

April 14, 2021

## WSOA Learning & Teaching Culture Policy –

Adopted by WSOA Student Leaders and Administration 4/14/21

### INTRODUCTION

This Learning & Teaching Culture Policy (LTCP) is a living document, (maintained by a committee of faculty, students, and administrators) to uphold a positive and respectful academic and professional environment at Woodbury School of Architecture. It replaces our previous Studio Culture policy which focused on only the studio. This new Learning & Teaching Culture Policy recognizes important relationships within our community and the responsibility of faculty, students, the administration and student organizations in shaping the culture of the school. Together, we outline common goals for us to achieve as a community.

### WSOA CULTURE

**DESIGN:** We embrace design as an opportunity to effect positive change.

**DIVERSITY:** We celebrate intellectual diversity and the inclusion of multiple voices in the classroom/studio and in the discourse between students and faculty.

**CRITIQUE:** We value critique and critical evaluation in respectful dialogue and debate, within the school, and with a commitment to public review of work as a means of public engagement and discourse.

**BALANCE:** We support creating a stabilized time commitment and time management in our daily lives.

**CREATIVITY:** We encourage creativity, exploration, and rigor in pursuit of academic development

**PROFESSIONALISM:** We create the environment we want to experience in our professional lives.

### STUDENT | FACULTY | ADMINISTRATION RELATIONSHIPS

Respect and responsibility are the foundation for strong relations between students, faculty, and the administration, cultivated by each party living up to their responsibilities while respecting the responsibilities of others.

These relationships between the students, faculty and administration are strengthened by open communication about expectations and values

When conflicts arise in student-faculty-

## FACULTY RESPONSIBILITY/STUDENT PARTICIPATION

Faculty are responsible for educating, inspiring and mentoring students and to sharing their full passion for their disciplinary expertise and wealth of experience. Faculty have the right to require academic dedication and the critical attention of their students.

Students can expect faculty to be transparent and forthright about class details including, but not limited to: dates of evaluations, grading scales, deliverable requirements per project, grading rubrics that make explicit the criteria for assessing student work, and goals and intents of the class. Likewise, faculty can expect students to receive, read, and retain messages (including syllabi, class meetings, email and other communications, etc.) when they are sent.

We share an environment where students work ~~side~~ with faculty, fostering unique faculty/student working relationships where each party learns from ~~another~~.

The learning and teaching culture requires preparedness and enthusiasm for learning in both studio and classroom from faculty and students.

Full participation in studio reviews is beneficial to everyone. Faculty will facilitate opportunity and motivation for all students to remain engaged in all reviews.

The entire learning community at this school understands the difficulty of evaluating a qualitative art with quantitative grading and will do its best to be fair.

## WSOA STUDENT ORGANIZATIONS

WSOA is proud of our student leaders in all our student organizations and encourage participation in their educational programs, social activities, advocacy and professional engagement.

We support the work of AIAS (Burbank and San Diego), CLEA, IIDA CC, NOMAS, and others, each with their independent mission and purpose, and together on behalf of our students and our community.

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- The architecture department encourages students to ~~open~~ to the best of their abilities, something that can only be accomplished with a healthy balance of work, rest, food, and sleep.
- WSOA 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.

## Diversity & Solidarity

Create a climate of respect and diversity where ideas may be freely exchanged among students and faculty

The School fosters a total environment that respects and welcomes differences, amplifies student voices, communicates with transparency and urgency, and celebrates inclusiveness.

- The School works toward the development of a more inclusive pedagogy, ~~asides~~ all forms of diversity, equity, and inclusion as they affect the educational process.
- Faculty will expand the pool of jurors to provide diverse perspectives that mirror the diversity of WSOA students.
- The school will increase diversity of the faculty
- This school recognizes the importance of diversity and demands cultivation of an inclusive culture in the words we speak, the actions we take, the history we teach, the behaviors we model, and the projects we undertake.
- This school will work to ~~make~~ itself an inclusive space to have open discussions.
- We respect 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 our students, and are open to accommodations in accordance with University policies.

Refer to WSOA student's statement <https://woodbury.edu/news/wsoa-student-statement/> and to Design Justice Action Plan <https://woodbury.edu/program/school-of-architecture/soadesignjustice/>

## Respectful Stewardship and Space Management

Respect others and take responsibility for our shared facility and for the environment. All members of this school will respect the rights of others, including the property of other individuals. TJ 202.8 0.72 re R35-0078-CTJ-162

## Constructive Evaluation

Nurture learning environments derived from student/faculty collaboration and the sharing of ideas and concepts through critical discourse.

- Individuals 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.
- Formal or informal reviews or critiques given by instructors or guest jurors will always be discussion-oriented; never critical of the person, but always 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 constructively evaluate work.