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

Chief administrator for the academic unit in which the program is located: Michael Lykoudis, Francis and Kathleen Rooney Dean

Provost: Dr. Thomas Burish, Charles and Jill Fischer Provost

President of the institution: Rev. John I. Jenkins, C.S.C.

Individual submitting the Interim Progress Report: John Stamper, Associate Dean

Name of individual(s) to whom questions should be directed: John Stamper, Associate Dean

Current term of accreditation: 8 year accreditation term January 1, 2016 – December 31, 2023
1. Progress in Addressing Not-Met Conditions and Student Performance Criteria

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). 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) and on the university’s website (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 schoolchildren to visit on fieldtrips, and participating in the Seeking Educational Equity & Dignity (SEED) program.
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.

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.

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.
2. 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, 2018 Response:

Faculty Retirement/Succession Planning and Administration Changes: In December 2017, Professor Dennis Doordan, Associate Dean for Research, Scholarship & Creative Work retired from the University. His teaching responsibilities will be taken over by a new hire, Assistant Professor David Lewis, will join the School in January 2019 to teach the architectural history survey courses. Professor Doordan’s Associate Dean role was filled with the appointment of Associate Professor Krupali Upklear Krusche as Associate Dean for Research, Scholarship & Creative Work, which required her to return to the main campus and vacate her administration position as the Rome Studies Program Academic Director. The Dean appointed Associate Professor of the Practice and Assistant Dean Rev. Richard S. Bullene, C.S.C. as the Rome Studies Program Academic Director and seconded him to Rome. In order to support these changes, the School created a new administration position - Academic Advising and Research Program Director - to support the student advising and research program initiatives of the School. Caroline Maloney joined the School’s administration in the newly created role. The CV’s of the new administration appointments are included in Section 4. Appendix below.

Changes in Enrollment:
The School has, for many years, averaged 40 to 45 students per undergraduate class. In Fall 2017, the admissions yield rate declined resulting in an entering freshman class with only 32 students despite having the same number of applicants and accepted students with architecture intent. As such, new strategies were employed—in particular, targeted messaging, a new opportunity available through the central undergraduate admissions office. This strategy was exceedingly effective as Fall 2018 saw 69 students entering with architecture intent and an additional 9 students taking the first semester architecture course while still considering architecture as a major. It remains to be seen whether the School will return to the rates of attrition common 20 years ago that commonly brought classes from 70 in their first year to 40 in their second or if the relatively low rates of attrition experienced in more recent years will continue.

The significantly increased class size, if it becomes recurrent, may require the School to incorporate class size maximums and other parameters to manage space, faculty, and financial resources.

The School of Architecture has seen some decline in applications and enrollment at the graduate level. New messaging strategies and recruiting strategies are being developed including student-led blogs and alumni and faculty recruiting packets.

Graduate Curriculum:
In the last two years, a revision has been implemented with the graduate preprofessional and nonpreprofessional curriculum. The separation of the classical architecture and urbanism tracks has been eliminated. All of the courses remain and students are encouraged to explore areas of interest, but the unified curriculum format better reflects the School’s mission and holistic approach to design at both the building and urban scales. This curriculum arrangement also allows those students with more varied interests to mix and match their course selections—locally known as an “unbundling” of electives. In addition to this overall modification, a Foundations & Theory course has been added for all students in their first semester. This course is presented in three modules by three different faculty members to expose students to various points of view on
common themes and to provide a structure on which they can place all of their new architectural knowledge. Later in the curriculum, a pre-design course entitled Design Preparation has been added for all M.Arch students to reinforce their analysis, research, and programming skills.

**New Opportunities for Collaboration:**
Beginning in the Fall 2018 semester, the University adopted a new core curriculum. The new core curriculum reflects Notre Dame’s shared vision for a modern Catholic liberal arts education. It takes a student-centered approach that transcends traditional department boundaries and offers undergraduates the flexibility to fulfill requirements in multiple ways over the course of their time at Notre Dame. The impact for the School will be more opportunities to engage the broader University in the fine arts aspects of the School's curriculum. The new pedagogy also encourages development of courses that are multi-disciplinary which will provide the School with opportunities to engage allied disciplines (engineering, psychology, sociology, etc.) in the curriculum.

