STUDIO CULTURE POLICY

THE SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN AT THE UNIVERSITY OF CINCINNATI

The School of Architecture and Interior Design at the University of Cincinnati balances academic scholarship and practical experience, founded upon UC's innovative system of cooperative education, and builds upon the Bauhaus model of design education.

In 1906, Dean Herman Schneider instituted his unique plan for cooperative education at the University of Cincinnati. Schneider implemented his longstanding idea of a co-op program in architecture in 1922. Three years later, the Department of Architecture became the nucleus of a School of Applied Arts in the College of Engineering. The School accumulated several more design programs over the next two decades, and was elevated to a College of Applied Arts in 1946. Within three years the College included programs in architecture, landscape architecture, advertising design, ceramic design, costume design, industrial design, interior design, applied art, and art teaching. The architecture program adopted a six-year academic/co-op structure to meet the requirements of its first national accreditation review in 1946. The college was renamed the College of Design, Architecture, and Art in 1961. The nine departments of DAA were grouped into four schools in 1984. DAAP now includes the Schools of Design, Architecture and Interior Design, Art, and Planning.

MISSION

The architecture program at UC prepares students for critical engagement with practice. This critical engagement presupposes sustained evaluation of the principles, traditions, and requirements of building. Our goal is to advance the profession of architecture by combining ethical judgment and technical proficiency in pursuit of excellence, whether the product of our expertise is a physical or intellectual construction.

In view of constantly changing conditions for practice, our program seeks to multiply insights and abilities in every student—sensitivity to the aesthetic and social responsibilities of environmental intervention; the life-long cultivation of a broad, synthesizing, and humanistic world view; respect for the benefits of research and innovation; deepened commitment to specific lines of inquiry; an advanced understanding of the culture of practice; readiness for licensure; design acumen; advanced graphic skills and technical vocabulary; affection for risk; and love of play.

EXCERPTS FROM SAID APR FOR NAAB, 2002 AND SAID RPT DOCUMENT, 2007:

OPTIMISM

The SAID Community is committed to developing a supportive and encouraging environment for teaching, learning, research, service, and innovation. The SAID Community is committed to bringing its talents and resources to bear on the responsible planning, design, and management of the built and natural environment. This is manifested throughout all aspects of the SAID culture.

» *Principles In Action*: We will enact our principles.

» *Professionalism*: Our work is important to the future of the world.

» *Sustenance*: Sustainable design is a process, a philosophy, and a practice by which the results contribute to social and economic well-being, have a positive impact on the natural and built environment, and which can be reproduced for the future from a renewable base of human, fiscal, and natural resources. We are committed to a sustainable future. This is evident in our care for the SAID Community.

RESPECT

The active development of respect is valued in relationships between all peoples, as well as in our stewardship of our natural resources, our fiscal resources, and our facilities. Fostering respect for the process, products, and the environments of teaching and learning is the responsibility of each member of the SAID Community.

» *Respect Our Fellow Citizens*: We celebrate and defend differences. We support diverse opinions, talents, and experiences.

» *Respect Ourselves*: Our professional aspirations are evident in our courteous attention, appropriate attire, and professional behavior.

» *Respect Our Work Place*: The facilities of DAAP and SAID are our working environment. We are responsible for protecting and maintaining the classrooms, studios, shops, technology, and common areas that have been provided to support our work.

» *Respect Our Resources*: We use the resources of our natural world with care and without waste. We reduce consumption and recycle these resources in evidence of our stewardship.

» *Respect Time*: Our time for teaching, learning, service, research, and innovation is valuable and finite, and we are the stewards of this time.

SHARING

The processes and products of teaching, learning, service, research, and innovation within SAID are available and open. Our work has value within our institution as well as within our community, and the SAID Community is committed to fostering relationships with the world beyond our walls.

» *Create Opportunities*: We initiate and respond to opportunities to share and collaborate with diverse disciplines in our work and in our communities of interest.

» *Disseminate Knowledge*: We value the work that we do with communities outside our own, whether that work is practice, service, or scholarship.

» *Cooperative Learning*: We value the exchange of knowledge and skill that occurs when we migrate to and from diverse environments.

