

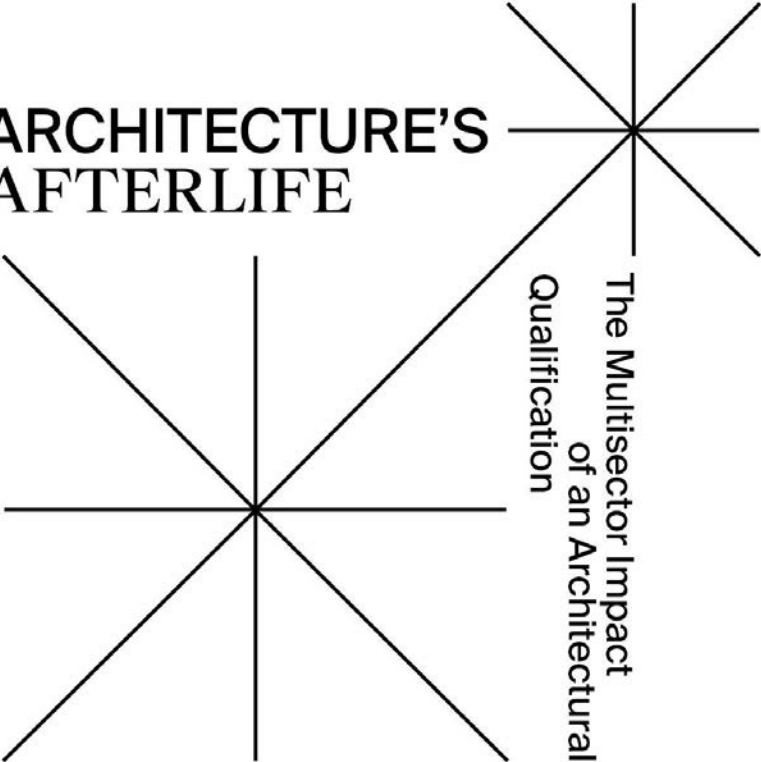
VALENCIA INTERNATIONAL BIENNIAL OF RESEARCH
IN ARCHITECTURE

Thursday, 11 November 2022

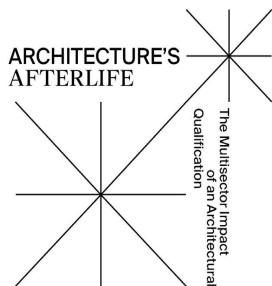
Architecture's Afterlife: The Multisector Impact of an Architectural Qualification

Harriet Harriss (Royal College of Art, IP); **Michela Barosio** (Politecnico di Torino); **Dag Boutsen** (KU Leuven); **Haydée De Loof** (KU Leuven); **Johan De Walsche** (Universiteit Antwerpen); **Mia Roth Čerina** (Sveučilište U Zagrebu); **Andrea Čeko** (Sveučilište U Zagrebu); **Santiago Gomes** (Politecnico di Torino); **Carla Sentieri Omarrementeria** (Universitat Politècnica de València); **Federica Vannucchi** (Royal College of Art); **Hanne Van Reusel** (KU Leuven and Universiteit Antwerpen).

ARCHITECTURE'S AFTERLIFE



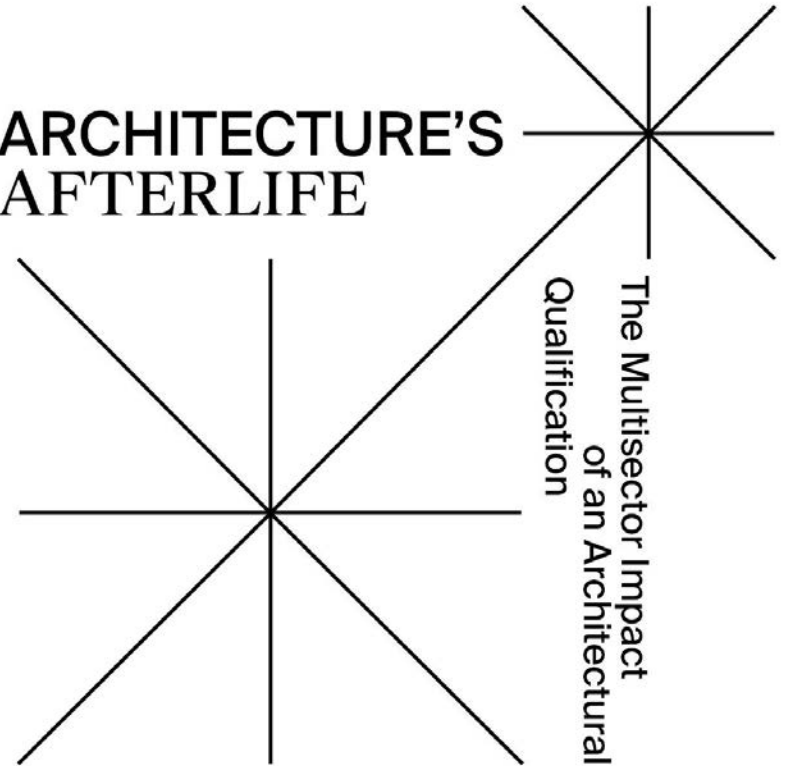
The Multisector Impact
of an Architectural
Qualification



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1. Context, terminologies & methodology
 2. Architecture & education
 3. Architecture & identity
- Questions and debate

ARCHITECTURE'S AFTERLIFE



ARCHITECTURE'S AFTERLIFE

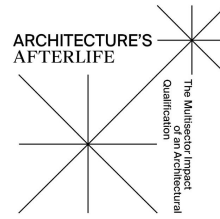
The Multisector Impact
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1. Context, terminologies & methodology

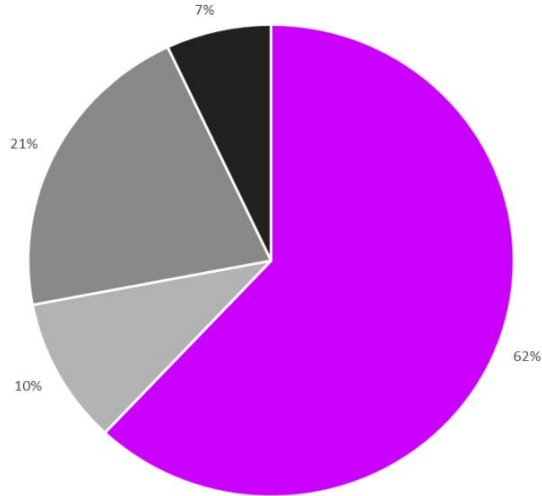
2. Architecture & education

3. Architecture & identity

Questions and debate



Questionnaire:

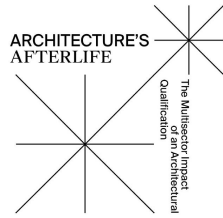


■ architecture ■ architecture + another field ■ related sector ■ unrelated sector

FLOW 1 FLOW 2 FLOW 3 FLOW 4

38% of the respondents indicated that they are working, either exclusively or partially, in sectors other than architecture.

62% of the respondents are working in architecture.



The Study asks:

- 1. to identify the multi-sector impact of an architecture degree**
- 2. and the extent to which competences taught to architecture students are needed in sectors other than architecture.**

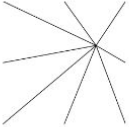
Quantitative analysis

Architecture's Afterlife Questionnaire

June 2021 - April 2022

2,637 architecture graduates in Europe

1. general information respondents
2. education pathways, drop-out pathways, mobility, employment, life satisfaction, work-life balance, job satisfaction, perceived success, and financial security.
3. **maps competencies acquired in architecture schools and comparison with needs in professional paths**

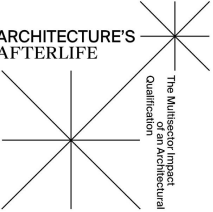


ARCHITECTURE'S AFTERLIFE

The Multisector Impact of an Architectural Qualification

MENU

- Philosophy
- Survey
- News
- Partners
- Project course
- Research
- Bibliography
- Sign up and participate




ARCHITECTURE'S AFTERLIFE

The Multisector Impact of an Architectural Qualification

philosophy

Architecture's Afterlife is an Erasmus+ Strategic Partnership research project whose principal aim is to identify the multi-sector impact of an architecture degree within the context of Europe and the extent to which skills taught...



DRIVE!

Understands mismatch education within an industry inquiry in and educ

survey

ENTER THE SURVEY

SURVEY INVITATION

You are invited to complete this survey if you studied architecture at a university or another higher education institution in Europe. We are interested in the professional trajectory and opinions on architectural education of architecture alumni, so your contribution is very valuable. All architecture alumni can fill in this survey, regardless of your current professional field or employment status. No data will be individually identifiable or traceable. However, if you want to participate in a follow-up study, you can leave your contact details at the end of this questionnaire. This information will be...

news

ARCHITECTURAL EDUCATION IN DIFFERENT CONTEXTS

Our Forth Multiplier Event on November 20th, 2021 is titled ARCHITECTURAL EDUCATION IN DIFFERENT CONTEXTS and it invites higher education policy makers of Architecture's Afterlife partners' five nations—Belgium, Croatia,

(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE

We invite you to the Third Multiplier Event of the Architecture's Afterlife Project, hosted by Politecnico di Torino on Friday October 1, 2021 (on-line) at 2:00pm-5:00pm CEST. The

ARCHI-TECHNOLOG FROM ARCHITECTURE CREATIVITY TO TECH DESIGN THINKING

We would like to invite you Second Multiplier Event to Leuven. The event takes pl on Friday May 21, 2021 14:0

partners

CONSORTIUM

WHO WE ARE

ASSOCIATE

project course


DISSEMINATION

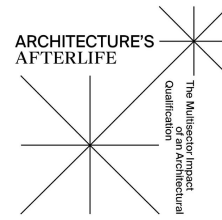
TRANSNATIONAL MEETINGS

SHORT VIRTU MEETING

research

REPORT ON THE FIRST (EXPLORATORY)





Qualitative analysis

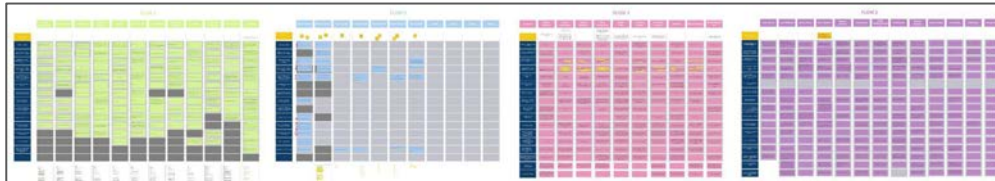
48 in-depth interviews

FLOW 1 : architecture

FLOW 2: sectors related to architecture

FLOW 3: creative industries

FLOW 4: other sectors



- What did you take from your architectural education in your current job?
- What are the competencies that you acquired in architectural education that are most important in your job and why?
- If you were thinking about how to improve architectural education, would you have any suggestions? What was missing?
- Did your occupation/job existed 5/10 years ago ?
- How has architectural education prepared you to crises and changes?
- Would you choose to study architecture again and why?
- How would you compare your education in architecture in relation to other studies you did?
- How would you define architecture?
- Where / how did you develop your own style / way of working?