**Changes in financial resources:**
No significant changes in financial resources.

**Significant changes in educational approach/philosophy:**
No significant changes in pedagogy.

**Changes in physical resources:**
The Matthew and Joyce Walsh Family Hall of Architecture will become the School’s new home in January 2019. The new 100,000 square foot facility is part of the University’s emerging arts district which includes the DeBartolo Performing Arts Center, Charles B. Hayes Family Sculpture Park and the planned Raclin Murphy Museum of Art. Walsh Family Hall will provide updated facilities and technologies that Bond Hall, which was originally designed to serve as the University’s library, does not offer. The new building will boast larger studios to increase interaction between classes, improved display areas for student work, an expanded library, a digital studio with upgraded technology, a historic preservation workshop, a larger auditorium and its basement will serve as the home of one of the University’s three geothermal plants. The expanded library facilities allow the School to continue its close collaboration with Hesburgh Libraries with additional space dedicated to research and the growing archival collection including the recently acquired archives of renowned architect Léon Krier. The Hall of Casts is a gallery and teaching space housing the School’s extensive cast collection which is used by students to view architectural details and learn to sketch multi-dimensional objects.

3. **Summary of Activities in Response to Changes in the NAAB Conditions**

**2014 NAAB Conditions**

**University of Notre Dame, 2018 update:** Not applicable
4. 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)

University of Notre Dame, 2018 update:

REVISED CURRICULA

M. Arch- Track I [preprofessional degree + 54 graduate credits]

| SUMMER       |  |  |
|--------------|  |  |
| ARCH 61011   | Intro to Architectural Representation | 0 |

| FALL (First Term) |  |  |
|------------------|  |  |
| ARCH 71111       | Elements & Principles of Classical Architecture & Traditional Urbanism | 6 |
| ARCH 70211       | History of Rome | 3 |
| ARCH 60311       | Foundations & Theory | 3 |
| Required Course  | (Determined on an Individual Basis) | 3 |

**TOTAL CREDITS 15**

On Campus Semester

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**TOTAL CREDITS 15**

Rome Semester

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**TOTAL CREDITS 12**

| SPRING (Fourth Term) |  |  |
|----------------------|  |  |
| ARCH 81162           | Thesis Studio | 6 |
| ARCH 80711           | Professional Practice | 3 |
| Required Course      | (Determined on an Individual Basis) | 3 |
| Optional Elective Course | 3 |

**TOTAL CREDITS 12-15**

**TOTAL DEGREE CREDITS REQUIRED: 54 minimum-57 maximum**
REVISED CURRICULA

M. Arch-Track II (nonpreprofessional degree + 90 graduate credits)

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**TOTAL DEGREE CREDITS REQUIRED: 90 minimum-96 maximum**
NEW SYLLABI

FOUNDATIONS AND THEORY
ARCH 60311
Professors R. Economakis, P. Bess, S. Younés

Course Description: The course serves as a broad survey of the theoretical underpinnings, essential themes and history of new classical and traditional architecture and urbanism. It is organized in three five-week modules, each taught by different faculty members. The first module (Prof. Economakis) begins with definitions, focusing on the nature of the traditional city, building typology, and traditional architectural expressions, which range from ordinary building assemblages (vernacular) to an intellectualized, poetic vocabulary of forms rooted in straightforward construction (classical). It continues with a description of the contemporary crisis that has resulted from the abandonment of normative urban, typological and formal strategies, and a critique of modern attitudes toward the making of buildings and cities. It is followed by a discussion of the resurgence of classical / traditional architecture and urbanism, and concludes with a summary of traditional analytical and compositional strategies. The second module (Prof. Bess) opens with a discussion of the nature of humanist culture and urbanism and its grounding, by way of Platonic and Aristotelian thought, in the Catholic intellectual tradition. It continues with a description of traditional urban formal order from spatial, anthropological and typological points of view. The third module (Prof. Younés) focuses on a number of themes, beginning with the intellectual history of Modern Traditional Architecture, that is, the reasons that led an international group of architects to cohere a comprehensive reform of architectural practice and education. This reform addressed ecological, urban, architectural matters side by side with a host of cultural productions (e.g. artistic theory, philosophy of history) that frame the intellectual milieu in which architecture is justified. The third module continues to clarify some vital, yet sometimes misunderstood, concepts such as the nature of Modernity and that of Modernism; architectural types, characters and styles; the nature of artistic imitation and invention; and the idea of technique and the distinction between techne and tectonics.

