selects a different project and city to research. Over the course of more than a dozen topics, students complete analysis and research for their city, site, and building type. Further, through classmates' presentations, students gain the benefit of exposure to

research related to a variety of building types and sites. While students do not complete a design project related to this research, they do address program development, site and building orientation, and overall building parti/organization.

- b) Graduate thesis students complete the same technical packet as the undergraduate students, and receive the same guidance and feedback from faculty and local professionals. They also receive specific instruction in building codes as part of their Professional Practice course. Graduate students are expected to demonstrate the same integration abilities as their undergraduate counterparts.

Included with this submission are three examples of work from the graduate Pre-Design course. Also included are three technical packets submitted at the end of the spring semester to fulfill thesis requirements. Note that the technical packets are presented as evidence for areas B.1 and B.6.

*Assessment of Progress:*

The Notre Dame School of Architecture has had success since 2018 with increased attention on pre-design and technical integration. Most if not all of the work submitted for the undergraduate and graduate thesis demonstrates consideration of these issues. Notre Dame students tend to do well with analysis of precedent architecture and urbanism, and have ability in graphically representing fundamental compositional issues of buildings and places. The students are then able to use this analysis to inform their design choices as part of the development of their thesis projects.

With the School's additional emphasis on codes and life safety, students can now demonstrate their understanding of how many people are in a building, how they move in an emergency, and how they navigate the built environment with a variety of accessibility issues. All of this informs building design, especially at the thesis level. The School needs to do additional work in the area of material assemblies and fire-ratings, as students can identify the need for these but often neglect the consequences of them in their thesis designs.

Finally, students do well at analyzing site conditions as they relate to urban design. They are particularly attuned to the form and character of the places in which they build. It is these considerations that drive most of the students' site-related design decisions. Even though students regularly collect data for climate, solar, sea-level, rainfall, etc. they do not always use this information to significantly influence their subsequent design work. For example, building orientations are more likely a result of existing urban context and less from a specifically environmental point of view. Going forward, the School intends to use the integration of measurable impacts and outcomes to help address the lack of attention in this particular area, which will begin in earnest in the fall of 2022.

#### **B.4 Technical Documentation**

**2016 Team Assessment:** The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided. In particular, evidence of student preparation of outline specifications was not found.

**University of Notre Dame, 2018 Response:** The student performance criteria of Technical Documentation – outline specifications – had long been a requirement of the Professional Practice course in the spring semester of fifth year. The year of the NAAB review the faculty member in charge of the Professional Practice course failed to include it in his syllabus. A new faculty member responsible for this course now includes outline specifications in his syllabus as required by the NAAB.

**University of Notre Dame, 2021 Response:**

Since the 2018 Interim Report, the Notre Dame School of Architecture continues to work on enhancing instruction in area B.4 - Technical Documentation to address the identified deficiency. Descriptions of areas of improvement in Technical Documentation since the last NAAB visit are as follows.

- a) *Since 2014:* Under the 2014 NAAB Conditions, the instruction of B.4 - Technical Documentation occurred throughout the design studio sequence. The curriculum placed emphasis on the various graphic and modeling methods of representing the components of building design. Instruction on specification writing occurred in the Professional Practice courses (ARCH 50711 for undergraduates and ARCH 80711 for graduate students).

The Professional Practice course in the past spent one class period discussing written specifications in architectural practice, followed by the completion of an assignment meant to reinforce the content of the lecture. Students were asked to download a proprietary specification, often from a window manufacturer, and modify it so that it could be used by multiple manufacturers, that is to say, to remove its proprietary content. The appendix to this report contains the assignment and samples of student work.

*In 2016/2018:* As noted in the 2016 NAAB report, and again in the 2018 Interim report, this particular coursework was not consistently assigned or collected for NAAB review, as the assignment proved to be tedious for students to complete and for faculty to evaluate. Furthermore, faculty assigned to this course focused on the process of specification writing in general and not on the specific task of outline specifications. As a result, there exists the appearance that this aspect of B.4 Technical Documentation was not covered in the curriculum.

