

# Architectural Design Studio Culture

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**Abstract:** Studio culture is one of the basic subject in design education. Since many design education curriculum had design studios in which design education take place as a special type of educational environment students and teachers in the studios interacted in a very special way. Studio culture basically came into architectural education in late 1990s at schools of architecture of United States of America. American Institute of Architecture Students prepared a report for studio culture in architectural education. The basic approach of this report base on the interactions and behaviors of actors in between the architectural design studio with stakeholders.

The methodology used in this study is based on the investigation on correlation between the studio culture parameters suggested by American Institute of Architecture Students in the 2002 report which are summarized as Design-thinking skills, Design process as much as design product, Leadership development, Collaboration over competition, Meaningful community engagement and service, The importance of people, clients, users, communities, and society in design decisions, Interdisciplinary and cross-disciplinary learning, Confidence without arrogance, Oral and written communication to complement visual and graphic communication, Healthy and constructive critiques, Healthy and safe lifestyles for students, Balance between studio and non-studio courses, Emphasis on the value of time, Understanding of the ethical, social, political, and economic forces that impact design, Clear expectations and objectives for learning, An environment that respects and promotes diversity, Successful and clear methods of student assessment, Innovation in creating alternative teaching and learning methodologies. Methodology of this paper based on the problem of finding interaction between studio culture approaches of 10 architectural schools of USA in bachelor and graduate level out of top 20 according Times Higher Education 2019 field ranking with parameters defined by American Institute of Architecture Students. Findings show us that each school define its studio culture policy according to its own corporate culture, although there is a common similarity in the criteria defined by accreditation body.

**Keywords:** Architecture, design, studio, culture

## Introduction:

Architectural design studio culture is considered as an important part of educational philosophy of schools of architecture starting from late 1990's in USA. NAAB National Architectural Accreditation Board define as "Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional" (NAAB, 2014).

Architecture programs had been suggested by NAAB to have "a written studio culture policy adopted a for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must

address the values of time management, general health and well-being, work-school-life balance, and professional conduct" (NAAB, 2014). The architectural education program should describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom or studio through individual and collective learning opportunities according to NAAB. These opportunities may include field trips, participation in professional societies and organizations, honor societies, and other program specific or campus wide and community wide activities.

The American Institute of Architecture Students prepared "The Redesign of Studio Culture: A Report of the AIAS Studio Culture Task Force" as one of the partner of NAAB in 2002 which had six chapters titled as studio culture critiqued, describing studio culture, current aspects of studio culture, new visions

shared values, a call for action, a new program for the design studio culture (Koch et. al., 2002).

Chapter on the “Studio culture critiqued” explores the current state of studio education, examines outside forces impacting architecture education and calls for change in studio culture. Describing studio culture, analyzes the historical roots of studio culture, states a series of myths prevalent within studio education and discusses other elements that characterize this culture. In current aspects of studio culture chapter had been providing a more in-depth commentary on twelve topics that report authors feel most be questioned in order to design a more successful studio culture. New visions, shared values section proposes five values for a new studio culture for an architectural design studio, optimism, respect, sharing, engagement and innovation which are related with the expectation of the organization for necessary change for the studios. In a call for action section of the report had suggestions on the role of students, educators, administrators, and organizations can play in shaping a new future for architecture education. A new program for the design studio chapter gave a list of goals that can be embraced in creating change. In summary this report prepared to create a healthier and more successful studio culture, architecture schools will need to rethink existing practice and develop creative alternatives. They suggest to design a studio culture that promotes following items seen in the Table 1. (Koch et.al. 2002).

*Table 1. Studio Culture Evaluation Parameters*

Design-thinking skills
Design process as much as design product
Leadership development
Collaboration over competition
Meaningful community engagement and service
The importance of people, clients, users, communities, and society in design decisions
Interdisciplinary and cross-disciplinary learning
Confidence without arrogance
Oral and written communication to complement visual and graphic communication
Healthy and constructive critiques
Healthy and safe lifestyles for students
Balance between studio and non-studio courses
Emphasis on the value of time
Understanding of the ethical, social, political, and economic forces that impact design
Clear expectations and objectives for learning
An environment that respects and promotes diversity
Successful and clear methods of student assessment
Innovation in creating alternative teaching and learning methodologies

This paper focus on studio culture of 10 schools of architecture which are derived out of the first 20 undergraduate and graduate level architecture

schools in USA according to Times Higher Education in 2019. Those are selected to find interaction of the studio culture approaches of these architecture schools with the primary parameters of establishment of studio culture by American Institute of Architecture Students.