Architectural education is a process that involves the acquisition of knowledge, skills, and attitudes that are essential for the practice of architecture. This process is shaped by the curriculum, the teaching methods, and the experiences of the students. The goal of architectural education is to prepare students for the challenges of the profession and to equip them with the tools they need to succeed.

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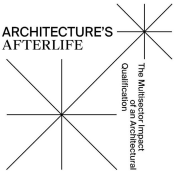
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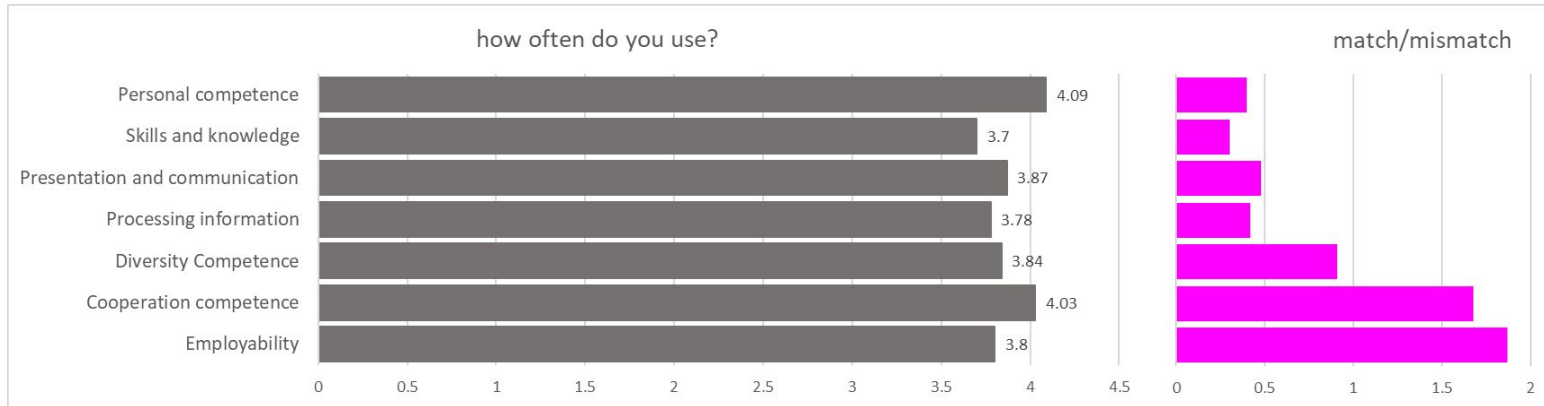
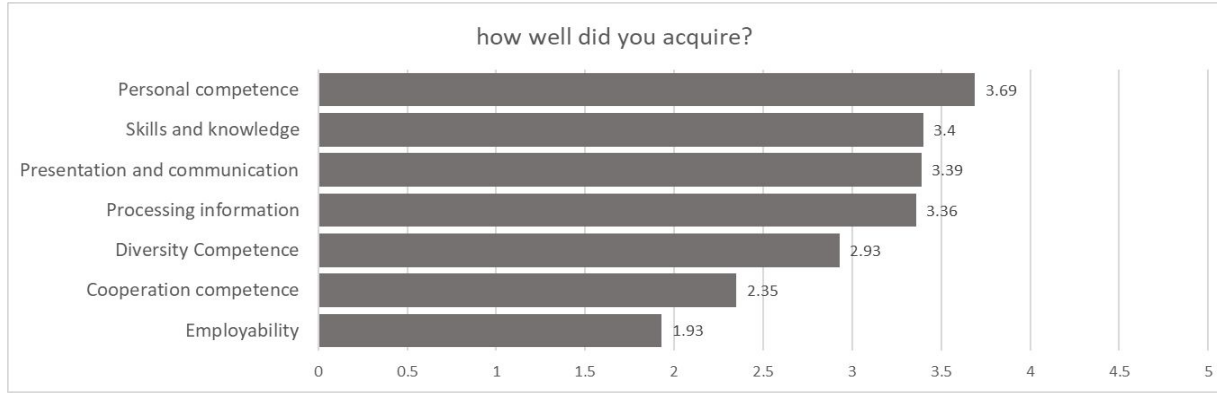
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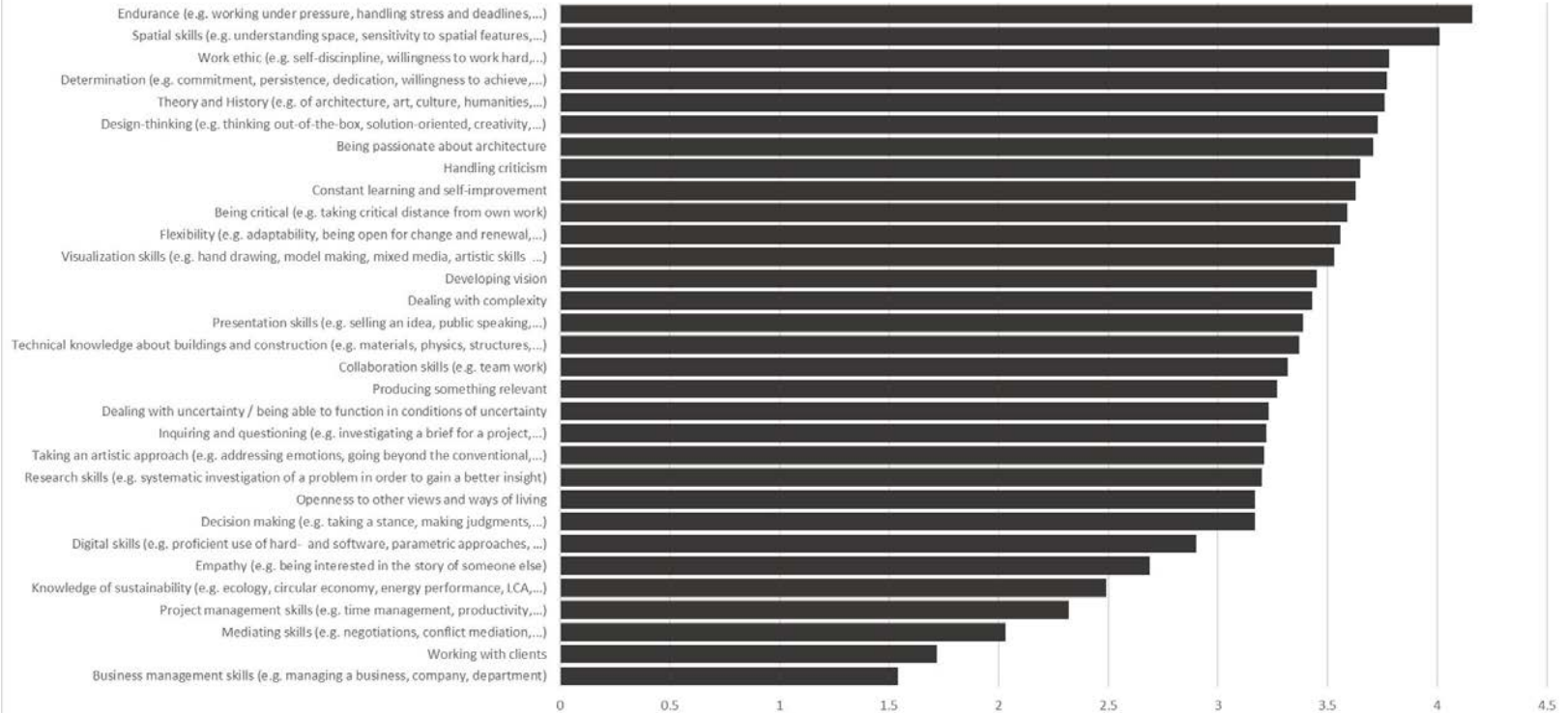
Skills and competence

Skills and knowledge	<ul style="list-style-type: none"> ● Design-thinking (e.g. thinking out-of-the-box, solution-oriented, creativity,...) ● Spatial skills (e.g. understanding space, sensitivity to spatial features,...) ● Digital skills (e.g. proficient use of hard- and software, parametric approaches, ...) ● Visualization skills (e.g. hand drawing, model making, mixed media, artistic skills ...) ● Theory and History (e.g. of architecture, art, culture, humanities,...) ● Knowledge of sustainability (e.g. ecology, circular economy, energy performance, LCA,...) ● Technical knowledge about buildings and construction (e.g. materials, physics, structures,...)
Processing information	<ul style="list-style-type: none"> ● Developing vision ● Being passionate about architecture ● Inquiring and questioning (e.g. investigating a brief for a project,...) ● Research skills (e.g. systematic investigation of a problem in order to gain a better insight) ● Being critical (e.g. taking critical distance from own work) ● Dealing with complexity ● Decision making (e.g. taking a stance, making judgments,...) ● Taking an artistic approach (e.g. addressing emotions, going beyond the conventional,...) ● Producing something relevant
Personal competence	<ul style="list-style-type: none"> ● Determination (e.g. commitment, persistence, dedication, willingness to achieve,...) ● Work ethic (e.g. self-discipline, willingness to work hard,...) ● Endurance (e.g. working under pressure, handling stress and deadlines,...) ● Handling criticism ● Flexibility (e.g. adaptability, being open for change and renewal,...) ● Constant learning and self-improvement ● Dealing with uncertainty / being able to function in conditions of uncertainty
Presentation and communication	<ul style="list-style-type: none"> ● Presentation skills (e.g. selling an idea, public speaking,...)
Diversity Competence	<ul style="list-style-type: none"> ● Empathy (e.g. being interested in the story of someone else) ● Openness to other views and ways of living
Cooperation competence	<ul style="list-style-type: none"> ● Working with clients ● Collaboration skills (e.g. team work) ● Mediating skills (e.g. negotiations, conflict mediation,...)
Employability	<ul style="list-style-type: none"> ● Project management skills (e.g. time management, productivity,...) ● Business management skills (e.g. managing a business, company, department)

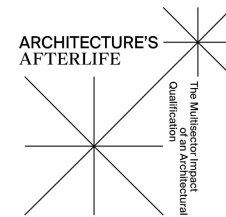
Match/mismatch



how well acquired?



