

## **2022 Dunwoody AIAS Learning and Teaching Culture Policy**

### INTRODUCTION

This Learning and Teaching Culture Policy (LTCP) is a living document maintained by a committee of faculty, students, and administrators, 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 collaboration of all members involved. By nature of Dunwoody and this chapter's focus in architecture, we are always learning and practicing how to operate to the best of our abilities.

In addition to the overarching values and ethics of Dunwoody, our Dunwoody American Institute of Architects chapter 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 at the core of this document and the values of our DAIAS.

### VALUES

#### Optimism

- i. Students and faculty will strive to be curious and academically-minded, constantly working toward positive solutions in design both in the profession and the method of teaching; a continuously evolving learning process.
- ii. Dunwoody and our American Institute of Architects chapter 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.

#### Professional Conduct

- i. Students and faculty will maintain a manner of respect with their peers and each other. Open dialogue and respect of other's 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, realistic, and will prioritize health and wellbeing over rigor.
- iii. Breaks and holidays sanctioned by Dunwoody will be honored and 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 within deadlines, while faculty will also arrive to class on time and provide 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 the skills they have been taught up to that point in their education.

#### Constructive Evaluations and 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 rather dedicated at 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 interviews in accordance with our DAIAS Learning and Teaching Culture Policy. The student whose work is being reviewed will arrive on time, be well prepared, adhere to the schedule proposed by their reviewers, and will be engaged with the entire review. Faculty will facilitate opportunity and motivation for all students to remain engaged during 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 Dunwoody Architecture community and will 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, conversation, class meetings, email, Teams and any other platforms, 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 controls of the student. Faculty can expect students to receive, read, and retain these messages when communicated.
- vi. The students and faculty in our Dunwoody Architecture community understands the difficulty of evaluating a subjective art with objective grading but will do its best to be fair and evaluate work without bias.

#### Collaborative Community

- i. Our Dunwoody Architecture community 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. Our architecture community has a zero-tolerance bullying/harassment policy in accordance with Dunwoody's Student Code of Conduct. 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 Dunwoody Student Rights and Responsibilities Reporting Guidelines. Anyone who would like to report an incident can refer to the Dunwoody Student Handbook.
- 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 in accordance with the Dunwoody Academic Policies clauses.
- iv. Freedom of expression in art, architecture, and design are rights of all students and faculty so long as such expressions do not offend or mitigate the right of other individuals 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 our architecture community and Dunwoody by showcasing in-progress and completed works 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 uplift rather than tear down other students.

#### Health and 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 and wellness-related reasons will be excused with reasonable advance notice and without documentation or to Dunwoody policy. Students will make up missed work at the discretion of their professor.
- iii. Dunwoody 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.

#### Time Management and 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, time for wellness, a fair and full rest time, and time accommodations for schoolwork.
- ii. Dunwoody and our architecture community 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 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 not a tolerated facet of our architecture community. Lack

of sleep and other noticeably unhealthy time management practices of students or faculty are not encouraged and will not be praised.

#### Diversity and 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 in accordance with the Dunwoody Student Handbook's Diversity Guidelines.
- iii. Financial barriers to succeeding in class will be addressed with provisions for those are unable to overcome financial barriers to success.
- 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.

#### Respectful Stewardship and 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 (health, safety, and wellness) 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.

#### 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 class 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 (i.e. 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

- i. Although a frequently updated Learning and Teaching Culture Policy is required by the 2020 NAAB Conditions for Accreditation (PC7, page 2), the appointed committee will

revisit this document as often as necessary in order to stay connected and attentive to our learning community.

- ii. The Learning and Teaching Culture Policy is always available to the public via the school's website, will be emailed and distributed to students, and will also be discussed every Fall during the first meeting each year.
- iii. This document will be reviewed and revised with frequency by a committee composed of equally-empowered students, student leaders, faculty, administrators, and members of the Dunwoody administration. 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 selected members of the Dunwoody administration.