National Architectural Accrediting Board, Inc.

2024 Visiting Team Report

University of Notre Dame
School of Architecture

B.Arch.
Track: 5-year program, 165 credit hours

M.Arch.
Track: 2-year program, 54 credit hours
Track: 3-year program, 93 credit hours

Continuing Accreditation Visit
April 14-17, 2024

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank both programs and all the people involved who contributed to providing valuable information prior to and during the visit. In particular, we acknowledge and thank Prof. John Mellor, Director for NAAB Accreditation, who, with the help of faculty and staff, gathered all the materials we needed to conduct our assessment. We want to thank all the other administrators: Prof. Richard Bullene, Director for the Rome Global Gateway Program; Prof. Samir Younes, Associate Dean for Faculty Affairs and Curriculum; Samantha Salden Teach, Assistant Dean for Graduate Studies; Stefanos Polyzoides, Dean of the School of Architecture; Dr. Jim Frabutt, Senior Assistant Provost; Dr. John McGreevy, Provost; and Rev. John I. Jenkins, President. We also thank all the faculty, students, and staff, including those currently based in Rome, as well as the alumni, and other administrators for sharing with us their perspectives about their program.

We found that the students are engaged and committed to the learning experience, enthusiastic about the respective programs, fully embracing of the mission, intellectually mature, and willing to contribute to its on-going improvement. Alumni are very proud of their alma mater and grateful for the preparedness they achieved for their professional careers. Faculty are committed to providing a quality architectural education with an emphasis on classical and traditional architecture and urbanism, as well as the technical skills required for job-ready graduates. The team found particularly remarkable the level of instruction in the area of history and theory, as well as in the increasingly rare art of free-hand drawing and sketching. We appreciated faculty collective efforts in enacting a humanistic, environmentally conscious, and community-driven approach to architecture, design, and urbanism. Staff are very proud of their work and of their contributions to support the programs, expressing a distinct spirit of teamwork.

The programs have made progress since the last accreditation visit in 2016 by improving the curriculum, taking significant steps in following up with the assessment and recommendations of the 2018 Unit Review conducted through the university, and with the help of external reviewers. The compilation and publication of the volume *An Architectural Pedagogy for the Twenty-First Century* (2024), is a testament to the school's commitment to continuous improvement, and efforts to clarify its identity and chart its educational growth for the future.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

PC.5 Research and Innovation
PC.8 Social Equity and Inclusion
SC.5 Design Synthesis
SC.6 Building Integration

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

Previous Team Report (2016): 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).

2024 Team Analysis:
It is stated in the summary of program activities, as reported in the APR and verified through the visit, that the School of Architecture and the University of Notre Dame at large have made efforts and continues to work towards the unified goal of social equity.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include 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 the 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.

Previous Team Report (2016): 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.

2024 Team Analysis:
The programs report that they have been reviewing the curriculum to consider changes that might bolster instruction in pre-design and technical integration. With the introduction of the 2020 Conditions, the requirements of the former SPC B.1 are closely aligned with SC5 of the 2020 Conditions. Since 2018, the school has shifted efforts from meeting this SPC toward a new emphasis on pre-design research, regulatory and user requirements, and the environmental impact of design decisions. In 2019, the M Arch course, ARCH 80212 Design Preparation, was added to the curriculum and continues to be taught. In the B.Arch. program, the pre-design packet assignment for undergraduates, in the fall of the fifth year, has been strengthened to meet the pre-design criteria.

Much of the ARCH 80212 learning goals closely follow the previous Pre-Design criteria and are assessed as a component of SC 5. The team reviewed the evidence found in the narrative and syllabus, learning goals, benchmarking, and assessment. This criterion is now met for the B.Arch.

B.4 Technical Documentation: *Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building 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. In particular, evidence of student preparation of outline specifications was not found.

2024 Team Analysis:
The program demonstrates that it has reinforced instructions in preparing outline specifications and design detailing through coursework, lectures, quizzes, exams and assignments in ARCH 80711, Professional Practice for 2-yr and 3-yr M.Arch. ARCH 50711, Professional Practice for B.Arch., ARCH 81162, Thesis for M.Arch. and 51121, Design for B.Arch. Design studios have increased the inclusion of section details as part of the curriculum. Also, the Architectural Library has created a new Makerspace with 3D printing capabilities, which assists the students with the physical modeling of their design projects during studio time. More details on this Makerspace can be found in section 5.6.4.

B.6 Environmental Systems: *Understanding of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.*

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.

2024 Team Analysis:
The program includes supporting evidence demonstrating the use of passive and solar systems through lectures, syllabus, workshop and schedule. ARCH 81162 Thesis Studio for M.Arch. and ARCH 51121 Design VIII for B.Arch. show a full integrative design with an emphasis on environmental systems. ARCH 40411 and 50419 for B.Arch. students, and ARCH 70411 and 70419 for M.Arch. students, cover principles of environmental systems design, lighting and acoustics. Most of the students' understanding in this area is demonstrated in Section B.1 pre-design of their thesis project. The programs report that they have purchased a software program, Sefaira, for each workstation to provide students with more resources to aid in evaluation of measurable environmental impacts.

IPR Board Review (2023): Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 15, 2023, the five-year Interim Progress Report (IPR) was rejected "as not having corrected deficiencies or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. The report does not present evidence of substantial progress made on addressing Condition I.1.3 Social Equity, and student work samples do not demonstrate achievement at the prescribed level for the following SPCs:

- B.1 Pre-Design (B.Arch.)
- B.4 Technical Documentation (B.Arch. and M.Arch.)
- B.6 Environmental Systems (B.Arch. and M.Arch.)

Consistent with the 2015 Procedures, Section 10.1.d.ii. Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year, thereby shortening the term of accreditation, and is now scheduled for spring 2024."

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2024 Team Analysis:
The program reports that the initial response to the 2020 Conditions occurred at the administrative and committee level. It was evident that the school needed to: 1) place a greater emphasis on measurable impacts and outcomes of design decisions and the analysis skills to illustrates fully integrated design; 2) be more deliberate in its approach to sustainability and climate change issues; 3) take a deeper look at the curriculum of both degrees and define the expectations at each level of the student's education, and 4) create a deliberate process for cyclically assessing student achievement through goal setting and benchmarking.

In 2020, the Undergraduate Studies Committee and the Assistant Dean for Graduate Studies started the work to re-align the curriculum with the 2020 Conditions. Faculty began implementing the new matrix with its PC and SC criteria in the fall of 2020. In subsequent semesters, adjustments to the matrix and assigned criteria continued. In the fall of 2021, the dean formed the Undergraduate Curriculum Review Committee, charged with conducting a thorough review and documentation of the undergraduate

curriculum. Based on the success of this endeavor, the Assistant Dean of Graduate Studies has undertaken a similar review of all of the graduate programs.

Only a few curricular changes have occurred since the last visit in 2016, specifically:

1. The architectural writings course was eliminated. Instead, a global architectural survey course was proposed to provide an introduction toward understanding theory in a more integrated way.
2. Changes to the history/theory curriculum were instituted. The undergraduate four-course sequence was changed from a two-semester survey course and a two semester Roman history/theory class to a history/theory sequence. The two-course sequence of the graduate program was entirely redesigned in its content and methodology.
3. COVID-19 demanded dramatic temporary changes in instruction, particularly the travel restrictions that prevented students from participating in the normal curricular year-long Rome (Italy) experience. Students received in-person instruction on the main campus attempting to recreate the Rome experience virtually.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Team Findings:
☒ Met

Program Summary Statement of 1 – Context and Mission
We are an architecture school, housed within a larger Catholic academic community that is dedicated to the pursuit and sharing of truth for its own sake. Our mission is to educate students in the principles of traditional architecture and urbanism and to address the critical issues facing the built environment today. Through our teaching, research, professional activity, and public service, we design and build places where Nature, the sense of place, the particulars of regional traditions, the composition of edifices, and solid construction are of paramount importance. We believe architecture's greatest triumphs and humanity's finest moments lie ahead. Our aim is to design with excellence and in accordance with ethical principles, to improve how people live together (urbanism) and build (architecture) in the rich multi-cultural context that defines today's world.

