

Vision and Policy Statement for the Studio Culture, *draft—25Feb09*

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According to the NAAB Conditions for Accreditation, 2004 Edition (see http://www.naab.org/accreditation/2004_Conditions.aspx) there are “Thirteen Conditions of Accreditation” of which one is focused on the “Studio Culture.” This committee has been charged to prepare documentation for the Accreditation Program Report (APR), the following describes this most clearly:

3.5 Studio Culture

The school is expected to **demonstrate a positive and respectful learning environment** through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The APR must **demonstrate that the school has adopted a written studio culture policy** with a **plan for its implementation and maintenance** and **provide evidence of abiding by that policy**. The plan should ***specifically address issues of time management*** on the part of both the faculty and students. The document on studio culture policy should be incorporated in the APR as Section 4.2.

The following represents the policy we have developed that is particular to our School's program. With a focus upon “specifically address(ing) issues of time management,” we begin with the first three points of the 2002 AIAS Task Force Report:

1. **Students Should Lead Balanced Lives:** “Architectural education should be challenging, rigorous, and time-consuming. However, as one noted practitioner stated, “If we want professionals to lead balanced, healthy lives, we should not expect them to put off practicing that mindset until later in life.” Do our current practices promote successful habits? Is too much focus placed on the time spent in the design studio? Despite the difficulty of these questions, the answers must be sought and considered.”

Related Policies:

- a. All faculty (including part-time adjuncts) shall meet prior to the start of each semester. They will meet as two groups, same-year-level studio and core-architecture-elective instructors, to discuss content of the courses and deadlines of major projects and exams. (*If possible, they will coordinate deadlines to alleviate overlaps—especially at mid-term and final week prior to Stop Day.*) Studio projects are to be completed prior to Stop Day so that students may study for exams during Exam Week. Because design review space is limited, final studio reviews can occur during the Exam Week, but these must be coordinated with the students' exams so that time conflicts are avoided.
- b. According to University policy, syllabi and details of the course are to be discussed with students on the first day whereby all faculty (studio and architecture elective courses) will announce their exam and project due dates to the students. Any obvious deadline conflicts should be discussed then, so that students are made aware and can plan accordingly.
- c. Typically, faculty are contracted to teach 40% of their time, perform service for 20% and engage in scholarship/research/practice for the remaining 40%. Scholarship and

teaching are to be equally valued and are equally important to the quality of the school. Design studio classes are required to meet 11 hours/week (except for the first design studio which meets 8 hours/week). If faculty, or a student, must be away for conferences, practice obligations, or other such activity, a suitable substitute of time must be arranged to assure proper instruction. If students must leave the studio to work in the computer lab or woodshop, students should make the faculty aware so that they are not regarded as absent.

(Note: Policies outlined below in relation to the other two remaining points should also help students develop a healthy lifestyle.)

2. Time is More Than a Constantly Endangered Resource: "Many responses to our task force have also proposed that a major solution to several of these issues would be to teach time management skills. Most schools place little emphasis on teaching these skills, and even fewer have classes directly dedicated to this topic. Students who manage their time well typically perform much better than those who do not. Good time management usually leads to stronger design projects due to a more balanced work schedule and allowing time for reflection. Also, good time managers have more successful reviews because they have allotted time to sleep as well as prepare for their oral (written, graphic, etc.) presentations."

Related Policies:

- a. Students in architectural education know that it is a time-intensive activity and experience demonstrates students' coursework demands 60+ hours per week of their time. Making priorities is an essential skill to develop. Faculty will make general requirements and deadlines clear at the start of the semester and state specific deadlines during the course; ultimately, assisting students in setting appropriate priorities and time schedules for themselves.
- b. Many students must work alongside attending school. Based on previous experience, it is recommended that students set a maximum of 10 hours/week for outside employment.
- c. Within the first semester of the M.Arch program, a 'time management' workshop should be given to the Freshman class, so that students understand that the architecture curriculum is especially time-demanding and that they may apply given strategies in order to lead balanced lives. This will be incorporated in the 'Professional Practice' course offered in the first semester of the program.
- d. In an effort to save valuable time, certain woodshop and computer technology skills should be taught as part of the design studio experience. This will help assure that *all* students have been given basic introductory skills that ultimately are incorporated into the design studio and other courses. It is recommended that workshops be taught through the Woodshop (with shop manager) and the Bridge Lab (with computer lab manager) to assure that the material is consistently being delivered to *all* students.