In fact, steps have been taken for students to receive instruction on specification writing. In 2018, the school changed from an adjunct professor to a permanent member of the faculty to teach the Professional Practice course, who subsequently redesigned the course content. As a result, students now receive additional instruction in specifications beyond the traditional lecture and assignment format. This occurs through the presentation of a case study studying the specification of flammable materials in the context of the Grenfell Tower disaster. The additional instruction covers the fatal mistakes made when specifying this material, and ties this instruction to building code requirements and NFPA standards as well. This particular case study has proven to be impactful with the students, and memorably reinforces the importance of properly specifying materials. Furthermore, starting in the spring of 2022, students will receive further instruction on specifications from the President of the Indiana chapter of the Construction Specifications Institute (CSI). Her class presentation touched on all aspects of specification writing, especially in the context of an architectural design firm. By the completion of this course, students do have an understanding of the process of specification writing.

*Since 2021:* Going forward, outline specifications will continue to be covered in the Professional Practice classes. The school will consider additional reinforcement of outline specification writing as part of the required Pre-Design and Technical packets prepared by all thesis students in the undergraduate and graduate level, beginning in 2022.

- b) Additional evidence of the effectiveness of teaching in this area is the fact that graduates of the Notre Dame program have excelled in licensing examinations. According to data prepared by Professor Michael Ermann, who teaches ARE exam prep at Virginia Tech School of Architecture + Design, Notre Dame's composite average pass rates for the Architect Registration Examination® (ARE) are top among undergraduate programs and a close second among our graduate program. A copy of this report can be found in the



Appendix, labeled “B.4\_Architectural Program Ratings”. It is clear that our students leave Notre Dame well-prepared to engage in all aspects of practice, including technical documentation.

## **B.6 Environmental Systems**

**2016 Team Assessment:** The team was not able to find evidence demonstrating achievement of the NAAB standard for this SPC in the student work provided.

B. Arch: The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 40411 Env. Systems I/Systems Integration and ARCH 50419 Env. Systems II/Acoustics & Illumination. The team found evidence that some students showed an understanding of the remainder of the principles of the criterion in two of the three sections of the course ARCH 41121 Design VI.

M. Arch (Track I): The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 60431 Env. Systems I/Systems Integration and ARCH 70441 Env. Systems II/Acoustics & Illumination.

M. Arch (Track II): The team found that students demonstrated an understanding of portions of the criterion in environmental systems courses ARCH 60431 Env. Systems I/Systems Integration and ARCH 70441 Env. Systems II/Acoustics & Illumination.

**University of Notre Dame, 2018 Response:** B. Arch: Some of the principles of Environmental Systems, especially those having to do with passive energy design, are required to be addressed in all sections of the fourth-year spring semester studios. As the NAAB team members did not find evidence in the work of one of the three sections during the year of the review, the School’s administration has stressed the need for compliance, and has made it the responsibility of the year chairman for fourth-year design to require compliance with the NAAB Student Performance Criteria.

M.Arch Track I & II: The team noted to the School’s administration that one of the subpoints in this SPC was missing with regards to demonstrating “Ability”, though all had been covered in various lectures and “Understanding” was demonstrated. A thorough review of all courses connected to this topic has been done to ensure that all have an assignment (not an extra credit assignment) attached to them to fulfill the NAAB’s requirement.

### **University of Notre Dame, 2021 Response:**

Under the 2014 NAAB Conditions, instruction of B.6 - Environmental Systems occurred primarily in the Environmental Systems I & II lecture courses for both undergraduates and graduate students, with additional instruction and reinforcement in the upper level design studios. Additionally, thesis students at both levels were required to integrate these systems into their projects as well. In 2018, in response to the NAAB Interim report, the School placed additional emphasis on this area in the fourth year studios, where design faculty in the fall semester worked with the technical faculty to use the studio design project across courses: students used the hotel they designed in studio as the subject for both their structures course as well as their environmental systems course. Samples of this work for ARCH 40411 are included in the Appendix. The result of this collaboration was a more integrated approach to these areas of instruction. In the spring semester, the environmental systems focus was more varied depending on the design project assigned. Multiple studios tackled the issue of passive heating and cooling as well as the impact of climate concerns in urban planning and architectural design in the context of projects in various climatic contexts. Examples of this work are also located in the Appendix. In short, the school added this additional emphasis to bolster their instruction in area B.6.

