Scholarly Ethics and Integrity Plan

School of Architecture and Design,
College of Architecture. Arts, and Design
August 2014

In accordance with Resolution 2012-13B, the following is proposed by the School of Architecture + Design to address the required topics listed below.
Required topics covered:
1. Plagiarism and other violations of the Graduate Honor Code

2. Proper use of professional conventions in citation of existing research and scholarship, accurate reporting and ownership of findings, and acknowledgement of contributions to the work
3. Ethical standards in teaching, mentoring, and professional activities
4. Available avenues for reporting alleged misconduct

School Plan:
_Topics will be covered over the course of the graduate students' engagement in the activities of the School, beginning in the first week before classes begin in the fall semester and continuing through courses taken in the first semester through the last semester of the degree program.

_In the week before the first day of class in the fall semester, first-year graduate students are required to attend orientation sessions where topics 1 and 4 above are discussed.

_All new graduate students and returning students who have received GTA positions for the first time are required in the week before the fall semester begins to attend the new student orientation held by the Graduate School. Topics 1, 3 and 4 are introduced in this week.

_Students in professional degree programs are required to take a course in Professional Practice that covers topic 3.

_Students enrolled in the A&DR Ph.D. program are required to take a research methods course that explicitly covers topic 2.

The School also proposes to cover the following relevant optional topics:
(i). Fair use of publications and software;
(ii). Guidelines for determination of authorship.
(iii) Discipline- _or field-specific professional ethics

School Plan:

    _Students enrolled in Research and Thesis and/or Research and Dissertation will receive the training in (i). Fair use of publications and software, as well as (ii). Guidelines for determination of authorship.

    _Both will also be covered by the student thesis advisors.

    _The optional topic (i) on fair use is also implicitly addressed in required topic 3 and will be integrated with that topic.

    _Students may cover (iii) discipline specific professional ethics through one of three courses:

Professional Practice ARCH 5044G (taken by all M.Arch2 and M.Arch3 students unless an exemption is allowed)
This course requires students to demonstrate an understanding of ethics, what it means to be a professional, legal structures, the role of the architect in civil society, health/safety/welfare and the importance of communications, marketing, and building strong relationships. Students read and discuss both the AIA (American Institute of Architects) Code of Ethics and the NCARB (National Council of Architectural Registration Boards) standards of conduct.

Advanced Design Lab (taken by all M.Arch3 students)
This course sequence is taught over two Summer Sessions.
The Integrative Design Lab requires a student to produce significant professional documentation on a comprehensive architectural project. It is the most scrutinized course by the National Architectural Accrediting Board (NAAB) for professional and ethical conduct in a design project. In this course, the introduction of the VT Honor System, including proper citation, plagiarism, and other issues with respect to authorship is specifically targeting the first part of the comprehensive documentation package which involves research on precedents resulting in writing and graphic material. The other part where ethics is emphasized are the portions where life-safety code requirements are introduced. This part includes a continuous discourse on what it means to operate under the professional American Institute of Architects Code of Ethics.

Architecture and Urbanism Seminars ARCH5705 ARCH5706 (taken by all M.Arch2 students)
This course addresses the architect's responsibility in designing for the larger urban context. Readings are intended to illustrate that design is a political act with the potential to promote the common good of human beings. Since ours is a public art, meant to be long-lasting, if not permanent, what we make will always have an ethical dimension and requirement. In particular students read and discuss such issues as urban renewal's effects on economically disadvantaged populations, the practice of redlining in mortgage lending, what might constitute and how we might design the Just City and how we might design for those whose experiences are different from our own.