2024 Team Analysis:
The University of Notre Dame (UND) was founded in 1842 by the Congregation of the Holy Cross, a Catholic organization. Its initial classical collegiate curriculum included courses in Latin, Greek, English,

history, mathematics, poetry, and philosophy. Notre Dame was the first Catholic institution of higher learning in the United States to establish programs in law, engineering, and architecture. Within an academic environment centered on Catholic values, UND scholars are pursuing research in the sciences, engineering, peace studies, and the humanities. UND enjoys strong external research funding which grew between 2004 and 2021 from $78 million to $244 million. Since June 2023, UND is a member of the Association of American Universities, a consortium of the nation's leading private and public research universities. This combination of a liberal arts and humanities-centered curriculum and research agenda with the perspectives of professional programs has shaped the ethos of UND over the decades and it is what influences the mission of the architecture program.

The UND School of Architecture mission is about educating students in the principles of traditional and classical architecture and urbanism and to address the critical issues in today's built environment. In teaching; research; professional activity; and public service; faculty and students of the school strive to envision places in harmonic relationship with the natural environment, a sense of place, leveraging regional traditions and principles of classical design composition, as well as relying on tenets of solid construction. Overall, the UND School of Architecture aims at demonstrating that tradition and modernity are not opposite. Students at the UND School of Architecture are exposed to a liberal arts education, with instruction in studio art, history, science, engineering, philosophy, theology, writing, and the humanities. A broad and rigorous core curriculum allows for diverse paths of learning experience and prepares students for critical thinking and creativity.

An overseas studies experience is a required component of the degree programs, while more than 80% of all UND students participate in service or service learning. Many events and activities are hosted by the school to engage students and faculty in practice, service, and life-long learning. The school encourages participation for faculty in professional societies of architecture and urbanism, such as the AIA, ICAA, INTBAU, and CNU, and, for students, in organizations such as the AIAS, SNU, SAWA, and NOMAS. The school also publishes a journal, *ANTA,* and grants annual awards, the Richard H. Driehaus Prize and the Henry Hope Reed Award Prize, to recognize achievements in the practice of traditional architecture and urbanism around the world.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings:
☒ Met

2024 Team Analysis:
Design: The architecture program at large demonstrates its dedication to inclusive teaching and placemaking. Through teaching a broad range of traditional architecture and urbanism, the program prepares students with a deep understanding of better, safer, and more resilient design. Students have a unique immersive experience in Rome, which helps students develop understanding of the complexity of architectural design and urbanism at a global scale. The final semesters prepare students from the academy for the profession. The shared culture of design is also promoted through a series of extracurricular activities throughout the school including lecture series, student organizations and publications, faculty publications, the dean's charrettes, and other semi-annual publications and annual awards.

Environmental Stewardship and Professional Responsibility: The program demonstrates its dedication to training students to be future leaders to return the world to a state of balance in the built environment. Environmental stewardship is addressed as part of the technical sequence of courses addressing PC.3, and, as a critical component of the study of urbanism, balancing relationship between the built and the natural world while providing for the health, safety, and welfare of the public. The UND former and current dean wrote "Twelve Points of 21st Century Pedagogy," which includes a commitment to environmental stewardship and the program's responsibility to train new members of the architecture profession. The school and the university have committed to initiatives meant to bring their campus to carbon neutrality by 2050, with LEED certification for all new campus buildings. In 2022, the school initiated a more formalized approach to course assessment.

Equity Diversity & Inclusion: The program responds to the needs of promoting equity, diversity, and inclusion not only through the school, but also within communities beyond the program. This value is addressed through financial assistance and the program's pedagogy. Evidence of this value in the financial context can be found through the assistance of the Office of Financial Aid for undergraduate students, and by developing the school funding for students in financial need in the graduate program. Evidence of this was also found in the history sequence across five semesters as well as allowing the application of this value within design studios addressing many differing cultures, environments, and contexts. The program is committed to, and embraces, this value, even though its execution is not yet sufficiently assessed, relative to meeting the PC.8 criterion.

Knowledge and Innovation: Consistent with the school's mission, the students pursue new knowledge through in-depth studies of historic precedents in order to learn valuable lessons to tackle contemporary problems and develop new knowledge, especially on topics that form the school's research agenda, such as urbanism and housing, technology and visualization, healthy and sustainable built environments, history and theory, and sacred architecture. Innovation is pursued in the various fields of urban planning, densification, durability of construction, disaster mitigation, and adaptive reuse. The program is committed to, and embraces, this value, even though the execution for the "innovation" part is not yet sufficiently achieved, relative to meeting the PC.5 criterion.

Leadership, Collaboration, and Community Engagement: The program stated that the school highly values the development of leaders in our profession. The school believes that the studio provides a

context for the fostering of individual responsibility for collaboration, intellectual growth, and critical thinking skills. In the fourth- and fifth-year B.Arch. studios, students are placed in a group context to define and collaborate on a common goal. The school has engaged in master planning collaboration with planning and development professionals for underserved communities. Furthermore, students have been involved in designing charettes with faculty and allied professionals in towns and cities of the upper Midwest. The team was presented with a series of annotated planning reports. Other opportunities for leadership and collaboration are available from the extracurricular organizations such as AIAS, SAWA, NOMAS and CNU.

Lifelong Learning: The program covers broad learning of professional practice through courses ARCH 50711 and ARCH 80711. It addresses lifelong learning through workshops for writing resumes and sponsors an annual career and internship fair. The faculty guides the students and provides one on one career advice and steps to licensure. Students are exposed to the history of architecture in other built environments by studying and traveling abroad. Also, UND joined the Professional Advisory Bureau, a program initiated by AIA Indiana to connect AIA mentors with professional degree students. The university provides career-related services through the Meruelo Family for Career Development and exposes the students to real world situations through lectures and extra-curricular activities.

The team verified, through conversations with faculty, students and staff, that the program (B.Arch. and M.Arch.) is committed to addressing these values in its long-range planning and to continually assess their inclusion within the program's culture and pedagogy.

