

## **TSOA Statement of Learning and Teaching Culture**

“The Fellowship aims, first, to develop a well-correlated, creative human being with a wide horizon but capable of effective concentration of his faculties upon the circumstances in which he lives.” – Taliesin Fellowship Prospectus, 1932

Since its founding, much has changed within the Fellowship and the School, but the ideals of a respectful learning environment within studios that support the creative and productive work of the student remain central to the culture of the school. The Studio Culture Policy of the School of Architecture supports this long tradition with the following propositions:

### **Studio Culture Policy**

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### **Facilities**

Each student will be provided with his or her own workspace, including a desk and material storage. The workspace will be equipped with adequate lighting for focused work and study. Students are encouraged to create their ideal work environment with respect to the architectural integrity of the historic spaces and those around them. Students, faculty, staff, and visiting professionals will respect the individuality and privacy of each other.

The workplace will be clean, professional, and creative in nature, with appropriate noise and behavior levels to respect the concentration of others – quiet conversations, music only when approved by all others in the studio, and productive activity.

Students will receive training to tailor the climate of each studio to maximize energy efficiency by manipulating natural ventilation, shading, and lighting. It is understood that the studios have climatic limitations due to their historic nature. A trained fire steward must be present to oversee the safe use of fire in fireplaces on campus.

The studios will be equipped with high-speed Internet, distributed via wire and

wireless. A working laser printer, large-format plotter, copy machine, 3D printer and laser cutter will be provided in each studio for student use. Required equipment training will be provided.

All studios are architecturally expressive spaces that celebrate the quality of natural light and the nature of materials, and will simultaneously be accessible to all students, faculty, and staff.

While the School is a live/work environment, the consumption of food and non-alcoholic beverages are only permitted within a class, presentation, or critique forum by faculty consent. Food and non-alcoholic beverages may be consumed in the studio; however, all storage of food is permitted only in kitchen areas.

Adequate food storage will be provided in kitchen areas.

## **Feedback**

Students, through working on professional and independent design projects, will be provided with constructive feedback from faculty, practicing architects, design mentors, engineers and consultants, and fellow students. Feedback and critiques of work will honor the importance of the development of the student as a future architect, respecting the importance of the Idea as represented in the work, and cultivating the tools and skills to communicate and strengthen the work.

Critiques are forums of thought and discussion and will be sensitive to the dignity of the students. Critiques will challenge students to succeed and help them reach their personal and professional goals.

Equal unbiased respect will be given to all peers while presenting. Attendance at presentations creates equal learning opportunities to all. Cell phone usage is not permitted during any feedback or critique forum unless used for photography.

The studio will foster opportunities to develop leadership skills and responsibility, qualities critical for the practice of architecture.

As the profession is not an insular environment, students are always encouraged to take advantage of the studio environment. Critical feedback, encouraging in nature, will always be accessible to students present in the studio, from faculty and fellow students. Faculty members are in the studios Monday through Friday and are accessible to students for input and instruction.

## **Work**

The studio experience will encompass both professional and theoretical work. Neither is superior to the other, and together they form a force of endeavor critical to the development of skills and knowledge toward becoming an architect.

Studio work is only one component of the many fields of endeavor the student engages in. Construction, classes, lectures, workshops, the campus community, and the broader community are key components of the education of the architect at the school. Students will learn to achieve a balance of these components during their course of study.

The curriculum seeks to represent the time management reality of the professional world. Students will learn to balance their workload with their own personal and community lives. Although there are times when great effort is needed to meet deadlines, there is also a need for downtime and quiet reflection, which is provided for in the scheduled curriculum.

The art of living is a key component of the learning experience. The school is engaged within the public realm on a day-to-day basis. Students, faculty, staff, and visiting professionals are to take pride in their own work as well as personal spaces and outward expression. As a member of the community, every student's actions, words, work, and space represent the whole. Knowing oneself is key when interacting with and representing the community.