

## **SOS Media Covenant**

### **Winter 2005**

The goals of Student Originated Studies Media are for those of us involved to reach our individual learning objectives as we explore various forms and techniques of media production through our projects. As we will be working together to achieve these goals, we have discussed and come to a consensus on the following guidelines.

In order to maintain and strengthen our learning community, we will try to participate fully, come to class on time and let Ruth know in advance if our absence is unavoidable. This includes committing ourselves to electronic communication by checking email at least every other day and writing, reading and commenting on blogs weekly. This also includes contributing to at least one other production besides our own, and collaborating on one Sustaining Creative Practices presentation or event.

In our work, we will take creative risks and reach beyond our comfort zones in order to expand them. If we need help we will ask for it, keep a schedule and make it available to those who might be willing to lend a hand. We will use other people's time wisely and include them in our processes. We will try not to overwork, or stress ourselves or others out. We will give credit where credit is due.

When working on someone else's project, we agree that it's okay to make suggestions, but important to keep one's ego in check. In tense situations, we will practice ways to remain calm. We recognize we can't control everything so at times we'll need to let some things go. If differences of opinion, working style or expectations lead to wounded feelings, we will make good faith efforts to heal the stress afterwards. We will try not to take anything personally.

Recognizing that presenting creative work can make one feel vulnerable, during Work In Progress sessions, participants will keep in mind what the intent of the piece is, not what they think it should be. We will focus first on what is present in it and then develop responses from that. If we don't understand it, we can ask for context. We will be careful of using the word "critique" and think of others such as feedback, response, or insight. We will be honest and practice using "I" statements in response to the work. If we see what we think is a problem, we should try to make suggestions to help fix it.

As presenters during the Work In Progress sessions, we will state what kind of feedback we're looking for. We may say set the context by saying what sorts of feedback we don't need to hear possibly by acknowledging known technical, structural or other problems. We will not apologize for our work. When receiving responses, insights or feedback on our work, we may just listen.