CONTEXT, TERMINOLOGIES & METHODOLOGY



In-dept interviews

FLOW 2

	F2-01	F2-02	F2-03	F2-04	F2-05	F2-06	F2-07	F2-08	F2-09	F2-10	F2-11	F2-12	F2-13
1. Interviewee Information	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
2. Interview Context	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
3. Interview Process	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
4. Interview Content	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
5. Interview Analysis	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
6. Interview Summary	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]

[Vertical text column 1]

[Vertical text column 2]

FLOW 4

	Flow 4-01	Flow 4-02	Flow 4-03	Flow 4-04	Flow 4-05	Flow 4-06	Flow 4-07	Flow 4-08	Flow 4-09	Flow 4-10	Flow 4-11	Flow 4-12	Flow 4-13
1. Interviewee Information	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]	[Text]
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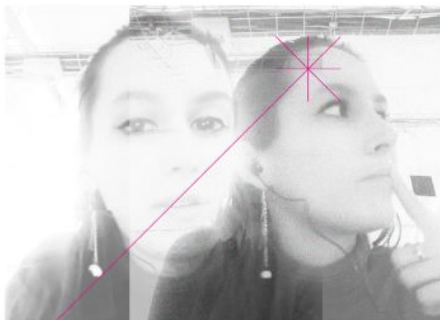
[Vertical text column 2]

SIGRIED KELLENS

sector architecture + creative sector
 based in Brussels, BE
 nationality Belgian
 age group 20–40
 identifies as female

#03.01

- INTERIOR ARCHITECT
- URBAN DESIGNER
- prof. IN SCENOGRAPHY



"But because it's all going around spaces, so what is special to my profile, is this working on a lot of different levels. ... In all these levels, actually you work in different ways. And I remember once that somebody told me that actually, **what I have as profile is a T-profile** and it means that you are not a globalist, and not a specialist. It's somebody who is in-between, somebody who overviews."

"On one hand, in architecture there are a lot of scales and levels of scales. Sometimes you work for some projects in millimeters and then you turn to bigger scale projects in meter. And sometimes you even, if you work on the city level, you work in kilometers, and so you have a really big range.

[...] And, I don't know if I can say really, I find it hard to say... Because they say I have a profile who is working in this a lot, there is kind of baseline that is the same."

"I would also add a way to think and to have a critical opinion. Because actually as an architect you learn to ... what are the other people doing, looking to references, try to put a position where you put yourself in it in comparison with what's already happened and so you, I think that is even even more important in urbanism you really need to motivate, to find a good argument, to have a vision, and all these things I think you already learn, on a more little scale, already in the field."

"And I think the type of studios that you still have also in our schools who are part of a university it is really something that is coming from our schools. Because you, you don't have that in engineering or other fields that are quite close to us. They work in a really classical way as a university, but not with projects that you need to develop and that you need to come to a teacher who helps you to develop the project. And I think, that's another thing that is good about architecture schools is that you learn to work on projects. You actually, now more and more in a lot of fields you need to be able to work project-based and that needs also, a really other, type of knowledge or soft skills."

ARCHITECTURE'S AFTERLIFE



AN ANTHOLOGY FOR THE INVISIBLE BEYOND ARCHITECT-URE

TOWARDS A NEW EUROPEAN BAUHAUS, EAAE MADRID
 Session 7. Learning from professional practice

Hanne Van Reusel & Dag Ekloutzen – Department of Architecture, KU Leuven, Belgium
 Michela Barozzi – Department of Design, Politecnico di Torino, Italy

WHAT DOES IT MEAN TO BE AN ARCHITECT TODAY?

The New European Bauhaus is calling

The key words are: beautiful / sustainable / together

The NEB call stresses the need to imagine and build and to work towards a sustainable and inclusive future.

The NEB is marking the potential of art and culture. It is looking for dialogue across disciplines. And much more...

→ And in all of this, as architects, we hear our calling...

YET SO MUCH OF WHAT IS ALREADY THERE, REMAINS UNSEEN.

The process behind the result. The communities behind the project. The drive of the persons that are engaged. Their competences and skills.

How did they train their skills? What is the role of (architectural) education? Which skills and competences are acquired by education? And which might be better acquired through experience?

This is what the Architecture's Afterlife study aims to highlight: the architect's skill to look beyond, to find balance on the thin line between idealism and pragmatism, to maintain an overview while breaking down complexity. And this in whatever form working as an architect can take.

LET US CELEBRATE THE BEYOND ARCHITECT-URE!

5 architects are presented in this anthology
 5 different takes on what an architectural career can look like
 5 sneak peeks into the architectural *modus operandi* and the skills it entails
 5 real persons that have enchanted through their beyond architectural work

JOAO COELHO

sector creative sector
 based in Lisbon, PT
 nationality Portuguese
 age group 40-60
 identifies as female

#03.07 – ARCHITECTURAL LIGHTENING DESIGNER



"So in the end we somehow have to combine or introduce our worries. And that, that is interesting. It's difficult sometimes, but it's all about communication. And that is one of the skills that I think that in the university should be promoted.

And going a bit backward: **communication**. That is something that I've not learned at university at all, because nobody asked me about anything, but I've had to learn with experience. And I think it's the key for almost everything; is to be able to communicate the way you see things, the way you want to sort it out the way you identify the problem: **communication**."

Considering the conceptual idea that lies behind 'soft skills' [...] I carried on thinking about possible more revealing words. [...]

- Skillsbow
- Synapse Skills
- Connectome Skills
- Wired skills

"For sure. So everything that I do, I feel that I'm an architect and that is the reason why I'm doing things that way, apart from all the other skills, experience, blah, blah, blah, blah.

I feel myself as an architect, when I do something and I can recognize my architecture background in what I'm doing. I mean, only an architect could have done something or somebody with an architecture background could have done that specific specific project in lighting design in such a way. So yes, it is there, it's a way of thinking of looking at things of behaving, of communicating. It's a way of being really."

ARCHITECTURE'S AFTERLIFE



AN ANTHOLOGY FOR THE INVISIBLE BEYOND ARCHITECT-URE

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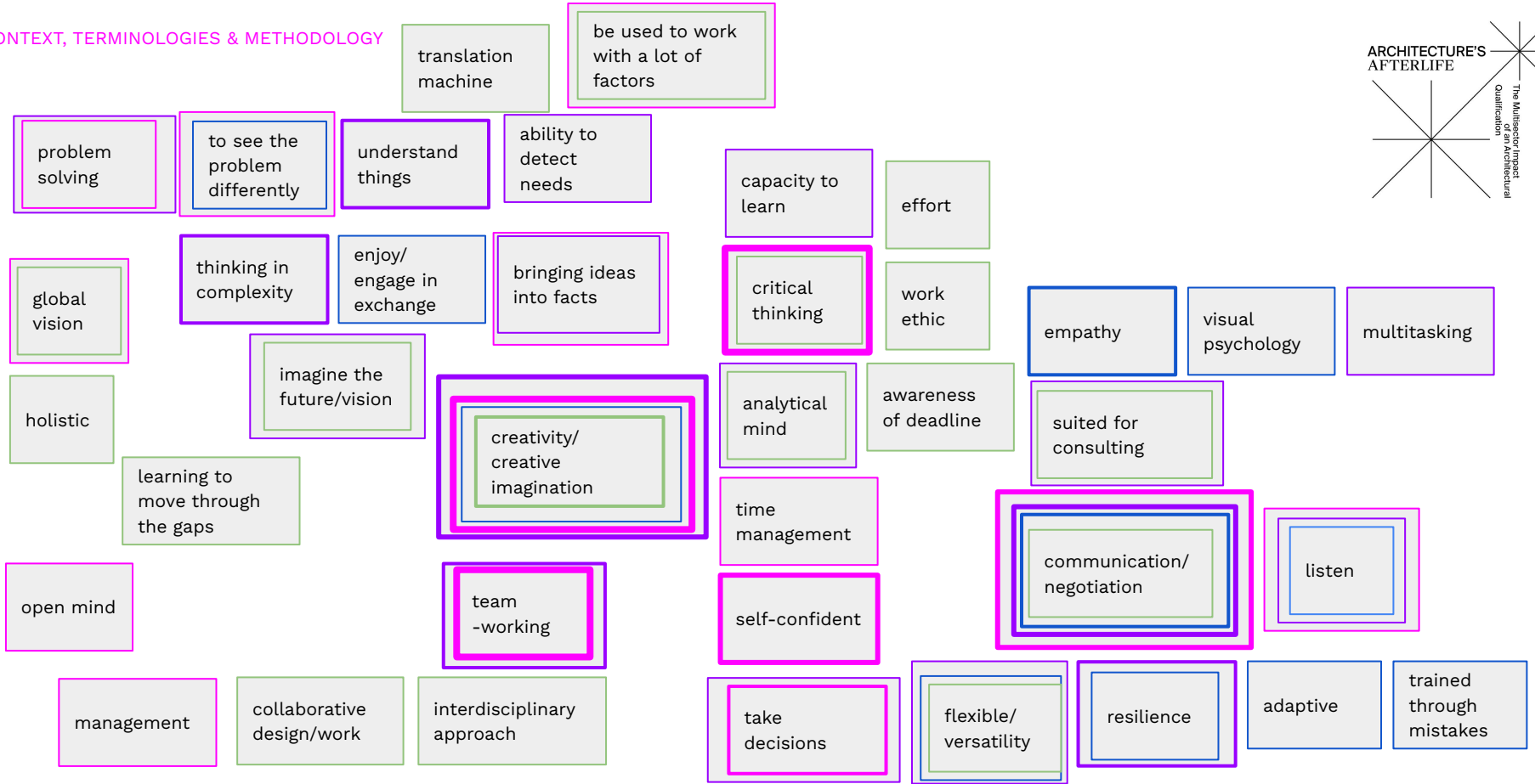
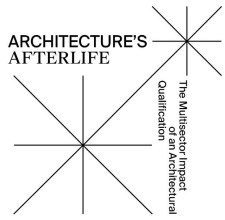
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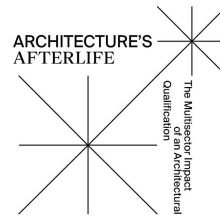
Analysis through constructivist grounded theory