3. There is a World Outside of the Design Studio: "When students spend all of their waking time, and some of their sleeping time, ... for four to six years, in the same classes, in the same building, they become disconnected from the ubiquitous public they will serve. Too often, faculty members do not encourage or even allow any unstructured time for students to develop interests and relationships outside of studio. This in large part, can lead to clients accusing the profession of arrogance and ignorance. 'If we want professionals to be involved in their communities, we should make sure that we are

instilling in students a sense of involvement with others outside the architectural community.'"

Related Policies:

a. The School of Architecture is committed to bringing outside lecturers to provide examples of innovative scholarship and practice. Typically, these lectures are scheduled from 11:30-12:30 (during studio periods). Participation is highly recommended. See the School's website for current, scheduled lectures (<http://www.saup.ku.edu/News&Events/Lecture/2008.shtml>).

b. The School is committed to bringing outside critics to provide comment on studio projects and deliver lectures within courses. Often, it is adventitious to hold juries at firm locations (such as Kansas City) so that many practitioners are readily available to provide feedback.

c. Extra curricular activities are encouraged as a valuable aspect of a student's development, while being respectful of curricular demands. The School of Architecture and Urban Planning offers several student organizations to help students develop connections to outside practitioners and community activities. See ___(provide weblink—doesn't appear to have any descriptions of these organizations on our website-yet; this needs to be coordinated.)

d. We seek to have our students become leaders in a globalized profession. We therefore require study abroad or practicum experiences that foster student engagement in a unique situation. Students may study abroad for one week during a semester; one month during the summer or winter break; or go abroad for half or all of an academic year. See _(provide weblink—we don't have any description of the Study Abroad or Practicum Programs on our website; this needs to be coordinated).

e. We seek opportunities for Service-Learning opportunities through studio design projects. This is well-established in the Studio 804 program and other opportunities have been developed in other studio courses. See <http://kubuildingtech.org/creativework/> for current work. In addition to posting on the website, the School aims to provide frequent student-work exhibitions and hold brown bag lunches for discussion of the work. **The Center for Service Learning provides support and resources for faculty in designing and implementing service learning courses. Through KU's Center, students have the opportunity to become certified in service learning as a way to enhance their academic career. Upon completion of all requirements, the designation, "Certification in Service Learning," will appear on the student's official KU transcript. See www.servicelearning.ku.edu for more details.**

f. In order to assist students in their application to scholarships, unique topical studios (we don't have any posting on the KC Design Studio on our website; this needs to be coordinated) employment opportunities, and Study Abroad opportunities (all that potentially require portfolios for application), students should be made aware of the need to document their work from the first semester. In order to support this, it is recommended that students develop documentation of their studio process and products in written and graphic ways. It is recommended that students do this for each of their design studios. Also, it is recommended that students save the images in a digital format for future portfolio-reconfiguration. With this, we believe that students will develop their abilities to reflect upon their work and will have material readily available.