**Methodology:**

The methodology used in this study is based on the investigation on correlation between the studio culture parameters suggested by American Institute of Architecture Students in the 2002 report which are seen in Table 1 of this paper and the studio culture approaches of 10 architectural schools of USA in bachelor and graduate level. These schools had been selected among the top 20 universities of architecture at undergraduate level according to Times Higher Education are listed as below:

1. (4) Massachusetts Institute of Technology
2. (6) Harvard University
3. (7) Princeton University
4. (15) University of California, Berkeley
5. (17) University of California, Los Angeles
6. (19) Cornell University
7. (20) University of Michigan-Ann Arbor
8. (24) Carnegie Mellon University
9. (28) University of Washington
10. (39) University of Texas at Austin

Studio culture of these schools of architecture are searched to find the inter-relation between the parameters listed in Table 1.

**1. MIT Studio Culture Policy:**

The Department of Architecture in MIT School of Architecture and Planning Department of Architecture promotes a learning environment that supports the diverse values of the entire MIT community of students, faculty, administration, staff and guests. Fundamental to the mission of architectural education is the stewardship of this diversity in a positive and respectful learning environment that promotes the highest intellectual integrity and cultural literacy. As architectural design learning is often accomplished through project-based activities during and outside of class times, maintaining this environment at all times is the responsibility of the entire community. Faculty and students should make an effort to understand and mutually respect the varied commitments of each other and work together to manage expectations of time and effort devoted to assignments, pin-ups, and public reviews. Students are responsible for cleaning their own studio workstations at the end of each term (URL 1.).

*Table 2. MIT Studio Culture Policy*

Design-thinking skills	1
Design process as much as design product	1

Leadership development	0
Collaboration over competition	1
Meaningful community engagement and service	0
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	0
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	0

## 2. Harvard University Studio Culture Policy:

Harvard Graduate School of Design suggests that “Whatever our individual roles, and wherever we work within Harvard, we owe it to one another to uphold certain basic values of the community: a) Conscientious pursuit of excellence in one’s work, b) Respect for the rights, differences, and dignity of others, c) Honesty and integrity in dealing with all members of the community, d) Accountability for personal behavior” (URL 4).

Table 3. Harvard University Studio Culture Policy

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	0
Healthy and constructive critiques	0
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	0
Emphasis on the value of time	0
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

The goal of the Harvard GSD studio teaching method is to achieve a free exchange of ideas in an atmosphere of mutual respect. At the core of all of our activities at the GSD are our collective values of excellence, respect, honesty, integrity, and accountability. The GSD has adopted a Community Values Statement which is regularly communicated to all members of the GSD community.

## 3. Princeton University Studio Culture Policy:

Studio culture policy of Princeton University based on the idea studio acts as the backbone of curriculum. Students are encouraged to work with a wide range of media, and to think about issues of process and representation parallel to design work. In studio work, material from the entire curriculum comes into play; students are encouraged to integrate material from courses in design, building technology, history/theory and professional practice. Studio work is a collaborative process: an ongoing conversation with teachers, fellow students and visiting critics.

According to studio culture document of Princeton University, studio is the place where students research, propose, test, develop, and present design propositions that synthesize material from a diverse range of sources, both inside and outside the curriculum. It is a place of collaboration, intellectual exchange and experimentation for students and faculty alike. The design studio is a place where students learn by doing; the school promotes creativity, and celebrates the values of innovation and discovery. The studio is also a place to take responsibility for what a student has created, and to be able to present and defend a student’s work in public. Students are very strongly encouraged to work in studio, in order to benefit from and contribute to this crucial collective dialogue. The School of Architecture at Princeton University try to create an atmosphere of mutual respect among students, staff, faculty, and administration, in studio, in reviews, in classes, and in the school in general.

Studio culture encompasses a number of distinct aspects of design teaching: class sessions and group meetings in which ideas, studio problems or readings are discussed; individual tutorials (desk crits), which are perhaps the most characteristic component of design studio teaching; public reviews of varying degrees of formality (with and without outside critics); and finally the private time spent working in studio, where individual or group projects are developed and produced. Studio culture policy document also gives conditions about time managements of students. “While studio is a home, the School of Architecture does not expect students to live there”.