CONTEXT, TERMINOLOGIES & METHODOLOGY

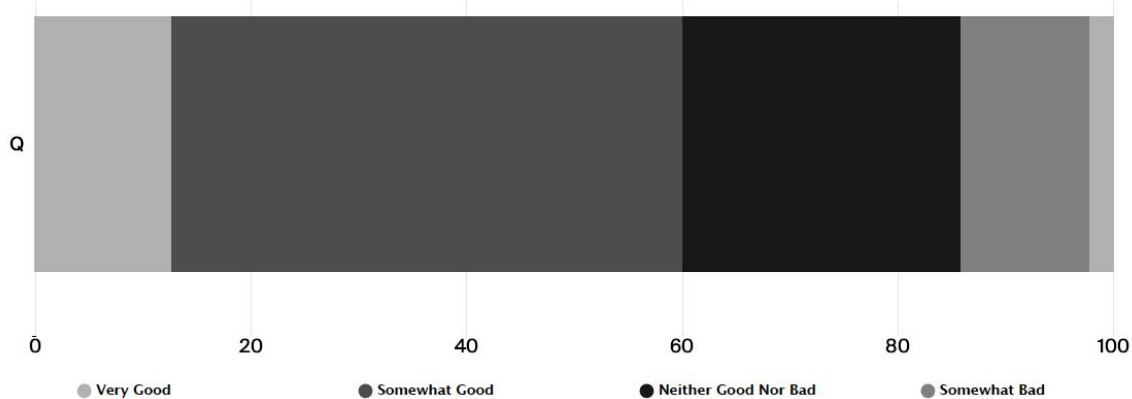


-  **architecture**
-  **related to architecture**
-  **creative industries**
-  **other**



Match/mismatch ?

Survey, Item 47: ***Did your architecture studies prepare you well for your professional life?***



12.65%	177	Very good
47.39%	663	Somewhat good
25.88%	362	Neither good nor bad
11.94%	167	Somewhat bad
02.14%	30	Very bad

Responsible for visualizations for a company that produces glass features (CZ):

There is this double-edged sword. The university is trying to prepare students [...] but there's limited amount of time you can spend studying. The university had canceled historical architecture classes and this was maybe one of the best things we had...

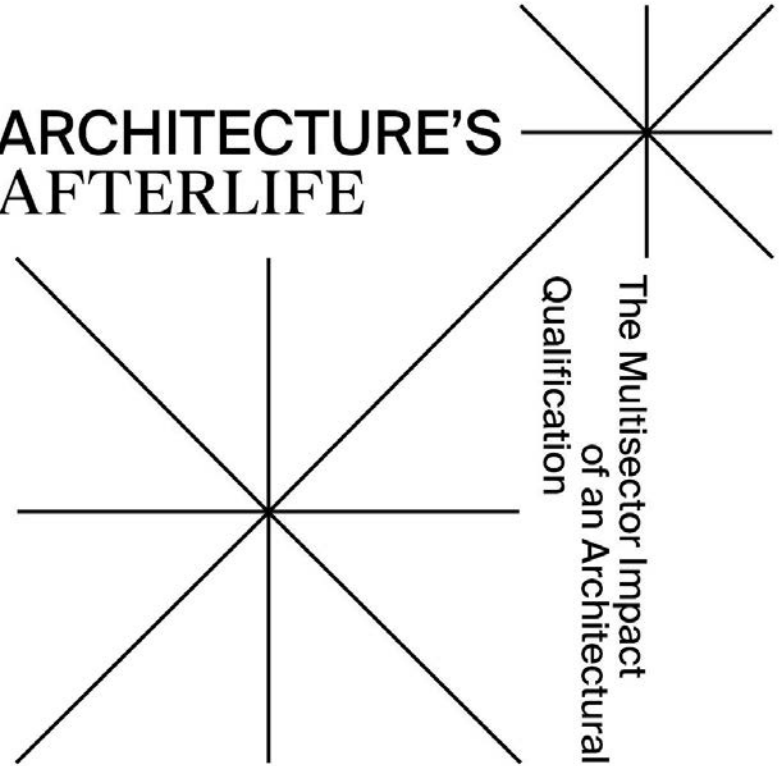
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2. Architecture & education

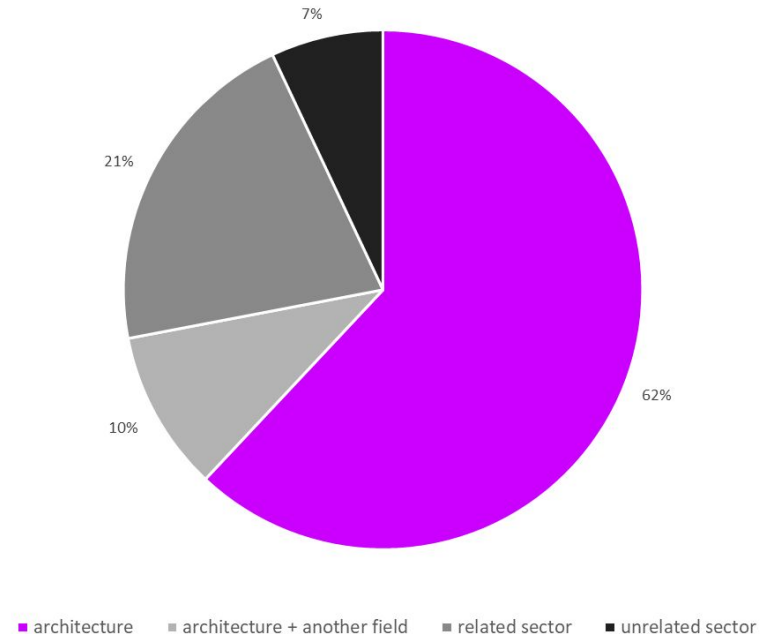
3. Architecture & identity

Questions and debate

ARCHITECTURE'S AFTERLIFE

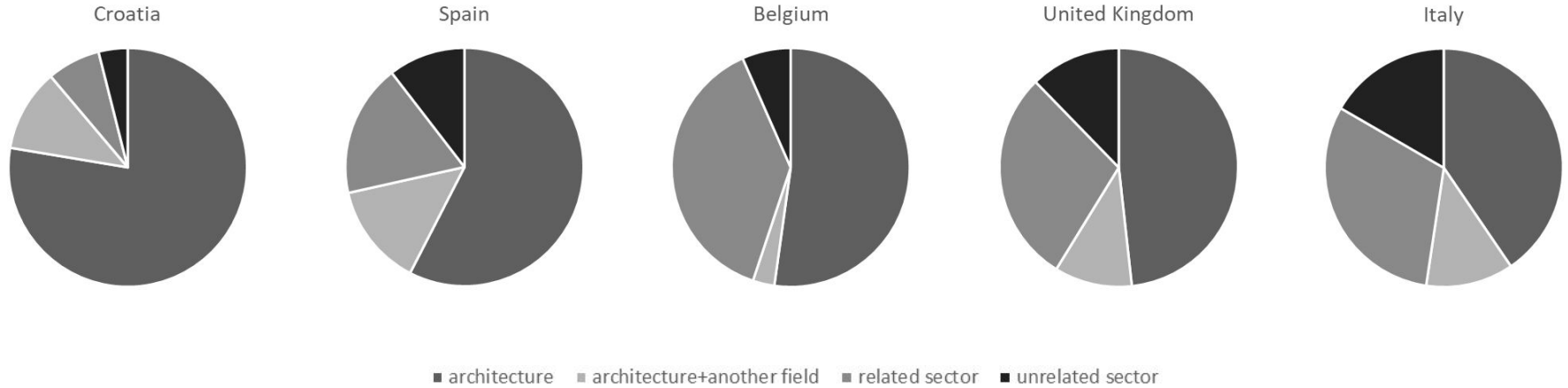


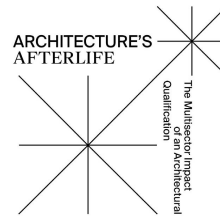
Field of occupation



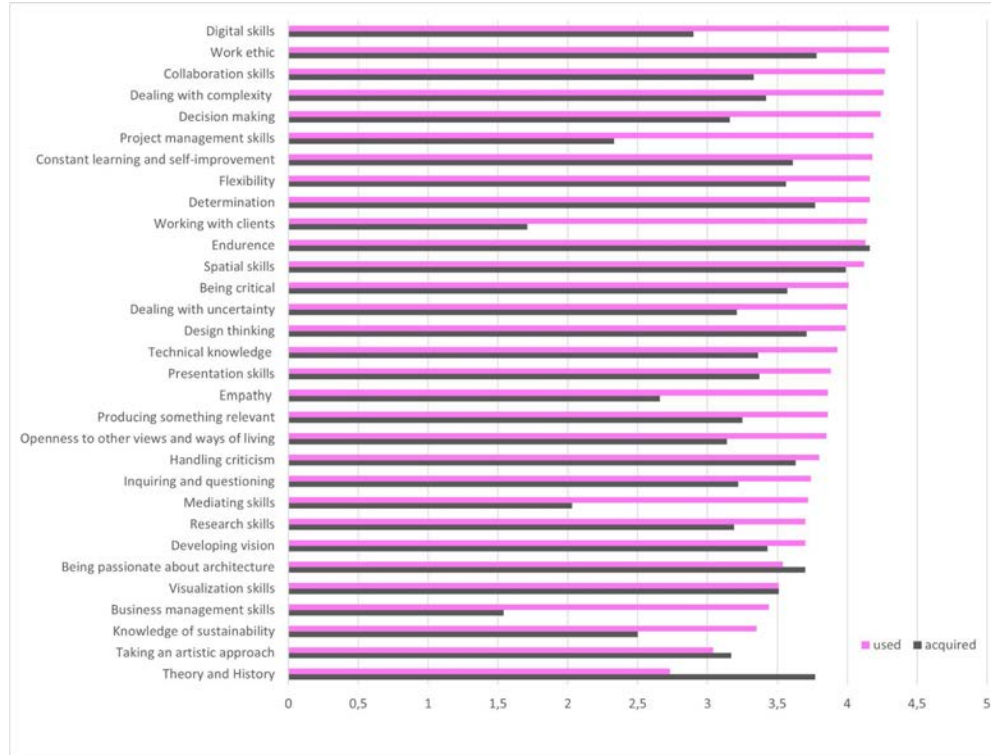
Country differences

Field of occupation





What information could be useful for architecture schools?