NAAB CRITERIA
A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

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

DESIGN PREPARATION
ARCH 80212
SPRING SEMESTER 2019
Instructors: Prof. Samantha L. Salden Teach

Design is messy and the design process is not always linear. Where to begin? While the range of information, context, and parameters required for an individual project might vary widely one to another, the categories of information that must be considered and the questions that must first be asked are more universal. As a holistic discipline that draws from numerous others, architects must consider a wide variety of factors as they approach a new project and be well-informed in developing strategies for the site, building program, parti, and architectural and/or urban articulation.

In this course, students will explore the preparatory process based on a particular design project type and site selected from a list provided by the instructor. Exposure to multiple project types and locations will expand each student’s understanding of the variety of questions and avenues of inquiry required in design at both the building and urban scale.
Coursework will include in-class lecture and discussion, weekly pin-ups and/or digital presentations of research, and the final compilation of the research and analysis. This course is required of all three year M.Arch students and offered as an elective for other graduate or upper level undergraduate architecture students.

Areas of Exploration
- Codes (building, urban, zoning, local community standards, sustainability, etc.)
- Topographical Concerns—watersheds, preserves, agriculture, flood plains, etc.
- Climate Concerns—wind, temperature, sun angles, seismic, hurricanes
- Site Analysis—context documentation, figure ground, analysis of views, street and spatial hierarchy, identify amenities/benefits as well as challenges, transit analysis, parking analysis where appropriate, kit of parts (Is there a local architectural language? Material palette? If not, what is appropriate?)
- Precedent Analysis—including typological, regional/local, iconic, programmatic, etc.
- Parti, Orientation & Massing Analysis for initial design approaches
- Program development (exploration of sample key spaces, circulation considerations such as courthouse security requirements, support space requirements, service needs, etc.)
- Definition of students' philosophical goals for the project—attitude toward the building type or location
- Particularities of building type—acoustics, lighting concerns, egress, etc.
- Cultural study—what factors impact the proposal? (religious context, nature of typical household makeup in the area, cultural norms (and how they apply to the particularities of the building's function), nature of the institution's culture, if appropriate, historic or broader social issues, etc.
- Site and feasibility analysis—public transportation, housing density, identification of public services, analysis of existing commercial building, etc.
- Landscape elements—plants native to the area, paving materials, etc.
- Resource Implications—available & appropriate technologies, materials, infrastructure, economic support, etc.
- Comparison of historic and contemporary examples—identification of changing expectations, technology, etc. ad their impacts on building and urban design.
- Demonstrate the relationship between various parameters and requirements through parti proposals, etc.
- Materials and building assemblies

NAAB CRITERIA
The Bachelor of Architecture and Master of Architecture programs at Notre Dame are accredited by the National Architectural Accrediting Board (NAAB) as “professional degrees,” ones that satisfy the academic requirements for practice. That accreditation is given on the basis of extensive reviews of the programs. The goal of this class is to enhance the student’s awareness, understanding or ability in the following areas, as defined by criteria established by the NAAB.

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

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

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.
**Name:** Krupali Krusche, Associate Dean for Research, Scholarship & Creative Work; Associate Professor

**Courses Taught:**
- ARCH 51121: Design VIII Thesis (Spring 2018)
- ARCH 34122: Design IV, Rome Studies Program (Spring 2017)
- ARCH 74142: Urban Design I (Spring 2017)
- ARCH 84152: Classical Architecture II (Fall 2016)

**Educational Credentials:**
- Doktoringenieur, Dept. of Preservation and Architectural Design, Technische Universität, Dresden, Germany, 2017
- Master of Architecture, Dessau Institute of Architecture DIA, Hochschule Anhalt, Germany, 2003
- Bachelor of Architecture, L.S. Raheja School of Architecture, India, 2001

**Teaching Experience:**
- Academic Director of the Rome Studies Program, University of Notre Dame, Rome, Italy, 2015-18
- Associate Professor, University of Notre Dame, School of Architecture, 2013-present
- Assistant Professor, University of Notre Dame, School of Architecture, 2006-2013