The section entitled “Critiques and Reviews” in studio culture policy explain studio critics as follows: “In architecture, as in other creative fields, there is no single, shared set of objective criteria that allow us to say definitively that a project or solution is right or wrong, good or bad. It is for this reason that discussion and criticism on reviews tends to concentrate on clarity and consistency, as opposed to making judgments of value or quality. Criticism should be specific in nature and dedicated to advancing the student's work. Studio Grades Taking into account the difficulty of assigning objective letter grades to the inherently subjective work of studio, all design studios are graded on a Pass/Fail basis on the student's official transcript”. Criticism and advice provide in desk crits, pin-ups and reviews will form a more substantial and productive evaluation, and in all studios, the design teacher is required to give a detailed written or verbal evaluation that addresses each individual student's strengths and areas for improvement, and outlines recommendations for further work and future studios. (URL 5.)

*Table 4. Princeton University Studio Culture Policy*

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	0
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	1
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

#### 4. University of California, Berkeley Studio Culture Policy:

The Studio Culture policy document has been written by faculty and students to reflect their concern for a studio culture that supports creativity and invention, respect and collaboration, health and safety, an ecology of materials, and optimism about the role of design in the larger cultural framework.

The first part of studio culture is on health and safety. Efficiency, responsibility and health are equally essential components of effective studio work, and are valued by school's design culture. Students encourage that they are not effective in their own work or in collaboration with others if they regularly work beyond their reasonable limits.

Studio culture based on the College and the Department studio culture which make a holistic approach to studio ecology. Students restraint in using materials that are unsustainable, the recycling of (ideally all) materials for the future reuse by others, and an exchange of information within the studio about material issues.

Second chapter of studio culture of Berkeley based on the idea of collaboration trumps competition. Students and faculty maintain an atmosphere of mutual respect for and interest in each other's ideas. Student work will always benefit from conversations with colleagues about shared themes, precedents and resources. Even in a portable, digital age, it is an essential requirement that design happens in the studio. Working in studio moves beyond logistics, nurturing studio culture and fostering the collaborative atmosphere that we most value. At the same time, care for our working environment is an essential part of our design ethic.

The third chapter of studio culture policy explains optimism and invention. “None of the above should serve to dampen the creative spirit and faith in the design enterprise as essential components of architecture, and its ability to serve our larger cultural agenda”. This statement of policy reflects on-going values embraced by the Department. (URL 3.)

*Table 5. University of California, Berkeley Studio Culture Policy:*

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	0
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1

An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	0
Innovation in creating alternative teaching and learning methodologies	1

### 5. University of California, Los Angeles Studio Culture Policy:

At UCLA Architecture and Urban Design (AUD), the design studio is not only the heart of the formal curriculum of architectural study, it is also a space where the academic mission of the school intersects with the social and cultural phenomena that surround architectural education. Studio culture policy of UCLA School of Architecture covers twelve chapters.

The Intellectual Diversity chapter gives information about the wide variety of backgrounds, the members of AUD community which constitute a rich, intellectually diverse group. All members of UCLA community conduct themselves with the highest ethical principles and regard for others.

The second chapter of studio culture document relates studio attendance and work. Studio is offered as a collective, open environment for the sharing of ideas and opinions among both faculty and students, a crucial element in the personal development of each member of the AUD community. This world of dialogue can only be fostered through a critical mass of energy, both during and beyond studio hours. Students' participation in this community is as crucial to the success of their colleagues as it is to their own. Each student is encouraged to be organized, thoughtful, and motivated by this atelier-like setting, treating it and all within it as they would in a professional architectural studio. All drawings, models, books, computers, and any other such artifacts or tools in the studio are to be produced, used, or maintained with the utmost care.

The chapter which is entitled as "Studio Content / The Fundamental and the Experimental", explains the studio approaches. The school aims to educate students with the most innovative tools, techniques, and concepts available today. Course material presented should be based on subject matter that reflects a keen understanding of both historical and contemporary issues and how they relate to the architectural problem at hand.

A collaborative approach chapter is based on the collaborative studies in the studio. Design studio should promote collaborative learning experiences by developing both research and design components using team building and collective scenarios that

reflect the profession's reliance on cooperation. In addition, Design studios should continue to encourage the active engagement of other disciplines both from within the UCLA community and from the wider professional community such as corporations, institutions, and civic agencies.

