SCAD ARCHITECTURE

LEARNING CULTURE CREDOS 2012-2013

A STUDIO CULTURE POLICY
LEARNING CULTURE CREDO

1. We value ourselves as individuals and architecture professionals.

2. We shape our experience as architecture students, faculty and staff.

3. We respect each other and the learning environment.

4. We appreciate a wide diversity of identities and perspectives.

5. We practice professionalism.

6. We benefit from interdisciplinary learning and collaboration with the broader university community.

7. We embrace innovation.

8. We cultivate leadership.

9. We prepare for professional careers in a global marketplace.

10. We remain engaged in learning and connected with one another.
The Savannah College of Art and Design is a private, nonprofit, accredited institution conferring bachelor’s and master’s degrees in distinctive locations and online to prepare talented students for professional careers. SCAD offers more than 40 degree programs of study, as well as over 60 minors at locations in Savannah and Atlanta, Georgia; Hong Kong; Lacoste, France; and online through SCAD eLearning.

The diverse student body of more than 11,000 comes from all 50 United States and more than 100 countries worldwide. Each student is nurtured and motivated by a faculty of more than 650 professors with extraordinary academic credentials and valuable professional experience. These professors emphasize learning through individual attention in an inspiring university environment. SCAD’s innovative curriculum is enhanced by advanced, professional-level technology, equipment and learning resources.

SCAD Mission

The Savannah College of Art and Design exists to prepare talented students for professional careers, emphasizing learning through individual attention in a positively oriented university environment.

SCAD Vision

The Savannah College of Art and Design, an institution with distinctive yet complementary locations, will be recognized as the leader in defining art and design education. By employing innovation in all areas, SCAD will provide a superior education through talented and dedicated faculty and staff, leading-edge technology, advanced learning resources and comprehensive support services.
SCAD Values

- Being a student-centered institution.
- Providing an exceptional education and life-changing experience for students.
- Demonstrating quality and excellence in every aspect of operations.
- Sustaining a respectful and honest university environment.
- Growing while continually improving.
- Being innovative and results-oriented.
- Promoting a cooperative team spirit and a positive can-do attitude.
- Going the extra mile.

SCAD ARCHITECTURE MISSION

The Savannah College of Art and Design architecture program provides a cross-disciplinary learning experience within an art-enriched context. The program promotes knowledge, skills and judgment that culminate in a professional career with emphasis on design excellence, leadership, critical thinking, global awareness, ethical values and communication skills. Graduates of the department are balanced in the disciplines of theory and practice with a thorough understanding of how these aspects influence each other reciprocally.
Development and Purpose of the Learning Culture Credo

As a university whose mission is centered on individual attention and a positive environment, SCAD believes that every student’s well-being, academic success and career preparation are paramount. In 2000, the university mourned the tragic loss of one of its own, architecture student Peter Saxon, who died in an automobile accident when he fell asleep while driving to visit his brother in Hilton Head Island, South Carolina. Prior to commencing his drive, Peter had worked without sleep for two consecutive nights to complete an architecture studio project. Peter’s passing affected the SCAD family deeply and galvanized architecture students, faculty and staff into emphasizing the need for architecture students to develop a healthy work-life balance and better professional habits. Led by Bradley Lunz (M. Arch., 2001), one of Peter’s closest friends, a group of SCAD students attending the 2000 American Institute of Architecture Students (AIAS) FORUM proposed the creation of a Studio Culture Task Force to research work-life balance issues among architecture students, identify their causes and make recommendations for improvement. In 2002, the AIAS Studio Culture Task Force published “The Redesign of Studio Culture,” calling for architecture programs nationwide to reform impoverishing habits of sleep deprivation, individual isolation and extreme workloads, and to adopt values of optimism, respect, sharing, engagement and innovation. In issuing this bold call for change, the AIAS Studio Culture Task Force specially acknowledged Bradley Lunz for “creating the Studio Culture Task Force and for envisioning the need to advocate for healthier architecture education.”

In 2003, the National Architectural Accrediting Board (NAAB) adopted a new condition for accreditation titled “Studio Culture,” requiring NAAB-accredited architecture programs to adopt studio culture policies emphasizing the fundamental values
identified by the AIAS. Concurrent with this development, SCAD architecture students and faculty developed and implemented the first SCAD Studio Culture Policy in 2004. Each year since, a team comprised of the dean of the School of Building Arts, the chair of the architecture department, the Faculty Development and Outreach Committee, and the SCAD AIAS Executive Committee has reaffirmed or revised the Studio Culture Policy to ensure its relevance and effectiveness.

During the 2012-2013 academic year, SCAD architecture students and faculty created the Learning Culture Credo as a new expression of the department’s studio culture policy. The Learning Culture Credo cultivates optimism, respect, sharing, engagement and innovation through timeless principles and day-to-day actions.