Ultimately, demonstration of student ability in this area occurs with the thesis project, as part of the technical packets described in section B.1 Pre-Design. Students are asked to select a system

to condition their building, provide adequate space for mechanical equipment, and illustrate their selections as part of their overall design concept. Students are encouraged to also consider passive methods for controlling indoor environments based on their project's climate. This approach to environmental systems is the culmination of our Building Technology courses as well as instruction related to environmental control received in the upper level design studios. Refer to samples of technical packets for both the undergraduate and graduate programs located in the Appendix.

The School's approach to systems and sustainability is rooted in the understanding that buildings can operate without complex mechanical systems and with minimal power requirements. This emphasis inevitably leads to less student focus on complex active mechanical systems and more on fundamental design principles and passive systems of construction and environmental control that allow a building to operate naturally based on local climatic conditions and locally sourced material assemblies.

The School is committed to its approach to systems and sustainability. We recognize that our argument cannot be advanced without good illustrative material, and will focus on the creation of clear and concise diagrams at all stages of design in all design studios going forward.

## II. Changes or Planned Changes in the Program

*Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).*

### **University of Notre Dame, 2021 Response:**

Changes within the School which may be of interest to the NAAB include:

#### 1) *Change in School Leadership*

Stefanos Polyzoides, co-founder of the Congress for the New Urbanism and partner in Moule & Polyzoides Architects and Urbanists, was appointed the Francis and Kathleen Rooney Dean of the School of Architecture on July 1, 2020.

#### 2) *Change in University Leadership*

Dr. Marie Lynn Miranda, a distinguished scholar in the field of children's environmental health who served as provost at Rice University from 2015-19 and as Dean of the University of Michigan's School of Natural Resources and Environment for the four years prior to that, was appointed the Charles and Jill Fischer Provost of the University on July 1, 2020.

#### 3) *Changes in Faculty*

Since the 2016 team visit, the School has welcomed new full-time faculty members who bring with them wide-ranging expertise in professional practice, building performance analysis, digital graphics and 3D modeling, historic preservation and conservation, and more. The School has been further enriched by the establishment of the Michael C. Duda Visiting Faculty program in late 2020. This endowed program provides resources to invite additional exceptional designers and scholars to join the faculty on half-semester, semester-long, or year-long bases to meet critical teaching needs and elevate the intellectual discourse in studios, classrooms, and the Rome Studies Program. Included in the supporting documentation are CVs of regular full-time and Michael C. Duda Visiting faculty who are new to the School since the 2016 visit.

With several faculty retirements on the horizon—spanning expertise across design, preservation, urban theory, building technology, and environmental systems—new faculty recruitment and hiring is a priority for the School. Analysis of projected teaching needs, creation of a Faculty Task Force devoted to recruitment and searches beginning in the next academic year, and

re-energized efforts to recruit new faculty through networking and design jury invitations will be critical to these efforts. Conversations with the Dean of the College of Engineering may open opportunities for technical course coverage in the interim.

It should be noted that faculty appointment, reappointment, and promotion procedures have undergone significant changes in the past two academic years. At the behest of the Provost's Office, the faculty adopted a new governing document called the Organization Plan in January 2019. The Organization Plan outlines the procedures for appointment of new faculty through a faculty-wide Committee on Appointments (CA), as well as procedures for reappointment, promotion, and tenure review conducted by an at-rank faculty Committee on Reappointments, Promotion, and Tenure (CRPT). Previously these procedures and decisions were undertaken by the Dean in consultation with elected faculty representatives on the School's Committee on Appointments and Promotions (CAP).