Interactions between studios defined as "Studio to Studio Interaction" in the studio culture policy. The boundary-free proximity of most studios facilitates joint studio events, both formal and informal. These events help to keep individual design studios engaged with the larger studio collective and expand the breadth of investigation. Beyond group reviews set up between studios in the core years, faculty are encouraged to invite colleagues from other levels and disciplines (within the Department) to deliver mini-lectures or conversations on diverse topics for their respective students.

Expected behaviors and responsibilities of students in the architectural design studio is defined "Studio Etiquette" chapter of the document as "*Students are expected to understand the value of working in studio, as well as the importance of etiquette to ensure a respectful, civil working environment. In terms of communication and common discourse, everyone should listen, consider, and respond with respect to others and their ideas. Respectful debate is at the heart of education and it should be held within generous and supportive conditions*". This chapter also explains how the studios and common spaces should be used by students.

Time Management is another chapter in the studio culture document which is giving information about the importance of time spending and scheduling. "*As architecture is a demanding, time consuming curriculum, it is necessary for students to quickly develop an understanding of time management relative to workloads and deadlines.*" Students are urged to avoid working continuously through the night as it leads to physical and mental exhaustion.

Process / Critiques chapter dedicated the idea of work done in studio is understood to be cumulative, not entirely focused on the outcome of the final review. It is imperative for students to understand that continuous production is central to the development of conceptual and technical skills. Faculty should stress the value of preliminary studies produced for intermediate pin ups and weekly desk crits.

The review process chapter explains the studio process. Throughout the quarter, each studio will schedule mid-term and final reviews that are intended to create benchmarks for the completion of work, and more importantly, to offer each student

feedback that is critical to their development as designers. All faculty are required to stage formal reviews in a public setting so that the work and the discussion has the maximum amount of exposure and impact in the Department. Students are required to attend, present, and participate in all design reviews organized by their instructor.

Chapter which is entitled as “Public Presentations” explains the public information about studio works. The Department’s year end review/celebration was instituted in 2008 as an event that would bring together all of the studio final reviews of the spring quarter on a single day. All faculty and students shall collaborate on an installation of the studio’s work in designated spaces throughout the building. This event coalesces the work of the studios and allows all members of the community to gain a complete, comprehensive overview of our work at AUD.

“Community Responsibilities” chapter of studio culture document is based on AUD is a community within the larger community of UCLA School of Arts and Architecture as well as the wider University, Los Angeles, California, and the world. It should be recognized that the work and actions of the members of AUD reflect the integrity of the larger community at each level and that there is a mutual responsibility to create an environment of trust, respect and comfort for all members of the community.

Last chapter is entitled as “Studio Culture Policy Evaluation, Progress, and Implementation”. To ensure the effectiveness and implementation of the Studio Culture Policy should also be periodically, reviewed in an open forum that invites the participation of all students and faculty members (URL 6.).

Table 6. University of California Los Angeles Studio Culture Policy

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	1
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1

An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	0
Innovation in creating alternative teaching and learning methodologies	1

**6. Cornell University Studio Culture Policy:**

Studio culture policy of Cornell University started with the chapter which is entitled as “Essential Components Studio Pedagogy”: The department believes in and supports the pedagogical benefits and purpose of the studio teaching method: problem-based learning, and learning by doing. The studio culture policy document explained the approaches on the studio space, studio culture, studio extensions, fundamental values, program philosophy, studio philosophy, policy, time management, design process, respect, collaboration, and diversity sections.

The second chapter of policy document related with studio space. The traditional studio space promotes interaction between students and faculty, as well as the opportunity for students to share in, learn from, and contribute to each other's work. The policy document gives information about studio culture as : “*The predominating attitudes and behavior that characterize the functioning of a group in the studio context, in this case, the architectural community at Cornell AAP (students, faculty, administration, staff, and visitors)*”. Policy document also explains studio extensions as: “*Extension of the traditional studio space includes fabrication and shop facilities, library, computer labs, review, and exhibition spaces.*” Fundamental values of the department are defined as “*optimism for working towards a better world and a better-built environment*”, “*respect for one another and respect for each other's work, efforts, goals, and differences*”, “*sharing knowledge, ideas, and assistance*”, “*engagement in studio, professional practice, and extended communities of creative practices*”, “*innovation in studio projects, critical thinking, and alternative teaching methods*”.