3—Program and Student Criteria (*Guidelines*, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: Students have the opportunity to gain an understanding of alternate career paths by choosing concentrations in Architectural Practice and Enterprise, Furniture Design, or Preservation and Restoration. Further, 60+ minors are available to broaden related knowledge or alternative career opportunities. ARCH 50711 and ARCH 80711 Professional Practice are currently taught by the Licensing Advisor. Often, presenters that are practicing allied professionals share their experiences. The learning goals, assessment, and benchmarking is sound, with planned improvements to the lecture participation and formalized assessment. NCARB pass rates are routinely tracked and evaluated. Graduating students and employers are surveyed for skills and preparation for entrance and placement in the profession. The evidence was found in the APR and through conversations with administrators, faculty, and students.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: The program has clearly defined its design philosophy: the principles of *civitas* (the full architectural expression between the vernacular and the classical). The curricula are structured to teach students the design process that integrates the understanding of traditional architecture, urban elements, global building traditions, and contemporary approaches. The program has provided a scaffolded structure for students to gain design skills and learn how to design at different scales, from buildings to cities to the tectonic detail. The curriculum gradually advances students from foundation courses to lower-level studio, followed by an immersive experience in Rome (Italy), then advanced studios that focus on applying design knowledge on user and regulatory requirements to solve real-world problems, and finally the culmination of architectural education in the thesis studios. Students have the opportunity to participate in various extracurricular activities such as lecture series, project tours, research travels, and design charrettes. The program has implemented a formalized approach for assessment and benchmarking in Fall 2023. The visiting team have found sufficient evidence in the assessment process, which is performed on a recurring basis. In the spring of 2022, the school started a more structured course assessment process, with a series of questionnaires to faculty. In May 2022, a preliminary report by the Curriculum Review Working Group was issued. In 2023, the faculty met at the end of the spring semester to discuss. Based on these initial activities, the faculty began implementing strategies for assessment and benchmarking in the fall of 2023, including the use of assessment report tables and grading rubrics for SCs and PCs. Assessment results have been used to revise and improve learning outcomes and pedagogy of each design studio. Details were included in the APR.
The evidence was found in the APR and through conversations with administrators, faculty and students.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: The programs meets this program criterion through building technology and environmental systems sequences. The courses act as the primary evidence for this criterion with assessment points such as drawing assignments, model assignments, and material assembly and durability assignments found within the Building Technology courses; projects found within the Environmental Systems courses; and exam questions present across both course sequences. Clear benchmarks are set by each program, and most of these benchmarks have been met. The team evaluated the assessment in a number of courses for both the BArch and the M.Arch., namely for ARCH 20411, 40411, 40421, 50419 and ARCH 60411, 60421, 70411, 70419, respectively. In the instances that a particular result did not meet the targeted benchmark, improvements were made to provide resources or to improve exam results, such as in the case of ARCH 60411 Building Technology 1 at the M.Arch. level. The evidence was found in the APR and through conversations with administrators, faculty, and students.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: The programs offer a particularly robust history & theory sequence of courses: seven courses in the B.Arch. program (two of which devoted to Roman architecture and urbanism), five courses, plus one elective from a history and theory pool of courses in the M.Arch. program.
In the B.Arch. program, ARCH 10211 Global History of Architecture provides a good overview of the histories and theories of architecture and urbanism, within a framework of diverse social, cultural, economic, and political contexts, nationally and globally. This course was introduced in 2022-23 to replace an introductory architectural writings and theory course. The change was a result of the assessment process conducted by the program at large, where the exposure of students too early in the curriculum to theories emerged as a clear shortcoming. In so doing, the new course allowed the program also to offer a learning experience that is more articulated for cultural diversity in time and place. In the M.Arch. program the criterion is met primarily through ARCH 60211 and ARCH 60221.In both cases, B.Arch. and M.Arch., the program has a sound assessment process. The team was able to find assessment points, methods, benchmarks, results, and planned improvements. The evidence was found in the APR and through conversations with administrators, faculty, and students.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

B.Arch. Team Findings:
☒ Not Met
M.Arch. Team Findings:
☒ Not Met

2024 Team Analysis:
The architecture program, in line with a 2021 report that describes the school's research efforts, offers both undergraduate and graduate students opportunities to work with faculty on research projects. Students can also engage in research in their capstone projects for minors or for the thesis project. Individual student research is often supported by travel, funded by competitive grants and stipends. Additional university-level support is available through the Flatley Center for Undergraduate Scholarly Engagement. To further the school's efforts in research, Dr. Ming Hu, PhD joined the faculty in the fall of 2023 as the Associate Dean for Research, Scholarship, and Creative Work, with strong credentials in research and scholarship.

The B.Arch. program assesses student achievement of outcomes related to this criterion through course assignments in ARCH 20411 BTech 1 and ARCH 40421 BTech II. Planned improvements include additional assignments targeted at areas of weakness. While students met benchmarks, materials and systems were learned by students based on aesthetic priorities rather than through a consistent method of testing and evaluation. Planned improvements include giving greater priority to a discussion of methods of construction and material/assembly evaluation, with an emphasis on building technology innovation. Assignments which require students to engage with building technology innovation through quantitative analysis are also planned.

The M.Arch. program assesses student achievement of outcomes related to this criterion through course assignments in ARCH 60421. The program acknowledged difficulty in effectively evaluating student achievement of outcomes based on the student assignments. While students met benchmarks, materials and systems were often evaluated by students based on aesthetic priorities or assumptions about integrity rather than through a consistent method of testing and evaluation. Planned improvements include giving greater priority to a discussion of methods of construction and material/assembly

evaluation, with an emphasis on building technology innovation. Assignments which require students to engage with building technology innovation through quantitative analysis are also planned.
The team found evidence that the programs are committed to supporting faculty and student research but did not find evidence of how the programs prepares= students to engage and participate in architectural research to test and evaluate innovations in the field. This is particularly the case in the area of Building Technology, which relates to the professional purpose of the accredited degree programs more than Architectural History (or the programs' pedagogy based on traditional architecture and urbanism, which remains the *ethos* of the school). The team saw some promising attempts at introducing innovation in building technology, such as the wind tunnel testing device for masonry construction, but they still are sporadic episodes. As evidenced in the program self-assessment for BTech I and BTech II, content in "methods of construction material/assembly evaluation" and "material research with quantitative analysis," as a required learning experience for all students, is currently missing.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: Leadership and collaboration opportunities are offered throughout the curriculum. In the B.Arch. program, these are offered in studio courses ARCH 21121, ARCH 41111, ARCH 51111 and in Professional Practice course ARCH 50711. Similarly in the two-year and three-year M ARCH Programs, the narrative describes collaborative team projects in studio ARCH 81153 and collaborative and leadership roles in ARCH 80711 Professional Practice. The three-year M.Arch. program offers additional collaboration opportunities in studios ARCH 61121 and ARCH 71131. Evidence provided in the APR demonstrates that the courses have been assessed with sound results, and that the school is planning improvements based on those outcomes. The program notes that there are leadership and collaboration opportunities among the extracurricular offerings in organizations such as AIAS, NOMAS, and Congress of New Urbanism. The evidence was found in the APR and through conversations with administrators, faculty, and students.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: The APR has described the efforts that the program has invested to create a welcoming and respectful environment for all students, administration, and staff. Evidence can be found in undergraduate studios (ARCH 2111, 21121, 34112, 34122, 41111, 41121, 51111, and 51121) and graduate studios (ARCH 60311, 61111, 61121, 71111, 71131, 74152, 81153, and 81162) on both the main campus and in Rome. Students are encouraged to do teamwork, and work in sympathy with local cultures and traditions. The mandatory study abroad experience helps students gain a better understanding of the multicultural world. The APR has also provided evidence that there are various extracurricular events and awards that help to engage the learning community both within and outside the school. The shift to a "CAP of the Whole" model gives voice to all members of faculty. Policy documents, studio culture policies and Strategic Plan have identified the importance of a respectful learning culture. The implementation of such policies is discussed and evaluated on an on-going basis through

discussions among faculty, students and staff. In particular, the existing Course Instructor Feedback (CIF) and the newly implemented course assessment, for both the BArch and the M.Arch. degree programs, provide faculty and administrators a basis to evaluate student response to those policies and to make improvements to the school's culture. The evidence was found in the APR and through conversations with administrators, students and faculty.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

