The University of North Carolina at Charlotte
PART II – NARRATIVE REPORT 2014

SECTION 1.4 – CONDITIONS NOT MET
Bachelor of Architecture Program
Master of Architecture Program

13.14 – Accessibility (ability)
Ability to design both site and building to accommodate individuals with varying physical abilities.
Although the program demonstrates improvement in the level of student understanding of accessibility issues in the design of site and building conditions, the work does not consistently display the required ability level.

- The SoA faculty spent the past year bringing to closure a series of pedagogical discussions the faculty have had over the past three years about the undergraduate curriculum. The result is a single curriculum map or matrix that clearly locates the various components of the curriculum and naab criteria to enable greater degrees of transparency, coordination and integration. This includes positioning students' ability within the curriculum to design both site and building to accommodate individuals with varying physical abilities.
- The SoA Director continued to meet with both the Associate Director, and Undergraduate and Graduate Program Directors (previously referred to as Coordinators) to ensure steady progress of addressing accessibility measures, building upon the three successful action steps enacted two years earlier.
- This includes reviewing ADA Law (including review the 4 major federal laws that require accessibility in the built environment, including 1) the ABA, 2) the Fair Housing Act, 3) section 504 of the Rehab Act and 4) the ADA; providing hands-on workshops on accessibility; and developing exercises that evidence compliance through analysis and design diagrams, programming, design, and development of comprehensive projects in undergraduate and graduate studios. Focus on accessibility is directed at students in the 3rd Year and 5th Year [comprehensive design] studios of the undergraduate program and in the 2nd Year [comprehensive design] studios of the graduate program. Workshop continued to stress accessible features in the built environment are critical as a part of good design for all; emphasized to students to think critically about accessibility requirements in design work - not just about "meeting the code."

13.25 Construction Cost Control (understanding)
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.
Although the program provided evidence of a class speaker presenting information about Construction Cost Control through handouts in the Professional Practice course (Arch 4112/5112), the level of understanding is not evident in student exercises, exams, assignment results, or in other courses.

- This unmet condition has continued to receive focused attention. The SoA Director again met with key faculty this past year to review unmet condition and reviewed previously implemented action steps, including curricular and syllabus updates, exercises in construction cost estimating and cost management, and exam questions.
- As reported last year, the SoA successfully recruited a new faculty hire in 'Design Practice.' In addition to teaching advanced studios and electives, the position was specifically targeted to establish increased leadership in practice, including teaching SoA's required course in Professional Practice – in part to help us meet NAAB deficiencies in Construction Cost Control. Through the lens of practice, Professor Jefferson Ellinger, AIA, has designed SoA's course on Professional Practice to 1) examine current best practices for executing a building project; and

2) to develop a critical approach towards innovation and design opportunity through practice. Inclusive of that is a section on "business + risk of architecture" and "understanding the economies of architectural practice," with specific focus on financial planning and management. Required reading includes the Handbook of Professional Practice, Ch. 9.3 on Construction Cost Management.

> SECTION 1.5 – CAUSES OF CONCERN

A. Accessibility
The two previous visits (1998 and 2004) have also found this criterion to be not met and there is a cause of concern.   See comments above.

B. Leadership Transition
Since this visit is the first to occur after the transition to a new structure as the College of Art and Architecture from the previously independent College of Architecture, and occurred 6 months after the hiring of Director Jarrett, the team encourages the school to pay attention to an ongoing leadership transition in a way that maintains the same independence and quality of the school as before the transition to the College of Art and Architecture

The school has continued to pay attention to this "cause of concern" in a way that maintains the same independence and quality of the school before the transition to the College of Arts and Architecture. After six years since the College and School restructuring, Dean Ken Lambla continues to demonstrate a serious commitment to the SoA with full budget control and program planning to Director Jarrett, and actively seeks to support its programming and professional development trajectory.   The School of Architecture has clearly developed its own independence, strategic plan, financial and staff planning, and operational methods.

C. Financial Resources
The team underscores that the school's financial planning is critical to maintain the quality of the program given the known reductions in budgets over the next several years and the uncertainty of the global economy as an externality. This planning is also necessary to make available opportunities for faculty research and development as mandated by the university's mission as a research institution.

While state budget reductions continue to be of concern, our State Legislature approved small pay increases to faculty for the second time in five years. The increases are extremely modest. Financial planning is increasingly critical to maintaining the quality of our programs. The School of Architecture's new, dedicated Business Services Coordinator (BSC) has been an excellent addition to our team, insuring clear budgetary recordkeeping, planning and year-end financial solvency. The financial leadership team in the College of Arts and Architecture is very strong and supportive in all that we do; clear lines of communication, protocols and responsibility are well established.

SoA's State Legislature approved "tuition increment" for graduate study in the School of Architecture has provided needed funds to support student scholarships and program enhancements include lecture series, conferences and symposia. This funding provides financial assistance and academic enhancement programming for students and faculty. The SoA provided a third year of funding toward a new, external peer-review 'faculty research grant' program in support of faculty research and development. Also, the College provided year-end one-time funding to upgrade the status of our digital fabrication lab with the purchase of a CNC Robot.