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

**Licenses/Registration:**
- Licensed Architect, Council of Architecture, India (COA), May 2002

**Selected Publications and Recent Research:**

**Recent Research:**
- "New drawings of the Vatican Belvedere - Reviving the Lost Art of Drawing in the Digital Age", Bibliotheca Hertziana, Max Planck Institute for Art History, November 2018, Rome Italy
- "3D Digital Documentation; From a Field of Specialization to an Interdisciplinary Point of Interaction", National Center for Preservation Technology and Training 2017 3D Digital Documentation Summit, April 2017
- "The Digital Future of World Heritage", Symposium, University of Notre Dame, Rome, April 2014

**Publications:**

**Professional Memberships:**
- International Committee for Documentation of Cultural Heritage (CIPA);
- International Council on Monuments and Sites (ICOMOS) USA;
- International Network for Traditional Building, Architecture & Urbanism (INTBAU): founding member of USA (2007), Germany and India (2004);
- National Trust for Historic Preservation;
- Society of Architectural Historians (SAH)
Name: Rev. Richard S. Bullene, C.S.C., Assistant Dean and Professor of the Practice

Courses Taught:
ARCH 34112: Design III (Fall 2018)
ARCH 51121: Design VIII Thesis (Spring 2018)
ARCH 41121: Design VI (Spring 2017)
ARCH 51111: Design VII (Fall 2016 and Fall 2017)

Educational Credentials:
Ph.D. in Architectural Theory, University of Pennsylvania, Philadelphia, PA, 1994
Master of Science in Architecture, University of Pennsylvania, Philadelphia, PA, 1992
Master of Divinity, University of Notre Dame, Notre Dame, IN, 1981
Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 1976

Teaching Experience:
Academic Director of the Rome Studies Program, University of Notre Dame, Rome, 2018-present
Assistant Dean, University of Notre Dame, School of Architecture, 2004-present
Professor of the Practice, University of Notre Dame, School of Architecture, 2002-present
Assistant Chair, University of Notre Dame, School of Architecture, 2002-2004
Assistant to the Chair, University of Notre Dame, School of Architecture, 2001-2002
Assistant Professor, University of Notre Dame, School of Architecture, 1994-2001
Visiting Assistant Professor, University of Notre Dame, School of Architecture, 1992-1993
Adjunct Instructor, University of Notre Dame, School of Architecture, 1983-1985

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

Licenses/Registration: N/A

Selected Publications and Recent Research:
Publications:

Creative Work:

Professional Memberships: N/A
Name: Caroline Maloney, Academic Advising and Research Program Director

Courses Taught: N/A

Educational Credentials:
Master of Science, Management, University of Notre Dame, Notre Dame, IN, 2014
Master of Arts, Art History, University of Notre Dame, Notre Dame, IN, 2013
Bachelor of Arts, Art History and Anthropology, University of Notre Dame, Notre Dame, IN, 2012

Teaching Experience: N/A

Professional Experience:
Academic Advising and Research Program Director, School of Architecture, University of Notre Dame, June 2018-Present
Undergraduate Academic Coordinator, School of Architecture, University of Notre Dame, Dec. 2014-June 2018

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships: N/A
Name: Lisa Marie (Lombardi) LoGiudice, Assistant Professor

Courses Taught:
ARCH 51113: Concept Design: Tools and Methodology (Fall 2018)
ARCH 21111: Design I (Fall 2017 and Fall 2018)

Educational Credentials:
Master of Architecture, Yale University, New Haven, CT, 2011
Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2006

Teaching Experience:
Assistant Professor, University of Notre Dame, 2017-present
Teaching Assistant, Yale University, School of Architecture, 2010
Teaching Assistant, University of Notre Dame, School of Architecture, 2005-2006

Professional Experience:
Project Designer, Perkins + Will, Boston, MA, 2015-2017
Designer, William Rawn Associates, Boston, MA, 2012-2013
Designer, Pelli Clarke Architects, New Haven, CT, 2010-2012
Designer, Albert Righter & Tittman, Boston, MA, 2007-2009
Intern, Peter Pennoyer Architects, New York, NY, 2006-2007

Licenses/Registration: N/A

Selected Publications and Recent Research:
Publications:
Retrospecta 2010- 2011 : Gateway to a Maritime Town, Retrospecta 2009-2010: Chair
New Classic American Houses, April 2008, watercolor rendering
Maine HOME & DESIGN Magazine, November 2008, watercolor rendering

