STUDIO CULTURE
DEPARTMENT OF ARCHITECTURE

Studio Culture and the Environment for Learning

The Department of Architecture has maintained an ongoing discussion of "studio culture" policy and remains long standing undertaking in the Program. In a November 14, 1993 Meeting of the department faculty, this quote by then Dean Harry G Robinson, still remains germane in the discussion surrounding the development and maintenance of a policy on studio culture:

> *"The design studio creates an intensely interactive relationship*
> *between faculty and students and is a very special learning and*
> *doing environment in which information is developed and*
> *exchanged in very special ways. Each faculty/student encounter,*
> *largely unpredictable, because the variables influencing each*
> *depend on information/responses to the thoughts/work of the*
> *students."*

The studio culture of the professional degree architecture program at Howard University is driven by the diversity of the faculty and students and has promoted an environment and encouragement for learning. This diversity is at once the opportunity and the challenge of the program. It encourages divergent views and the explorations and it creates an environment within which the resulting wide breadth of thinking is invigorating, enriching and is the center of the architecture program's legacy and its future.

This striation in attitudes, interests, cultural and socio-economic backgrounds among the faculty and the students encourages a studio discourse and its resultant design products most nearly reflecting those of the wider community of humankind. The studio culture resists institutional dogma while encouraging socially/culturally responsive design resolution.

Studio culture is further embodied in the process of teaching design including the guiding and *critiquing* of design solutions in both the studio and the interim and final jury presentations and deliberations. Within the special classroom status the design studio must be treated as an environment of work and action. It must be respected as are other academic teaching venues. Much of the response the special nature of studio instruction evolves from the level of commodity in its physical environment and the considerations given to how that level supports teaching and learning in the studio.

The Department provides beneficial and appropriate support to and for the initiatives and actions of students, faculty, staff, guests, etc. It also, in the interests of constituency, solicits and encourages a wide range of actions from its alumni, professionals, firms, agencies, etc. In doing so, it brings cultural and social significances to bear on all actions associated with its program the objective function of studio culture is to transform the powers of talent, intellect, will etc. in objects of cultural authority.

This distinction is of paramount importance to the successful design or application of time management in both the context of culture as a general paradigm or to the everyday pragmatic orientation/s of a studio culture. The strength of the Department rests in the practical recognition it gives to the distinction outlined above, and how, on an everyday basis, it recognizes the beneficial role of tolerance, persuasion and mediation.

The department continues to make steps to sustain a working shared governing infrastructure to guarantee effective participation of both faculty and students in matters pertaining to the program, changes, policy, social equity issues complaints and ways and methods of addressing these issues as they come up. The Department continues to support and encourage student government bodies and ensured the active involvement and participation of elected

representatives of student organizations and general members of the student population – in all the meetings and deliberations of the Faculty. The Department makes transparent all the expectations and deliberations of its meetings to all interested through its agenda, minutes and the surrogate interests and efforts of student representatives and other attending students.

Studio Culture and University Policies

Formal Education at Howard University began in 1911 and accredited in 1951and today the professional architecture program is firmly imbedded within a modern diverse global research University. The Administration & Faculty is committed to humanistic and ethical goals that support an intellectually stimulated learning environment that fosters collaborative interactions between faculty and students of the Department of Architecture in a supportive Community environment.

The studio culture policy is an ongoing developing policy that affirms principles of diversity, intellectual thought, collaborative and inclusive working and learning environment while respecting issues of time management in a working studio culture.

The policy works in synergy with the University EEO Policies, Academic Code of Student Conduct and the University Sexual Harassment Policies. In addition policies relating to faculty responsibility, ethics and conduct are further supported through the Howard University Faculty Handbook.

STUDIO STUDENT CULTURE POLICY
DEPARTMENT OF ARCHITECTURE

<u>Introduction</u>

The following policy developed by the student Architecture Association, Fall 2011 for Howard University's School of Architecture and Design, specifically intended for the Department of Architecture on its operations and student conduct. These policies are imperative to formulating and making a constructive and positive working environment. The ideal studio culture must provide an electoral environment that ignites ingenuity and professionalism. This policy refers to all studios, and may be amended as required.

Each student is responsible to uphold the ethics and values of this document, that support the University policies of conduct through personal performance and group coercion. Life in the studio is essential to an architecture student's education and each student plays an important role in the overall effectiveness of cultivating a creative and intellectual environment, for learning.

<u>Workspace and Professionalism</u>

The Building/Studio
All students are required to carry a Howard University Capstone Identification card at all times in the Howard Mackey Architecture Building. The Architecture building is one of the only non-residential buildings on Howard's campus, which is open to its students twenty-four hours a day. All doors are electronically activated, requiring proper capstone identification to ensure the safety of all the inhabitants of the Mackey building. Propping the secure doors is strictly prohibited. Administration has drafted a formal letter describing intent of building usage accompanied by a student roster. The elected architecture officers will have direct access to the roster and the formal letter of agreement in the case of an issue arises with the hired security staff. School officials are not to be called unless the security issue at hand calls for an escalation of authority.

