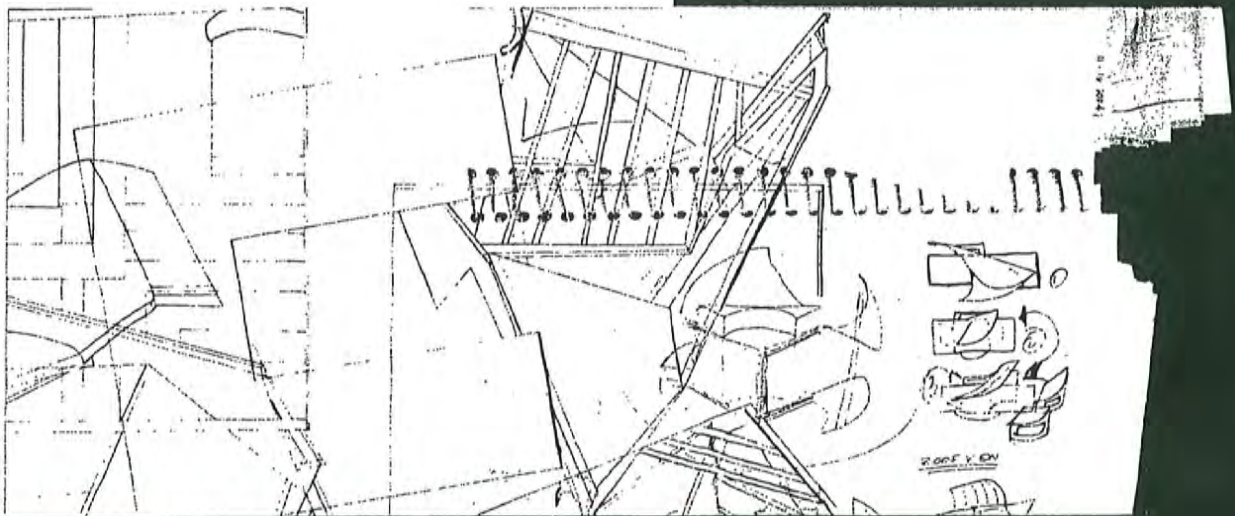


Studio Culture Policy

Tuskegee University
Department of Architecture



Prepared by the faculty and students of the Architecture Program

1. Encourage students to lead balanced lives by encouraging healthy studio behavior.

Reduce the need for all-nighters: set reasonable presentation requirements relative to time available, and when possible collect projects the night before the jury.

End project criticism before presentation phase begins to discourage last-minute design changes.

Provide information on stress management.

Provide healthy snacks in vending machines.

Problem-solving travelers need to rely on both physical and mental health in order to function completely and properly.

Don Koberg and Jim Bagnall.
The Universal Traveler

2. Teach students to value their time.

Teach time management skills.

Recommend self-monitoring by students (written time budgets monitored in journals).

Regularly assign timed sketch problems in class where faculty may observe and help students with time management skills.

Make a time-task schedule:

- 1. Decide how many and what kinds of tasks are involved.*
- 2. Carefully determine the amount of time available . Don't kid yourself.*
- 3. Assign portions of the total time to each of the tasks found in step 1.*

Don Koberg and Jim Bagnall.
The Universal Traveler

3. Develop students' design-thinking Processes.

Situate buildings and their design process within a broader context of designed objects and the creative process in general.

Give explicit attention to the design-thinking process through lectures, readings and exercises.

Require the documentation and presentation of design process in drawings and models.

Assign projects with real clients and uses.

I'm trying to free myself from any way of thinking about architecture that provides the conclusion a priori.

Eric Owen Moss.
Gnostic Architecture

4. Take the mystery out of designing.

Provide syllabi which clearly state learning objectives and assessment criteria.

- # Studio faculty: discussion with students of faculty's personal design philosophy (language, theoretical agenda, influences) and pedagogy.
- # Demonstrate analogies between the architectural design process and everyday problem-solving activities involving research, weighing options, decision-making and implementation.
- # Give presentations about the creative process in other fields in the sciences and arts.

*...one of the important things is the interaction...that process of dialogue between student and critic. This is opposed to the critic playing the role of the 'client.'
It ought to be two architects talking to each other.*

John P. Shaw

5. Use methods of student assessment which promote learning.

Involve students in assessment: self-assessment, self-criticism, group critiques.

Following critiques provide a written summary of the design's strong points and weak points (with suggestions for how to strengthen weak points).

Provide students with the criteria by which a project will be graded when the project is handed out, not until after it is graded.

Teach the students the difference between theory, "a discourse which describes the practice and production of architecture and identifies challenges to it," and Criticism, "a narrow activity of judgment and interpretation of specific existing works relative to the critic's stated standards."*

*Kate Nesbitt. *Theorizing a New Agenda for Architecture*

Our task is to empower students so that they have the skills to access their academic growth properly.

bell hooks. Teaching to Transgress

6. Make critique a positive learning experience.

Use alternatives to the traditional review model where the student defends pinned up work before a panel of jurors: "opening night" exhibitions with free-floating critics, publicly posted projects with comment sheets, etc.

Hold critiques outside of the Department.

Place more grade-weight on the process work leading up to final presentation than the presentation itself.

Question!

What does an evaluation of a trip usually reveal?

Answer: Measures of achievement, need for improvement plus the fact... that the process never ends... that destinations are merely rest stops along the bigger journey of life.

*Don Koberrg and Jim Bagnall.
The Universal Traveler*

7. Celebrate diversity and resist discrimination.

Expose students to demographic groups different from theirs.

Challenge dominant ideologies.

Uncover cultural invisibility: the unacknowledged contributions of minorities as designers, builders, owners and consumers of the built environment.

Assign projects which uncover and challenge discrimination based on race, gender, religion, sexual-orientation, socio-economic background and physical disabilities

Multiculturalism compels educators to recognize our complicity in accepting and perpetuating biases of any kind. Students are eager to break through barriers to knowing.

bell hooks. Teaching to Transgress

8. Craft connections.

Connect the studio with the outside world: Assign required attendance at events outside of the Department which relate to ongoing studio projects.

Promote integrative learning: Create studio projects in which students directly apply what they learn in lecture courses.

Emphasize collaboration over competition: Assign team projects each year at each studio level.

Promote interdisciplinary interaction: Create collaborative projects with other academic departments.

Connection
[Latin *connectere*, to bind together]
A joining or being joined.

Webster's New World Dictionary

9. Be responsible members of the studio community.

Students' responsibilities:

Maintain a positive studio environment free of distractions.

Attend studio classes, be punctual and remain in the studio until the end of class time.

Arrive for each class prepared with textbook, supplies and in-progress work.

Work in the studio, not at home or in other classrooms.

Respect the physical facilities: keep studio floors and work surfaces clear of trash, throw away leftover food and drink and take care of furniture, equipment and the building.

Be respectful of faculty and staff: address faculty members and staff by their proper names, be cooperative and follow instructions in class.

Complete course work on time.

Juries: Remain present during entire session.

I think that a feeling of community creates a sense that there is a shared commitment and a common good that binds us. What we all ideally share is the desire to learn to receive actively knowledge that enhances our intellectual development and our capacity to live more fully in the world.

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