Recognitions:
Clarke Family Scholarship, Outstanding Design and Academic Performance,
Yale School of Architecture
H.I. Feldman Prize Nominee, strongest project in the Scolari Advanced Studio,
Yale School of Architecture
International Contemporary Furniture Fair, Chair prototype selected for exhibition
Dean’s Award for Design Excellence in Architecture, overall excellence in a thesis
project, University of Notre Dame

Professional Memberships: N/A
Name: Giuseppe Mazzone, Assistant Professor

Courses Taught:
ARCH 11011: Graphics I: Drawing (Fall 2017 and Fall 2018)
ARCH 21111: Design I (Fall 2018)
ARCH 21121: Design II (Spring 2018)

Educational Credentials:
Post Doctorate in Digital Visualizations, Marquette University, College of Engineering, Milwaukee
Ph.D. in Philosophy of Architecture, University of Wisconsin Milwaukee, School of Architecture and Urban Planning, Milwaukee, WI, 2014
Laurea quinquennale in Architecture (equivalent to B.Arch + M.Arch), Polytechnic of Bari, School of Architecture, Bari, Italy, 2006
International Workshop on Accessibility of Archaeological Sites, Castellammare di Stabia, Naples, Italy, 2006

Teaching Experience:
Assistant Professor, University of Notre Dame, 2017-present
Adjunct Faculty, University of Wisconsin Milwaukee, School of Architecture and Urban Planning, Milwaukee, WI, 2011-2014
Teaching Assistant, University of Wisconsin Milwaukee, School of Architecture and Urban Planning, Milwaukee, WI, 2008-2010

Professional Experience: N/A

Licenses/Registration: European Architectural License, 2007

Selected Publications and Recent Research:
Publications:
Recupero delle acque piovane per uso domestico nell’area mediterranea (text, Chapter 5; drawings, Chapters 4, 5, 6, 7)

Recent Research:
Graphic reconstruction of the Parthenon’s West Frieze (to be completed in Summer 2019); Milwaukee, WI
Analysis and reconstruction of Santa Maria in Lisbon by Guarino Guarini (work in progress)
The Method of the Radial Planes—a new approach for casting shades and shadows on rotation solids (unpublished)
An alternative graphic method to draw perspectives with variable number of vanishing points (unpublished)

Professional Memberships:
Society of Architectural Historians, member 2017-present
Name: Prof. John Odhiambo Onyango, Associate Professor

Courses Taught:
ARCH 41111: Design V (Fall 2018)
ARCH 41121: Design VI (Spring 2018)
ARCH 53413: Energy Performances of Buildings (Spring 2018)
ARCH 70411: Environmental Building Systems I (Fall 2018)
ARCH 70441: Environmental Building Systems II (Fall 2017)

Educational Credentials:
Ph.D. in Architecture, University of Glasgow, Glasgow, Scotland, 2013
Master of Architecture, University of Notre Dame, Notre Dame, IN, 1999
Bachelor of Architecture, University of Nairobi, Nairobi, Kenya, 1992

Teaching Experience:
Associate Professor, University of Notre Dame, Notre Dame, IN, 2017 – Present
Assistant Professor, University of Miami, Miami, FL, 2011-2016
Lecturer, Queens University, Belfast, UK, 2008–2011
Lecturer, United Arab Emirates University, Abu Dhabi, United Arab Emirates, 2002–2006

Professional Experience:
Vice President, Nile Inc., GA, 2001 – 2002
CAD Architect, Yong Pak & Associates; Atlanta GA, 2000 – 2001

Licenses/Registration:
UK [ARB 064536B], 1998
Kenya, [1229], 1994

Selected Publications and Recent Research:
Publications:

Grant-Funded Research:
“ND-Zero Energy Mass Customized Homes (ND-ZenMass)” $14,932 grant from the University of Notre Dame, 2017

Professional Memberships: N/A
Name: Julio Cesar Perez Hernandez, Associate Professor of the Practice

Courses Taught:
ARCH 41111: Design V (Fall 2017 and Fall 2018)
ARCH 41121: Design VI (Spring 2018)

Educational Credentials:
Loeb Fellow, Harvard Graduate School of Design, Harvard University, Cambridge, MA, 2002
Master of Architecture, University of Havana, Cuba, 1982