Program philosophy section and studio philosophy sections are based on the basic approaches on architecture program and studio teaching and learning. The goal of the program is to produce conceptual thinkers, versed in the skills, history, theory, and science of their field. The studio is a creative and inclusive space that encourages dialogue, collaboration, creative thinking, innovation, and a "learning by doing" pedagogy. The design studio is a professional working environment in which students and faculty work together to ask questions, identify contemporary and emerging

issues, and make proposals that explore architectural concepts and ideas.

Time management defined as an important indicator to a learning and professional working environment. The department supports its students and faculty in leading healthy, balanced lives, as well as having regard for each other's well-being. Design process section explained the idea of understanding studio-based learning as a unique and valuable model.

Studio culture policy also gives information about grades, respects, interdisciplinary learning, responsibility of faculty, in desk crits and reviews. Studio culture policy document of Cornell University ends with diversity approaches. (URL 7.).

Table 7. Cornell University Studio Culture Policy

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	0
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	0
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

### 7. University of Michigan-Ann Arbor Studio Culture Policy:

Studio Policies and Culture of Taubman College of University of Michigan is committed to a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. Key to a healthy and productive learning environment is the establishment of an efficient daily routine that balances the well-being of the individual student with high academic standards. Students are advised to secure personal possessions and valuable equipment in locked drawers whenever leaving the desk area, including overnight, weekends, or during break periods. Per fire code, a clear circulation

corridor through and around each studio must be maintained at all times.

Studio culture policy explain *plagiarism as that is knowingly presenting another person's ideas, findings, images or written work as one's own by copying or reproducing without acknowledgement of the source. It is intellectual theft that violates basic academic standards. In order to uphold an equal evaluation for all work submitted, cases of plagiarism will be reviewed by the individual faculty member and/or the Program Chair.*

Semester's End At the end of every semester each student is responsible for disposing of all trash, unwanted models and drawings, recycling paper, and sorting materials for re-use by others. Models may not be stored in the building.

At the conclusion of each semester, dismantle any models and bases you do not wish to take home. There are re-use bins at either end of the third floor. Any material or model deemed unusable by others should be taken to the dumpster located by the loading dock (URL 8).

Table 8. University of Michigan-Ann Arbor Studio Culture Policy

Design-thinking skills	0
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	0
Innovation in creating alternative teaching and learning methodologies	0

### 8. Carnegie Mellon University Studio Culture Policy:

The learning culture of the architecture program has been built upon its long history, as well as that of the SoA and the university more broadly. Strategic Plan" states: "the university is committed to cultivating an active, technology-enhanced, 'know how to learn'

environment where each individual can grow and thrive. Culture that promotes both interdisciplinarity and design thinking, allows the school a great deal of personal contact from faculty to students, and from students in one program to the other, and even from one department to the next.

The official policies and aspirations of the learning culture, including the “Studio Culture Policy” learning culture, alongside SoA mission, academic curriculum, academic policies, student opportunities, and valuable resources in SoA are detailed in the undergraduate and graduate student handbooks. CMU's current interim president and past president have helped guide some of the leading universities in the nation to establish standards and policies that promote diversity, tolerance, and a desire for international outlooks. The university ethos and policy states in part:

*“Carnegie Mellon is a community of diverse members committed to maintaining an environment that encourages personal and intellectual growth that promote our traditions of innovation, leadership, responsibility to society, learning, dedication, commitment to quality and commitment to each other. We are a community with high standards and high expectations for those who choose to become members, including established community standards intended to foster behavior that is consistent with a civil and educational setting. It is the responsibility of each community member to become familiar with the standards and expectations of the Carnegie Mellon community.”*

In the SoA “Studio Culture Policy”, the philosophy is maintained that professionalism should be embodied by faculty, staff, and students and demonstrated in the work exhibited in a professional degree program. *The SoA realizes that the studio is a ‘melting pot’ of sorts that contains these interactions and their outcomes.* Therefore, as a premise for deriving the guidelines for studio culture, they embrace the idea of professionalism as means to instill positive and productive relationships between all parties present in architectural education. Under the heading of professionalism, the SoA supports core values that further emphasize the importance of collaborative engagement, critical interaction, and decision making within the studio environment as follows:

*Critical Practice: Innovate, question, reevaluate, and redefine in order to push for forward thinking in the study and practice of architecture.*

*Process/Product: Demonstrate the ability to actively participate in studio by creating work that challenges oneself in his/her specific skill-set level. Contribute – to the best of one’s abilities – a product*

*that is well-developed based on the conceptual objectives assigned.*

*Critique: Promote constant interaction between students and faculty in the critical discussion of both precedent study and student. Engage in public discourse about architecture whether it be at a personal final critique, a gallery showing, or a town hall meeting.*

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

*Communication: Voice suggestions, concerns, and opinions frequently. Have the judgement to understand on what level to communicate with peers and colleagues in all areas of architectural learning.*

*Respect: Be respectful of others - their ideas, work and philosophies. Embrace the diversity of our community with regard to: race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information.*

*Integrity: Commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations, once undertaken, must be met and commitments kept. Official policies on academic integrity, including cheating and plagiarism are outlined in The word.*

Keeping in mind the overarching theme of professionalism, the official Studio Culture Policy sets forth in great detail the guidelines for the development of the curriculum, the grading policy, the crit and review policy, and the responsibility of the design process. It also sets forth expectations for professional student-faculty interactions, student-student interactions, as well as expectations about the conduct in various SoA facilities.

*An assessment of the level to which faculty, students, and staff understand the purposes for which the policy was established*

B.Arch students are introduced to the School’s policy on studio culture during orientation and in first semester seminar as a part of the School of Architecture policy review. In seminar, students are quizzed on policies including the studio culture policy.

SoA faculty are encouraged to read and discuss the Studio Culture Policy and staff are part of the editing process for the SoA Handbook wherein the policy is written (URL 2.).

*Table 9. Carnegie Mellon University Studio Culture Policy*

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	1
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

**9. University of Washington Studio Culture Policy:**

Policy on Studio Culture of the Department of Architecture in University of Washington affirms that the design studio is the center of architectural education in the Bachelor of Arts in Architectural Design and the Master of Architecture programs. In these programs, the design studio is central as a spatial configuration, a pedagogical model, and a cultural practice. This is reflected in the space dedicated to studios, and the large number of credits and faculty contact hours the department commits to design studio courses in these programs. Each student enrolled in architecture department 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.

The studio space shall function as an effective place for students to work. Students shall have 24-hour access to studios during the quarter. 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. 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.

The studio environment shall be conducive to faculty and student health, safety, and productivity. Recognizing that studio spaces are subject to extraordinary usage pressures, the Department will enforce quarterly studio clean-up policies for students and work with university custodians to assure that studio spaces are adequately maintained and cleaned. Students are expected to treat studio spaces with respect at all times. Students also must comply with rules regarding studio clean-up and the use of noxious substances in studio spaces and university buildings.

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 time-consuming process, in order to excel students must often dedicate significant time and energy to architectural design studio courses. This will often be somewhat out of proportion with the effort necessary to excel in other 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 therefore 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. There is a guideline for design studios.

Instruction in the studio shall foster a collaborative environment conducive to the mutual interests of the students and faculty. The department strongly encourages students to do as much of their studio course work in the studio as possible, in order to take advantage of the collaborative opportunities the studio space allows and to develop a strong sense of class cohesiveness.

Students in architecture design studios often spend many hours together during the course of a quarter. The studio must be a comfortable place for students to work and interact with other students and faculty. Students are expected to behave respectfully and professionally at all times in the studio (URL 9).

*Table 10. University of Washington Studio Culture Policy:*

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	0

Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	0
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

**10. University of Texas at Austin Studio Culture Policy:**

The University of Texas at Austin School of Architecture believes in the value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studio offers an environment where students can come together to ask questions and make proposals, which are developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio learning offers intensive one-on-one instruction from faculty members, and provides the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities.

The school encourages students to embrace studio-based learning as a unique and valuable educational model. Studio creates an environment which allows open-ended questions, for which there may be no "right" answers.

The school supports its students and faculty in leading balanced lives. Students are encouraged to work smarter, not necessarily longer in studio. *The school affirms the value of design intention, design process, as well as design product, thus both encouraging and evaluating (1) the student's understanding of the ideas that motivate and the forces that inform the project at hand ("grasp"), (2) the student's assiduousness in the development of ideas and use of information in the process of design ("process" or "effort"), and (3) the material and graphic quality of the studio's final products — be they models, drawings, or representations in other media — as well as the appositeness of the proposed design in its real-world context ("product").* Grades are but one measure of a student's performance in studio. Advising and counseling are considered integral to a student's studio evaluation.