In 2021, the faculty additionally approved a new research policy document that defines and regulates faculty members' time commitments to research or practice/creative work and teaching and establishes expectations for excellence.

#### *4) New Building for the School of Architecture*

In January 2019, the School opened its doors in the new Matthew and Joyce Walsh Family Hall of Architecture. The 100,000-square-foot Walsh Family Hall provides exceptional classroom, studio, digital design, office, library, workshop and public space. It is located on the south side of the Notre Dame campus, joining O'Neill Hall, the DeBartolo Performing Arts Center, Charles B. Hayes Family Sculpture Park and the planned Raclin Murphy Museum of Art in the University's growing arts district. The project is currently being considered for LEED certification, with a determination by the USGBC anticipated in early 2022.

#### *5) Michael Christopher Duda Center for Preservation, Resilience, and Sustainability*

In Fall 2021, the University announced a \$30 million gift to the School of Architecture to establish a center dedicated to historic preservation in the field. In addition to establishing a non-professional Master's program in preservation, the center will augment existing curricula in urbanism, traditional architecture, and craft in dialogue with critical issues of climate change and resilience, support new faculty lines, and sponsor national and international conferences and field experiences that will enhance the learning opportunities open to students in the accredited professional programs.

#### *6) Changes in Enrollment*

Following matriculation of an unusually small cohort of incoming first-year students in Fall 2017, the School expanded its undergraduate recruitment efforts. Throughout the academic year, we now offer twice monthly in-person information sessions and monthly virtual information sessions for prospective students and families, and participate in the annual Chicago Architecture + Design College Day recruitment event. In partnership with the Office of Undergraduate Admissions, the School sends targeted communications to admitted students, offers Architecture programming as part of University-level Admitted Student Days, coordinates faculty and student participation in ND Live virtual events, and uses the Admissions Office's new Academy Portal to conduct targeted outreach to URM students. Since the enrollment dip in Fall 2017 and a spike the subsequent year, the undergraduate enrollment numbers have stabilized.

An ongoing recruitment opportunity is the School's Career Discovery in Architecture Program, a two-week introductory summer program for high school students. Participants, who hail from across the United States and some international locations, reside on campus and participate in architecture classes and field trips led by Architecture faculty and student teaching assistants. Following a two-year hiatus during the height of the pandemic, plans are underway for the School's Career Discovery in Architecture Program to be relaunched in Summer 2022 with a refreshed curriculum and structure. The goal of this restructuring will be a more intentional engagement with the School's Statement of Intentions on Equity, Diversity, and Inclusion as well

as exposing students to a more holistic understanding of what it means to be an architect for our time.

Career Discovery is intended to be a recruitment tool benefitting both the profession at large and the School. Marketing is targeted to a wide range of prospective participants, with the goal of creating a diverse admissions pipeline. Engagement with the NOMA Project Pipeline, urban Boys and Girls Clubs, and local schools and youth enrichment programs will be undertaken to develop a more diverse student pool in upcoming Career Discovery application cycles.

Applications to the graduate program have been steady since 2018. The Fall 2021 admitted cohort, however, is the largest cohort since at least 2010, with 25 new graduate students. Seventeen percent of the current graduate student body is international, with home countries including Australia, Bangladesh, Brazil, Mexico, Nigeria, the United Kingdom, and Yemen. However, the program needs additional dedicated financial aid resources, the lack of which causes some well-qualified applicants to choose to enroll at other universities that offer better financial incentives. It is a priority of the Dean and the School to find a permanent funding source to correct this issue.

#### 7) *Opportunities for Collaboration*

The Architecture faculty members' wide-ranging interests and pursuits yield rich opportunities for collaboration beyond the School. Such ongoing faculty collaborations include partnerships with: Habitat for Humanity of St. Joseph County; AIA Indiana; Indiana Architectural Foundation; the Smithsonian Center for Folklife and Cultural Heritage; INTBAU Cuba; Mumbai Port Trust; Sagam Community Hospital and The African Institute for Health Transformation; Italia Nostra Barletta; the Institute for Classical Architecture and Art; the Prince's Foundation; and others not listed here.