Teaching Experience:
Associate Professor of the Practice, University of Notre Dame, Notre Dame, IN, 2017– Present
Visiting Professor, Academy of Fine Art, Berlin, Germany, 2015
Wilbur Marvin Visiting Scholar, Harvard University, Cambridge, MA, 2013
Visiting Professor, University Federico II, Naples, Italy, 2011
Thomas P. Johnson Visiting Scholar, Rollins College, Orlando, FL, 2011
Visiting Professor, International Academy on Urbanism, Neukloster, Germany, 2007
Adjunct Professor, School of Architecture, University of Havana, Cuba, 1998-2006
Adjunct Professor, Boston Architectural College, Boston, MA, 2003-2005
Design Studio Critic, School of Arch/Cornell University, Ithaca, NY, 2003
Visiting Professor, MIT, Cambridge, MA, 2002

Professional Experience:
Consultant, DPZ’s Downtown Birmingham Master Plan, Birmingham, MI, 2014
Principal & Creative Director Caesar Studio, Architects and Planners, 2006-2017
Community Architect, San Antonio de los Baños (SAB), Havana, Cuba, 1996-2001
Consultant, Varadero International Business Center project. Havana, Cuba, 1999
City Architect, Planning & Architecture Department. SAB, Havana, Cuba, 1984-1996
Design Architect, Provincial Department of Projects. Havana, Cuba, 1982 – 1984

Licenses/Registration: Havana, Cuba 1982-present

Selected Publications and Recent Research:
“Putting Tradition into Practice: Heritage, Place and Design. Springer, Italy, 2017
“On Tradition and Timeless Architecture: Teaching at Notre Dame”, CAN, NY
“Master Plan for Havana: An Encounter with JC. Pérez”, Progressive Planning 179
“Teaching Arch.in the Age of Globalization”, Int. Conference on Education, Portugal

Recent Research:
Architectural and Urban Design in an Age of Climate Change

Professional Memberships:
National Academy of Housing & Cities, Washington D.C., USA. Honorary Fellow
International Advisory Board. Havana Heritage Foundation, New York, USA
International Society of Bio-Urbanism Scientific Committee, Rome, Italy
I.N.T.B.A.U. Cuba Chapter (Int. Network for Traditional Building, Arch.& Urbanism)
C.E.U. Cuba Chapter (Council for European Urbanism) and ICOMOS Cuba
Name: Judith DiMaio, FAIA, FAAR, RAAR, Visiting Professor

Courses Taught:
ARCH 34212: Roman Urbanism & Architecture I (Fall 2017 & Fall 2018)
ARCH 84312: Italian Classicism (Fall 2017 & 2018)
ARCH 34222: Roman Urbanism & Architecture II (Spring 2018)
ARCH 74322: Italian Urbanism (Spring 2018)

Educational Credentials:
The Buckley School of Public Speaking, Executive Seminar, Camden, SC, 2011
Master of Architecture, Harvard University, Graduate School of Design, Cambridge, MA, 1975
Bachelor of Architecture, Cornell University, Department of Architecture, Ithaca, NY, 1975
Bachelor of Arts with a Major in Art, Bennington College, Bennington, VT, 1972

Teaching Experience:
Visiting Professor, University of Notre Dame, Rome, Italy, 2017–Present
Dean, Tenured Professor, New York Institute of Technology, School of Architecture and Design, New York, NY, 2001-present

Professional Experience:
Honors & Awards:
Elected to the College of Fellows at the American Institute of Architects (FAIA), 2013
Distinguished Achievement Award, New York Society of Architects, 2013
First Colin Rowe Resident in Design, American Academy in Rome (RAAR ’09), 2009
Invited to testify to the National Planning Commission in Support of the WWII Memorial on the Mall, Washington, D.C., 2002
Rome Prize in Architecture, American Academy in Rome (FAAR ’78), 1977-78

Licenses/Registration: New York, no. 023641 (1993-present)

Selected Publications and Recent Research:
Publications:
Contributor, Paesaggio Urbano, February 2011: “The Venice Biennale, 2010; Something Has Gone Terribly Wrong.”
Contributor, Pocket Guides: City Secrets, Florence and Venice and the Towns of Italy, 2001. Editor, Robert Kahn; Publisher: The Little Book Room.
Contributor, Pocket Guides: City Secrets, Rome, 2000. Editor, Robert Kahn; Publisher: The Little Book Room.

