

CoA+A Culture Statement

Be present. Be respectful. Be responsible. Be Smart. Be Amazing.

(Approved Spring 2010)

Be present.

1. Ultimately it is the cooperation among students and the relationship between faculty and students that determines the ethos of the College. In order to participate in the ongoing development of the CoA+A community, students need to take advantage of the opportunities to attend lectures, view performing and visual arts events, participate in special educational events, and make their voices heard through the student organizations of the College.
2. All students have the responsibility to contribute to the success of their classmates and to actively participate with one another across all year levels.
3. Because we do not work in a vacuum, all faculty and students have the responsibility to anchor their work in the broader context of the local and regional community, professional practice, and world events.

Be respectful.

1. Diversity enriches every setting. Faculty or student harassment based on gender, race, ethnicity, sexual orientation, religious practice, and/or physical ability, either direct or indirect, will not be tolerated in the CoA+A community. Please review specific university policies on the following issues.
 - a. Diversity Statement: <http://diversity.uncc.edu/>
 - b. Non-discrimination on basis of disability: <http://www.legal.uncc.edu/policies/ps-51.html>
 - c. Sexual Harassment: <http://www.hr.uncc.edu/employeerelations/harass.htm>
2. It is the responsibility of the professor to delineate which materials and/or activities are required and which are optional for their class. Students must immediately communicate any economic constraints to the professor if these constraints are affecting the materials or methods that can be employed in a specific project. Professors should make every effort to minimize the required expenses to only the essential teaching tools and materials.
3. A professional demeanor should be maintained when addressing any student, professor, or guest of the CoA+A. The intent and tone of all criticism on the part of both students and faculty should be constructive and should invite discussion. Please review the university's policy on relationships between students and faculty members: <http://www.legal.uncc.edu/policies/ps-9.html>
4. All students and faculty have the right to an environment in which they can work comfortably. No student or faculty member should have to ask others to lower their voices, refrain from musical or mechanical noise pollution, remove offensive graphics, avoid language that may be offensive to others, etc. Please review the university's policy on workplace violence: <http://www.legal.uncc.edu/policies/ps-107.html>
5. Students and faculty alike should utilize the excellent facilities of the College through *appropriate* use of the computing, critique, studio, library, rehearsal, and lab spaces.
6. Physical contact may be a necessary part of instruction and should be conducted in a professional and ethical manner. Please review the university's sexual harassment prevention brochure: http://www.hr.uncc.edu/employeerelations/Sexual_Harassment_Prevention_Broch.pdf

Be responsible.

1. Faculty should make their teaching objectives and methods appropriately transparent to the students, explaining their terminology and frames of reference, thereby promoting greater student understanding, questions, and participation.
2. Students should feel comfortable requesting additional help from faculty or advisor outside of regular scheduled class time. Faculty should make every effort to accommodate reasonable student requests for meetings. Additional support is available through the following university offices/websites:
 - a. University Center for Academic Excellence: <http://ucaee.uncc.edu/>
 - b. Counseling Center: <http://www.counselingcenter.uncc.edu/>
 - c. Disability Services: <http://www.ds.uncc.edu/>

3. Effective learning requires periodic assessment of some kind. Because grades provide a limited breadth and depth of feedback, other forms of assessment, such as individual written or verbal feedback, should be used in conjunction with grades. Timely and appropriate forms of assessment – offered by the faculty early enough in the semester to allow students to respond effectively – serve not only to evaluate performance but also stimulate intellectual growth.
4. In addition to more formal evaluations such as mid-term or final reviews, students and faculty should also engage in deliberate and continuing dialog relevant to each project and/or assignment throughout the semester.
5. All critiques should be conducted in an organized and professional manner, including adequate preparation of the jurors and timeliness on the part of both students and faculty. Review formats should encourage students' participation as often as possible and whenever appropriate.
6. All students are subject to the university's policy on academic integrity and should familiarize themselves with its contents. The products of CoA+A include scholarly research, performances, creative works, etc.; any and all work is subject to the Academic Integrity Code. Please review the university's code regarding Academic Integrity: <http://www.legal.uncc.edu/policies/ps-105.html>

Be Smart.

1. Faculty and students should understand and respond to the fact that student work is improved by the opportunity to get a reasonable amount of sleep every night, eat healthy meals, and exercise regularly and participate in other aspects of University life. Time management should be taught and modeled by the faculty.
2. Faculty and students who are on campus after or before normal business hours are encouraged to walk in groups and be aware of the "Campus Safety Escort" services: <http://aux.uncc.edu/parking/>. (Current availability of this service: Mon.-Sun. 4:30 pm – 2:30 am by calling 704-687-2200.)
3. Neither faculty nor students should focus on studio courses to the detriment of other courses either conceptually or in terms of the time commitment required. All should recognize and respect the importance of a liberal arts based education within the context of their own specific discipline.
4. Excellence in an arts education depends on making the connections both *across* the CoA+A curriculum and *between* that curriculum and other disciplines on campus. Faculty should support students by allowing time to do the work these courses require and by coordinating with other classes offered within their specific curriculum.
5. Students benefit from the life experiences gained through extracurricular activities both within and outside the university setting such as cultural events, participation in community activism, participation in campus organizations, etc. Students must make thoughtful choices as to how to spend this time profitably, and faculty must trust the students to do so, encouraging them to make time for these kinds of enrichment activities.
6. Learning collaborative skills is necessary to obtain a thorough education. Students and faculty alike should be role models through the sharing of their process and product in both formal and informal settings with their peers and with each other. The importance of this practice is to extend the meaningful nature of their work, draw on the ideas and expertise of others, exercise clarity of written and verbal communication, and model a strong work ethic.
7. Excellence in education may include being confronted with controversial and challenging ideas within the studio and/or classroom setting. Students and faculty are expected to engage such material in a thoughtful and professional manner in keeping with the academic environment.

Be Amazing.

1. All students have the responsibility to *lead* – to surprise and inspire both the faculty and their fellow students through the creativity of their ideas, their willingness to take risks, their high-level of craft, the clarity and organization of their ideas both verbally and in writing, and/or the depth and appropriateness of their questions. Everyone is capable of leadership, and everyone is expected to develop and exercise leadership skills, each according to his or her specific strengths.