



I.1.2 Learning Culture + Social Equity

The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.

Every student makes the following promise for all work they complete at Kansas State University: *On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*

This statement is the foundation of trust for the following narrative.

The studio learning culture was approved by department faculty and students in the spring of 2016.

The 2014 NAAB conditions for accreditation call for the description and implementation of all schools of architecture's studio culture. This NAAB requirement is rooted in an initiative by the American Institute of Architecture Students (AIAS), who created a task force addressing the merits and shortcomings of studio culture. In 2008, AIAS issued a report "Toward an Evolution of Studio Culture," which addressed lessons learned, best practices and guidelines for an effective studio culture narrative. Annual reflection of the college's studio learning culture statement is an opportunity for continued analysis and improvement in an experiential performance-based way.

The NAAB policy and the AIAS report emphasize five key values (optimism, respect, sharing, engagement and innovation) with the addition of time management, general health and well-being, work-school-life balance, and professional conduct. The aforementioned values are considered in our own narrative under the following three headings:

CULTIVATION, which refers to the personal and professional development of the design student, specifically in regards to creativity, leadership and innovation.

COMMUNICATION, which refers to the learning environment which fosters respect, optimism, and overall health and well-being.

COLLABORATION, which refers to the capacity of the learning environment to reach beyond the classroom in more specific regards to interdisciplinarity, professionals, and the community. In the spring of 2016, the Department initiated a series of discussions with the Architecture Student Advisory Board, AIAS chapter, and the faculty to reevaluate the studio learning culture narrative.

Henceforth, studio learning culture should emphasize the following:

CULTIVATION The cultivation of design students' personal and professional development pushes the boundaries of their creativity, ability to lead and innovate. In studio, students learn to resolve architectural design problems using multi-modal design skills, including, but not limited to: hand drawings, diagramming (communicative graphics), models, writing, and effective public speaking. Studio assignments are crafted to cultivate students' skills in critical and creative ways; so that the product of their efforts is a three-dimensional architectural project in which they integrate the lessons of other courses including: history, structures, art, environmental controls, social and behavioral aspects of design, digital technology, and more. Cultivation in an open-communicative, collaborative learning environment facilitates students' leadership and teamwork abilities. The learning culture cultivates innovative risks and inquiries; therefore, encouraging students to explore the formal, representational, tectonic, emotional, symbolic, poetic and/or social potentials of their design.

COMMUNICATION Students work in an environment of open and constant communication, verbally and written, that fosters respect, optimism, health and well-being through professional guidance, peer encouragement, and self-realization. Faculty and administrators encourage students to balance competing interests, attend to their mental and physical health, manage their time, and enhance their modes and methods of making decisions. Students are encouraged to work in a productive and timely manner. The learning environment is structured to be a culture of open dialogue where students feel safe in sharing their opinions and challenges, whether at the student's workspace, during formal critiques, or at public presentations. Constant conversations optimistically remind us that good design has meaning in that it impacts human life.

COLLABORATION Architecture is a collaborative act. Students learn to work collaboratively in and outside of the classroom interdisciplinarily, and in professional and community environments. Students are encouraged to seek out and employ the knowledge of peers and faculty in all disciplines, within and outside APD, highly respecting the expertise available across campus. Where possible, faculty and administration deploy alternative teaching methods to refine and advance architectural education, acknowledging that continues to happen outside the walls of a classroom or studio. Alternative teaching methods include: study abroad, study tours, firm-sponsored studios, open critiques with professionals in the field, and community service projects. Students learn to contribute positively to the built environment, preparing them to serve as leaders within the profession and their communities. Studio sequence facilitates opportunities for engagement in the community, throughout all disciplines, so students learn the benefits and trials of working with collaborators, clients and/or the public. Students have the opportunity to: attend lectures, conduct project site visits, fabricate artifacts in the shop, visit the Change Gallery, meet with professionals, work with consultants and clients, and/or conduct research in Weigel Library. Overall the studio experience should foster students' skills to create excellent designs, which they can use to problem-solve, enrich public life, promote the design profession, contribute to sustainable communities, and engage social issues.

The values most recently added by the NAAB policy and the AIAS report are called out for clarity:

Time Management is encouraged by the faculty through the planning of course schedules with deadlines presented to the students at the beginning of the semester; allowing students to manage their time throughout the semester. Students are encouraged to be productive during studio hours. Additional help and support regarding time management is provided through events sponsored by APDPro.

General Health and Well-Being is promoted by APDPro which sponsors events on topics such as: mindfulness, stress, conflict resolution, and more. General health and well-being is also encouraged by the faculty who are considerate of their students.

Work-School-Life Balance is modeled by faculty and encouraged for students. Many students have the opportunity to work in and with the college as well as pursue extracurricular activities including, but not limited to: Beaux Arts Ball, Architecture Evening, Open House, and more.

Professional Conduct is promoted by APDPro which sponsors events on topics such as: resume and portfolios, job search, etiquette, communication, and more. Students are to act professionally during classes and, especially, project reviews. Students have the opportunity to interact with professionals through: firm visitations, firm mentoring, Design Expo, special guests for lectures and critics, internships, events with the Professional Advisory Board, and more.