Recent Research:
Conference on Urban Design and the Legacy of Colin Rowe, Rome, Italy, 2014: Presented the lecture, "Rowe’s Roma Intorrotta Text; the Lost and Unknown City, bits and Pieces" and led the walking tour, "In the Footsteps of Colin Rowe: Unexpected Places."
Invited Juror, Zerofootprint Re-skinning Awards, Toronto, Canada
As co-founder of eDomus Africa: Housing for Education: Schematic design for dormitories at Ashesi University, Accra, Ghana

Professional Memberships: American Institute of Architects (AIA)
Name: Jonathan James Morrell Weatherill, Visiting Associate Professor of the Practice

Courses Taught:
ARCH 34112: Design III (Fall 2018)

Educational Credentials:
RIBA Part 1, Architectural Association School of Architecture, London, 1993
Professional Qualification as Architect in Italy, University of Ferrara, 2003

Teaching Experience:
Visiting Associate Professor of the Practice, University of Notre Dame, Rome, Italy, 2018-present
Teaching of Urban Design Workshops, The Prince of Wales’s Institute of Architecture, 1999-2000
Visiting Critic, Graduate School, The University of Miami School of Architecture, 1998
Summer School teacher, The Prince of Wales’s Institute of Architecture, 1998

Professional Experience:
Principal of own practice, 2003-present
Associate, Studio Bontempi, Parma, 1999-present (ongoing collaboration)
Principal, Atelier GW Architects, Milan, 2015-2018
Lead Architect, MSC Associati, Milan, 2016-2018
Senior Architect, Studio Rossi Cattaneo, Milan, 2013-2015
Project Manager, Oltrefrontiera Progetti, Barlassina (Province of Monza and Brianza), 2011-2013
Associate, Dante O. Benini Partners Architects, Milan, 2002-2003
Assistant, Studio Bontempi, Parma, 1994-99
Assistant, Camilo Cortesao & Associados Arquitectos, Oporto, 1992-1993
Assistant, Studio Bontempi-Reboldi, Milan, 1988-1989

Licenses/Registration:
Architect registered with Ordine degli Architetti della provincia di Monza e Brianza, no. 1858

Selected Publications and Recent Research:
Proposals for Sala Baganza and the Rocca Sanvitale, edited by J. WEATHERILL (Sala Baganza: The Prince of Wales’s Institute of Architecture, 1998)

Professional Memberships:
Member of the Lombard Historical Society (Società Storica Lombarda)
Name: Jennifer “Jenny” Bevan, Visiting Assistant Professor

Courses Taught:
ARCH21121: Design II (Spring 2018)
ARCH71141: Classical Architecture I (Spring 2018)

Educational Credentials:
Master of Architecture, University of Notre Dame, Notre Dame, IN, 2012
Bachelor of Science Architecture, University of Virginia, Charlottesville, VA, 2005

Teaching Experience:
Visiting Assistant Professor, University of Notre Dame, Notre Dame, IN, Spring 2018

Professional Experience:
Partner and Designer, Bevan & Liberatos, Charleston, SC, 2010-present
Co-director, Engelsberg School of Classical Arch, Sweden, 2016-present
Designer, Moule & Polyzoides Architects and Urbanists, 2012-2014
Draftsman, Moor & Associates, Vero Beach, FL, 2005-2007

Licenses/Registration: N/A

Selected Publications and Recent Research:
“A Vision for Civic Conservation” Traditional Building Magazine, October 2015
Speaker. “Our Disposable Architecture”, TEDx Charleston 2015, Embrace Chaos
A Vision for Civic Conservation: Local Traditions Build Sustainable Communities, Co-author, 2014
“Charleston’s First Architectural Sources: Pre-revolutionary Architecture Books at the Charlestown Library Society”
“Victory in Charleston,” Architecture Here and There, November 19, 2014
“Architecture’s Slap in Charleston’s Face,” The Providence Journal, July 2, 2014
Speaker. The Institute of Classical Architecture Charleston Chapter Lecture, “What is Classicism and Why it Matters to Charleston”, 2012
“Quantity meet Quality,” Charleston Home Magazine. Fall/Winter 2009, pgs 61-63. Published designs.