B.Arch. Team Findings:
☒ Not Met
M.Arch. Team Findings:
☒ Not Met

2024 Team Analysis: The programs attempt to address this criterion primarily through the design studio sequence across both the B.Arch. and M.Arch. program, while allowing the history and theory sequence to act as further support. The team found some evidence within the design studios, through both projects assigned and participation in activities throughout the semester, such as Accessibility Awareness Day, studio travel, and community design charrettes. While a target and its associated results are present within supporting courses, a target benchmark is declared met without definition or is obsolete when determining if a student has met or not met the goals set for a specific design studio course. The team found an inconsistency with how this criterion within the pedagogy of the program is assessed. It is clear that the goals for each design studio are evaluated by the program for the expansion of student understanding for diverse cultural and social contexts but it is due to the ambiguity of the assessment that there are little to no changes identified for improvement within the design studio courses. The absence of effective assessment, also corroborated by conversations with administrators and faculty, does not allow the program to critically analyze how it can improve beyond the assigned studio project while also limiting further pedagogical growth.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis:
B.Arch.: The program demonstrates health, safety, and welfare in the built environment through syllabi, handouts, lectures, and assignments in ARCH 20411, Building Technology I, ARCH 40411, Environmental Systems I, ARCH 40421, Building Technology II and ARCH 50419 and Environmental Systems II and design courses ARCH 41111, Design V, ARCH 41121, Design V1, ARCH 51111, Design VII and ARCH 5112, Thesis. Planned improvements include emphasizing construction methods that are durable, e.g. natural materials, load bearing construction and solid assemblies; and that HSW is not limited to materials and their assemblies, but also their immediate urban content.

M.Arch.: The program demonstrates health, safety and welfare in the built environment through syllabi, handouts, lectures and assignments in ARCH 60411, Building Technology I, ARCH 70411, Environmental

Systems I, ARCH 60421, Building Technology II and ARCH 70419 and Environmental Systems II and design courses ARCH 71131, Foundational Design III, ARCH 81153, Upper-Level Graduate Studio, and ARCH 81162, Thesis. Students were assessed through their thesis which included HSW principles and codes showing a schematic level design with a focus on time tested materials. Emphasis was placed on public space and the built environment.

Both B.Arch. and M.Arch. programs offer the faculty continuing education to ensure their understanding of HSW licensing requirements and organize construction jobsite tours for students and faculty. In 2023, the school began implementing strategies for assessment and benchmarking for each SC and PC criteria. The evidence was found in the APR and through conversations with administrators, faculty, and students.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: The program reports that the primary instruction for professional practice is the same course for both the B.Arch. (ARCH 50711) and the M.Arch. (ARCH 80711) programs. The course syllabus describes the lecture sequence which appears to directly follow the criteria. The course is taught by the Licensing Advisor, an active practitioner, supplemented by guest lecturers including experts in law, construction, business, and allied professions. Course assessment consisted of benchmarking against five student goals for both courses. The team was presented with assessment measures, benchmarks, and plans for improvements. Additional assessment is provided by the Career Fair participant survey. The evidence was found in the APR and through conversations with administrators and faculty.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: The program demonstrates life safety, land use, and current laws and regulations through design projects structured around real-world sites, users and programs, courses, technical workshops, studios and jobsite tours. Specific evidence of the fundamental principles of this criterion is found in studio courses and in the sequence of technical and professional practice courses, including ARCH 20411, 40411, 40421, 50419, 50711, 41111,51111, 51121, 80711 and ARCH 60411, 60421, 70411, 70419, 81153, 81162 and 80212. Emphasis is placed on the importance of accessibility by organizing an Accessibility Awareness Day where students focus on the perspectives of persons with disabilities and gain an insight into accessible and universal design as well as building codes and regulations. The school made changes to the instruction of students in regulatory contexts since the last accreditation review. They introduced technical design packets for students' thesis projects which are intended to integrate all aspects into a comprehensive design. The school monitors the results from the Architects Registration Exam in which UND ranks first in the nation undergraduate and second in graduate programs. The faculty has implemented formal strategies for course assessment and benchmarking, which includes planned improvements. The team was provided with assessment tables that detailed assessment points, methods, benchmarks and results. Planned improvements varied from

course to course. The evidence was found in the APR and through conversations with administrators and faculty.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: Each program ensures the students' understanding of emerging systems, technologies, and assemblies of building construction through lectures, projects, and course syllabi in undergraduate ARCH 20511, 40511, 40421, 41111, 41121 and graduate ARCH 60511. 60521, 70531 and 81153. Students demonstrate this understanding in studio courses by creating designs that illustrate structural systems, envelope assembly techniques, economics, and energy consumption. Content of other building technology courses, undergraduate ARCH 20411, 40421 and graduate ARCH 60411 and 60421 include historical development of various technologies and how they are employed today. Evidence of student understanding also occurs in course assignments and exams. The faculty has implemented strategies for assessment and benchmarking by using assessment report tables and grading rubrics with planned improvements for both the BArch and the M.Arch. degree programs. Career Fair survey results provide further insight into student learning. Strategies for improvement include exploring the potential for future collaborations with the College of Engineering. The evidence was found in the APR and through conversations with administrators and faculty.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

B.Arch. Team Findings:
☒ Not Met
M.Arch. Team Findings:
☒ Not Met

2024 Team Analysis: The school has a structured assessment process in place with student learning outcomes that map to this criterion. The team, however, did not find evidence that the student work submitted for evaluation demonstrated an ability to synthesize, within the given projects, all the sub-criteria. In particular, the team found that:

- In the B.Arch. program: accessibility and the measurable environmental impact of design decisions were not sufficiently addressed and integrated within the design, at the ability level, in most of the projects (in 94% and 70% of the projects respectively).
- In the M.Arch. program: regulatory requirements, accessibility and the measurable environmental impact of design decisions were not sufficiently addressed and integrated within the design, at the ability level, across the studios (in 33%, 83%, and 100% of the projects respectively).

More specifically:

- As far as regulatory requirements are concerned, some projects for both B.Arch. and M.Arch. did not complete a total building code analysis to include construction type, occupancy group and building floor areas and height. Building occupant load and exit and egress routes were not calculated and clearly delineated. Building height and area with relationship to the site were not calculated.

- As far as accessibility is concerned, the work demonstrated a superficial understanding of both building and site accessibility principles and accommodation. No accessibility research evidence was presented in the pre-design packet. In buildings containing dwelling units and sleeping units, no indication was depicted for Type A and Type B unit requirements and adaptability requirements of ANSI A117.1. This is particularly important because the Americans with Disabilities Act is a civil right, not a regulatory code.
- With respect to the measurable environmental impacts of design decisions, the team did not find sufficient evidence. Most students only included sun path and wind diagram at the pre-design phase. In most cases, the analysis was too limited and at a basic level.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

B.Arch. Team Findings:
☒ Not Met
M.Arch. Team Findings:
☒ Not Met

2024 Team Analysis: The school has a structured assessment process in place with student learning outcomes that map to this criterion. The team, however, did not find evidence that the student work submitted for evaluation demonstrated an ability to synthesize, within the given projects, all the sub-criteria. In particular, the team found that:

- In the B.Arch. program: envelope systems and assemblies and the measurable outcomes of building performance were not sufficiently addressed and integrated within the design, at the ability level, in most of the projects (in 41% and 82% of the projects respectively).
- In the M.Arch. program: environmental systems, envelope systems and assemblies and the measurable outcomes of building performance were not sufficiently addressed and integrated within the design, at the ability level, across the studios (in 43%, 43%, and 62.5% of the projects respectively).

