UW ARCHITECTURE→

LEARNING AND TEACHING PRINCIPLES
PROPOSED 9/8/2020; NO ACTION; REVISED 4/25/21 W/ REFERENCE TO AIAS MODEL LEARNING & TEACHING CULTURE POLICY AND AIA EQUITABLE PRACTICES

1 GENERAL PRINCIPLES
The Department of Architecture admits students based on an application that shows the capacity to succeed in our degree programs, and then supports students as they progress. Our coursework for undergraduates begins with pre-requisites that include design and graphic communication fundamentals and a comprehensive survey of architectural history. Coursework for undergraduate majors and M. Arch. students is strongly cohort-based so that students develop capacities in a cooperative and collaborative environment with other learners as well as the formal instruction. Assignments in lectures and seminars aim at the development of critical reading and writing skills as forming a sound basis for lifelong learning as well as success in career development.

Faculty share a strong interest in each other's courses and pedagogies; innovative practices are encouraged and shared. The faculty is a community of intellectuals and professionals that enjoys open engagement and mutual respect. The faculty bring other professions into the classrooms, studios, and lecture halls on a regular basis to maintain their own currency and to expose students to a greater variety of perspectives.

Coursework is not regarded as isolated units of knowledge. Efforts are made to integrate topics across different course types whenever possible. The greatest degree happens regularly in the international study programs in which all coursework for a given quarter is delivered "block" style under a theme appropriate to the location.

Faculty and staff share a mutual responsibility to care for each other and the students that enter our programs.

2 GENERAL COURSEWORK POLICIES
Coursework is conducted in conformance with the published university schedule. The course syllabus and Canvas website are the principal means of communicating essential parameters, responsibilities, and expectations. Assignments and due dates shall be published in these locations, and changes noted as soon as possible. Scope of work should be appropriate to the level and credits of the course.

Feedback and evaluation shall be given in a timely manner. Instructors shall be available to any student with questions about the course, its content, or individual feedback and evaluation.

Healthy time management habits are encouraged. While on-time submission of assignments is expected, health and wellbeing is a consideration. Faculty recommend university resources to students showing signs of high levels of stress.

Faculty strive to make courses equitable, inclusive, and just for all students by fostering unbiased and culturally aware behaviors:
-individuals actively listen to each other and acknowledge differences in perspective and communication styles
-instructors model responsibility for recognizing and improving their attitudes and biases

-instructors support open, inclusive, and balanced dialogue
-courses offer intercultural learning opportunities and a degree of choice whenever appropriate

3 STUDIO-SPECIFIC POLICIES
8/8/2019; REV. 9/8/2020, REV. 4.25.2021

The Department of Architecture affirms that the design studio is a critical part of architectural education in the Bachelor of Arts in Architectural Design and the Master of Architecture programs at the University of Washington. In these programs, the design studio is central to teaching and learning. It is a place of experimentation, creativity, and innovation. It is also central to synthesizing the skills and knowledge necessary for the professional practice of architecture.

Students enter into studio with diverse capacities, experiences, and expectations. This policy recognizes that each student will have to find their own strategies for completing their studio assignments consistently and on time. While we have shared values for professionalism, ethical practice, and craft, students may meet their responsibilities utilizing resources of time, space, academic materials, and physical materials in different manners.

3.1 Creativity and collaboration

> *Autumn 2020 addendum:*
> The loss of a positive collaborative learning culture has been the biggest concern during remote coursework required by the 2020 pandemic. Instructors at UW, like so many across the country, were eager to imagine and share ways of maintaining the most valuable aspects of studio-based design education.
>
> Though some of the policies stated here do not apply at this time, the general principles are carried over as much as possible into online exchange.

Diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, and opportunity for all.

All aspects of design studio--its activities, its participants, and its work products--demand to be treated with respect. Instruction in the studio shall foster a collaborative environment conducive to the mutual interests of the students and faculty. Students are expected to be present in studio for all scheduled meeting times throughout the quarter. The Department strongly encourages students to do as much of their additional design work in the studio as possible, in order to take advantage of the collaborative opportunities and peer learning that the studio space allows and to develop a strong sense of class cohesiveness.

