Studio Culture Policy

Effective Studio Culture Policy is meant to specify the rules and regulations regarding the behavioral and learning activities undertaken in the design studio during the semester. The policy has common issues among all studios of the program, with some specific considerations in vertical levels of the design studio courses. Through the Studio Culture Policy, innovation and discipline are stressed on in the studio environment for the design projects at the all stages of the study plan.

In order to set and ensure the enforcement of the Studio Culture Policy, special committee on design courses of the program has been formed of distinctive and able professionals in the field including the program Chair, faculty, and expert design instructors, who took the responsibility of reviewing all design courses in terms of student performance criteria, project typology of each studio, policy and follow up on

implementation. Meanwhile, related committee on physical resources of the program takes responsibility for maintaining and improving the physical condition of the design studios as an essential part of the studio culture. Furnishings, smart boards, data show, drawing tables and chairs, and meeting areas have been planned on the state-of-the-art quality standards.

The studio culture policy is also based on the student/student and student/faculty relationships which should be based on mutual respect whatever the gender, culture, color, religion and physical abilities. The studio culture encourage the students how to think in a creative manner using the advanced techniques but without ignoring the environmental and cultural and understanding of the society.

In 2016, the Architectural Department initiated a dialogue between the faculty, administrators and students to assess the learning environment and studio culture and discuss the establishment of a Studio Culture Policy. Following the initial formulation of this Policy, periodic meetings between faculty members, students and staff are held to develop, review, amend, refine, and revise the Policy and address the department's community responsibility of fostering a healthy learning environment for its students, faculty and staff, and encouraging general health and well-being. This responsibility is structured around core values of passion, empathy, respect, collaboration, Professionalism, focus, integration, time, critical practice, process and product, engagement, fairness in grading systems, intellectual and personal growth, responsibility, diversity, commitment, excellence, and creativity and innovation that operate through design studio, other program courses, and other non-academic aspects of the program. This policy supports a learning culture and focuses on students' individual needs, abilities and ambitions.

The policy states: Learning is a social as well as a physical and aesthetic act. Every effort should be made to maintain a professional atmosphere, socially and physically conducive to intellectual development, production and academic exchange. The Department building is the primary place for students, staff and faculty to work, communicate, think and learn. All members of our Department community must ensure that we serve as a model of mutual respect, consideration and support.

Studio Culture Policy reads as follows: The students and faculty support a student-centered studio learning culture that is based on the following principles:

- Students should lead balanced and healthy lives.
- Students should maintain a productive, distraction free workplace.
- Time is more than just a constantly endangered resource.
- There is a world outside of the design studio.
- Design doesn't just exist in your studio, but in all classes.
- Design is the integration of many parts.

- Design process is as important as the final product.
- Collaboration is the art of design.
- Design is inherently an interdisciplinary act.
- Even educators can learn.
- The good of students must prevail.
- Critiques are learning experiences, not target practice.
- To design for many, parts of all must be included.

In this vein, the learning culture fostered by the Architectural Department at HU is characterized by:

Passion: The Department provides a lively atmosphere, which encourages optimism, constructive thinking and acting, and a fervent pursuit of the best in architecture. Exploration, discovery, and creative imagination are supported by student and faculty interaction.

Empathy: The department fosters a healthy environment that enables students to accept others' thoughts for who they are, to feel and perceive situations from their perspective and respond accordingly, to put themselves in their place and think like them, and to take a long-term attitude towards the advancement of their situation by looking for solutions to meet their needs. The studio environment develops a skill set of architectural students containing listening, reasoning, understanding, disposition, perception, comprehension, and communication that enabling them to understand and identify with another student's context, emotions, goals and motivations.

Respect for one another: Members of the studio community, including both faculty and students, interact with each other with constructive dialogue and respect other members' property and wellbeing in the community. Respect their ideas, work, and philosophies race, color, origin, sex, handicap or disability, age, religion, or belief. Mutual appreciation among faculty and students creates an environment in which all benefit from the sharing of knowledge and good judgment. Faculty will work to enhance the best of student talent and abilities. Students respond to good faculty instruction and advice.

Professionalism: Faculty will sustain a well-organized and clearly delineated program of study. Students will involve themselves in the learning process actively and engage the school community in a positive and self-disciplined manner.

Focus: The learning and teaching setting are opportunities for giving full emphasis on architecture as the underlying purpose of the department's academic programs. Studios will provide the place where architecture has its clearest manifestation within the Department.