For further definition, see the 2002 AIAS Task Force Report:

4. **Design is the Integration of Many Parts**
5. **Design Process is as Important as Product**
6. **Collaboration is the Art of Design**

7. **Design is Inherently an Interdisciplinary Act**
8. **Even Educators Can Learn**
9. **The Good of Students Must Prevail—we need to discuss the studio selection process at the next faculty meeting.**
10. **Grades Can Impede Productive Assessment**
11. **Critiques are Learning Experiences, Not Target Practice**
12. **To Design for Many, Parts of All Must be Included**

As part of the Studio Culture Committee discussion, we identified several components that should be included in all studio-course syllabi. We have provided excerpts (in blue) from others' syllabi as possible examples:

basic information: provide the full number and title of course; full name and title of instructor; office and phone contact information; name and contact information of any others involved in the course (i.e., TA's, discussion leaders, guest instructors, etc.)

course description (as published in catalog)

NAAB Criteria Policy: provide this statement:

"The National Architectural Accreditation Board accredits professional-degree seeking schools as they complete the basic requirements. Please see the following for details: http://www.saud.ku.edu/gen/SAUD_generated_pages/Accreditation_of_professional_Architecture_Programs_m1053.html"

NAAB criteria, listed (List specific NAAB criteria and brief descriptions as required by NAAB, for the particular course. See the work completed by the curriculum committee in 2007, see attached 'matrix.')

Here's an example of the excerpt for arch609:

As defined by the National Architectural Accreditation Board, the Comprehensive Design studio asks the student to demonstrate their individual ability to "produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability." In addition, the following are "Ability" criteria. That is, **they are to be demonstrated through studio work by every student:**

- *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards (NAAB criteria #2-ability)
- *Ability* to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process (NAAB criteria #3-ability)
- *Ability* to gather, assess, record, and apply relevant information in architectural coursework (NAAB criteria #4-ability)
- *Ability* to use basic architectural principles in the design of buildings, interior spaces and site (NAAB criteria #6-ability)
- *Ability* to incorporate relevant precedents into architecture and urban design projects (NAAB criteria #11-ability)
- *Ability* to design both site and building to accommodate individuals with varying physical abilities (NAAB criteria #14-ability)
- *Ability* to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of

- the relevant laws and standards an assessment of their implication for the project, and a definition of site selection and design assessment criteria (NAAB criteria #16-ability)
- *Ability* to respond to natural and built site characteristics in the development of a program and the design of a project (NAAB criteria #17-ability)
- *Ability* to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design (NAAB criteria #23-ability)
- *Ability* to make technically precise drawings and write outline specifications for a proposed design (NAAB criteria #26-ability)
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- Student projects will share an acceptable level of complexity of program and relationship to urban contexts. **Each project proposal will be reviewed and evaluated by a team of external critics (other faculty and practicing architects) at the mid-term and final exhibition. Evaluation of the projects will be based on the above-mentioned NAAB criteria.** As part of this process, final specifications on *how* the work will be displayed (and how long the exhibit stays up) will be defined and coordinated by the fourth-year faculty.

Note: we need to develop the NAAB criteria for each design studio course to make it easy for faculty to insert into their syllabus.

Coursework required: provide a description of requirements and identify their grade-weight: lab participation; external requirements such as field trips, lecture/concert attendance, etc.; discussion group participation; papers and projects; examinations. Provide a statement on policy regarding make-up examinations and time-limits on scheduled examinations. Indicate any flexibility in the above requirements and how the changes are negotiated.

Grading Policy: provide a clear statement of your grading system; here's an example:

"Studio grading policy: "Work evaluated as "satisfactory" is graded 'C.' Work evaluated as "more than satisfactory" is graded 'B.' Work evaluated as "exceptional" is graded 'A.' Work evaluated as "less than satisfactory" is graded 'D.' Work evaluated as "failing" is graded 'F.' Information on the studio grade appeal procedure is available in the architecture program office. If a student receives the grade of 'D' in a design studio in any semester, he or she is placed on notice by the school, regardless of the student's grade-point average. To be removed from such status, the student must perform satisfactory work in the next semester of design or graphics. If in any subsequent semester the student receives another grade 'D,' he or she must repeat that studio before advancing in the sequence. If the student receives the grade 'D' in consecutive semesters, then he or she must repeat the entire design or graphics year in which the first 'D' was given."

