HELLO. LET’S GO!

PURPOSE: This Learning Culture Policy articulates the habits, patterns and experiences found within the Clemson School of Architecture in all its locations. It is expected that this policy will be reviewed annually and discussed by both students and faculty members and that revisions and updates will continue to be made in order to refine this policy.

ACADEMIC INTEGRITY STATEMENT: The Learning Culture Policy supports all University regulations and is driven first and foremost by the University’s statement concerning academic integrity:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

DEFINITION: The School of Architecture at Clemson University sees architectural education as a valuable and formative experience for both students and faculty. The design studio, the hallmark of an architectural education, is a collaborative and supportive learning environment.

COLLABORATION

CONVERSATION: The learning environment should foster the exchange of ideas through desk critiques, formal design reviews, and informal discussion amongst faculty and students where honesty and openness are expected. Understanding, articulation of a position, declaration of intent, and making an argument are important parts of any design studio dialogue. In order to foster these conversations, faculty members are urged to teach students how to be both good listeners and critics. Critiques at all levels should be seen as opportunities to invite and foster constructive, respectful criticism and the exchange of ideas. Faculty and students are encouraged to invite guest critics with a range of views and backgrounds such as architects, other professionals and relevant individuals to provide a well-rounded review experience. Students are expected to be in attendance and fully engaged in studio pin-ups and formal reviews, and should feel comfortable to offer their opinions during reviews. Architecture students should be proficient in using architectural vocabulary in critiques and class discussions but should also be proficient in speaking to a broader audience.
DIVERSITY:
A plurality of methods and viewpoints are essential to understanding the different ethical, social, and political forces that impact architecture. Diversity of opinion, expertise, formats, cultural background, and political perspective are to be expected and encouraged in the students, faculty, visiting critics, and lecturers. The learning culture should continually emphasize analysis, creativity, and critical thinking. It is expected that learning will engage complex global issues related to the built environment.

MENTORSHIP:
Mentoring, between year levels within the school, from faculty, and from architects in the field, ensures a transfer of experiential knowledge to current students. Alumni, local AIA sections, the AIAS, and GASP, among other organizations, provide opportunities for students to find and develop mentors. Valued external members of the Clemson family are invited to attend and engage in School of Architecture reviews and events.

INTEGRATION

TIME MANAGEMENT:
Time management plays a critical role in architectural education. Students are expected to manage their time. Faculty are expected to exercise and model good time management skills by scheduling the semester in advance, by planning reasonable deadlines, showing up to classes on time, using studio time in an efficient manner, and ending class on time. In addition, faculty members are expected to divide desk critique time equitably among their students. Students and faculty are expected to work consistently, throughout the entire duration of studio, to accomplish the optimum evolution of the design project.

SCHEDULE/BALANCE:
A full architectural education balances design studio with non-studio courses, in and outside of Lee Hall. To build creativity and innovation students are encouraged to take advantage of non-architecture courses and interdisciplinary activities. With the support of the faculty this time away from architecture instills the necessary confidence and optimism for public interaction as found in the professional world. A strong student work ethic will produce the necessary studio work while participating in a broad university experience.

GROUP WORK:
Faculty members should organize learning activities to involve several levels of individual and collaborative work.

TRAVEL:
Students and faculty should embrace the cultural and natural resources that are available to them locally, nationally, and internationally. Faculty members are urged to invite, lead, and point students toward off-campus learning opportunities that foster an attitude of curiosity, exploration, discovery, and engagement in the city and the landscape. Timely scheduling of the field trips should be conducted with respect to the student’s academic schedule in order to allow for the greatest participation.

Students travel throughout the world to gain a greater understanding of architecture culture within the Fluid Campus. With centers in Clemson, South Carolina; Genoa, Italy; Barcelona, Spain; and Charleston, SC, our fluid campus centers each enrich their respective pedagogical specialties while maintaining a global perspective of territory and society, and providing a better understanding of cultures and practices outside the U.S.
ENVIRONMENT

HISTORICAL SURROUNDING:
Our environment portrays a strong visual for how we collaborate and integrate through the Clemson learning culture. The School of Architecture’s building, Lee Hall, was named after the first Head of Architecture at Clemson, Rudolf E. Lee. The original building was designed by Clemson’s first Dean of Architecture, Harlan McClure, and stands as South Carolina’s first example of modern architecture in the International Style. Clemson University President James F. Barker has called our building, constructed in 1958, as “a building that teaches.” This passion has continued through to the school’s most recent addition designed by alumnus Thomas Phifer. Through this built environment we are able to conceive and be inspired to create strong communities and professional working habits.

PROFESSIONAL WORKING ENVIRONMENT:
Students are expected to maintain a collegial and professional working environment at all times in Lee Hall and all fluid campus locations, irrespective of faculty or staff member’s presence. This includes courteous behavior and respect for the gender, ethnicity, sexual orientation, and religious affiliations of other students. Working productively in close quarters requires patience, understanding and flexibility of all participants. Students should be mindful of their surroundings and cooperative regarding the use of space, materials and equipment.

CLEANING/STORAGE:
Students are responsible for maintaining a clean working area. They are also responsible for removing all personal belongings by the last day of final examinations of the spring semester. Anything left in the studio after that date will be disposed of by the University. Under no circumstances should the design studio be considered a place of residence.

RESPECT TO JANITORIAL STAFF:
Students should use the studio space in a creative way while still portraying a professional presence. Trash from modeling and other academic work should be clearly defined by its placement in the trash receptacles. Objects not intended as trash should be clearly organized on tables.

VOLUME CONTROL:
Students should not play loud music in the studio or be disruptive with use of loud voices. Music broadcasts transmitted in the studio are not allowed. The use of private headphones is allowed to the extent that it does not interfere with the pedagogical intent of the course content.

BANNED/ILLEGAL ITEMS:
The consumption of alcoholic beverages or the use of illegal substances in Lee Hall is not allowed without the permission of the University President. Domestic furnishings (including camping cots, hammocks, yoga mats, folding chairs, etc.) are prohibited. It is in violation of safety standards to reconfigure the desk stools in any way that might cause injury.

BUILDING SECURITY:
During the evening work hours, security is authorized to lock all doors with exception to the front door of Lee Hall. To maximize the safety of the students and the efficiency of the building, all doors must remain closed with no door props. Students are advised to use the university escort service (Tiger Transit 864-656-3333) during late departures from Lee Hall.

LET’S GO!

With excitement and dedication we are a body of people seeking to learn, collaborate, and experiment in the creative surroundings of the Clemson University School of Architecture. Collaboration, Integration, and our historical Environment are three categories that fuel the positive motion of our school’s Learning Culture.