SCAD is proud to have launched the studio culture movement and to advance it through the Learning Culture Credo. We continue to honor Peter Saxon’s memory through our unwavering commitment to prepare architecture students for professional careers through individual attention in a positive environment.
LEARNING CULTURE CREDO

1. We value ourselves as individuals and architecture professionals.
   a. Architecture students, faculty and staff will create a learning environment that supports the healthy body and sound mind that are essential to successful architecture learning and practice.

   b. Architecture faculty will model and students will learn and practice the time management skills necessary to achieve academic and professional success.

   c. Architecture students will learn to clearly articulate the civic and economic value of architecture professionals who positively shape the quality of the built environment.

2. We shape our experience as architecture students, faculty and staff.
   a. Architecture faculty will guide students in understanding that the quality of their educational experience is directly related to the quality of contributions that students make to their learning environment.

   b. Architecture students, faculty and staff will display pride of ownership toward their teaching and learning environment.

   c. Architecture students, faculty and staff will collectively promote a teaching and learning environment that is conducive to everyone’s success.
3. We respect each other and the learning environment.

a. Architecture students, faculty and staff will be respectful, whether engaged in conversation, considering ideas or providing and responding to critique.

b. Architecture students will examine ideas critically and share individual perspectives openly.

c. Architecture students, faculty and staff will respect the architecture department’s facilities, equipment and others’ personal belongings, follow all applicable safety and security guidelines, and at the end of each quarter, restore facilities and equipment to the conditions in which they were received.

4. We appreciate a wide diversity of identities and perspectives.

a. Architecture students, faculty and staff will be mindful of the unique backgrounds, experiences and viewpoints of all and view these qualities as opportunities to expand their knowledge and enhance their ability to work well with others.

b. Architecture faculty will demonstrate and students will draw on divergent perspectives to develop solutions.

c. Architecture faculty will teach and students will learn a wide range of architectural traditions, approaches and viewpoints.
5. We practice professionalism.

a. Architecture faculty will exemplify and students will adopt a professional approach to the studio.

b. Architecture students will learn to apply their education and skills to succeed in a variety of architecture-related professional contexts.

c. The architecture department’s facilities will contain the equipment and tools necessary to prepare students to meet the demands of diverse working conditions within the architecture profession.

6. We benefit from interdisciplinary learning and collaboration with the broader university community.

a. The architecture department will offer courses that allow students to collaborate with other disciplines within and beyond the School of Building Arts.

b. Architecture faculty will guide students in learning to collaborate effectively with others outside the architecture profession.

c. Architecture students will embrace the many unique opportunities to enrich their architecture education at SCAD through elective courses, collaborative projects, exhibitions, lectures and special events.
7. We embrace innovation.

a. Architecture faculty will teach and students will learn that innovation is the process of discovering optimal solutions.

b. Architecture faculty will demonstrate and students will learn how innovation builds upon the accomplishments of the past, and does not result from isolated and uninformed efforts.

c. Architecture students will pursue opportunities to innovate through their architecture coursework.

8. We cultivate leadership.

a. Architecture faculty will teach and students will learn that leadership in the architecture profession requires a strong sense of individual responsibility for the health, safety and well-being of the public.

b. Architecture faculty will provide opportunities for students to learn, develop and practice the leadership abilities expected of professionals in the architecture profession.

c. Architecture students will hone their leadership abilities as members of student organizations in the architecture department, the School of Building Arts and throughout SCAD.
9. We prepare for professional careers in a global marketplace.

a. Architecture faculty will educate students on the global nature and scope of the architecture profession.

b. Architecture students will consider SCAD’s study abroad options as a means of obtaining valuable experience for professional careers in a global marketplace.

c. Architecture students will work with faculty and SCAD career and alumni success advisers to identify and pursue the wide range of internships and jobs available in the United States and abroad, and will enhance their professional opportunities by participating in the Intern Development Program and preparing to pass the Architect Registration Examination.

10. We remain engaged in learning and connected with one another.

a. Architecture students will understand that completion of a formal course of study in architecture is only the beginning of a lifetime process devoted to mastering the principles and disciplines that define the architecture profession.

b. Architecture faculty will encourage students to form positive bonds with their peers, contributing to a robust network of architecture alumni who remain connected throughout their careers and who assist one another as professionals whenever possible.

c. The architecture department will provide ongoing opportunities for architecture alumni to remain connected to SCAD, the School of Building Arts, the department and to one another.
Publication

The Learning Culture Credo will be accessible at all times in electronic format to all architecture students, faculty and staff, posted in plainly visible locations in Eichberg Hall, and distributed in any other manner determined by the university, the dean of the School of Building Arts or the chair of the architecture department.

Assessment

Each academic year, the architecture department will administer a survey to assess the Learning Culture Credo’s effectiveness in encouraging the values of optimism, respect, sharing, engagement and innovation.

Review

Each academic year, the dean of the School of Building Arts, the chair of the architecture department, the Faculty Development and Outreach Committee and the SCAD AIAS Executive Committee will convene to review the Learning Culture Credo, analyze the results of the annual Learning Culture Survey, and reaffirm or revise the Learning Culture Credo as necessary to ensure its relevance and effectiveness.