

Model Learning & Teaching Culture Policy

INTRODUCTION

This Learning & Teaching Culture Policy (LTCP) is a living document, maintained by a Committee of faculty, students, and administrators, and designed to guide our learning community toward an ethical environment that productively educates and champions healthy, capable, and intelligent students and faculty. This goal can only be achieved by ardently working together as an entire team and as committed members of this school. By nature of the institution and the object of our studies, we are all always learning and practicing how to operate and function to the best of our abilities.

In addition to the overarching values and ethics of the university, this School of Architecture is dedicated to: optimism, professional conduct, constructive evaluations and instructions, collaborative community, time management and school-life-work balance, health and wellbeing, diversity and solidarity, respectful stewardship and space management, and well-rounded enrichment. The pedagogy of architecture and design is as complex as it is rewarding, and as dynamically evolving as the people who learn and teach it. That understanding is the core of this document.

VALUES

a. Optimism

- i. Students and faculty will strive to be curious and academically-minded, and to constantly be working toward positive solutions in design, for the profession, and in the method of teaching; the learning process should be continuous.
- ii. This school will provide an atmosphere of enjoyment that fosters creativity.
- iii. Students and faculty will display empathy and strive to be kind to their community members while respecting academic freedom.

b. Professional Conduct

- i. Students and faculty will maintain a professional manner of respect with their peers and with each other. Open dialogue and respect of others' identities, property and well-being are always expected.
- ii. In order to maintain positive work-life balance, productivity and professional readiness, workload expectations of students and faculty will be well-communicated and realistic, and will prioritize health and wellbeing for rigor.
- iii. University-sanctioned breaks and holidays will be honored and will be designated as time for students and faculty to rest.
- iv. Students and faculty will always respect others' time and strive to complete tasks in a timely manner. Students will arrive to class on time and turn in projects on time, while faculty will also arrive to class on time and provide information and feedback in a timely manner.

- v. Students and faculty will be prepared ahead of time for classes, meetings, projects and other tasks in a manner that is respectful to the time of other community members and is professionally acceptable.
 - vi. Students can expect and trust faculty to be equipped with a reasonable amount of knowledge in or around the particular class topic they are teaching. Faculty can expect and trust students to recall and be equipped with skills they have been taught up to that point in their education.
- c. Constructive Evaluations & Instruction
- i. All members of the community will be free and encouraged to express their ideas and purposes in whatever positive manner they see fit, and will receive constructive feedback on their process and methodology.
 - ii. Faculty can be expected to make every effort to be available for discussions outside of class during consistently scheduled office hours. Students can be expected to make every effort to attend those office hours if there is a need for additional instruction.
 - iii. Formal or informal reviews or critiques given by instructors or guest jurors will always be discussion-oriented; such discussions will never be critical of the person, but will always be directed to the work as it stands. It is the responsibility of the faculty at this school to inform guest instructors and jurors of how to conduct themselves during reviews in accordance with the school's mission and this LTCP. The student whose work is being reviewed will arrive on time, be well prepared, adhere to the schedule proposed by the design critic, and will be engaged with the entire review. Faculty will facilitate opportunity and motivation for all students to remain engaged in all reviews.
 - iv. Faculty and students will respect each other's physical and emotional boundaries at all times. Faculty and students can expect each other to be attentive to the other party's material and emotional complexities in ways that seek to help before they condemn. We are all members of the school community and shall be treated as such. We will operate under the understanding that everyone is doing their best to abide by the policies set forth in this document. The culture and process by which concerns are addressed by anyone will reflect that understanding in an open and conscientious way.
 - v. Via all communication means available (including syllabi, convocation, class meetings, email and other messages, etc.), students can expect faculty to be transparent and forthright about class details including, but not limited to: tentative dates of evaluations, grading scales, deliverable requirements per project, goals and intents of the class, and other things that are out of the control of the student. Faculty can expect students to receive, read, and retain these messages when they are sent.
 - vi. The entire learning community at this school understands the difficulty of evaluating a qualitative art with quantitative grading, but will do its best to be fair and evaluate work without bias.

d. Collaborative Community

- i. This school recognizes the power of the collaborative design process and will make time and space for students and faculty to work together in order to better prepare them for the professional work they will achieve and the global issues they will go on to solve.
- ii. This school has a zero-tolerance bullying/harassment policy [as referenced in another school document]. This program will not tolerate physical or emotional bullying by creating overly competitive learning environments or situations that weaken student-to-student relationships. Any behavior that resembles bullying will be addressed and punished per the University Guidelines. Anyone who would like to report an incident can refer to resources on the school website.
- iii. Students are responsible for embodying academic integrity and shall not participate in or instigate plagiarism among their classmates. Any behavior that resembles plagiarism will be addressed and punished per the University Guidelines.
- iv. Freedom of expression in art, architecture, and design are rights of all students and faculty so long as such expression does not offend or mitigate another individual's ability to express themselves.
- v. As part of a community, students will be actively engaged and take pride in their work. Students are encouraged and invited to share their successes with the rest of the school by showcasing in-process and completed work in designated spaces that are facilitated by the school.
- vi. All students will intend to meet expectations for team projects or collaborative discussions by helping each other learn new skills, and sharing resources. As architecture is an interdisciplinary practice, students are encouraged to always see kto uplift rather than tear down other students.