More specifically:

- As far as environmental systems are concerned, the design of some projects did not present a clear picture of selected HVAC systems. A selected HVAC system and supporting equipment spaces were not provided and there was no acknowledgment of integration of sustainability into the design. Some electrical plans did not show wire distribution and design consideration for equipment space.
- As far as envelope systems and assemblies are concerned, the design of wall sections and roof construction did not show in many projects the accuracy of component assembly and joint design that is expected to meet this criterion.
- As far as the measurable outcomes of building performance are concerned, there was limited evidence of how the students integrated the measurable outcomes of building performance in their design decisions. The level of understanding of, and ability to use, measurable building performance analysis was inconsistent among students.

4–Curricular Framework (*Guidelines*, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

B.Arch. Team Findings:

☒ Met

M.Arch. Team Findings:

☒ Met

2024 Team Analysis:

The website for the Higher Learning Commission states that the institution currently maintains accreditation. According to the letter of continuing accreditation from HLC, provided by the institution, Reaffirmation is scheduled for 2023-2024. Interview with the University Assessment Director confirmed that Reaffirmation was completed two weeks prior to the visit.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis:
4.2.1 The programs have a clear and sound curriculum for both the B.Arch. and the M.Arch. (this one in its two-year and three-year tracks), for a total of 109 credit hours in the B.Arch. and 54 and 93 for the M.Arch. two-year and three-year program respectively. In the process of curriculum assessment and revision, professional studies have been added, especially in the areas of History and Theory and graphic representation (in the free-hand modality), consistently with the program mission and pedagogical objectives. All the required courses are clearly indicated in the APR.

4.2.2 While the Higher Learning Commission, UND institutional regional accreditor, requires undergraduate students to complete 30 credit hours of general education for a bachelor's degree, UND, through its core curriculum, requires all students to complete 38 credit hours of general education. In addition, the School of Architecture requires all of its undergraduate students to complete at least 6 credit hours in Italian, as it relates to the required year of study in Rome.

4.2.3 The programs offer an ample array of elective courses. Since the last accreditation, more than 50 elective courses have been offered. The school encourages students to also pursue a 12-credit/hour concentration or a 15-credit/hour minor, in areas such as Africana Studies, Studio Art, Innovation & Entrepreneurship, Film Television & Theater, Digital Marketing, Theology, Computing & Digital Technologies, and Gender Studies. The Concentrations are in the fields of: Architectural Practice and Enterprise (in collaboration with the College of Business), Furniture Design, and Preservation and Restoration.

4.2.4 The B.Arch. consists of 165 cr/hrs. Professional studies, elective professional studies, general studies and optional studies are all clearly documented in the APR.

4.2.5 The M.Arch. consists of 54 crecit hours and 93 credit hours, for the two-year track and the three-year track respectively. Professional studies, elective professional studies, general studies and optional studies are all clearly documented in the APR.

The evidence was found in the APR and through discussions with program administrators and faculty.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

B.Arch. Team Findings:

☒ Met

M.Arch. Team Findings:

☒ Met

2024 Team Analysis:

B.Arch.: The APR provided a detailed description of the process of students admitting or transferring to the B.Arch. program.

4.3.1 The team found evidence through the link Advanced Credit and Placement, provided in the APR, that the programs have a clear process for evaluating students' prior academic coursework for advanced placement in the undergraduate program. The APR described the process and criteria for transfer of credits, which is governed by their Undergraduate Academic Code.

4.3.2 The APR stated that students in the B.Arch. program might not rely on preparatory education experience to satisfy accreditation requirements. There were no advanced standing or transfer credits accepted for the hours that meet accreditation conditions and criteria.

4.3.3 Undergraduate admission is centralized through the Office of Undergraduate Admissions. The team was able to verify the fairness of the review processes in the APR and through a review of digital admission and advising sample files provided by the program, as well as conversation with the school administrators.

M.Arch.: The condition is met. The APR provided a detailed description of the process of students entering the two-year and three-year M.Arch. programs.

4.3.1 The program has a clearly documented process for evaluating students' prior academic coursework related to satisfying NAAB accreditation conditions and criteria during the admission evaluation. The Assistant Dean for Graduate Studies is responsible for reviewing the transcript of each student to evaluate a student's prior academic coursework and identify the course required for the students to

satisfy NAAB accreditation conditions and criteria. Additional student work samples might be requested by the program before admitting a student.

4.3.2 The programs have set clear standards for determining eligibility of courses for advanced standing. The required curriculum of the two-year Master of Architecture program ensures students satisfy all the Program Criteria and all the Student Criteria. The Master of Architecture three-year program doesn't rely on advanced standing to satisfy NAAB accreditation criteria except for a few technology or history courses.

4.3.3 The APR describes how the program communicates to the candidates, prior to matriculation, the evaluation process, the opportunities for applying for advanced standing, and its implications for the length of a professional degree program.

The team was able to verify the fairness of the review processes in the APR and through a review of digital admission and advising sample files provided by the program, as well as conversation with the school administrators.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis:
5.1 The sub-condition is met. Descriptions of governance and the administrative structure are found in the APR narrative and corroborated through conversations with administrators, faculty, and staff. The dean of the school is supported by various administrators, including an Associate Dean for Faculty Affairs and Curriculum, an Associate Dean of Research, Scholarship & Creative Work, an Assistant Dean & Academic Director for Rome Studies, Assistant Dean for Graduate Studies, Director of Finance & Operations, a Communications Program Director, an Academic Affairs & Administration Program Director, and, a Director of Accreditation, Prof. John Mellor, specifically charged with re-aligning the school efforts and assessment process with the new Conditions of Accreditation.

The school also enjoys the support of a robust and dedicated team of 26 staff members, responsible for all the various areas of operations, advising, library, workshop, program and budget management, and communications.

5.2. This sub-condition is met as well. The APR provides a clear organizational chart of the school. Each administrative position has a clear role within the governance of the school, where students and staff are also involved. While on-site, the team found no issue or complaints about the governance process. Committees within the school include Diversity, Equity, and Inclusion Committee; Graduate Studies Committee; Lecture Series Committee; Reappointments, Promotions, and Tenure Executive Committee; Faculty Search and Recruitment Committee; Undergraduate Studies Committee; Academic Standards Committee; Fagan Grant Committee; and the Honesty Committee.

Faculty and staff also have representatives in a series of university level committees. The faculty engage in the long-term planning of the school by participating in hiring decisions for new faculty members. More recently, the school has shifted to a model of decisions on hiring, tenure, re-appointment and promotion, where all full-time faculty vote on the hiring of new faculty, and all at-rank faculty vote on re-appointment, promotion, and tenure appointments. Students are members of and participate in both the Undergraduate and the Graduate Studies Committee.

The evidence was found in the APR and through conversations with administrators, faculty, staff and students.

5.2 Planning and Assessment (*Guidelines*, p. 18)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: The narrative in the APR provided evidence that the planning and assessment had engaged all members of the school, through faculty meetings, committee meetings, all-school meetings, and student meetings.

5.2.1 The school initiated a new Strategic Plan in 2019 and started implementing several strategies in 2020, including Michael. C. Duda Center for Preservation, Resilience, and Sustainability, Housing and Community Regeneration Initiative, Mediterranean Initiative for Architecture, Urbanism, and the Landscape, and Adaptive Buildings and Cities Initiative. The school is also using the university-level strategic framework, Notre Dame 2023, to prioritize its research agendas.