The studio must be a comfortable place for students to work and interact with other students and faculty. Environmental factors such as excessive noise, music, trash, and disruptive behavior that have a negative impact on productivity will not be tolerated.

Students are encouraged to make reasonable efforts to resolve personal disputes. Any behavior inconsistent with the University of Washington Student Conduct Code:

apps.leg.wa.gov/WAC/default.aspx?cite=478-120 should be referred to the studio faculty or the departmental administration.

3.2 Health and safety

The creative energy and exhilaration of the design studio is a source of enjoyment and satisfaction for many, but it is also true that creativity demands balance. Efficiency, responsibility and health are equally essential components of effective studio work, and are valued by our design culture. You are not effective in your own work or in collaboration with others if you regularly work beyond your reasonable limits. And failure to make steady progress compensated by excessive overtime cannot be confused with occasional bursts of extra effort.

3.3 Studio teaching and learning

Although studio faculty are responsible for the organization and progress of the studio during the quarter, much of the work students do in a design studio is self-motivated and self-directed. Because architectural design is a complex and labor-intensive process, students often dedicate significant time and energy to architectural design studio courses. The demands of design studio should not, however, adversely affect students' performance in other classes, nor should it upset the appropriate balance of academic and non-academic pursuits. Faculty must set fair and reasonable expectations for adequate performance in the studios, and also provide regular, productive feedback to each student on the progress of his or her work in the studio. To accomplish this, the Department of Architecture has adopted the following guidelines for design studios:

1. At the beginning of each quarter, the studio faculty shall provide a syllabus with expectations for the participation and performance of students in the studio.

2. Faculty shall meet regularly with students, during scheduled studio hours—on an individual basis, as required, and in group meetings—to discuss their work in a productive manner. Faculty desk crits may occasionally run beyond scheduled studio hours but should not do so on a regular basis. Students should have the option to request an appointment at another time if a meeting will occur beyond the scheduled studio time.

3. Criticism in studio meetings and in design reviews will be constructive and educational in nature; it will concern the work produced and not its author.

4. Faculty shall provide a detailed written evaluation of each student's performance at the end of the quarter. In all cases the work produced in the studio shall be evaluated on its merits. Because the studio is concerned with professional development, the faculty shall also assist the student in assessing their process as well as the outcomes.

Students have the right to seek remediation for any conflicts or problems in studio. If reasonable, the student should first seek solutions with the studio instructor. If that does not prove effective or is not possible, the student can contact the program advisor, the program coordinator, or the department chair. If a resolution cannot be reached, students should be referred to the University of Washington Ombud: www.washington.edu/ombud. Cases in which informal resolution of disputes or problems are not possible will be resolved according to procedures set out in the University of Washington Policy Handbook: www.washington.edu/admin/rules/policies.

3.4 Studio environment

Each student enrolled in our department's BA in Architectural Design and M Arch programs will be given exclusive use of a work space in a design studio as long as he or she is registered for a regular studio course, or for no less than one quarter in the master's thesis. Other students in the department will be offered studio space on request, depending on availability. The studio space shall function as an effective place for students to work. Students shall have 24-hour access to studios during the quarter. During hours when university buildings are closed, studios will be accessible by key or key code only to authorized students, faculty, and staff.

The studio environment shall be conducive to faculty and student health, safety, and productivity. The studios shall be adequately furnished with desks, shared workspaces, pin-up surfaces, and digital networking to facilitate work that can be expected of students. Studio spaces shall allow barrier-free access in accordance with ADA statutes. Studios shall be adequately lit and ventilated. Students in the studio will also have access to wood and metal working labs, digital fabrication resources, computers, and a range of input and output devices housed elsewhere in the College of Built Environments.

3.5 Shared stewardship

Students are expected to treat studio spaces with respect at all times. Recognizing that studio spaces are subject to extraordinary usage pressures, the Department requires faculty and students to assure that studio spaces are adequately maintained and left in a clean condition at the end of each quarter. Students also must comply with rules regarding studio clean-up and the use of noxious substances in studio spaces and university buildings.