ENGAGEMENT

Each individual plays a critical role in our Community, and this role requires that each individual is motivated to engage our work, our goals, and our responsibilities with open and honest effort. All members of the SAID Community agree to remain fully engaged in the processes of teaching, learning, research, service, and innovation.

» *Participate In The Dialogue*: We listen and we speak to advance our understanding of and our contribution to our professions. Teaching and learning take many forms, and they are the shared experience of faculty and students.

» *Participate In The Opportunities*: We encourage the effort of the SAID Community to enlarge our learning by participating in the opportunity to learn from the distinguished guests who share their unique perspectives in our lecture series and our reviews.

» *Participate In Constructive Discontent*: We are responsible for contributing to the governance and development of the SAID Community. We are engaged in the review and assessment of our curriculum. We are diligent in our pursuit of improved teaching, learning, service, research, and innovation.

INNOVATION

SAID encourages innovation in teaching, learning, service, and research that explores and defines where the disciplines of architecture and interior design will be in the future. Innovation inherently involves risk-taking. Risk-taking inherently involves failure. Innovation in design and research is encouraged with the understanding that there will be opportunities for learning in this process. In the end, no goals will be achieved without risk and failure.

» *Affect Change*: We apply the fundamental knowledge and skill of our work to experiments in process, product, and communication.

» *Exceed Expectations*: We learn more because we look for the unexpected and pursue the possibilities, with rigorous investigation, toward credible achievement.

IMPLEMENTATION

In a university, the paramount value involved in student conduct should be self-governance with each student bearing the responsibility for his/her own behavior. Although it is thus assumed that students are mature and responsible individuals and that the university does not occupy a parental role, formal disciplinary sanctions nonetheless may be imposed whenever student conduct interferes with the university's duty to afford its members an opportunity to attain educational and other stated institutional objectives.

University of Cincinnati Rules, 3361:40-5-03 (A) (1)(b)
As members of the University of Cincinnati Community, we are bound by the University Rules, the UC Student Code of Conduct, and the UC/AAUP Bargaining Agreement, which are explicit to both academic and nonacademic conduct. Academic conduct refers to the attainment of the highest ethical standards, defined by the Center for Academic Integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." Nonacademic conduct refers to: representation of the University of Cincinnati on or off campus; aiding and abetting misconduct; destruction or misuse of property, including information technology; dishonesty and misrepresentation; disruption or obstruction; disturbing the peace; use of alcohol, drugs or narcotics; false reports; harassment; hazing; and other legally restricted actions.

As members of the SAID Community, we are obliged to sustain our culture in both principle and action. We are guided by the honorable traditions and the promising future of our professions. We look to ourselves and to each other for the realization of the culture we envision.

THE 2010 IMPERATIVE

To successfully impact global warming and world resource depletion, it is imperative that ecological literacy become a central tenet of design education. Yet today, the interdependent relationship between ecology and design is virtually absent in many professional curricula. To meet the immediate and future challenges facing our professions, a major transformation of the academic design community must begin today. To accomplish this, Architecture 2030 calls upon this community to adopt one of the following:

PATH A: 2010 Imperative Curriculum

Adopters of Path A commit to:
Beginning in 2008, adding to all design studio problems the requirement that: "the design engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel," and by 2010, achieving complete ecological literacy in design education, including:

» design / studio

» history / theory

» materials / technology

» structures / construction

» professional practice / ethics

PATH B: 2010 Imperative Curriculum and Facilities

Adopters of Path B commit to:
PATH A: 2010 Imperative Curriculum and by 2010, achieving a carbon-neutral design school campus by:

» implementing sustainable design strategies (optional - LEED Platinum / 2010 rating)

» generating on-site renewable power

» purchasing green renewable energy and/or certified renewable energy credits (REC's, Green Tags), 20% maximum.

REFERENCES

University of Cincinnati Rules
http://www.uc.edu/trustees/rules/

University of Cincinnati Student Handbook
http://www.uc.edu/conduct/Code_of_Conduct.html

DAAP Student Handbook
http://daap.uc.edu/docs_online/daap_student_handbook_0708.pdf

AIAS Studio Culture
http://www.aiasnatl.org/resources/r_resources_studioculturepaper.pdf

2010 Imperative/2030 Challenge
http://www.architecture2030.org/2010_imperative/index.html