

Learning Culture Statement

Sustaining a culture, here in the School of Architecture, that embraces learning across the entire range of our collective activities draws on the foundational aspirations of Clemson University and the School of Architecture. The *raison d'être* of this university and this department is to create a place for learning. The high seminary of learning envisioned by Thomas Green Clemson enfolds all of us, the entire university community, as active learners. We are here to learn. All of us. The goal of our learning is to answer the question, “how do we make a meaningful place for ourselves in the world?”

A rich learning culture is one we all share; every single student, faculty, administrator, and staff member contribute to the establishment and advancement of this adventure. And as learning is everyone's shared objective then teaching is everyone's shared obligation. Expanding knowledge and sharing that knowledge through collaboration, teaching and dissemination is the School of Architecture's mission. And Clemson's role as a mission-driven public land-grant institution is the framework for our efforts to make meaningful contributions to the state and region.

The success of our culture of learning demands that we create and sustain an environment that is grounded in ideas, multi-directional, non-hierarchical, multi-modal, and propelled by a lively spirit of adventure and innovation.

Inquiry

We begin with questions. The School of Architecture's learning culture is built around the continual and insistent questioning of where we are, how we got here, and what we can do to improve how we make our place in the world.

Discourse

If we begin with questions, our culture of learning must create and sustain a setting for all forms of discourse as a critical subsequent to inquiry. Discussion, debate, and critique are vital elements of our work and for that to be fruitful every member of the community must be engaged in the free and lively exchange of ideas. Talking about ideas is omni-directional and involves everyone.

Dissemination

The School is a vast repository of information, knowledge and wisdom. Open inquiry and research expand this knowledge in an on-going manner. We are then responsible for sharing this knowledge through teaching, collaboration, and publication. Our learning culture demands that we also develop a teaching culture. The School's contribution to the field requires a deliberate strategy for dissemination.

Diversity

Open inquiry, critical discourse, and sharing is strengthened immeasurably when the information, knowledge and wisdom produced reflects the extraordinarily diverse experiences of being in the world. Our learning culture must be relentless in exploring the world of ideas that is as wide and exquisitely diverse as our humanity.

Stewardship

Our learning culture here in the School of Architecture has been constructed over a century of operation, but it is neither settled, stable or self-sustaining. It will never be perfect; its successes and shortcomings must be continually examined and developed. The responsibilities delineated in our mission of service (to the state, region, discipline and profession) place the burden of stewardship on our learning community which demands active and ongoing work from students, faculty, staff, and administration.