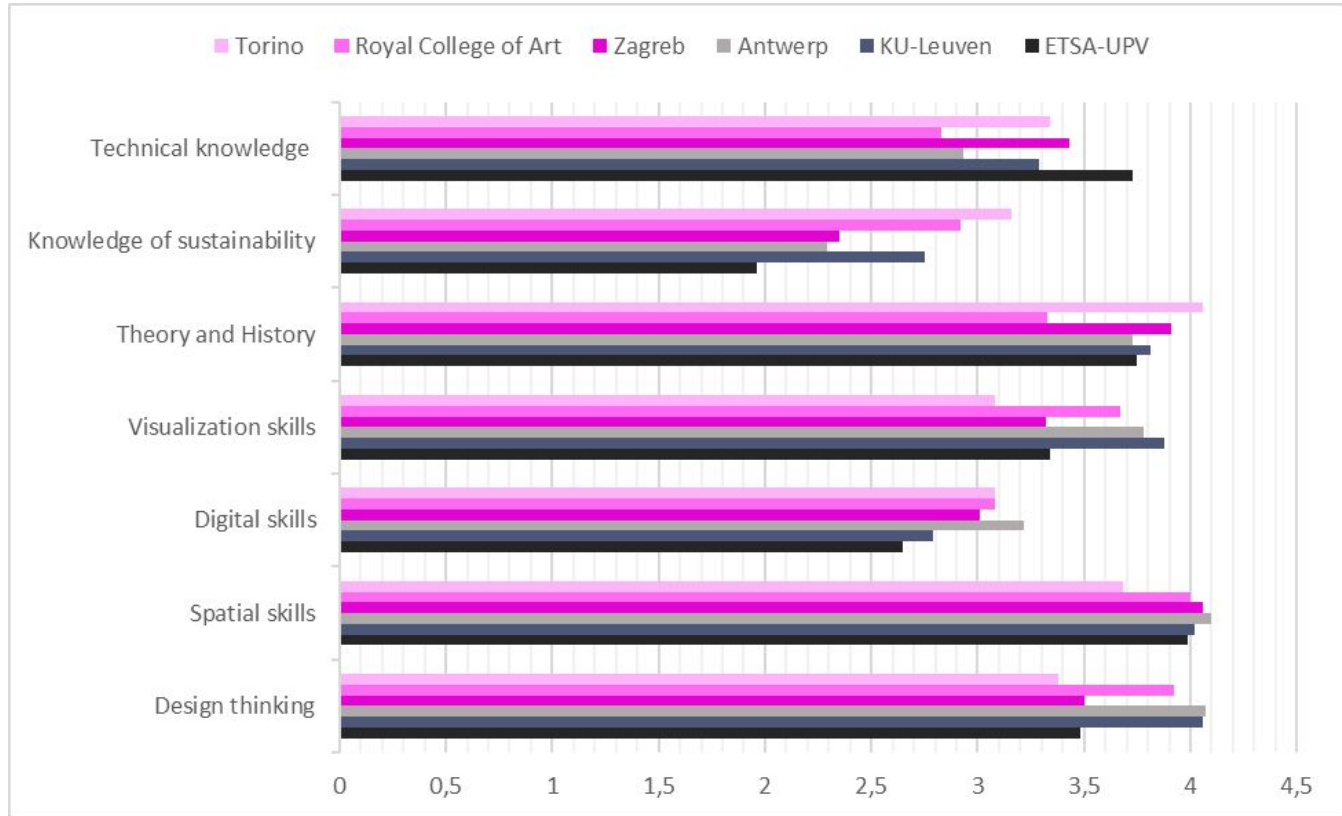


Match/mismatch

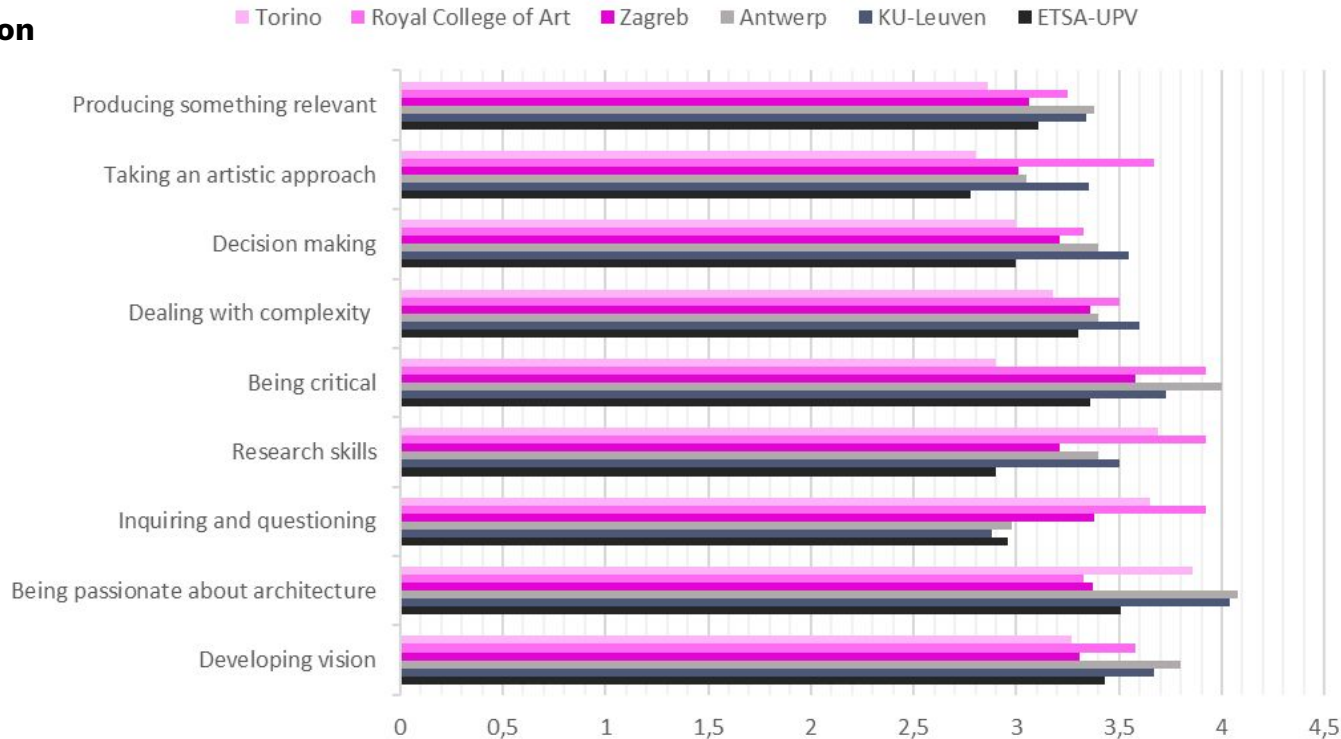
Table 1. Institutions and school which participate in the Afterlife Project.

Royal College of Art (RCA)	School of Architecture
University of Antwerp	School of Architecture
University of Zagreb	Faculty of Architecture
Politecnico di Torino	School of Architecture
Universitat Politècnica de València	School of Architecture ETSA-UPV
KU Leuven	Faculty of Architecture Sint-Lucas School

