

UNIVERSITY OF ILLINOIS – SCHOOL OF ARCHITECTURE

School of Architecture Culture Policy

MAY 11, 2010

Learning Culture: *The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.¹

Mission Statement

The mission of the School is to pursue architecture as a humanistic and professional discipline, which synthesizes art and science through intellectual rigor, aesthetic judgment, and technical understanding. The School achieves its mission through teaching, scholarship, creative work, research, and service, and commits itself to the highest ideals of the profession and culture of architecture.

Core Values

The School's mission is based upon the conviction that architecture is first, an embodiment of the diverse, changing goals, values, and resources of society; and second, that architects have various and vital roles in interpreting and determining the status, values, conditions, and direction of society, its culture and quality of life.

School of Architecture Culture and Environment

The School of Architecture at the University of Illinois at Urbana-Champaign fosters an academic culture which emphasizes: Respect, Sharing, Engagement, Innovation, Communication, and Academic Excellence among all members of our community.

This living document sets forth guidelines that encourage a positive and productive learning environment in which each of these ideals share equal value. Faculty promote a learning environment in which students actively explore the design, historic, cultural, technical, and aesthetic aspects of architecture, and attain experience in the field through internships and community involvement. We work together honestly, courteously, and with integrity to pursue the shared goal of excellence in architectural education.

¹ NAAB, (2009). **2009 Conditions for Accreditation**, Washington, DC: NAAB.

The School of Architecture's Culture Policy specifically addresses four main topics of importance:

Expectations | Physical Environment | Relationships | Implementation & Maintenance

Expectations

Students and faculty base all time expectations on the notion of respect. The architecture community will be respectful of class time as well as outside commitments, allowing members to live a balanced lifestyle. Students should practice effective time management skills that do not necessitate unduly intense and condensed efforts. Students will maintain realistic expectations of their own time obligations, resisting the temptation to overextend themselves and work to balance various commitments.

Professors will strive to abide by their syllabi. Changes must be presented to students in written format well in advance of deadlines. Students are expected to be willing participants and engaged in their education. Both faculty and students are expected to be present in all manners during the established class period. Professors and students should creatively address the critical issues facing architectural education and the profession.

Students and faculty are encouraged to engage in learning activities outside of the classroom. This includes opportunities that arise through external organizations. Engaging in these opportunities reinforces core values of the school.

Physical Environment

The School of Architecture should be a safe, comfortable, and efficient place to work. To achieve this standard, we maintain the following principles:

Respect for Equipment: Our equipment will work and be up-to-date, to the best of the school's ability. Students and other users should be taught how to properly use it and must report damage as it happens.

Care: The building environment should provide a clean and healthy working venue. Students are responsible for maintaining their own studio space. Emphasis shall be placed on environmental sustainability both inside and outside of the studio.

Personal Safety: The school will strive to provide security for all members of the School of Architecture. Doors should be kept locked and students should travel in groups when they leave campus buildings after dark. The community should work together to fulfill this need.

Personal Property: The community will respect the property of others, including personal property within shared spaces.

Relationships

The School of Architecture fosters a community based upon mutual respect, which promotes interaction and productivity among students, faculty, and staff. This community should be engaged and inquisitive. We must practice tolerance of varied ideas, collegially discuss different perspectives and respect diverse perspectives and persons.

Collaboration within the whole community, including students, faculty, staff, and professionals, is highly encouraged in courses such as design studios, other courses and independent studies. Through shared projects, courses, lectures, and social activities the architectural community will interact with members of the larger university community to provide a well-rounded education, to increase knowledge, and to promote innovation.

Design reviews are intended to evaluate but not to discredit student projects. Reviews should be informative and critiques will be provided in ways that help students advance creatively, conceptually, and productively. To ensure a beneficial review experience, students must be well prepared mentally and have thoroughly prepared their presentations. Faculty should ensure that reviewers are well informed on the project specifications prior to the review and are able to advise based on project type, context, location, scope, and project phase.

When conflicts or disputes arise between faculty and students, both should work to reach a solution in a respectful manner.

Implementation and Maintenance

This policy is a living document to be changed and updated as needed. Periodically, a task force may be created that ensures representation from all student levels and faculty.

This policy was written in 2010 by a task force chaired by ASAC President Britta Monson and Assistant Director Lee W. Waldrep, Ph.D. with students Gloria Colom, Alina Hsieh, Kevin Jele, Taylor Knoche, David Marshall, Jacob Mellor, Danielle Mullendore, Andrew Steinweg, Rosemarie Woodbury, and Michelle Zupancic with faculty advisers Lynne Dearborn, Gaines Hall, Areli Marina, and Scott Murray.

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