### III. **Summary of Preparations for Adapting to [2020 NAAB Conditions](#)**

*Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.*

#### **University of Notre Dame, 2021 Response:**

The Notre Dame School of Architecture began adapting its curriculum to the 2020 NAAB Conditions in the fall of 2019. The Director of Undergraduate Studies, along with the Director of Graduate Studies, completed the first adaptation of the Student Performance Criteria matrices to reallocate the School's existing curriculum to satisfy the new format. Both the Undergraduate and Graduate Studies Committees had input into this process. By the fall of 2020, faculty began to modify their course syllabi to reflect these changes.

#### Changes implemented since 2020:

- 1) Copies of the revised matrix for the undergraduate and graduate programs can be found in the Appendix, with the understanding that these documents are still being evaluated by the various faculty committees.

#### Changes implemented since 2021:

- 1) A number of the faculty have attended online and in-person learning sessions hosted by NCARB and the ACSA regarding changes to the NAAB accreditation conditions and procedures to gain insight and clarity regarding the new assessment process.
- 2) In the fall of 2021, the School initiated an Undergraduate Curriculum Survey to identify and clearly articulate critical milestones and interwoven material throughout the program, and identify gaps, missing subject matter and/or blind spots. Encouragingly, the vast majority of the faculty are participating in this process, resulting in a significant amount of useful data to assess.
- 3) The School is proceeding on a studio-by-studio basis to revise course goals and expectations in order to address potential gaps in satisfying required student performance criteria.

Changes projected to be implemented in 2022:

- 1) The results of the initial survey of the undergraduate curriculum will be used to inform the final adaptation of the curriculum to the 2020 NAAB Conditions.
- 2) A parallel survey will be undertaken soon at the graduate level. The results of these surveys will be used to identify when certain skills should be both introduced and then mastered. They will also include clarity on how the new NAAB requirements can be sequenced through the programs, and provide a framework for when certain concepts are introduced.
- 3) There are two concerns related to the 2020 NAAB Conditions that have received the most attention from various faculty committees. The first concern to the School is the inclusion of measurable impacts and outcomes in the Student Criteria. This type of analysis has not traditionally been part of the design sequence at Notre Dame, and adapting to this new requirement has presented challenges to faculty unfamiliar with this type of assessment. A select committee of faculty members will be focused in the coming academic year on designing and implementing this assessment in the curriculum in a way that meets the NAAB requirements and still satisfies the goals and outcomes of the individual studio faculty. The goal of this committee is to implement this measurement in a way that supports the methodologies already in place and enhances the School's argument for a more traditional approach to solving architectural and urban design problems.
- 4) The second concern to the School is the process of program assessment. In the past, assessment has occurred on an individual or grade-level basis, but never in a holistic manner. The inclusion of program assessment will require the School to implement new procedures across the program, and as with any change, this will take some time to implement fully. The Undergraduate Studies Committee is planning to distribute an initial course assessment form at the end of the Spring 2022 semester, and will evaluate the feedback over the summer to help inform courses in the upcoming year.
- 5) Further, students at Notre Dame have in the past focused their efforts on final presentation drawings and renderings of design ideas while sometimes neglecting to present the very basic analytical diagrams used to inform these initial design decisions. The Dean and the faculty of the School are confident that the program meets the NAAB requirements, but will be focusing their efforts on requiring students to illustrate their ability and understanding in each area in a clear and concise manner that will be understood by the upcoming NAAB evaluation team.

**IV. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)

**University of Notre Dame, 2021 Update: Must include student work evidence for B.1, B.4, and B.6:**

Supporting documentation, submitted for your consideration as part of the August 2022 revised IPR, is located in the Appendix folder. Files are divided between folders from the original November 2021 submission as well as the August 2022 Resubmission; however, all evidence was in place at the time of the original IPR submission date (November 30, 2021). All supporting documentation is included as evidence of progress towards meeting NAAB criteria. Note that files labeled as samples for B.6 should also be used as evidence to support B.1.

