



## APPENDIX D

### Learning and Teaching Culture Statement

The Department's culture of learning and teaching is situated within the broader culture of the O'More College of Architecture and Design. As expressed for the College:

*The College values of inquiry, collaboration, service, creativity, innovation, and empathy are important qualities of Belmont's "Christian community of learning and service." Community members in such a culture should be expected to exercise these values and, when they fail to, to hold one another accountable to better actions and to make amends. The perfect respect modeled by Christ is our aspiration: not only respecting and valuing others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders. We aim to manifest these aspirations in our policies, curricula, and behavior.*

*Although Belmont is not a credal institution that requires statements of faith from its students, the faculty of the O'More College are expected to align their teaching with the traditions of Christianity. Its directives toward human behavior, which are shared with many faiths, shape an attitude of engagement toward the world that seeks restoration of a sustainable and equitable relationship among people and between societies and their environment.*

*While it is the obligation of our community members to fulfill, our learning and teaching culture is expected to also be carried out by the guests we invite to campus, in community forums, and as other events and opportunities arise.*

While supporting by the above statement, which is articulated in the CAD Student Manual (see relevant excerpt in App. E) and referenced by all faculty reference in their courses and on their LMS sites, the faculty recognize their limits to offer all possible help to all students. The program circulates information to students on the following University supports:

- Complaints and Bias Grievances process
- Counseling Services
- Growth & Purpose for Students (GPS)
- Health Services
- Learning Centers
- Office of Accessibility Services a
- Office of the Dean of Students
- Student Concern System
- Therapy Assistance Online
- Title IX Coordinator
- University Ministries
- University Title IX Coordinator
- Welcome Home Diversity Council

Additionally, the program has developed complementary policies and practices to ensure that students feel valued, supported, and able to achieve.

### **Belmont University Department of Architecture Learning and Teaching Culture**

#### **Scope**

The architecture program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students



administration, and staff through its general policies, curricular directives, and behavior of community members.

While not claiming unique ownership of these positive values, members of a Christian culture should be naturally prone to exercise them; when they fail to do so, they have a particular vocabulary for holding themselves and others accountable for restoration. The perfect respect modeled by Christ is our aspiration: not only acting with appreciation toward others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders.

These approaches are codified in the general policies of the University to hire faculty and staff aligned with the precepts of Christianity; the expectation that faculty in the College will bring the language of faith into their classrooms, and clear messaging about the environment to prospective students who will thus self-select their way into the community and so enhance the overall behavior of community members. Curricular directives pertinent to these ends include the character of projects and content in all courses.

Our learning and teaching culture is further carried out by guest lectures, in community forums, in reflection exercises that students complete in their ePortfolios, and as other events and opportunities arise. The clearest statement on the ethos of the program is embedded within the policies of the College available in the CAD Student Manual. (See App. E for “Cultural Practices: Community.”)

### ***Work-Life Harmony and Wellness***

Keeping work and life in appropriate and healthy balance is essential for mental and physical health as well as academic progress and creating positive lifelong, sustainable habits.

- Facilities close at night to encourage students to maintain predictable habits of rest
- Facilities close during campus holidays in respect to campus calendars and encouraging students to observe religious and national holidays
- Faculty strive to be responsive to balancing student workloads and helping them to manage their time

### ***Whole-Person Formation***

We support and celebrate the opportunities for students to develop well beyond a focus on career readiness (important as that is).

The Architecture Department takes a particular stance toward vocational discernment that encourages students to consider and reflect upon their futures from a holistic point of view. Paid work should be seen as one of many parts of a whole life, including family life, community service, recreation, and spiritual growth; likewise, the values pursued away from work will ideally echo those practiced in your professional life. We encourage students to:

- Engage in active participation in a local congregation
- Take part in extra-curricular activities
- Investigate academic and creative opportunities outside of the architecture major
- Exercise, ensure proper nutrition and rest regularly
- Participate in all required elements of the VoCo program and in as many optional ones as possible



### ***Equity***

The architecture program is committed to increasing equity in our practices and among our people. Efforts to engage equity work are evident in:

- Course content and assessment practices
- Recruitment and retention activities for students and faculty
- All internal policies

### ***Curricular Policies***

Achieving a positive culture in classrooms and among all teachers and learners is essential to support student learning and formation. Our curricular policies include:

- Demanding respectful speech in discussions and critique
- Encouraging willingness for all parties to engage vulnerably and openly in the learning process
- Ensuring equitable access and treatment for all
- Providing opportunities in course content to engage communities through architectural services