

Statement on Studio Culture

Iowa State University

Department of Architecture: Administration, Faculty and Students

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Architecture is a profession, a calling, and an art. It requires dedication, discipline, and hard work. Studios at Iowa State are the spaces that will shape and influence the next generation of architects. The culture of our studios should reflect the values, ideals, and ethics that we believe are vital to the discipline. They 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 no illusions about the difficult 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.

Architectural studios should offer strong, supportive environments, in which students should be encouraged to expand their knowledge, discover their potential for accomplishment through dedication, learn from each other and form lifelong friendships and relationships. We are committed to creating a place and a community that supports free exchanges of diverse ideas. Therefore we will work to promote awareness and exchange of these ideas in constructive and educational ways while engaging in honest discussions and disagreements. We are committed to a culture of exchange, with respect for one another and our diverse experiences, backgrounds, and aspirations.

As a faculty, we are committed to making studios lively places where learning occurs naturally. While we do not believe students should fear or shun hard work, we do believe that design course work must be seen in balance with other important life experiences. Studio should be the place where knowledge can be synthesized into creative, deeply important work. This is an experience that not all disciplines have, and it is fundamental to the formation of a competent, responsive architectural mind. We acknowledge our responsibility to support this learning in the context of our students' overall education, in the context of their social development, and in the context of their self-realization. We reiterate, however, the importance of the studio experience to all of these, and require our students to share responsibility for this necessary balance.

Toward these ends, we propose the following:

That the Faculty:

- Recognize and support the broad intellectual and social contexts in which studio occurs; while recognizing student involvement and leadership in university wide activities,
- Support and challenge students in ways that promote growth, responsibility, and self-discipline,
- Provide mechanisms, such as timely schedules that encourage healthy time-management,
- Provide constructive, supportive critiques centered on student learning,
- Respect the diverse backgrounds of our colleagues and our students,
- Respect the limited financial resources that students often have,
- Encourage, through individual and group interactions, extra-curricular events, and leadership, a climate of mutual support and respect,
- Promote and strengthen key traditions that connect across generations, backgrounds, and interests,
- Faculty should encourage communication and a shared sense of mission and values amongst students, faculty, and administration.

That the Students:

- Recognize the responsibilities of practicing architects and the dedication and hard work this entails,
- Acknowledge the role of studio courses in building and reinforcing this sense of dedication and/or professionalism,
- Understand their role in maintaining a healthy, secure physical and social studio environment,
- Accept responsibility for managing their time appropriately,
- Recognize that the studio is a place of learning, as well as teaching, and that they, through their actions and attention, are primarily responsible for their studio outcomes,
- Respect the experience, dedication, accomplishments and knowledge of the Faculty, and the traditions of the profession and the Department,
- Recognize that students represent a wide range of diversity in many ways, and appreciate these differences and treat each other with respect.
- Build on Iowa State's background for design excellence
- Students should participate in a structure that encourages communication and a shared sense of mission and values amongst students, faculty, and administration.

That the Department:

- Provide a structure that encourages communication and a shared sense of mission and values amongst students, faculty, and administration,
- Encourage frank, constructive debate and discussion,
- Support healthy, secure studio environments, both physical and intellectual, through proper attention to facilities, security, and to teaching effectiveness,
- Recognize and value the rich differences that diversity can provide the academic situation, the profession, and the larger society,
- Provide mechanisms such as grade reviews that ensure students and faculty are treated fairly, and can seek redress without intimidation,

- Represent the needs and aspirations of the students and faculty to the larger University and communicate the unique achievements and challenges of our curriculum and the studio structure,
- Review this statement and associated policy with students and faculty regularly, and adopt appropriate measures to ensure that the values we profess are supported and practiced in studios.
- Department should serve as a conduit to other resources in the university and should assist in providing access to state of the art technology, software and physical tools.
- Department should reinforce the mission of the professional program to educate future architects and recognize that rigor can assist our graduates in their diverse futures.

Conduct and Redress:

Both students and faculty have fundamental responsibilities with respect to conduct that provides a context for Studio Culture. The encompassing Iowa State community has several specific policies in place regarding conduct and grievance processes. The following links include important content regarding governing policies and procedures that may be of interest:

Student Conduct: General Site for Student Life: <http://policy.iastate.edu/policy/student-life>.