These folders include:



**I.1.3 Social Equity:**

I.1.3\_document-01\_Student Letter to NDSOA on Racial Justice  
I.1.3\_document-02\_ND SoA Equity, Diversity, and Inclusion Statement of Intentions 10.28.2020  
I.1.3\_document-03\_DEI Faculty Task Force and DEI Commission membership  
I.1.3\_document-04\_Buildings & Cities: A Global History of Architecture  
I.1.3\_document-05\_Accessibility Awareness Day - 2021 Schedule of Events  
I.1.3\_document-06\_Philadelphia-DC Fourth Year Studio Travel - 2021 Itinerary  
I.1.3\_document-07\_NOMAS-ND Events  
I.1.3\_document-08\_SAWA-ND Events  
I.1.3\_document-09\_Career Workshop Participants

**B.1 Pre-Design:**

B.1\_syllabus-1\_ARCH 51111  
B.1\_syllabus-2\_ARCH 51111  
B.1\_syllabus\_ARCH 80212  
B.1\_sample-1\_ARCH 51111  
B.1\_sample-2\_ARCH 51111  
B.1\_sample-3\_ARCH 51111  
B.1\_sample-1\_ARCH 80212  
B.1\_sample-2\_ARCH 80212  
B.1\_sample-3\_ARCH 80212  
Sp20 Design Preparation Calendar A  
Sp20 Design Preparation Syllabus A  
Thesis Prep Guide\_2020  
Syllabus Arch. 51111-2020 Two Per  
Younes 5th year undergraduate thesis 2019 Two Per

**B.4 Technical Documentation:**

ARCH 50711\_80711\_syllabus\_sp21\_Two Per  
B.4\_original sample-1\_ARCH 50711-80711  
B.4\_original sample-2\_ARCH 50711-80711  
B.4\_original sample-3\_ARCH 50711-80711  
B.4\_syllabus\_ARCH 50711-80711  
B.4\_Architecture Program Rankings  
B.4\_assignment\_ARCH 50711-80711  
B.4\_sample-1\_ARCH 50711-80711  
B.4\_sample-2\_ARCH 50711-80711  
B.4\_sample-3\_ARCH 50711-80711

**B.6 Environmental Systems:**

ARCH 41121-03\_syllabus\_SP20\_Two Per  
B.6\_syllabus\_ARCH 41121-02\_sp21  
B.6\_syllabus\_ARCH 41121-03\_sp20  
B.6\_syllabus\_ARCH 51121\_sp21  
B.6\_syllabus\_ARCH 81161-81162\_sp21  
B.6\_checklist\_thesis integrative design\_sp21  
B.6\_sample-01\_ARCH 40411\_sp21  
B.6\_sample-02\_ARCH 40411\_sp21  
B.6\_sample-03\_ARCH 40411\_sp21  
B.6\_sample\_team presentation\_ARCH 41121-02\_sp21  
B.6\_sample-1\_ARCH 41121-03  
B.6\_sample-2\_ARCH 41121-03  
B.6\_sample-3\_ARCH 41121-03  
B.6\_sample-01\_ARCH 51121\_sp21  
B.6\_sample-02\_ARCH 51121\_sp21  
B.6\_sample-03\_ARCH 51121\_sp21

B.6\_sample-01\_ARCH 81162\_sp21  
B.6\_sample-02\_ARCH 81162\_sp21  
B.6\_sample-03\_ARCH 81162\_sp21

**Additional Supporting Documentation:**

B.Arch\_SPC Matrix\_fa 21+sp22  
M.Arch\_SPC Matrix\_fa21+sp22

CV Abernathy 2021  
CV Bhattacharyya 2021  
CV Connors 2021  
CV DiMaio 2021  
CV Mazzone 2021  
CV Mesko 2021  
CV Nohelty 2021  
CV Onyango 2021  
CV Perez Hernandez 2021  
CV Polyzoides 2021  
CV Rajkovich 2021  
CV Vitti 2021  
CV Weatherill 2021