At the end of the quarter, students must:

- Remove all personal belongings and materials from studios.
- Remove locks and completely empty rolling carts.
- Refrigerators and freezers must be completely emptied and cleaned.
- All trash must be removed from desks, kitchen sink areas and floors.
- Floors must be completely cleared all of trash before custodians can clean the studios.

Please clean your studio space by no later than 12:00 noon on the Friday of finals week.

Clean-up notes:
- Please recycle as much material as possible. Refer to the UW disposal guide if you are unsure about proper disposal. The university will supply large recycling bins throughout the building. Do not put non-recyclable materials in the bins or the recycling bags in studio. Do not over-stuff the recycling bags.

- The college will supply a demolition dumpster on the loading dock during the final week of studio. Please throw all of your non-recyclable materials in this dumpster. If the dumpster begins to get too full, contact Meegan Amen in the Dean's Office at meegan@uw.edu or 616-2439 so she can order a new dumpster. Do not fill the dumpster any higher than the rim. It must be level or Solid Waste will not empty it.

- Do not over-fill the garbage cans in the studio. If your garbage will not fit easily in the can, bring it to the dumpster.

- Do not leave anything in studio weighing more than 30 lbs. (including, bags of plaster, concrete or heavy models and model bases). Custodians are not permitted to move objects weighing over 30 lbs.

- Make sure the stool and rolling cart you signed out at the beginning of the quarter are still in the studio before you leave for the break.

- If you will be using the same studio next quarter, placing material on a desk does not secure a reservation for that desk. Desk selection will be coordinated by studio faculty (or by lottery for thesis) at the beginning of the quarter.

If you have concerns or questions about custodial issues, please address them to Rick Mohler, Ann Marie Borys, or Meegan Amen, not the custodial staff.

ISSUES TO CONSIDER FOR POLICY UPDATES, 2023:

1. Should we now delete the boxed addendum from 2020 on page 2?

2. Should we add some language to section 2 on General Coursework that will address / manage student expectations about variations from course to course on instructor's provisions for absence from class—recordings, etc.?

3. It would be helpful to have something explicit about respecting <u>personal property</u> and <u>personal space</u>—even though they are implicit in a number of more general statements.

It would also be helpful to say explicitly that harassment of any kind will not be tolerated.

Should this be added to section 3.1 or 3.4?

4. Do we need to retain the [Studio Culture Policy](#) and a stand-alone [Studio Clean-up Policy](#) on the website any longer since this is covered in 3.5?

5. What is the best way to assure that we get student involvement on annual review and revision? Should we conduct an annual survey? Should we do a clicker-based survey with the students that attend the All Department meeting?

6. Are there any portions of the policy as currently written that you think are in need of revision on any grounds?

For instance, there is some language that I encountered in another school's policy that struck me as quite useful. It has a similar intention, I think, as the introductory paragraphs of our statement but is also saying something slightly different that I find worthwhile.

I'm curious if others think this expresses an idea that we might want include in our own.
It's a bit long, and I am NOT suggesting adoption of it by any means… but there might be a key idea that could be worked into our current introductory statement.

Architecture is a profession, a calling, and an art. It requires dedication, discipline, and hard work. Studios are the spaces that will shape and influence the next generation of architects and citizens. The culture of our studios should respect the values, ideals, and ethics that we believe are vital to the discipline and to the communities that it serves. Studios should be places of respect, achievement, and collaboration where students come to understand their roles as participants in, and as shapers of, a broad physical, social, and environmental future.

Architects have responsibilities to their clients, to the public, to the future and to history. Architecture affects people in real, meaningful ways, and it is incumbent upon architects to recognize and respond to a broad range of diverse concerns and interests.

Architects are also individual people, pursuing fulfilling lives as well as fulfilling careers. Architects are at their best when they are broadly educated, with wide interests and a clear understanding of the range of knowledge, interests, values and traditions surrounding them and their work.

Architectural students should understand the challenges of their chosen discipline and should acquire the depth of experience available in an academic setting. They should leave with a grounding in the complexities of the path ahead, with a strong sense of what they can accomplish through dedication and hard work as individuals, as collaborators, and as citizens, with a broad education and with strong social and cultural connections.