

Learning & Teaching Culture Policy

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The Learning & Teaching Culture Policy (LTCP) is a document prepared to explain the unique role of the studio classroom atmosphere in architectural education. The environment assists the pursuit of scholarship and opportunity, celebrates personal and communal achievements, and develops responsibility on the scale of today's social, cultural, and environmental issues. Students of Architecture uphold Fairmont State University's mission of S.O.A.R.: **Scholarship:** Exploration of critical ideas by synthesizing individual and collaborative efforts. With multi-media usage, architecture is established as a process, not a product. Participate in engaged discussions. Develop a coalescence of Design Principles Informed by the Reality of Professional Practice. **Opportunity:** To grow, learn, engage, and contribute. **Achievement:** To reach personal and community goals. **Responsibility:** To fulfill obligations to the architectural profession that respect social, cultural, and environmental issues.

Faculty Responsibilities

Faculty *share* the responsibility of educating the students. Faculty members are responsible for advising students academically. They should bring the desire to improve a student's understanding of architecture to the classroom and inspire students to achieve their goals. Faculty should provide clear direction and milestones for the class and encourage critical discussions and healthy debate. Establishing expectations at the onset of a project ensures that students have adequate time to organize a school-work-life balance. A school-work-life balance includes mental and physical health, encompassing enough sleep, nourishment, and movement outside of the classroom to be a well-rounded individual. Breaks during long hours of working should be encouraged. Faculty must recognize that each student is an individual with inherent background and values, and they should promote the study of architecture embodying individual and collaborative ideals. Faculty members are responsible for holding students to high standards that help students fulfill their obligations to themselves.

Student Expectations

Students are responsible for their part in the education process. They should be prepared to put in the time and effort proportional to their academic goals. The design studio is a place for open conversation and engaged learning; each student is anticipated to work to foster a positive environment that encourages a healthy balance between study and personal time. Students are expected to be present, prepared, and attentive in class, including extra- and co-curricular activities; aware of official university communication via email; prepared for university life; and polite and respectful to everyone in our academic community.

Student-Student Relationships

Students should respect all individuals, their concerns, culture, and possessions. The studio is unique concerning peer-to-peer learning. Students must recognize that they are part of a community and should conduct themselves appropriately. They should not engage in an activity that is disruptive or offensive to others. Cell Phones should be silenced before class and put away before crit. Disruptive behavior, in any form, will not be tolerated. This includes vulgar language, rude gestures, or loud music. Students should keep personal and shared spaces clean. Students should log off computers when not in use. Students are responsible for saving their work when they leave the common computer stations. Students should be courteous of other classes on the floor outside of the architectural studios. Upperclassmen and first-year students have expressed interest in a mentorship between academic levels to maintain the positive studio culture and pass down software and architecture student life lessons to the next academic section.

Student –Faculty Relationships

Students and faculty are working cooperatively in the education process. Mutual respect is essential for open and fruitful communication that encourages all parties to make their best effort to succeed. Faculty need to communicate expectations and values and any modifications or deadlines made in assignments to students. Faculty should be facilitators rather than counterproductive critics, offering both positive and critical assessments based on the belief that a student can push architectural work to a heightened level.

Harsh criticism geared toward uncovering inadequacies rather than encouraging positive feedback and interaction should not be practiced. Students should accept critique from the faculty responsively and productively. Reviews are meant to improve performance and scholarship and should be viewed positively. Professionals practicing in the community are often invited as guest speakers and to presentation critiques. Architects, alumni working in government fields, landscape architects, and structural engineers, for example, offer different points of view and allow students exposure to a range of jobs the architectural education allows. This provides for a diverse perspective and conversation.

Administrative Responsibilities

The administration is responsible for upholding the mission and direction of the program by engaging faculty and students in decisions that impact the program. The administration is responsible for providing an adequate and safe learning environment and supporting educational events such as gallery exhibitions, lectures, etc. The administration is responsible for the advocacy of student and faculty concerns on campus and while traveling. They must provide sufficient guidance, resources, and oversight to affirm the program's ability to conform to the conditions for accreditation.

First Aid and Emergencies

Students, faculty, and staff should exercise caution and good sense when working in any architecture studio. Students and faculty are expected to act with respect to university equipment to provide equity in access to woodshop tools, plotters, 3D printers, AutoDesk and Adobe programs, the laser cutter, etc. Students desire training on laser cutters, workshop tools, and CNC areas that is provided consistently and often. This section describes general guidelines for use in all studios.

If a severe accident occurs, call 911 immediately and give the location of the studio and the nature of the injury. An emergency phone is next to the door in ET 203, ET 207, ET 208, ET 209, and ET 212. Always carry information about your medical conditions with you. Report any injuries to your professor. Know where the fire extinguisher, first aid kit, and emergency phone are for every workspace. Know the room number and name of the building for your studio. Emergency exits are marked in the Engineering Technology Building. The student must be familiar with the fire egress options from their location in the building. Clean up spills, pick up trash or dropped materials, and disconnect cords before they become problems. The studio does not permit power tools unless the instructor gives special permission. See Production Lab Safety Procedures and Authorization in the Student Handbook. (Link below) Focus on your work; horseplay in studios will not be tolerated.

General Studio Maintenance

Students must remove all trash and unwanted materials from their workspaces and common areas and keep common workplace areas clean and debris-free. (This includes project scraps, food, etc.) You may not block exits. Glue must be wiped immediately from all surfaces. Cutting mats should always be used. Never cut directly on a table or a floor surface. All student work and personal items must be removed at the end of every semester to make room for other students. Locks on desks and containers will be cut, and contents will be removed and disposed of after an announced removal date. Students must understand that drawings and other items left for others to put away will more likely be discarded or given to other students. Furniture and items from studios are not to leave the studio. Studio "clean-up" dates will be announced for each class that meets in the studio and shall be directed by the studio professor. Students are expected to participate in removing work and helping to clean the space at the end of the semester.

The Architecture Program may request that some of your work remain for NAAB accreditation purposes.

Handbook Reference and Closing Notes

The AIAS and student organization advisor update the LTCP bi-annually to adhere to the 2020 NAAB accreditation conditions.

Also refer to Student Code of Conduct: <https://www.fairmontstate.edu/student-life/student-conduct/code-of-conduct.aspx>