

What it's all about___

"The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, consideration, sharing, engagement and innovation between and among the members of its faculty, student body, administration and staff. The school is expected to encourage students and faculty to appreciate these values along with an understanding of time management as guiding principles of professional conduct throughout their careers."

___Excerpt from 2004 NAAB Criterion 3.5 on Studio Culture

At the core___

In 1947, then-Chairman Bruce Goff brought a distinctive teaching philosophy to our program, in which students' creative development was fostered within the framework of professional curriculum. Both practical and theoretical in nature, this approach prepared our students to function successfully as innovative professionals.

Today, more than sixty years later, the Division of Architecture pedagogy is centered on ideals inspired by the Goff legacy. The Division of Architecture mission statement is focused on "advancing architecture and society through education, scholarship, and service." The Division is committed to preparing students for suitable architecture practice through research, creative activity, and interaction with faculty and peers.

All about quality___

Currently, the College of Architecture is in a unique situation. Our College is under the guidance of a new, visionary dean, and we are housed in an unconventional transitional facility for the duration of the Gould Hall renovations.

The Dean, Dr. Charles W. Graham, encourages interaction between students, faculty, staff and administration with an 'Open Door Policy'. All students are aware that they are welcome to express individual wants and needs to the Dean or faculty at any time. The interaction among students and professors that fosters a creative design environment is encouraged outside the structured classroom context. This interaction is significant for the development of a more complete education within the studio environment.

The transitional facility has allowed us to form cohesive interactions between years and disciplines. The cross-collaborative culture has revitalized the creative design process and learning endeavors of all students. These serendipitous interactions have brought many positive outcomes of vertical behavior between students at every level and discipline of our architectural education. We wish to carry on the cross collaborative culture as a tradition of the College of Architecture.

Have Great Expectations___

Personally...

- ...attend studio on time, prepared, with an eagerness to do your best to produce the most creative and innovative ideas.
- ...show a passion for your craft and your products.
- ...manage your time appropriately. If you find yourself falling behind on your educational responsibilities, you must express this to the most appropriate individual.
- ...clean up after yourself to provide for an educational appearance
- ...only expect of others what you expect of yourself.

Peers are to...

- ...understand that studio is a creative learning environment and every individual is expected to contribute to that environment.
- ...be courteous and respectful of those around the studio environment while keeping others needs in mind.
- ...make an effort to communicate to others because the dialogue that goes on 'after hours' is often the most productive.

Professors are...

- ...assumed to be available and prepared during scheduled studio, to share their knowledge and experience.
- ...expected to bring a positive attitude and acceptance of the learning process, along with their expertise of the ever-evolving segments of the architecture profession.
- ...to remember that students have commitments beyond studio when setting goals for assignments.
- ...understand that critique is learned in the studio environment to carry into the professional environment.
- ...to challenge students to produce the finest work possible through guidance of the design process.
- ...to encourage students to work in the studio space.

The panorama...

Remember that communication and respect are the keys to success. It is our goal to always keep these two principles in mind when dealing with the many day-to-day tasks.
Take pride in the work and educational appearance of the College of Architecture.

If for some reason____

Disagreement arises...

Stay calm and remember to be respectful in the situation, while communicating your feelings clearly. Working together, we can return the studio to a mutually-agreeable learning environment as quickly as possible. If the disagreement cannot be resolved promptly, seek a neutral third party, such as a member of the faculty or staff, to mediate.

Overwhelming feelings occur...

It is recommended that the student first go to the appropriate person and express their concern. This should start with faculty and move to director, adviser, dean, counselors and on through the appropriate authority of the University. Although the College of Architecture encourages more direct use of time rather than larger amounts of time spent on studio work; it is common for students to put more time into a project than expected. If a student ever feels overwhelmed on a grander scale, it is recommended they seek help from the counseling center at Goddard Health Center (405.325.2911).

Studio culture needs to evolve...

The AIAS chapter, with the support of the Division of Architecture, has put in place an Accreditation Chair. As part of the leadership structure of AIAS, the Accreditation Chair is charged with keeping the studio culture policy up to date with the voice of the student body. The student body of the Division of Architecture realizes the importance of an ever-evolving studio culture policy; one which is modified to address the concerns of a dynamic student body thus ensuring that the studio culture policy is always current.

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