e. Health & Wellbeing

- i. The complex decision-making inherent in architecture education demands the focus and concentration that can only come from effective time management, personal well-being, physical health, mental health, sufficient sleep, and good nutrition. The architecture department encourages students to operate to the best of their abilities, something that can only be accomplished with a healthy balance of work, rest, food, and sleep.
- ii. A reasonable number of absences for sickness or wellness-related reasons will be excused with reasonable advance notice and without documentation or per University Policy. Students will make up missed work at the discretion of their professor.
- iii. This school provides assistance to those who are struggling with their health and wellbeing and taking advantage of those resources is encouraged of both students and faculty.

f. Time Management & School-Life-Work Balance

- i. Time management is a skill that will be taught and exemplified for students in their early curriculum with the intent of their development of responsible habits. Healthy time management allows for a reasonable schedule dedicated to class time, personal time or mental wellness, sleeping, and time for homework.
- ii. This school recognizes the diversity of obligations that make an education possible, and will not expect students or faculty to complete planning or schoolwork as if they have no other (familial or financial) obligations. Per a time management standard that centers on wellness, every assignment will be given enough time to be completed and constructively evaluated.
- iii. Adopting chronically unhealthy sleep patterns in order to complete studio or class work prevents mental health and is no longer a tolerated facet of this architecture school. Lack of sleep and other noticeably unhealthy time management practices of students or faculty are not encouraged and will not be praised.

g. Diversity & Solidarity

- i. This school recognizes the importance of diversity in and among architecture, and demands its own cultivation of an inclusive culture in the words we speak, the actions we take, the history we teach, the behaviors we model, and the buildings we design. This school will provide opportunity and safe spaces to have those open discussions.
- ii. This school respects the backgrounds (which could include any combination of but is not limited to: culture, race, ethnicity, religion, age, sex, gender, sexual orientation, disability, socioeconomic background, identity) of its students, and is open to accommodations through channels that are in accordance with University policies.
- iii. Financial barriers to succeeding in class will be addressed with provisions for those who are unable to participate financially.
- iv. All students will operate in an atmosphere of solidarity, shared effort, and mutual support. This entails meeting expectations for team projects, helping each other learn new skills, and sharing resources. Students are expected to be understanding and supportive of the realities their peers may be facing. Students are encouraged to establish a culture of generosity that will help ensure the personal growth and collective success of the class.
- v. Similar to the ongoing practice of architecture, this school will always seek to understand and learn more about the evolving stresses of its learning community, and how this institution can ease or solve them. Everyone's right to grow in their learning will be respected.
- vi. This school recognizes the importance of encouraging a diverse range of career opportunities post-graduation, and will endeavor to reflect that in curricular instruction.

h. Respectful Stewardship & Space Management

- i. All members of this school will respect the rights of others; this includes the property of other individuals, groups, and this school. Classrooms, studios, and other public amenities within the school of architecture are for the benefit of all and are expected to be treated with care.
 - ii. This school will not knowingly endanger its students, faculty, administration or the environment by requiring or perpetuating the use of hazardous or toxic materials. As designers, future architects, and stewards of the Earth, it is the responsibility of the school to recycle used materials and mitigate waste.
 - iii. Faculty and students can expect the school to be upheld and maintained in such a way that protects the HSW of its occupants on a regular basis, including security over school breaks. All members of this school are expected to abide by safety measures and regulations that are instituted by the university.
 - iv. It is the responsibility of every member of this school to avoid bringing further damage and wear to critical common resources.
- i. Well-Rounded Enrichment
- i. This school will incorporate time in the curriculum to teach students the skills they need to know in order to succeed in subsequent classes and post-graduate research, experimentation, fulfillment, or employment. In a field with an ever-shifting, technical and professional landscape, this school will do its best to combine fundamental skills with contemporary tools in ways that prioritize student's success and retention of skills.
 - ii. An education at this school can lead to a diverse range of career opportunities, and such potential will be reflected in all curricular instruction.
 - iii. This school recognizes that in accordance with a healthy school-work-life balance, this curriculum will facilitate or provide enrichment in the education of its students in order to create an environment that matriculates well-rounded graduates.
 - iv. Exposure to and preparation for professional opportunities will be included in the curriculum or available resources at this school.
 - v. Student participation in extracurricular activities (ie student-run organizations, activities, interdisciplinary cohorts, volunteerism, etc.) that enhance and supplement an education and life experience will be prioritized and modeled by faculty and administration.

PROCESS

Although a frequently updated LTCP is required by the 2020 NAAB Conditions for Accreditation (PC7, page 2), the Committee will revisit this document as often as necessary in order to stay connected and attentive to our learning community. The LTCP is always available to the public via the school's website, and will also be emailed and distributed to students, as well as discussed during Fall convocation each year. This document will be reviewed and revised annually by a committee composed of equally-empowered students, student leaders, faculty, administrators, and the School Head. This committee is also responsible for interpreting the

document and considering grievances, suggestions and discussions, and may be advised in the event of greater violations. Complaints can be submitted to the LTCP Committee by emailing and scheduling a meeting with the School Head.

Signatures:

Faculty Member	_____
Student Leader	_____
Student Body Member	_____
Administrator	_____
School/Department Head	_____