

Learning and Teaching Culture Policy

SUNY College of Technology at Alfred State School of Architecture, Management and Engineering Technology Department of Architecture + Design

Within the Department of Architecture + Design and the B.Arch. program, students are able to learn effectively in an environment that encourages positive and respectful interactions among faculty, students, administration and staff. Each academic year, students are asked to voluntarily contribute to the revision of the Studio Culture Policy that is posted within each studio classroom. This document outlines “Who we are” and “How we do it” through cultural drivers like; Healthy Lifestyle, Time Management, Collaboration, Community, Diversity and Inclusion, Leadership Development, Critical Discourse as well as Student and Faculty Responsibilities. The Alfred State administration also issues the Student Code of Conduct each academic year, which details the Principles of Community. The Principles of Community focus on personal integrity, treating others with civility, and supporting inclusion throughout the campus. Together, these documents outline the teaching and learning culture across the Alfred State campus and more specifically within the Department of Architecture + Design.

Students are expected to take responsibility for their own education with the guidance of faculty and staff. They are encouraged to develop a work ethic and work habits based on self-awareness, self-reliance, independence, discipline and diligence in the production of quality works. The department expects that students will maintain an open attitude to constructive criticism, advising, and counseling. Students are also expected to keep an open attitude toward, and encouraged to learn, emerging software tools and trends that are not taught within the department.

Faculty are responsible for establishing a robust framework for the education of students in the classroom. They are expected to share their personal expertise, engage students in critical thinking, and do their best to prepare students for a place within the profession. Both the College and the department support the continuing education of faculty, so that they may stay current with issues related to the profession. Students will have the opportunity to complete a Student Evaluation of Teaching Effectiveness form each semester to evaluate faculty performance in the design studio and thus aid in the faculty's professional development.

While the cultural drivers mentioned above apply to each and every design studio throughout the program, emphasis is placed on particular drivers such as community, diversity and inclusion, collaboration, civic engagement and service, and leadership development as students' progress from first through fifth years.

- **Community:** The first year seeks to create an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance. Students are expected to act with integrity. Dishonesty, fraud, and failure to respect the rights of others cannot be tolerated in a community which is dedicated to the development of responsible individuals.
- **Diversity and Inclusion:** Throughout the second-year, the department promotes the college-wide effort at creating opportunities for students to challenge bias by promoting sustained dialogues around individual differences and to prepare students to be respectful, engaged, and effective citizens in an increasingly global society.
- **Collaboration:** The third year promotes both individual and group work to support student learning and prepare students for professional responsibilities where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project. Efforts are made to ensure clear communication of expectations of collaborative work, and shared responsibility amongst the members of a group is emphasized and evaluated through peer assessment and review.

- **Civic Engagement and Service:** The fourth-year invites students to discover who and how they want to be in the world by identifying the causes and issues that ignite their curiosity and sense of social responsibility, and by finding ways to channel passions into action through community service, cultural immersion experiences, activist initiatives, and political involvement.
- **Leadership Development:** The fifth year promotes college-wide leadership opportunities based on the social change model, which approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. This philosophy is integrated throughout all areas of the program through active participation in peer critique, the production of compelling work, maturity in design studio discourse, the display of personal integrity, and interactions with members of the college and professional communities. Students are empowered to develop not only their capacity to lead, but to actively make a difference in their world through a range of leadership opportunities both in the department and across campus.

The College requires that each course have clear learning objectives, outcomes and assessment criteria, and that these components are stated in the course syllabus and/or project assignments. Students should expect to be given a clear understanding of what they are to learn within a given course or a given project. Students should also be given the goals and minimum requirements of what they are expected to produce as a final result. Students should expect to be given assessment criteria by which their work will be evaluated, including key performance indicators that describe the characteristics found in good work.

Additional Academic Resources:

[Studio Culture Policy](#)

[Student Code of Conduct](#)

[Principles of Community](#)

[Academic Information](#)