Occupancy

Students are responsible for their visitors and the behavior exhibited during their time in the building. There will be no admittance of students into the studio during the workday studio time. Study hour levels will be implemented from 11pm-6am. Since the studio allows for vertical communication the mingling of classes is encouraged to take place outside of class hours. Dignified and professional response in conflict resolution and or when communicating with others in the studio, is essential.

Unauthorized individuals are not allowed in the building including organizations, fraternities, sororities, etc.). The Howard University Campus police should be notified is this is breeched. Students, Faculty, and Staff are to ensure that the buildings is only occupied by those authorized, and when things are seen that aren't supposed to occur the authorities must be contacted, i.e., "See something, do something."

Personal Property

Architectural studies, requires heavy qualitative and quantitative investment. All materials must be secured in your desk. Secure meaning stored and locked by some sort of locking mechanism. When not in immediate view of your own property, items should be stored and locked. Any theft of property should be reported to the Architecture and Design Student Association, and with the appropriate authorities.

Respect of the Building

All cutting and building of projects are to be done, as to not damage the equipment provided in the facility or the facility itself. All cutting must be down on a cutting mat, regardless of desktop quality.

Ownership of Space

All equipment located in the studio is the property of the Howard University Architecture Department. Personalization of space and work areas may occur as long as it can be removed without damage to the property and it isn't offensive in anyway. Any improvements must formally be presented/proposed to the entire Architecture department and be approved by the appropriate authority.

Work and models are to be displayed throughout the building. This allows students to see the work of their peers and for the greater Howard University population to see the work of the Design School. Work is to be kept in proper conditions and stored for future exhibitions. If faculty or yourself do not want work, recycle the appropriate material and discard of the remainder of the materials outside of the building.

At the beginning of the academic year, studios will have the opportunity to add personality to their studio, and determine their identity. This allows for studios to bond together, and for others to see the personality and nature of the various studios.

Cleanliness

The studio's primary function is work production and professional interaction. Due to high occupancy hours food consumption is inevitable, however the disposal of food promptly and efficiently is needed. When done consuming food, dispose through the proper methods. During the weekend, students are to be mindful that the janitorial staff does not function, and that foods are to be disposed of outside of the building.

At the conclusion of each workday, areas should be cleaned and materials should be discarded properly. At the conclusion of each project, areas should be fully cleaned by the end of the presentation day. It is not the janitorial staffs responsible to dispose of your waste, nor is it the responsibility of your peers. Cleaning materials are left in a closet for studio clean up and student use. The studio is for work, and maintaining a clean environment at all times is needed for its proper use.

At the end of the academic year, studios are to be completely cleaned, and all personal property and material is to be removed from desk. Items are to be stored at the student's risks. This will allow for individuals to move to their respective studios in a timely manner.

Communication
All organizations are to meet regularly and at a number three (3) times per semester to collaborate events, and produce leadership bonds. At the beginning of all semesters, all organizations are to establish a working calendar, and submit it to administration. The master calendar is to include faculty, administration, and organizational events planned for the architecture student body.

To produce an organized approach to communicate effectively between all parts of the architecture department, an Organizational Newsletter will be produced per semester. The Newsletter will address current issues, accomplishments, and opportunities within the department as well as show a calendar, and will be a major form of a communication.

Studio Time
The studio is a unique learning environment that is directly tied to the architectural profession. Studios are to remain closed during professional instructions and interaction. During the studio class time no visitation is allowed, and the studios are not open to vertical communications, unless it is requested by the professor request. No cellular communication is to occur in the studio during instruction. All conversations that are not for the betterment of student work are to be moved to the lounges or other common areas that do not affect the studio environment. Electronic usage is to be determined and upheld by the professor and should be communicated at the beginning of each semester.

Formal Pin-Ups
A publication of all tentative jury dates will be published at the beginning of each semester. The schedule will give rough speculations of dates, locations, and jurors. The publication of information is to allow students to gauge the outlook of the semester. The publication will be provided in the electronic and hard copy form.

All individuals within the studio are expected to be in attendance at the formal pin-up. All required material is to be put up by the start of the pin-up and not removed until the pin-up is completed. All students and professors are to be on time and stay throughout the duration of the pin-up. Formal pin-up allows students to gain knowledge about the architecture field, and it is during this time that some of the greatest lessons are learned.

Professor, Staff and Student Interaction
Professors are to model professional behavior at all times when dealing with students. Professors are, in most cases, the first professional that students interact with from the career path in which the hope to pursue, architecture. Professors are to be available to students during designated days, outside of their teaching hours to assist with mastery of particular subjects. Advisors are to make mandatory advisee hours per semester to ensure maximum student growth and application. Advisors hold a key role in showing new ideas and outlets to students.

Confrontation is to be dealt with, in a respectable and professional manner. If conflict is an issue the use of third parties should be considered to avoid high emotions. Professors are seen as authority however their presence should not be held over student's head to make them apprehensive in approaching issues.

Confidentiality is imperative in allowing students and professors to gauge the level of student work. Personal issues and opinions are not to be passed through third party communication. These are to be manifested on their own without assistance from others. Professional ideas are only allowed to be shared to help improve the growth and output of the student.