Professional Memberships: N/A
Name: Maureen Code, Adjunct Assistant Professor of the Practice

Courses Taught:
ARCH11011: Graphics 1: Drawing (Fall 2016)

Educational Credentials:
Master of Architecture, Yale University, New Haven, CT, 2012
Bachelor Architecture, University of Notre Dame, Notre Dame, IN, 2008

Teaching Experience:
Adjunct Assistant Professor of the Practice, University of Notre Dame, Fall 2016
Teaching Assistant, Yale University, New Haven, CT, Spring 2012

Professional Experience:
Owner/Architect, Studio Code, Chicago, IL, 2016-present
Freelance Watercolorist, Chicago, IL, 2013-present
Architectural Renderer, Yale Urban Design Workshop, 2011
Architecture Professional, Torti Gallas and Partners, Washington, DC, 2008-2010

Licenses/Registration: Licensed Architect, State of Illinois

Selected Publications and Recent Research: N/A

Professional Memberships: The Arts Club, Chicago; American Association of University Women

Name: Brendan Hart, Adjunct Assistant Professor

Courses Taught:
ARCH34122: Design IV (Spring 2017)

Educational Credentials:
Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2012

Teaching Experience:
Adjunct Assistant Professor, University of Notre Dame, Rome, Italy, Spring 2017

Professional Experience:
Associate, Robert A.M. Stern Architects, New York, 2015-present
Intern, Andrew Skurman Architects, New York, summer 2011
Intern, Blitch/Knevel Architects, New Orleans, Summer 2010

Licenses/Registration: New York application in process

Selected Publications and Recent Research: N/A

Professional Memberships: Institute of Classical Art and Architecture (ICAA)
Name: Meeghan Hart, Adjunct Assistant Professor

Courses Taught:
ARCH34122: Design IV (Spring 2017)

Educational Credentials:
Bachelor of Architecture, University of Notre Dame, Notre Dame, IN, 2012

Teaching Experience:
Adjunct Assistant Professor, University of Notre Dame, Rome, Italy, Spring 2017

Professional Experience:
Associate, Peter Pennoyer Architects, New York, 2012-present
Architectural Intern, Wight & Company, Darien, IL, summer 2011
Architectural Intern, Architecture Design Group, South Bend, IN, 2010-2011

Licenses/Registration: Licensed Architect, State of New York

Selected Publications and Recent Research: N/A

Professional Memberships: Institute of Classical Art and Architecture (ICAA)

Name: Maddalena Scimemi, Adjunct Professor

Courses Taught:
ARCH34322: Architectural History IV (Spring 2016, 2017, 2018)

Educational Credentials:
PhD, History of Architecture and Urban Design, Iuav University of Venice, 2003
Undergraduate Degree in Architecture, Iuav University of Venice, 1998

Teaching Experience:
Adjunct Professor, University of Notre Dame, Rome, Italy, Spring 2016, 2017, 2018
University of Virginia, Venice Program; 2012-2015
University of San Marino, 2009-present
Iuav University of Venice, 2005-present
Roma Tre University, 2011-2015

Professional Experience:
Curator, various galleries in Venice and Rome (1999-present)

Licenses/Registration: N/A

Selected Publications and Recent Research: many print publications (articles, essays, books, commentaries) since 1998; Scientific collaboration with the Archivio del Moderno, Mendrisio, Scuola Normale Superior (Pisa), Iuav University of Venice, Fondazione CISA A. Palladio (Vicenza)

Professional Memberships: N/A
Name: Paolo Vitti, Adjunct Professor

Courses Taught:
ARCH74211: Urban History of Rome (Spring 2018)
ARCH34322: Architectural History IV (Spring 2018)

Educational Credentials:
PhD, History of Architecture, Aristotle University, Thessalonica, Greece, 2013
Specialization Degree, Sapienza University, Rome, 1996
Undergraduate Degree in Architecture, Sapienza University, Rome, 1990

Teaching Experience:
Adjunct Professor, University of Notre Dame, Rome, Italy, 2018-present
Visiting Professor, Roma Tre University, 2015-present
Adjunct Instructor, University of Rochester, 2011-present
University of Notre Dame, Spring 2017
University of Siena, 2017-2018
Tutor, University of Rome Sapienza, 2002-2015
Instructor, University of Padua, 2015
Instructor, University of Salerno, 2013

Professional Experience:
Architect and historian with over thirty years of experience in areas of ancient and modern architecture, restoration of cultural heritage sites and museography,

Licenses/Registration: N/A

Selected Publications and Recent Research:

Professional Memberships: N/A