In addition to individual design projects, the school values partner and group projects at every level of

design research and development. To become effective designers of and advocates for a quality built environment, the school supports community-based research and design opportunities through which students can acquire a broad range of skills and experiences. Faculty who teach studio are selected for their ability to inspire students to learn, to engage students in critical thinking, to bring forward their particular expertise, and to convey a sense of optimism about the field of architecture.

Public presentation and display of the work of the design studio is valued, and is essential in developing skills for effective verbal communication. The school supports active, open dialogue and the studio must be a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry supports the lifelong learning process that begins in architecture school (URL 10).

*Table 11. University of Texas at Austin Studio Culture Policy:*

Design-thinking skills	1
Design process as much as design product	1
Leadership development	1
Collaboration over competition	1
Meaningful community engagement and service	1
The importance of people, clients, users, communities, and society in design decisions	1
Interdisciplinary and cross-disciplinary learning	1
Confidence without arrogance	0
Oral and written communication to complement visual and graphic communication	1
Healthy and constructive critiques	1
Healthy and safe lifestyles for students	1
Balance between studio and non-studio courses	1
Emphasis on the value of time	1
Understanding of the ethical, social, political, and economic forces that impact design	1
Clear expectations and objectives for learning	1
An environment that respects and promotes diversity	1
Successful and clear methods of student assessment	1
Innovation in creating alternative teaching and learning methodologies	1

**General Evaluation:**

All score about the parameters which are driven from AIAS Report had been evaluated for each 10 university. All scores of these universities are listed in Table 12. The importance of design process as

these differences cause the originality of schools of architecture.

Table 12. Total evaluation of all universities

	MIT	Harvard	Princeton	UC Berkeley	UCLA	Cornell	Michigan Ann Arbor	Carnegie Mellon	U. Washington	U. Texas Austin	TOTAL %
Design-thinking skills	1	1	1	1	1	1	0	1	1	1	90
Design process as much as design product	1	1	1	1	1	1	1	1	1	1	100
Leadership development	0	1	1	1	1	1	1	1	1	1	90
Collaboration over competition	1	1	1	1	1	0	1	1	1	1	90
Meaningful community engagement and service	0	1	1	1	1	1	1	1	1	1	90
The importance of people, clients, users, communities, and society in design decisions	1	1	0	1	1	1	1	1	1	1	90
Interdisciplinary and cross-disciplinary learning	1	1	1	1	1	1	1	1	0	1	90
Confidence without arrogance	0	0	1	0	1	0	0	1	0	0	30
Oral and written communication to complement visual and graphic communication	1	0	1	1	1	1	1	1	1	1	90
Healthy and constructive critiques	1	0	1	1	1	1	1	1	1	1	90
Healthy and safe lifestyles for students	1	1	1	1	1	1	1	1	1	1	100
Balance between studio and non-studio courses	1	0	1	1	1	1	1	1	0	1	80
Emphasis on the value of time	1	0	1	0	1	1	1	1	1	1	80
Understanding of the ethical, social, political, and economic forces that impact design	0	1	1	1	1	1	1	1	1	1	90
Clear expectations and objectives for learning	1	1	1	1	1	0	1	1	1	1	90
An environment that respects and promotes diversity	1	1	1	1	1	1	1	1	1	1	100
Successful and clear methods of student assessment	1	1	1	0	0	1	0	1	1	1	70
Innovation in creating alternative teaching and learning methodologies	0	1	1	1	1	1	0	1	1	1	80

much as design product, healthy and safe lifestyle for students, an environment that promotes diversity are given by all 10 universities in their studio culture policies.

**Conclusion:**

Finding shows us that each school define its studio culture policy according to its own corporate culture, although there is a common similarity in the criteria defined by accreditation body. The main upper 3 issues related with the studio policies of 10 schools of architecture were seen in Table 12 which got 100 points “design process as much as design product”, “healthy and safe – lifestyles for students”, “an environment that respects and promotes diversity”.

One of the concern on accreditation of educational programs is having negative effects on originality of programs. This article shows us that architectural school have different studio culture policies and

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