Integration: Recognizing that architecture is an inclusive field and represents a process of iterative synthesis, the faculty assists in bringing the widest possible range of knowledge and creative thinking to bear on student learning. The spirit of exploration, discovery, and critical thinking will be infused with a commitment to a search for truth that brings all together into a holistic understanding of architecture.

Time: Time is valuable, and it requires careful allocation to a wide variety of activities, not only adequately providing for effective study, but also many other aspects of life. In the interest of the students' fullest personal development, the school and its faculty will endeavor to establish reasonable schedules for learning activity.

Collaboration: The studio will foster a competitive yet collaborative environment. This environment is nurtured through collaborative course activities and, more importantly, by a philosophy that students should regard each other as colleagues and members of a studio community. The value of communication between students would better serve to encourage confidence, instead of defensiveness, empathy, instead of self-centeredness, and teamwork, instead of a star mentality. Students must learn about the importance of collaboration,

knowing that without it, architecture won't exist. Students should support one another, learn from each other, and be open-minded when collaborating.

Critical Practice: Design studio encourages innovations, questions, reevaluating, and redefining in order to push for forward thinking in the study and practice of architecture.

Process/Product: Design studio demonstrates the ability to actively participate by creating work that challenges oneself in his/her specific skill-set level. It contributes - to the best of one's abilities - a product that is well-developed based on the conceptual objectives assigned.

Engagement: Students should understand and be committed to studio content, and take advantage of resources. Students should work to achieve personal and academic goals in an effort to learn more from your work and that of your peers. Students should present at every studio session as attendance and attentiveness are essential to success.

Fairness in Grading System: Faculty will treat students with fairness and consistency, without bias. Likewise, students will treat faculty and staff with respect and courtesy. Students can expect clear grading criteria from faculty including expectations regarding attendance, participation and completion of projects. An innovative, vibrant studio environment should have a fair and reasonable grading system that explains what is expected to achieve each grade level. While all learning needs assessment, the grading system should provide enough breadth and depth to enable the student to understand why one has received the grade. The grading system should consider the student's process, as well as the final product. Evaluations should enable students to learn self-assessment and be critical of their own ideas. Grading should encourage students to take challenging positions rather than doing what the instructor wants!

Intellectual and personal growth: The studio environment will foster intellectual and personal growth by encouraging individual expression in a context of the large community. Individual alternatives and approaches will be encouraged by faculty and the student members of the studio groups.

Creativity and innovation: Creativity is the hallmark of the studio experience. The architecture faculty at HU encourage students maintain an environment in their studio that embraces freedom of expressing academic and creative ideas, promotes a healthy professional collegiality, and provides maximum technical convenience and safety.

Pursuit of excellence: Expectations of excellence is a critical component of the architectural Department learning culture. Each member of the studio community will be expected to produce works of highest quality in intellectual depth and in technical perfection. Key to the pursuit of excellence is that the expectation for quality and progress applies equally to both faculty and student. Just as there is the expectation that students endeavor to pursue excellence, Architectural faculty is also expected to pursue excellence in teaching and that they embrace continuous learning and improvement.

a) Participation in Development

For this Policy to be effective, the students and faculty must fully participate. The "spirit" of this Policy is predicated on the assumption that teaching and learning is enjoyable and worthwhile. This Policy is not a document to be only read; it is to be followed emphatically. The Department Chair, faculty members, and students' representatives review the Studio Culture Policy annually and update the document.

The policy is posted in the main department lobby along with sticky notes for other student's comments. Students are invited to read the policy, and leave comments and suggestions for change on the notes. Additionally, the Policy is set up in a Students Face book group in order to reach a larger student base. In addition, students are polled during their studio classes. The student representative integrates the generated ideas into the existing policy and submits

the revisions to the Chair for incorporating comments and feedback from all constituents, approving, and distribution it through the Department website.

Ultimately, the goal of a positive studio culture can be achieved only by the stakeholders' full appreciation of the benefits, as well as a long-term commitment to meeting these objectives. As such, the policy document is not expected to remain static therefore, it should be revised periodically. The student organizations, representatives, and/or American Institute of Architecture Students (AIAS) will conduct an informal roundtable session on this Policy with interested students, faculty, and the Department Chair.

This assembly will review the studio culture climate in the Department, noting successes and shortcomings. Following this session, the student organizations is encouraged to develop specific recommendations/suggestions for both the implementation of various aspects of this document, as well as possible revisions. Similarly, at least once each academic year the faculty will devote meeting time for a similar review, discussion, and recommendations for revisions to the Department's Studio Culture Policy. The current new Studio cultural policy will be available as a downloadable PDF on the Department website under the link to Student Resources.