5.2.2 The program uses the initial job placement rate and the NCARB ARE pass rate as two critical performance indicators. The school conducts an annual survey of undergraduate and graduate students at the end of the degree programs. Additional measures of success include the course grade trends and Course Instructor Feedback (CIF). The assessment results were discussed through faculty meetings, end of semester curriculum discussion meetings, year-level coordination meetings, and their Advisory Council.

5.2.3 The program has demonstrated progress towards the strategic goals and objectives. Achievements in these goals are evidenced in increased support of research fellows in residence and visiting professorships, implementation of semi-annual publication of a research journal ANTA, funding support for the Center for Preservation, Resilience, and Sustainability and the archival center, increased funding support for faculty research and professional registration, improve faculty recognition and visibility, and establish new guidelines to improve faculty workload, and improve student support through advising, career preparedness services, and student wellness.

5.2.4 The program has clearly identified a series of strengths, challenges and opportunities faced by the program, and it has developed strategies as a response to these in the School's Strategic Plan.

5.2.4 The program seeks outside input from invited juries, visiting faculty and research fellows, Career Fair survey, lecture series, and Advisory Council. The program is also subject to the regular review of its institutional accrediting agency, the Higher Learning Commission (HLC). The Program regularly conducts self-studies and, in compliance with university policies, engages domain experts as external advisors to conduct a "unit review." The unit review helps to evaluate the strengths and current state of the school, identify challenges the school is facing, and offers recommendations for the school's future improvement. Based on the recent 2018 Architecture Unit Review Report that the school shared with the visiting team, the program has made progress in several areas following up on the recommendations included in that report. The evidence was found in the APR and through conversations with administrators and faculty.

5.3 Curricular Development (*Guidelines*, p. 19)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify

5.3.1. The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2. The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

B.Arch. Team Findings:

☒ Met

M.Arch. Team Findings:

☒ Met

2024 Team Analysis:

The program has a robust and articulated process for assessing its curriculum and for making adjustments based on assessment. The three accredited degree programs regularly update their curriculum.

5.3.1 Curricular adjustments occur at the committee level but require the approval of the faculty as a whole. Proposals for change may come through formal and informal assessment, but also from the Dean or from discussions with the school's Advisory Council. The same process is followed for adjustments relative to the NAAB conditions and criteria. The appointment of a Director of Accreditation (Prof. John Mellor) attests to the school's commitment towards meeting all NAAB's requirements.

5.3.2 The school has two committees dedicated to curriculum review: the Undergraduate and the Graduate Studies committees. Faculty members, appointed by the dean, chair the committees. Each Committee comprises eight faculty members (three elected and five appointed by the dean) and two students from each program of study, elected by the student body.

In addition, as part of the school assessment process, the faculty meets at the end of the academic year to evaluate the student work of the fifth-year integrated studio / thesis design projects. In the fall of 2021, the Dean created an ad-hoc committee, the Undergraduate Curriculum Survey, to review material throughout the program, identify gaps, missing subject matter, etc. The survey establishes when certain skills should be both introduced, and then mastered, and provides recommendations on how the NAAB conditions and criteria can be sequenced through the curriculum. The committee completed a preliminary survey in Spring 2022, when it was presented to and adopted by the faculty. A similar Graduate Curriculum Survey effort began in the fall 2023, with the goal to create a similar framework for the master's degree programs.

The dean also appoints studio chairs for all of the second, third, fourth-, and fifth-year design studio sequences, with the responsibility to coordinate the work of studio faculty. Chairs actively coordinate all aspects of the work of these grade-level studios except for in the spring of the fourth year and both semesters of the fifth year, where the Chair is only responsible for scheduling coordination and general

oversight. Chairs are also responsible for assessing the semester's work and adjusting future studio projects and timelines based on such assessment.

A chart illustrating the curricular assessment process, and the roles and responsibilities of each player, was provided in the APR, Appendix 2. The evidence was found in the APR and through conversations with administrators, faculty, staff, and students.

5.4. **Human Resources and Human Resource Development** (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1. Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2. Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3. Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4. Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis:
The APR narrative demonstrated that Human Resources and Human Resource Development are appropriate.

5.4.1 The program currently has ten tenured full professors, four tenured associate professors, three tenure-track Associate and Assistant Professors, six non-tenured Teaching Faculty (including one joint appointment with the College of Engineering), and 14 Professors of Practice (including one joint appointment with the College of Engineering). The composition of faculty seems to be able to balance the needs for teaching, research, and service of the program. Adequate funding for human resources and the typical research and/or course load for tenure and non-tenure track faculty were confirmed during the site visit.

5.4.2 The program has an active faculty Architect Licensing Advisor who participates in national conferences and distributes licensing updates and information to students and faculty.

5.4.3 The APR also demonstrates that the program has sufficient support for teaching, research, and professional development opportunities for faculty and staff.

5.4.4 Students have access to academic advising, support for mental well-being and other health and wellness resources, internship, and career guidance, which were confirmed by student representatives and faculty during the site visit. The evidence was found in the APR and through conversations with administrators, faculty, staff, and students.

5.4. Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1. Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2. Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3. Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4. Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5. Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

B.Arch. Team Findings:

☒ **Met**

M.Arch. Team Findings:

☒ **Met**

2024 Team Analysis: The extensive response provided by the school of architecture is one that is exponentially met through the efforts, directives, and systems that are set in place for the program and its stakeholders. While the university demonstrates a commitment towards diversity, equity, and inclusion, the school of architecture has carried this commitment within the program to allow architectural academia to be accessible and authentic to all students, faculty, and staff.

5.5.1. Relative to the efforts found within the distribution towards its resources, the programs have committed actively and equitably through both a DEI Faculty Task Force as well as a Program Director for Diversity, Equity, Inclusion and Alumni Engagement that has allowed the programs to move forward on program goals such as changes in internal culture, student recruitment and retention, and faculty / staff recruitment and retention. While the proportion of full-time women professors within the school has stayed stagnant since the previous accreditation cycle, the efforts towards maintaining and increasing diversity across faculty and staff have taken effect through the diverse nationalities present within the faculty roster. Women play a significant leadership role within the school, as the Director of Finance, the Director of Communications, the Director of Academic Affairs + Administration, and the Director of EDI + Alumni Outreach are all currently women.

5.5.2. Efforts for increasing gender diversity are present through faculty searches as well as partnering with Historically Black Colleges and Universities (HBCUs) to create faculty pipelines in support of this effort.

5.5.3. Diversity of the school's students have been maintained through the achievement of the school hosting "the most diverse student body at the University of Notre Dame for the second year in a row" with the percentage of students identifying within a minority group growing from 38% to 42%.

5.5.4. The programs go on to list the many initiatives present at both the school and university level that are offered as outlets and resources in support of DEI efforts, and the team confirmed documentation present in support of policies and processes attributed to this mission.

5.5.5. These resources are further promoted through assistance found within the Center for Support and Care offered to students as well as the Office of Institutional Equity and the NDAbility employee resource group offered to faculty and staff that support all people at the University of Notre Dame with different physical and mental abilities.

The evidence was found in the APR and through conversations with administrators, faculty, staff and students.

5.6. Physical Resources (*Guidelines*, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1. Space to support and encourage studio-based learning.
5.6.2. Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3. Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
5.6.4. Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis:
5.6.1 The program utilizes two physical resources to house and deliver the studio-based components of the curriculum: the Walsh Family Hall (Main Campus) and the Rome Global Gateway.