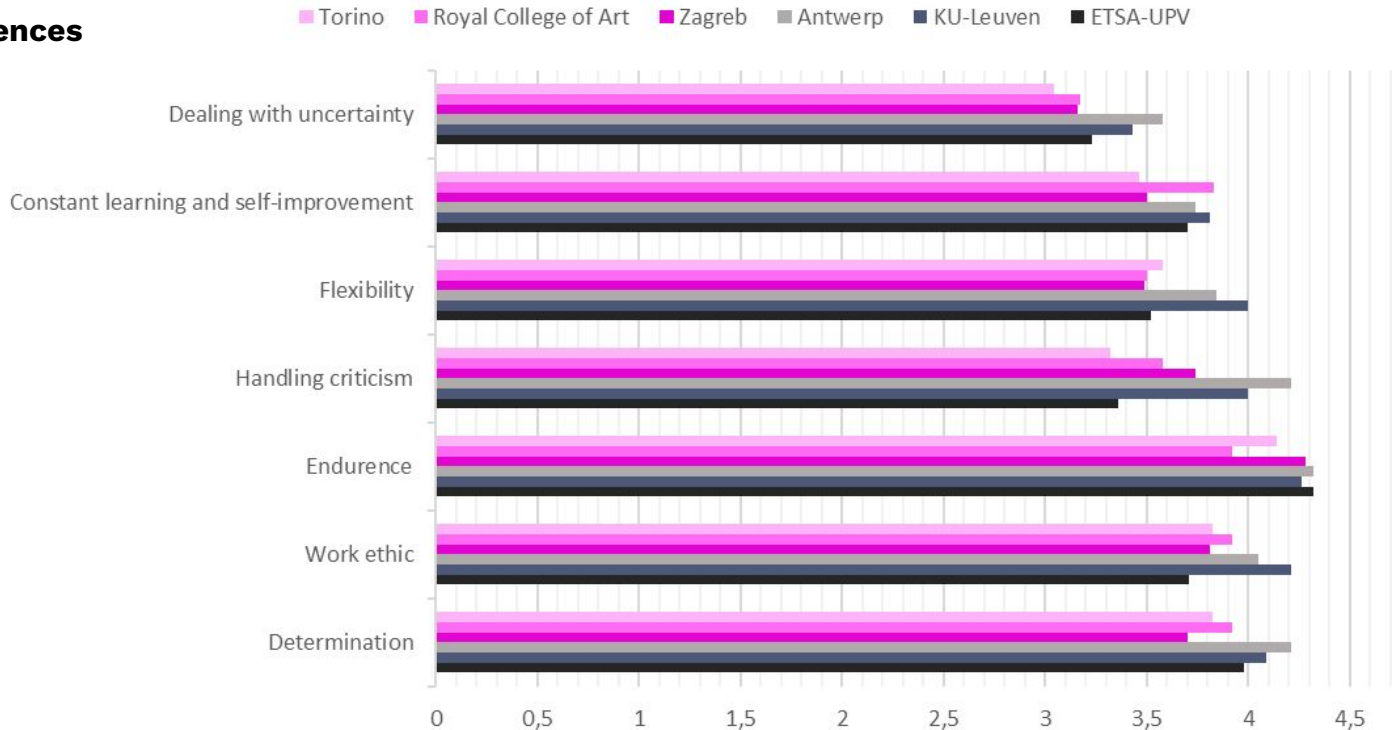
Skills & knowledge



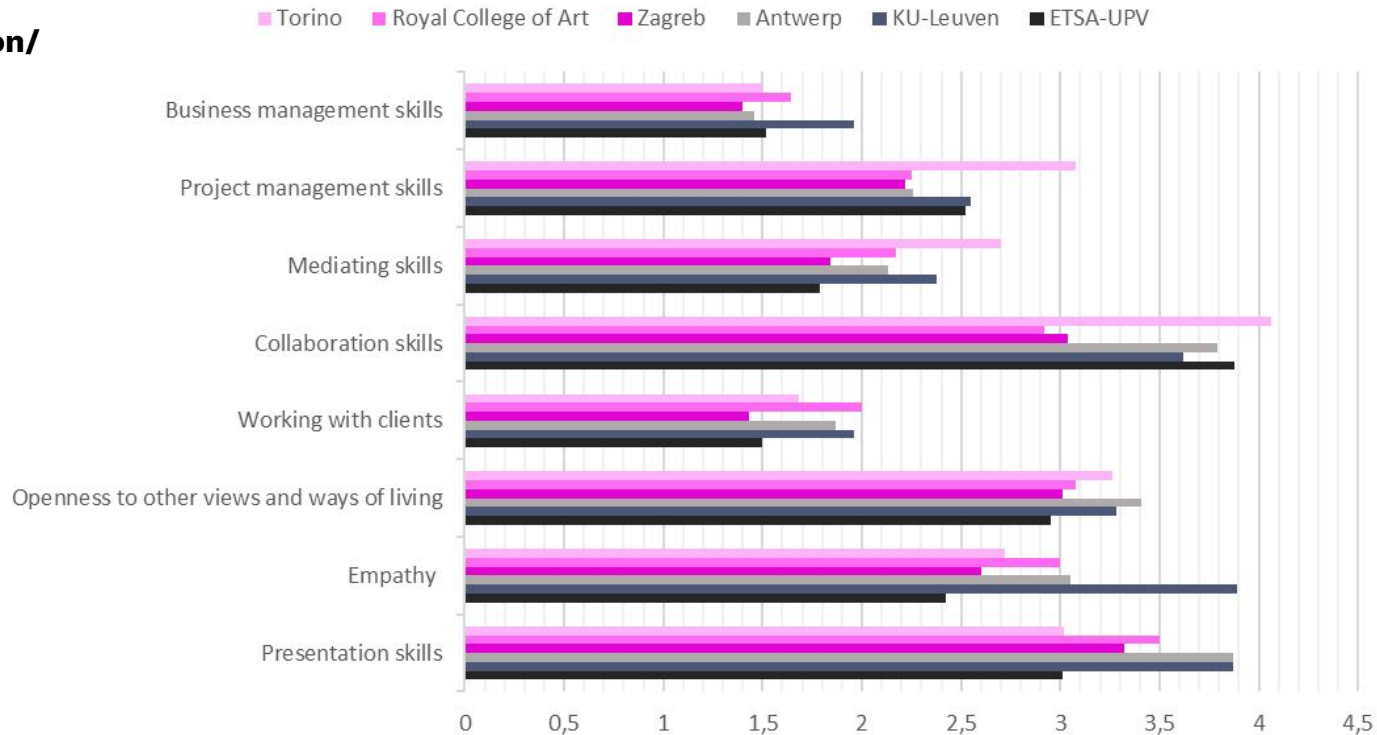
Processing information



Personal competences



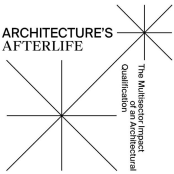
Diversity/cooperation/ employability



General comparison

Table 3. General comparison of best acquisition of skills

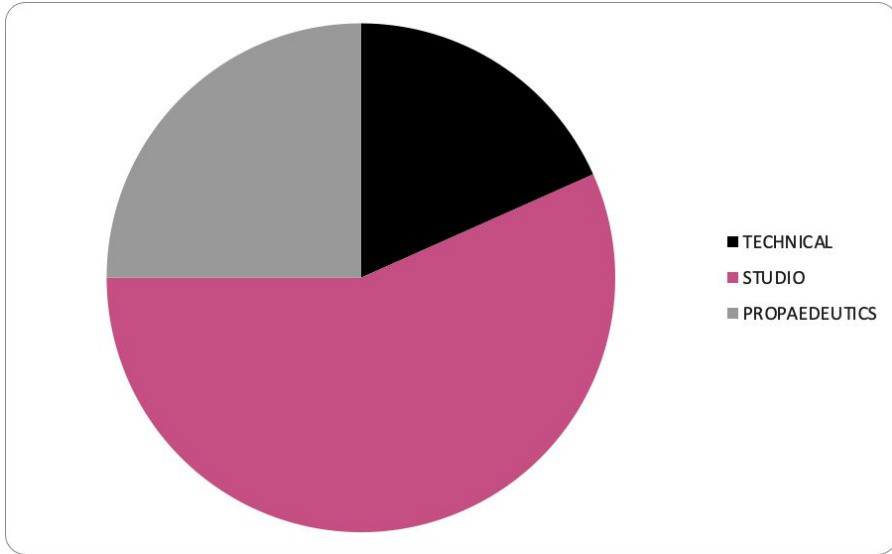
Torino	RCA	KU-Leuven	Antwerp	ETSAP-UPV
Collaboration skills	Constant learning and self-improvement	Work ethic Empathy	Digital skills	Technical knowledge
Project management skills	Inquiring and questioning	Dealing with complexity	Spatial Skills Design thinking Developing vision	Endurance
Mediating skills	Research skills	Decision making Flexibility	Being critical Dealing with uncertainty	
Knowledge of sustainability	Taking an artistic approach	Presentation skills Visualization skills	Handling criticism Openness to other views and ways of living	
Theory and History			Producing something relevant Being passionate about architecture Determination	



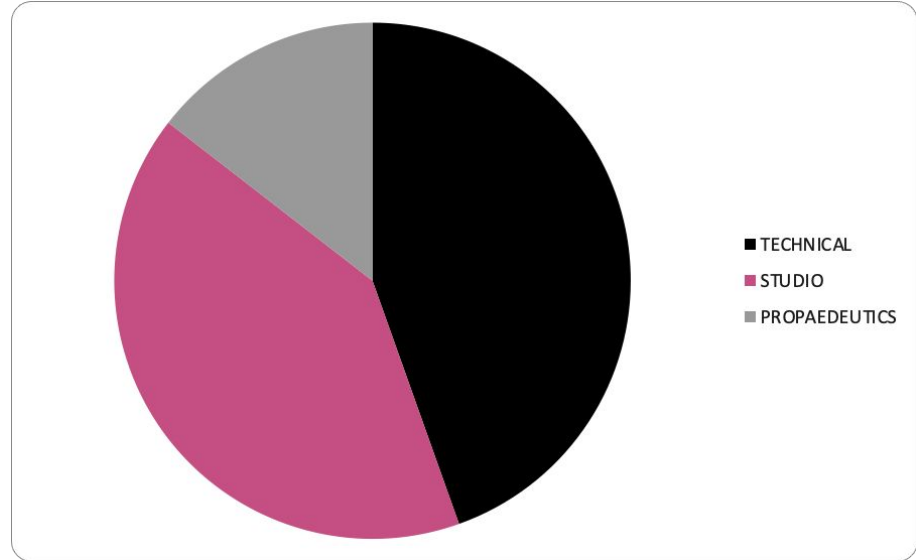
3										
4	UNIVERSITY	BACHELOR'S DEGREE						MASTER'S DEGREE		
5		Undergraduate Study	y	c	Graduate Study	y	c	Posgraduate Study	y	c
6								Architecture MA	2	240
7	Royal College of Art School of Architecture							Interior Design MA	1	180
8								City Design MA	1	180
9								Environmental Architecture MA	1	180
10								Architecture Pathway MRes RCA	1	180
11	University of Antwerp Faculty of Design Sciences	Architecture				3	180	Architecture	2	120
12		Interior Architecture				3	180	Interior Architecture	1	60
13		Product Development				3	180	Urbanism and Spatial Planning	2	120
14		Civil Engineering Technology				3	180	Heritage Studies	2	120
15								Product Development	2	120
16								Civil Engineering Technology	1	60
17							Teaching in Design Sciences	2	120	
18	University of Zagreb	Architecture and Urbanism	3	180	Architecture and Urbanis	2	120	Architecture and Urbanism	3	180
19	Arhitektonski	Design Study*	3	180	Design Study*	2	120	Design Study*	2	120
20	Politecnico di Torino Dipartimenti DAD- DIST Architettura	Architecture				3	180	Architecture Construction City	2	120
21		Territorial, Urban, Landscape and Environmental Planning				3	180	Architecture for Heritage	2	120
22		Sustainable Design for the Food System				3	180	Architecture for Sustainability	2	120
23		Design and Communication				3	180	Sistemic Design	2	120
24								Digital Skills for Sustainable Societal Transitions	2	120
25								Economics of the environment, culture and territory	2	120
26							Geography and Territorial Sciences	2	120	
27							Territorial, Urban and Landscape and Environmental Plann	2	120	
28							Green Areas and Lanscape Design	2	120	
29	UPV ETSA	Fundamentals of Architecture				5	300	Architecture	1	60
30		Interior Architectural Design				3	180	Advanced Architecture, Landscape, Urban Planning and De	1	72
31								Landscape Architecture	2	120
32								Preservation of Architectural Heritage	1	72
33	University of Leuven Faculty of Architecture	Architecture				3	180	Architecture	2	120
34		Interior Architecture				3	180	Interior Architecture	1	72
35								Urban Design and Spatial Planning	2	120
36								Educational Master in Design Science	2	120
37										

Curriculum Belgium (KU Leuven)