Our Studio Culture Policy incorporates as a formal objective Perspective A, Collaboration and Leadership; Perspective B, Design; and Perspective E, Community and Social Responsibility. HU not to discriminate on the basis of race, color, religion, national origin, gender, marital status, age, disability or any other protected class in the offering of all benefits, services, and educational and employment opportunities.

The Studio Culture Policy is disseminated in the following ways:
- Incorporated into the Department Syllabus Template.
- Posted on the Department website
- Posted on the Architectural Student Social Media Groups, Bunyan HU: (https://web.facebook.com/groups/hubunyan/?epa=SEARCH_BOX) and (https://web.facebook.com/%D8%B7%D9%84%D8%A8%D8%A9-%D9%82%D8%B3%D9%85-%D9%87%D9%86%D8%AF%D8%B3%D8%A9-%D8%A7%D9%84%D8%B9%D9%85%D8%A7%D8%B1%D8%A9-%D8%A7%D9%84%D8%AC%D8%A7%D9%85%D8%B9%D8%A9-%D8%A7%D9%84%D9%87%D8%A7%D8%B4%D9%85%D9%8A%D8%A9-1561281200634885/)
- Included as part of the Architectural Student Handbook
- Included with first year fall semester studio syllabus, and discussed during the first week of studio
- Posted in the main lobby of the department

b) Responsibilities

As a member of the Architectural Department community, faculty, students, staff and guests will take on the responsibility that comes with participation in such a learning community and will treat all members of the community with courtesy, dignity and respect. This includes by the following responsibilities:

b1) Student Responsibilities

Students are responsible for their own education. What a student gets out of Department is in proportion to the effort and time the student puts into it. Students have a right to receiving the best efforts of their faculty and in return should be giving all classes their best efforts. At any point of a breakdown of compliance, a student's first restitution is open conversation with the party, whether faculty or student, they are having difficulty with. This is in harmony with studio culture's task to foster mature attitudes in providing and receiving critical feedback.

Responsibilities of students are:

- Respect class time
- Participate in extra-curricular activities and your surroundings
- Prepare for class/studio with assignments and readings and participate in academic discourse
- Be open-minded when collaborating about criticism and engage in healthy discussion and debate
- Communicate problems, concerns, and positive actions with faculty and administration
- Keep personal and common areas clean
- Embrace differences in values, background, and interests of other students and faculty
- Engage the community and profession
- Understand your personal boundaries and respect the space of others
- Support one another and learn from each other
- Participate in the discourse of studio, feed off of the ideas of classmates, while maintaining core values
- Practice high standards of personal hygiene and cleanliness
- Practice equality and fairness in-group work settings

b2) Faculty Responsibility

Faculty are responsible for educating, inspiring and mentoring students. They are responsible to bring their full passion for architecture and wealth of experience to class and provide attention to each student. Faculty have the right to require academic dedication and critical attention of their students. Faculty are to lead by first practicing the core values of academic/studio culture.

Responsibilities of faculty:
- Respect class time
- Lead by example and embody the ideals of life learning and continuing education
- Communicate goals, expectations, and deadlines of the course at the beginning of the semester and as they change throughout the course
- Provide documentation of schedule for classes at the beginning of the semester
- Facilitate healthy debate and discussion
- Respect differences in values, background, and interests of students and other faculty
- Engage community and profession
- Respect the academic workload of students and recognize that they have exams, papers and projects due in other classes besides their own.

b3) Administrative Responsibilities

The Administration is responsible for upholding the vision and direction of the department and engaging faculty and students in decisions about the future of the program. The Administration is also responsible for facilitating the faculty and students living up to their responsibilities.

Responsibilities of administration:
- Provide a healthy and safe learning and work environment
- Maintain condition of building and physical resources
- Support a challenging and diverse curriculum (lectures, concerts, gallery events etc.)
- Manage resources to provide opportunities for scholarships and study abroad
- Respect differences in values, background, and interests of other students and faculty
- Communicate expectations to students and faculty
- Engage the community and profession

b4) Shared Responsibilities

- Students, faculty and staff can expect an environment that does not "shun" fellow students or colleagues or in any way discriminate against others.
- Students and faculty can expect studios that are devoid of sexually explicit material or language.
- Students and faculty can expect studios and critiques or juries that are free from verbal, physical or emotional abuse.
- Faculty, students and staff will keep all grades and evaluations confidential.