Main Campus: Owing to the recent dedication of the new Walsh Family Hall of Architecture in 2019, the programs report that the faculty and students enjoy the new spaces that support and encourage studio-based learning. The building houses three large open-plan studios for a total of 15,150 sq. ft. Interviews with both faculty and administration indicate that space and facilities are adequate for the current enrollment.
Rome Global Gateway: The programs provide adequate studio space in two studios. The standard workstations are similar to those on the main campus, but are slightly smaller at 35 sq. ft. The smaller of the two studios houses 26 graduate students, while the larger studio houses 50 undergraduate students.

5.6.2 Main Campus: In addition to the studio spaces, the programs are provided with an extensive series of learning spaces including classrooms, seminar rooms, auditorium and lecture space, breakout rooms, and digital workstations. Support spaces and equipment include a library with study areas and a maker space, a furniture design and fabrication studio, and a preservation shop.

Rome Global Gateway: The Rome facility contains a similar inventory of learning and support spaces including classrooms, an auditorium, digital workspaces, a library, and painting studio. Undergraduate students are housed in the university's Villa on the Celio, while graduate students live in apartments provided by the programs. All facilities are more than adequate to serve the program.

5.6.3 Main Campus: The administrative office area consists of approximately 15 private offices for administrative personnel and for formal advising. Additionally, there are numerous support spaces provided. Faculty offices are ideally placed near the two major studio areas. The majority of faculty offices

are for just one faculty member, with only a handful of multi-occupant offices, largely for the use of adjunct faculty who do not teach full time. Offices are larger (180 sq.ft.) than typical university offices (120 sq. ft.), in order to accommodate drafting desks.

Rome Global Gateway: Facilities at the Rome school, while not as numerous as those at the main campus, appear more than adequate in support of the faculty and administrative responsibilities.

5.6.4 Main Campus: The programs report that all of the classrooms, seminar and lecture spaces are digitally equipped. The library's technology center is a maker space supporting digital design, 3D modeling and 3D printing. The Digital Design Studio contains 41 workstations professionally supported by IT personnel. The furniture fabrication facility supports the programs' Furniture Concentration, while the Historic Preservation Concentration maintains a 300 sq. ft. preservation means and methods shop.
Rome Global Gateway: Facilities at the Rome school, while not as numerous as those at the main campus, appear more than adequate to support all learning formats and pedagogies of the program. Digital information technology was recently upgraded to align with campus facilities.

The team verified that the inventory of learning and support spaces matched the floor plans and the description of facility usage provided by the program. The adequacy of equipment and facilities was verified by observations and interviews, including at the Rome facility by the team chair.

5. 7. Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: The programs demonstrate that they have sufficient institutional support and financial resources to support student learning and achievement for both B.Arch. and M.Arch. during the next term of accreditation. UND has a robust process for expense budgeting. A Budget Working Group (BWG) has been established, consisting of the President, Provost, Executive Vice President, President's Chief of Staff, Vice President of Finance, Associate Vice President of Finance, Associate Vice President of Academic Finance and Administration, and Senior Director for Budget & Planning. To ensure that the appropriate financial and strategic context is given to each budget investment, the BWG uses historical financial and headcount information. UND's budget includes the upcoming year, as well as a two-year forward projection. In addition to UND's expense budget, the School's Master of Architecture program qualifies as a tuition-based revenue sharing program. Eighty five percent (85%) of the graduate program tuition and fees is allocated and distributed to the program, which is able to use it at the discretion of the dean.

The university has an Endowment Investment Earning Process in which a portion of accumulated investment returns is distributed quarterly to beneficiary programs. The school has complete discretion over all expense items funded out of the school's unrestricted and restricted budgets, including instruction (faculty salary lines), programmatic support (field trips, technology, building), and general and administrative (staff positions, conferences, donor relations, professional memberships). The graduate program receives endowment earnings which have restrictions to support graduate program fellowships. Also, the school has two main sources of revenue: 1) tuition-based revenue sharing allocations, and 2) donations, expendable contributions and endowment earnings. Contributions/earnings without restrictions are directed at the dean's discretion.

UND administers financial and resources from institutional, private, federal, and state student aid programs. The school's undergraduate program works directly with the Office of Financial Aid for need-

based scholarships and grants (link: Office of Financial Aid | University of Notre Dame (nd.edu). This office also facilitates loans for graduate students. Endowments for graduate student fellowships offset tuition costs. Undergraduates and graduate students can apply for thesis travel grants supported by the Fagan Endowment. Students also have the opportunity to apply for funding from various entities within the university. These entities offer grants to support research and travel, international internship and service, and language acquisition. The school presents annually several need- and merit-based awards and scholarships – see: Student Awards // Resources for Current Students // School of Architecture // University of Notre Dame (nd.edu)
.
The school's aim for class cohorts of 50 students for the B.Arch. degree program and a combined class cohort of 40 students for the M.Arch. degree programs, which have been the consistent range enrolled since the last accreditation visit, demonstrating the school's ability to maintain their program through the consistency of their enrollment. The team verified enrollment by reviewing a 2021 to 2024 school enrollment chart. Periodic gifts from donors allow for additional studio travel, purchases of program enhancing learning tools, and support for visiting professors/researchers. There are no anticipated changes to the funding model for faculty compensation, instruction, or overhead utilized for the school's B.Arch. and M.Arch. degree programs. The university and the school are actively engaged in a fundraising campaign to increase the tuition endowment for the M.Arch. degree programs. The APR reports that this fundraising priority will ensure that the M.Arch. degree is financially achievable to the best students. The team evidence was found in the APR and through discussions and observations during the visit.

5.8. Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

B.Arch. Team Findings:
☒ Met
M.Arch. Team Findings:
☒ Met

2024 Team Analysis: The library is located within the Walsh Family Hall of Architecture building, with an area of 14,000 sqft over three floors. The library offers study rooms, the Ryan Rare Book Reading Room, the 3D Makerspace, the New Periodicals Reading Room, the Leon Krier Library, and generous research and study spaces. It features 135,000 linear feet of rare book and archival storage, an archival exhibit and processing room, a quarantine room for new collections, and office spaces for library staff. Its holdings consist of 36,000 volumes, 100 current journals and multiple archival collections. It also holds an impressive collection of 1,000 rare books. Together with other branch libraries, the whole collection includes a grand total of more than 29,000 titles in the NA classification, 16,868 of which are in the Architecture Library, 8.070 in the main Library, 3,082 in the Annex, and 1,098 in the library in Rome (which covers 936 square feet).

The architecture library has a subscription to 79% of titles on the Core List of Periodical of the Association of Architecture School Librarians, 38 over 47 (81%) of which on the "Fundamental Periodicals" category. The library keeps the archives of Leon Krier, Allen Greenberg, Robert Adam, and the town of Seaside, Florida. Coming soon, are the archives of Duany Plater-Zyberk and Scott Merrill.