ARCHITECT

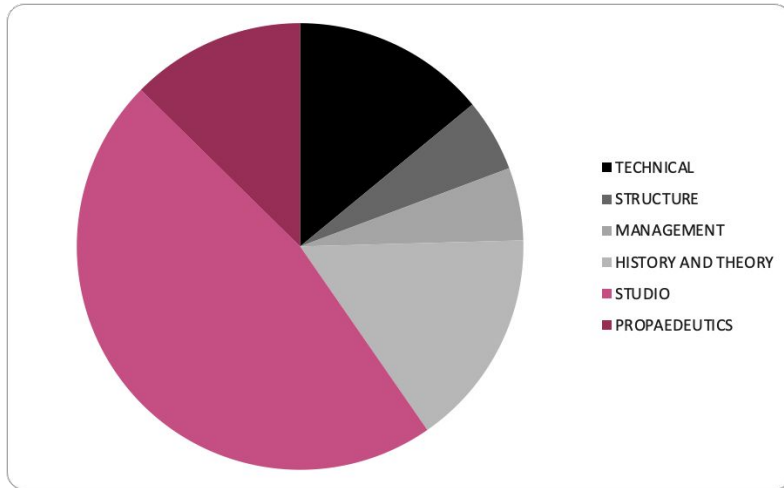


ENGINEER-ARCHITECT

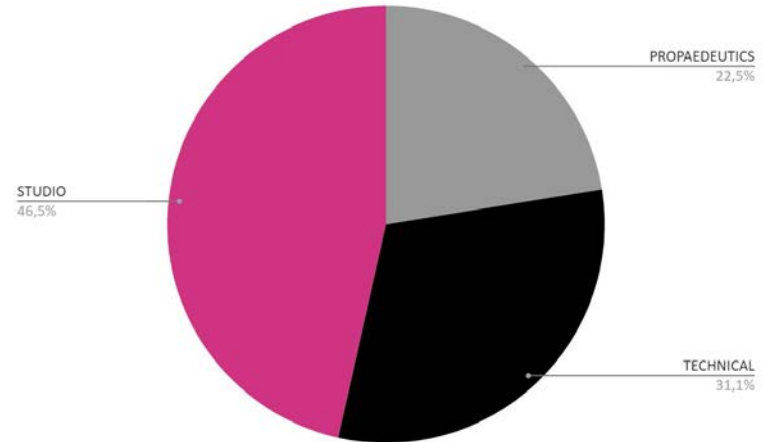


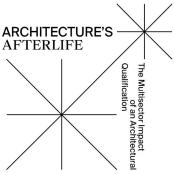
Comparison Belgium (KUL) – Spain (UPV)

BELGIUM (KU LEUVEN)



SPAIN (UPV)





These results show **the training of an architect is tremendously broad**, and that graduates are trained in transversal/soft skills which allow them to take on new areas of work and solve other types of problems.

The results of the study suggest, **the value of a redesigning of the teaching of architecture towards more flexible curriculum** that allows architecture graduates (NO MASTER GRADUATES) to orientate their training according to their needs and to make it compatible with the diversity that the Erasmus programme provides.

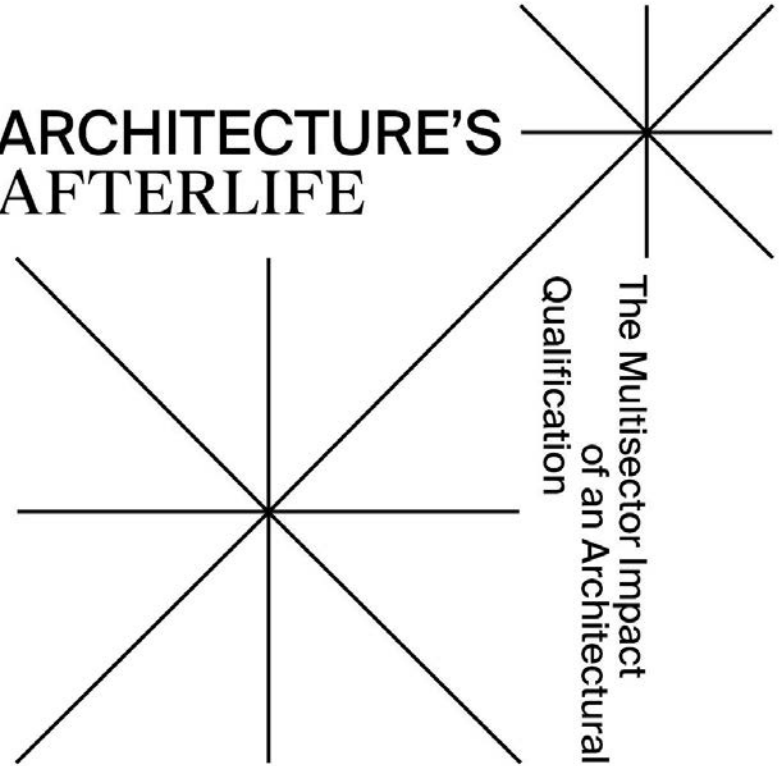
1. Context, terminologies & methodology

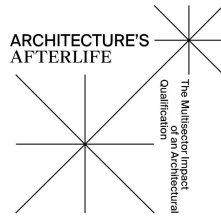
2. Architecture & education

3. Architecture & identity

Questions and debate

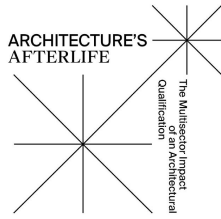
ARCHITECTURE'S AFTERLIFE





What have we learnt from the quantitative and qualitative analysis?

- 1. architecture as mindset*
- 2. architecture as modus operandi*
- 3. architecture as collaborative discipline*
- 4. architecture as having blurred boundaries*
- 5. architecture as and-and*



Architecture, (as) mindset

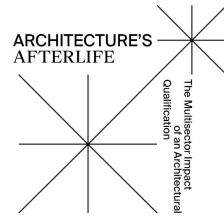
Architecture's Afterlife Questionnaire

Competences most acquired and used by architecture graduates

- do not simply fall under the rubric of cognitive “knowledge” and “understanding” [EU’s Professional Qualifications Directive]
- the most important are **social** or **emotional** skills.

This **‘emotional intelligence’** that schools of architecture in Europe teach and architects understand as essential

- are invisible to the PQD
- are easily transposable between sectors.



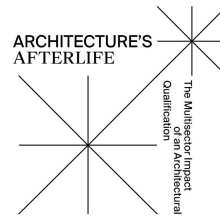
Architecture, (as) a mindset

Architecture's Afterlife Questionnaire

'Soft' competences are the reason why architecture can not be understood only as a disciplinary study but also, and most importantly as a mindset,

- deeply shapes one's approach to problems and solutions.

But if architecture as a professional field is not simply based on its 'knowledge competences', then how can that be defined?



Architecture, (as) a mindset

Interior architect working in urbanism and scenography (BE) :

On one hand, in architecture there are a lot of scales and levels of scales. Sometimes you work for some project in millimeters and then on a bigger scale you work in meters. And sometimes, if you work on the city level, you even work in kilometers, and so you have a really big range.

Architecture lightning designer (PT):

Only an architect could have done (...) that specific project in lighting design in such a way. So yes, it is there, it's a way of thinking, of looking at things, of behaving, of communicating. It's a way of being, really.

Architect working as photographer (BE):

I am tired, I have to put a lot of things for two reasons, because today it's hard to (...) I have to do ten jobs to be well paid. (...) And, then the fact is that I like what I do, for me it is not work. And this is the real problem, for me it is not work.

Architecture as ‘modus operandi’

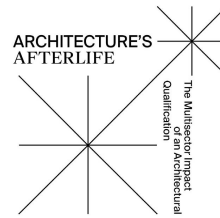
The in-depth interviews often show a clear awareness of a “design method”, an intellectual process that architecture education teaches and architecture graduates use both in architecture, jobs related to architecture, creative industries and outside of architecture.

Architect working on green architecture : Being able to do strong analysis, turning information in a certain kind of conclusion and that conclusion, you try to turn it into space or to something which is a little bit more structured and that can be useful for many people

Mayor (CR): I would say that the greatest benefit I got during my studies is an **interdisciplinary approach**, i.e. being open to all other experts and expertise and knowing how to learn from them and how to interconnect them. City is an enormously complex mechanism: one has to cope with simultaneous (often opposing) forces and mitigate them in a way.

Vice-director of environmental association (IT) : I think it is a good thing to be an architect. It's something that you can bring in, in the work, in the challenge that you have, it's an approach. [...] An approach that always puts the problem or the target inside an environment, a landscape not only a natural landscape, but also an urban environment, and people. And this is something that I think depends on the studies in architecture: I always have a, I always try **to imagine the future**. So every time that I deal with something, I try to imagine how that place, that the project could change in a better way. And no, always try to imagine something different. And I think this is the main skill that I bring to every kind of situation. And I think it comes from because I'm an architect. [...] What you learn from projects and planning is that you always have to remember that **you have to imagine the future and you have to answer some questions and problems**. And so the first thing is questions and problems. And every time you have to deal with something, you must focus on that. Then for me, troupe problems you find a solution.

Director of a non-profit organization (BE): **architecture gives you a toolbox** which is invaluable. [as an architect] I'm almost like a **translation machine** between architects, engineers, university professors, [...] and people, including homeless and disadvantaged people.



Architecture as collaborative

While historically the teaching and practice of architecture have relied on the “avant-garde” model, that is, of a leading intellectual elite (the Fountainhead complex), architecture graduates are exploring collaborative, inclusive, interdisciplinary practices. Yet architects do also evaluate the importance of personal competencies and individual responsibilities in their practices.

The **Afterlife Survey** has highlighted that the most used competences are both “personal competences” and “cooperation competences” but while the former are adequately taught in school, the latter are not. Instead, “diversity competences” are in between.

PERSONAL COMPETENCES: Determination; Work ethic; Endurance; Handling criticism; Flexibility; Constant learning and self-improvement; Dealing with uncertainty / being able to function in conditions of uncertainty

COOPERATION COMPETENCES: Working with clients; Collaboration skills; Mediating skills

DIVERSITY COMPETENCES: Empathy; Openness to other views and ways of living

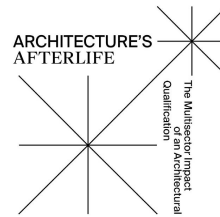
Afterlife survey:



The **in-depth interviews** explore what kind of collaborative work is performed by the interviewees. Two aspects here are important: 1. whether the work performed does engage with communities; 2. whether it requires interdisciplinary expertises, thus a larger group of people to be performed.