This site includes many policies regarding student life. In particular check out:

- ~ Academic dishonesty: <http://catalog.iastate.edu/academiclife/#academicdishonesty>
- ~ Alcohol Use: <http://policy.iastate.edu/policy/alcohol>
- ~ Sexual Misconduct and Harassment Involving students:
< <http://policy.iastate.edu/policy/students/sexualmisconduct> >
- ~ Code of Conduct (Student Disciplinary Regulations):
< <http://policy.iastate.edu/policy/SDR> >

Faculty Conduct:

- ~ General Conduct Policies: Chapter 7 of the *Faculty Handbook*
< <http://www.provost.iastate.edu/resources/faculty-handbook> >
- ~ Discrimination/Harassment: < <http://policy.iastate.edu/policy/discrimination/> >

Grievances:

- ~ Academic/Harassment:
< <http://catalog.iastate.edu/academiclife/#appealofacademicgrievances> >
- ~ Faculty Grievances: Chapter 9 of the *Faculty Handbook*
< <http://www.provost.iastate.edu/resources/faculty-handbook> >
- ~ Grade Review: See following section

Students who believe there has been academic or other forms of misconduct by faculty and/or fellow students should bring their concerns to Student Services advisors, the Multi-Cultural Liaison Officer, associate Dean for Academic Affairs, Department Undergraduate Program Coordinator or Director of Graduate Education, Department Chair or Dean of Students Office. Confidentiality beyond those persons directly involved in a grievance will be maintained. As each situation is likely to be unique, recommendations regarding next steps toward resolution of the specific case will be proposed.

GRADE REVIEW GUIDELINES

These grade review guidelines have been in use for the past 10+ years. (Please keep in mind these guidelines pertain to grades, not conduct grievances.) They serve as the Department of Architecture's initial grade review for studio and course grades. They are "informal" in the sense that they precede a formal grade grievance being filed with the Dean of Students that sets in motion a very specific process at the university level.

1. There needs to be a formal meeting between the petitioning student and the faculty member to go over the grading result, and to see if there is any possibility of either a grade change or at minimum a satisfactory understanding on the part of the student regarding the grade. If such a meeting is not possible, e-mails or other methods of attempts at resolution may be pursued.

2. If the results are not satisfactory, and the student wishes to pursue a grade review, the student needs to formally send a written (e-mail is acceptable) request for a grade review to the department chair. The student should send a copy to the professor to inform the professor, and to the Associate Chair for the Undergraduate Program or Director of Graduate Education who shall advise the student on process.

3. As part of the request but more typically as a separate memorandum, the student should thoroughly outline attempts to resolve the grade dispute and the reasons for seeking the review in writing. The student's letter of reasons is confidential. The issue is defined by the student's perspective regarding the grade and the professor's perspective of the grade, not back-and-forth arguments.

4. The department will select a three-person committee to meet with the student to review the student's work. The review panel and the student work out an acceptable presentation date.

5. The student provides copies of the course syllabus, and posts all of his or her work for the semester and explains the work. This includes sketches or sketchbooks, preliminary studies, progress models and final presentation materials, and/or progress exams, papers and final examinations. The review is not a critique; it is oriented toward explaining the work sufficiently for the review panel to understand the extent, quality and context of the work.

6. The faculty member is not present; nor is there a separate meeting with the faculty member. The faculty member is invited to provide a written copy of his/her grade evaluation, a statement regarding grading, and/or statement regarding discussions with the student. If one is provided, it is distributed to the panel.

7. After the student presentation, the review panel meets in closed session to develop a grade recommendation to the faculty member. One panel member should serve as the chair and draft the written report. The written recommendation is confidential and advisory to (not binding upon) the faculty member. Copies should be sent to the chair, the associate chair for the undergraduate program, and the director of advising – none of whom should serve on the review panel.

8. The final grade determination remains the prerogative of the faculty member. The faculty member should inform the student whether or not, as a result of the review, the grade will be changed.

9. If the results of this review are not satisfactory, the student may file a formal university "Appeal of Academic Grievances." Information is available on ISU's website and in the catalog.