Note: the first couple of sentences were removed so that this policy is consistent with the one posted in our catalog.

'Studio Culture': include the following:

"According to the "NAAB Conditions for Accreditation, 2004 Edition" (see http://www.naab.org/accreditation/2004_Conditions.aspx), the school has created its 'Vision and Policy Statement for the Studio Culture.'

"The School is expected to **demonstrate a positive and respectful learning environment** through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff. The school should encourage students and faculty to

appreciate these values as guiding principles of professional conduct throughout their careers.”

In addition, the school has adopted “The Redesign of Studio Culture: A Report of the AIAS Studio Culture Task Force, 2002” document (<http://www.aias.org/studioculture/>) as a framework to our unique vision and policies. See the school’s website for our current ‘Vision and Policy Statement for the Studio Culture.’ ”

2010 Challenge: include the following:

“All project statements in the design studio will include expectations for sustainable design appropriate to the given level of the student.”

‘Attendance’ Policy: state class attendance and participation requirements; be as specific as possible regarding ‘absence’ and ‘excuse’ policies; if “class participation” is expected, be specific about what that means; be clear as to how “participation” is graded. Here’s an example:

Attendance and in-class productivity are critical. The design studio is established as a place for discourse, instruction and feedback. It is the course that attempts to comprehensively bring a range of topics together into applied, design projects. Missing class is detrimental to students’ educations. More than two unexcused absences will result in one full letter-grade penalty for the semester. Each student is expected to have the necessary materials and equipment to work productively during studio hours. Deadlines are absolute. No late submissions will be accepted as missing a schedule review cannot be truly replaced.

‘Students with Disabilities’ Policy: include the following:

“The KU Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620, coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact your professor privately in regard to your needs in this course.”

Religious Holidays: include the following:

“Any student in this course who plans to observe a religious holiday which conflicts with the course schedule or requirements should contact the instructor at the beginning of the semester to discuss alternate accommodations.”

‘Academic Misconduct’ Policy: include the following:

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. When academic misconduct is alleged, the clear university policies and procedures expressed in the academic misconduct section of the student handbook, available at www.studenthandbook.ku.edu will be followed. The University of Kansas is committed to

programs and activities that are free of racial, sexual or ethnic discrimination. For assistance or information on policies, please contact the University Ombuds Office (www.ku.edu/ombuds) or the Department of Human Resources & Equal Opportunity (www.hreo.ku.edu)."

Course Schedule: Please note that if an enrolled student has not completed all the prerequisites for the course that they may be administratively dis-enrolled unless they have a previously approved petition.

Architecture students have expressed an interest in improving their capacity to record and re-present their work in portfolios and improving their ability to be able to draw by hand. As a result, we have developed the following as possible additions to syllabi:

Studio Report: Each student must maintain a record of his or her work in the studio sequence. This must include examples of at least one major project from each semester of the design sequence starting with the foundation studio in first year. Notes, sketches and documentation of each project will be collected and assembled in a 'studio report.' Edited, critical writings that are developed in class will be submitted with this report with documentation of work inserted as illustrations to points made in the essays. The 'studio report' will be valued at __% of your final grade. A bound, hard-copy will be due with a required digital copy (on a C.D.) attached inside the last page. It is recommended that you make hard and digital copies for your own future use.

Sketchbook Requirement: Each student must submit notes and sketches on a regular (suggest daily) basis that reveal thinking processes in developing projects through words and sketches, notes of comments made in class by instructor and peers, notes of visiting lecturers, notes given during in-class lectures and workshop instruction. This sketchbook is intended to emphasize the necessity of developing critical input and sketching skills. Your grade will reflect the quantity, quality and improvement of your sketching skills. The sketchbook is to be submitted periodically throughout the semester and __% of your final grade will be attributed to your successful development of the sketchbook. Selected sketchbooks will be exhibited at the end of the semester.