In-depth interviews:





Architecture as collaborative

The **in-depth interviews** explore what kind of collaborative work is performed by the interviewees. Two aspects here are important: 1. whether the work performed does engage with communities; 2. whether it requires interdisciplinary expertises, thus a larger group of people to be performed. Both were often mentioned by the people interviewed.

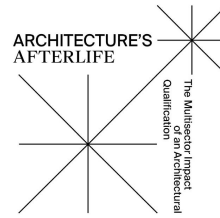
In-depth interviews:

Director of a non-profit organization (BE):

I'm almost like a **translation machine** between architects, engineers, university professors, blah, blah, blah, blah. And I'm smart enough to understand what they're saying, even without maybe getting all the nuances, but I'm equally comfortable talking to a homeless guy, having lunch with him who has come to eat cause he has no food or with the kids from the neighborhood who are bored as hell.

Mayor (CR): Communication and negotiation skills are the most important skills in my job. Each day I have a number of meetings with all kinds of experts, often on opposing sides. To understand their position and to mitigate them you have to be a sort of a diplomate, which isn't always easy.

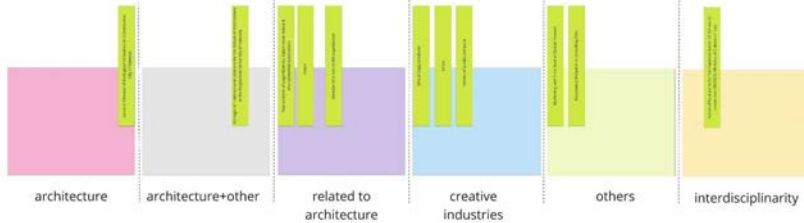
National focal point for the UNESCO, Ministry of Culture of Italy (IT): my work is in teams. One of the most important items is the participation of communities to all the activities. That means that, in our teams, there are representatives of civil society. And so apart from technicians and politicians we work with, civil society in different forms.



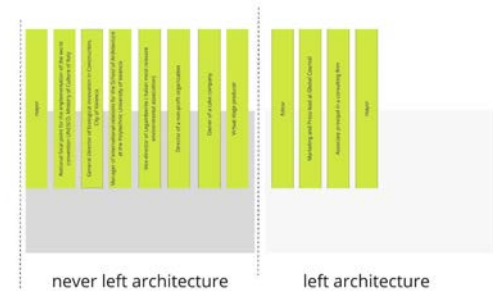
Architecture as collaborative and interdisciplinary

As perceived, the limits between architecture and other sectors are rather blurred. Reasons for the lack of definition of these limits mentioned by the interviewees are: 1. the adaptability of the “design method” to different sectors; 2. an all-encompassing interdisciplinary knowledge acquired in school; 3. awareness of societal problems and ambition to address them; 4. the very fact that architecture does deal with space and space making lends itself to a variety of applications.

What sector are you working on?



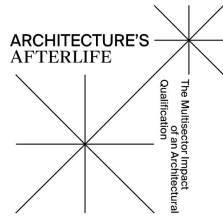
Do you feel that you have left architecture?

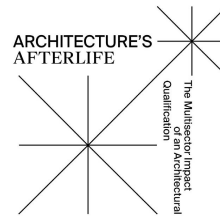


Architecture as having blurred boundaries

we also learned that for architecture graduates working in sectors different than architecture, to define their occupation often require long descriptions.

This tells us that architecture as a profession is opening not only to occupations different than architecture, but that these occupations are also in the making and they have not acquired synthetic definitions (e.i. a doctor, a writer, a lawyer)





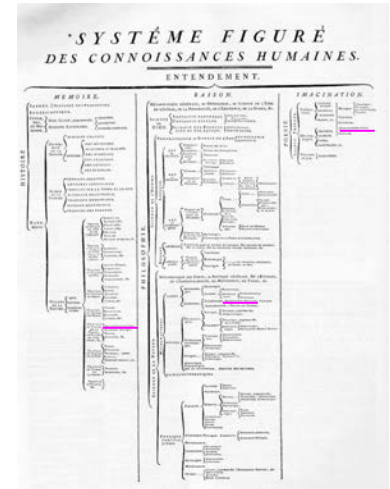
Architecture as having blurred boundaries

this is certainly not surprising. That architecture and the profession of an architect is open to different interpretations is already inscribed in the very history of our profession:

Virurius (born 80–70 BC, died after c. 15 BC) says that to be an architect one needs to know:

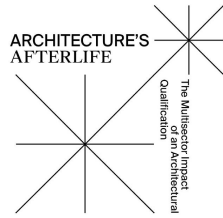
- geometry
- history
- philosophy
- music
- medicine
- jurisprudence
- astronomy
- theory of the heavens

In the “Figurative System of Human Knowledge” of the Encyclopedia, Jean le Rond d’Alembert and Denis Diderot divide the structure of knowledge in three branches. Architecture is included in all the three branches: memory (that is history), reason and Imagination.





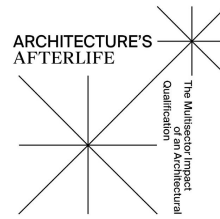
Carla Sentieri Omarrementería (Universitat Politècnica de València), Federica Vannucchi (Royal College of Art), Hanne Van Reusel (KU Leuven and Universiteit Antwerpen)



Architecture as having blurred boundaries

What we want to suggest here is that architecture and the profession of architecture, is from one side attached to its own disciplinary definition (as the construction of new buildings), but, from the other, it is in constant change and these changes are most evident in the occupations performed by architecture graduates who work outside of architecture.

Moreover, while historically, the disciplinarity of architecture has often been understood as in opposition to its interdisciplinarity, we might rephrase this relationship as complementary, that is, the interdisciplinarity of architecture is a means through which architecture constantly redefines itself.



Architecture as and-and

Systematic definitions of architecture were challenged by our interviewees.

The need to see architecture and as a separate discipline and as a mixed disciplinary combination.

Our interviewees defined **architecture** as a:

the design of physical spaces but also virtual spaces

a responsibility

first and foremost an education

architecture is a **collective act** that it's a reflection of a society, that it is an art, that it's essences tectonics. (...) I it's really an art that is perceived with the body itself.

it's an approach to problems and issues we are living in.

is the world around me, it is everything

it concerns people, buildings, landscape [...] it's a big **sense of responsibility** that I feel anytime I put my signature at the end of any paper I write.

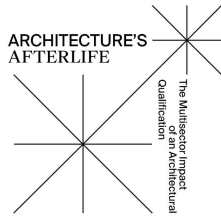
the molding and designing of the built environment

a reflection about space and buildings

is not necessary generating new buildings, but also learning how to manage our heritage.

is a combination of art, science, and history.

Architecture is a lifestyle, and it's all around us



a way to think and to have a critical opinion

Architecture as and-and

is everyone who is creating something.

the same variety of answers is also noted when the interviewees were asked what does it mean to be an architect.

Our interviewees defined to be an **architect** as:

Someone able to put together technical and creative work.

Much more than only building houses.

Being able to do strong analysis, turning information in a certain kind of conclusion and that conclusion, you try to turn it into space or to something which is a little bit more structured and that can be useful for many people

Someone **who helps people**, mainly clients, **to achieve some kind of a vision**, who always tries to improve things.

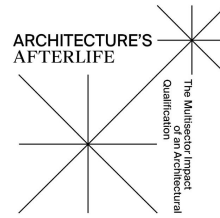
create spaces for people to live better.

an **emotional journey**, but that requires every day more and more technical abilities

a **public intellectual** who always tries to design for the public good.

Architect is someone interested in designing spaces that could have a **positive impact** on people

is the **translator** who can understand and converse with the different languages coming from engineers, sociologists, social facilitators, etc.

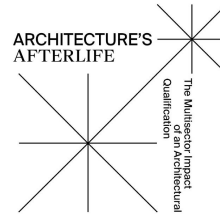


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BOOK

ARCHITECTURE'S AFTERLIFE: Professional identities beyond the degree



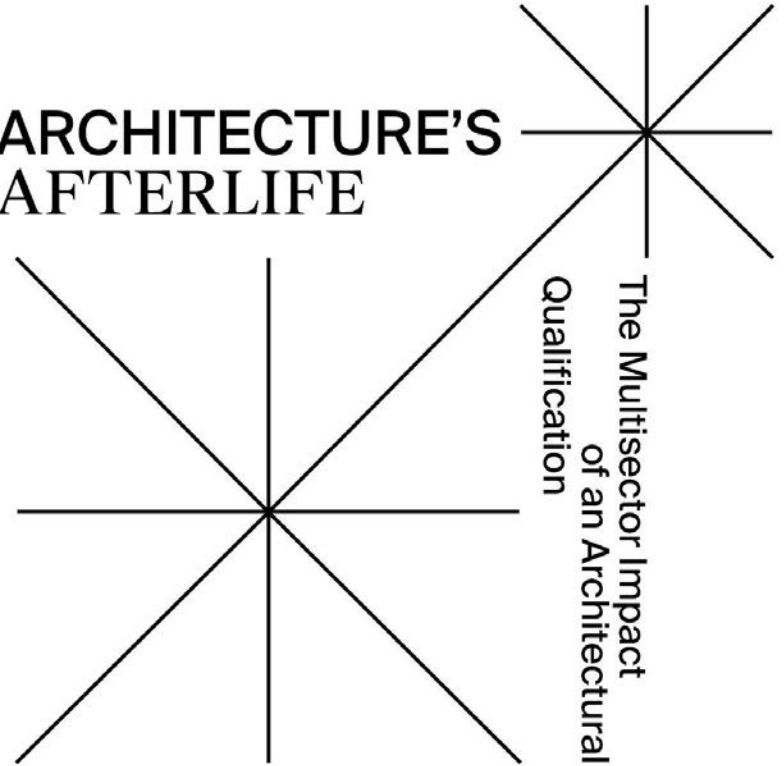
Coming out 2023

Published by Routledge

1. Context, terminologies & methodology
2. Architecture & education
3. Architecture & identity

Questions and debate

ARCHITECTURE'S AFTERLIFE



Do we need?

Crediting beyond skills?

A curriculum that builds behaviours?

A chamber for “deviated” architects?

Emphasise the diversity of architects?

Emphasise the multi-sector relevance of AE?

Educate for a better work-life balance?

Look at AE as a stepping stone for new professions?

ARCHITECTURE'S AFTERLIFE