The library is well staffed with one full-time Architecture Librarian (faculty), one full-time Architecture Archivist (faculty), one full-time Makerspace and Graphics Specialist (staff), and one halftime (20 hours

per week) branch library specialist (staff). The library also hires 11-14 student workers per academic year. Typical hours of operation are Monday-Thursday, 9:00am-9:00pm, Friday, 9:00am-6:00pm, Saturday noon-5:00pm, and Sunday 1:00-9:00pm. Except for Saturday, a librarian or staff member is always on duty, available to assist faculty and students.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

B.Arch. Team Findings:

☒ **Met**

M.Arch. Team Findings:

☒ **Met**

2024 Team Analysis: The required Statement on NAAB Accredited Degrees is included in the university's Catalog of Courses and posted on the School of Architecture's website. See link: https://architecture.nd.edu/academics-programs/accreditation/

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*
b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) *Procedures for Accreditation, 2020 Edition*
d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

B.Arch. Team Findings:

☒ **Met**

M.Arch. Team Findings:

☒ **Met**

2024 Team Analysis: Access to the required NAAB Conditions and Procedures can be found at the Accreditation website: https://architecture.nd.edu/academics-programs/accreditation/

6.3 Access to Career Development Information (*Guidelines*, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

B.Arch. Team Findings:

☒ **Met**

M.Arch. Team Findings:

☒ **Met**

2024 Team Analysis: Career development services are present at both the localized level of the school of architecture as well as the university at large. At the university level, there are resources for career counseling for all undergraduate and graduate students with associated links to the university's careers and alumni webpage. Career development within the school of architecture is offered through a series of non-curricular activities such as career preparatory workshops, career discovery camp, and a career fair, which is much valued and appreciated by the students. The evidence was found in the APR and through conversations with administrators, faculty, staff and students.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

B.Arch. Team Findings:

☒ **Met**

M.Arch. Team Findings:

☒ **Met**

2024 Team Analysis: The programs provide access to evidence for the Interim Progress and Annual Reports, NAAB responses to the Plan to Correct and Program Annual Report, NAAB 2016 Decision Letter, the Architectural Program Report (APR) 2015, the final Visiting Team Report (VTR) 2016 and NCARB ARE pass rates through links on the School of Architecture website:
Accreditation // Academics & Programs // School of Architecture // University of Notre Dame (nd.edu)
Access to current statements/policies on learning and teaching culture can be found on the website:
Our Approach // About // School of Architecture // University of Notre Dame (nd.edu)
and current statement on diversity, equity and inclusion can be accessed on the school's website:
Diversity Initiatives // About // School of Architecture // University of Notre Dame (nd.edu)

6.5 Admissions and Advising (*Guidelines*, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis:
The visiting team found evidence that the programs have publicly documented the evaluation of applicants for admission to the accredited program. The APR provides links to the application forms and admission requirements, financial aid, and scholarships. Procedures of various applications and transfers are explained on these web pages, along with evaluation of the content of non-accredited degrees. A diversity statement is provided through the link to the "Together at Notre Dame" document. UND has continued to recruit low-income and first-generation students and provided them with financial support. The evidence was found in the APR and through conversations with administrators, faculty, staff, and students.

6.6 Student Financial Information (*Guidelines*, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

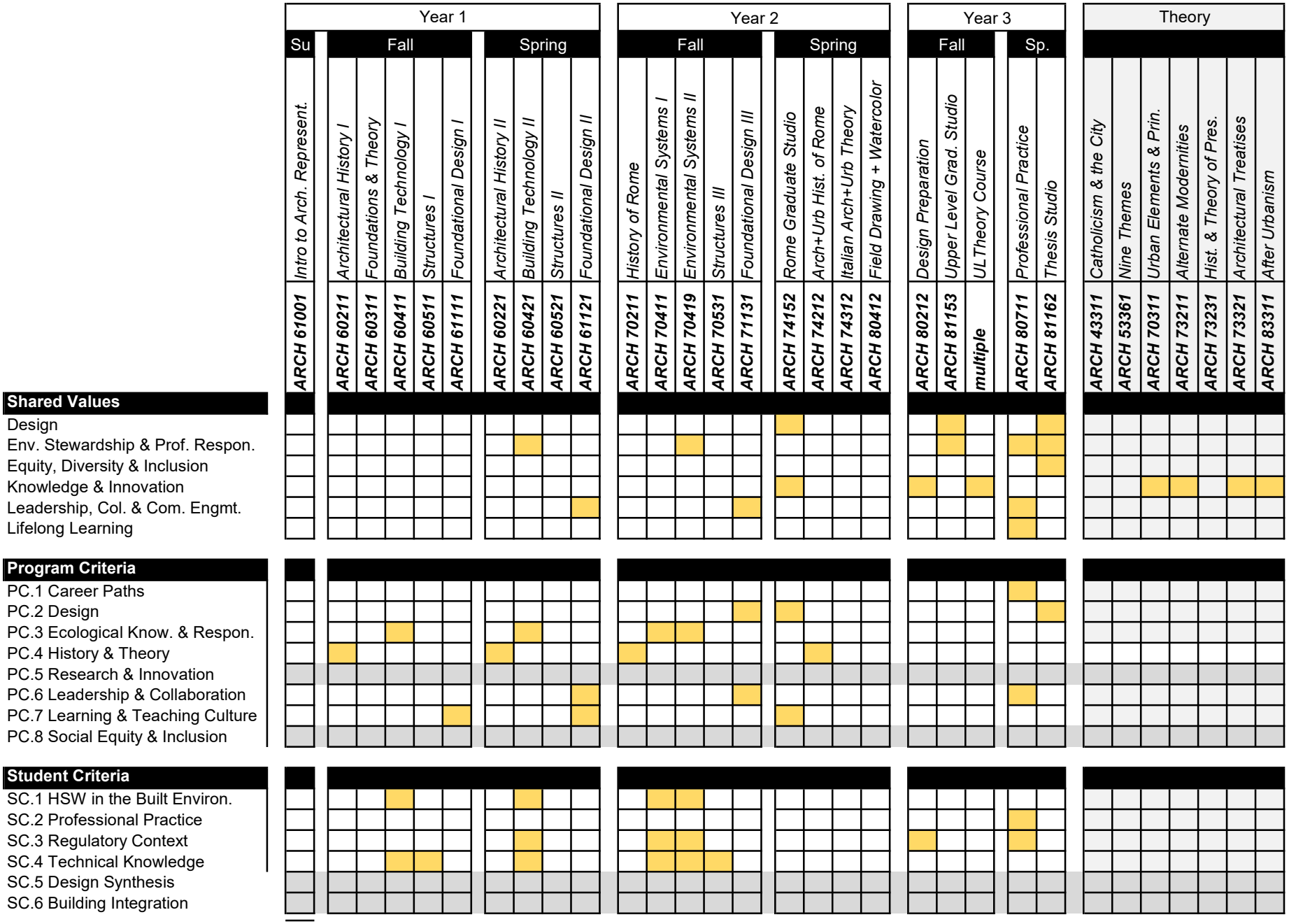
B.Arch. Team Findings:
☒ **Met**
M.Arch. Team Findings:
☒ **Met**

2024 Team Analysis: Student financial information is offered through a series of websites associated links, and it is available to students across the program at both the undergraduate and graduate level. The Office of Financial Aid at the University of Notre Dame offers financial aid advice and assistance for all students present at the university, and it is particularly tailored towards general student resources such as aid for tuition and housing. More specifically to the school of architecture, the programs offer a separate website that helps prospective students understand any additional costs associated with acquiring a NAAB-accredited degree program through supplies and travel. The team confirmed on site the information contained in the APR through conversations with the students and found robust support for the students and their financial endeavors, especially for books and specialized materials and travels.

V. Appendices

Appendix 1. Team PC/SC Matrix

3-YEAR M-ARCH: PROGRAM AND STUDENT CRITERIA MATRIX



Appendix 2. The Visiting Team

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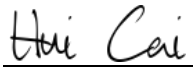
VI. Report Signatures

Respectfully Submitted,

Maurizio Sabini, PhD, RA, Int'l Assoc. AIA
Team Chair



Hui Cai, Ph.D.
Team Member

John Senhauser, FAIA
Team Member

Christine Snetter
Team Member

Michael Boongaling
Observer