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**EAAE News Sheet**

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#### **EAAE News Sheet**

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#### **Contributions to EAAE News Sheet**

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication.

Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

#### **Contribution AEEA News Sheet**

*Les contributions au News Sheet sont toujours bienvenues.*

*Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.*

*Contributions d'intérêt: rapports de conférences, événements à venir, postes mis au concours, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette.*

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Chania, Crete. Retiring EAAE Council Members: Herman Neuckermans, Belgium and Per Olaf Fjeld, Norway

Photo by: Anne Elisabeth Toft

## Editorial

News Sheet Editor - Anne Elisabeth Toft

### Dear Reader

The EAAE has for many years held meetings exclusively for deans, rectors, and programme- and exchange co-ordinators. The meetings are very popular and take place every year in Chania, Crete, with a view to giving the heads of school from the European schools of architecture a forum for discussions. The aim of the meetings is also to promote networking and to engage the schools' decision makers in the work of the EAAE. In recent years, the meetings have expanded their target group to also include rectors from China and South- and North America. Other relevant institutions, such as for instance ACE and the AIA, are also represented at the meetings.

The latest meeting of this kind took place this summer when the EAAE held its **12th Meeting of Heads of European Schools**. The main objective of the meeting was to facilitate a critical review of the experiences of the last ten years of reforms implemented in schools of architecture around Europe. The title of the meeting was: **Bologna 10 Years After: A Critical Mapping of the European Higher Architectural Education Area**. Distinguished keynote lectures were given by **Ali Rahim** (USA) and **Julia B. Bolles Wilson** (Germany) at the meeting which was otherwise structured as a number of panel discussions.

Keeping with tradition, the **EAAE General Assembly** also took place in connection with the **Meeting of Heads of European Schools of Architecture**. This year it took place on Monday 7 September 2009. It was chaired by EAAE Council Member **Loughlin Kealy** (Ireland). On page 17 you can read the EAAE President **Francis Nordemann's** speech, and on page 23 you can read his **EAAE President's Report**. Francis Nordemann (France) has been EAAE President since last year. This year in Chania at the General Assembly his successor was announced: EAAE Council Member **Stefano Musso** (Italy). On page 29 you can read about the new EAAE Vice-President and you can also read about the new EAAE Council Members **Urs Hirschberg** (Austria) and **Máire Henry** (Ireland).

On page 5, EAAE Project Leader **David Porter** (UK) announces a new EAAE Project; **The Porous Academy**. This project will explore the potentials of new interactions between schools of architec-

### Cher lecteur

L'AEEA organise depuis de nombreuses années des conférences exclusivement réservées aux doyens, aux recteurs et aux coordinateurs de programmes et d'échange des écoles d'architecture d'Europe. Ces conférences qui connaissent une grande popularité se tiennent au mois de septembre de chaque année à Chania, dans l'île de Crète, en vue d'offrir aux directeurs d'écoles d'architecture d'Europe un forum de discussions. Ces conférences ont aussi pour but d'encourager les contacts et l'engagement des décideurs de chaque école d'architecture dans les travaux de l'AEEA. Dernièrement, ces conférences ont ciblé plus large et accueilli des recteurs venus de Chine et d'Amérique du Nord et du Sud. D'autres organismes de la profession tels que l'ACE (Conseil des Architectes d'Europe) et l'AIA (Institut américain des Architectes) sont aussi représentés à ces conférences.

La dernière conférence en date s'est tenue cet été. C'était en l'occurrence la **12e Conférence des Directeurs d'Écoles d'Architecture d'Europe** organisée par l'AEEA, et son objectif principal était d'entreprendre un examen critique de l'expérience accumulée en 10 ans de réformes mises en place dans les écoles d'architecture de toute l'Europe. Cette conférence était nommée : **Bologna 10 Years After: A Critical Mapping of the European Higher Architectural Education Area** (Bologne 10 ans après: signalement critique du domaine de l'enseignement supérieur de l'architecture en Europe). **Ali Rahim** (USA) et **Julia B. Bolles Wilson** (Allemagne) nous ont fait l'honneur de produire les principaux exposés de cette conférence qui s'articulait par ailleurs autour de plusieurs tables rondes.

La tradition veut que l'AEEA célèbre son **Assemblée générale** à l'occasion de la **Conférence des Directeurs d'Écoles d'Architecture d'Europe**. L'Assemblée générale de cette année s'est tenue lundi 7 septembre 2009, sous la présidence du membre du Conseil de l'AEEA **Loughlin Kealy** (Irlande). Vous trouverez en page 17 le discours du Président de l'AEEA, **Francis Nordemann**, et en page 23 le **Rapport du Président de l'AEEA**. **Francis Nordemann** (France) assure la présidence de l'AEEA depuis l'an passé, et l'Assemblée générale a, à Chania, confié sa succession à **Stefano Musso** (Italie), membre du Conseil de l'AEEA. Le nouveau Vice-Président de l'AEEA vous est présenté en page



ture and their local political, social, economic and cultural contexts. The idea of the project was developed in 2008 by **David Porter**, EAAE Project Leader, **Aart Oxenaar** (The Netherlands) and Rector **Staffan Henriksson**, Aarhus School of Architecture, Denmark. David Porter hopes that it will be possible to develop a network for the project. He invites all interested to contact him.

EAAE Project Leader **Ebbe Harder** (Denmark) is responsible for the EAAE Prize “**Writings in Architectural Education**”. The EAAE Prize aims at stimulating original writings on the subject of architectural education in order to improve the quality of architectural teaching in Europe. On page 8 Ebbe Harder is announcing the **EAAE Prize 2009-2010**. The EAAE Prize calls for papers that respond to the theme **Climate Change:**

**Sustainability / Responsibility** and more specifically, how the challenges of climate change are or can be addressed within architectural education. This is the fourth time that Ebbe Harder and the EAAE invites teaching staff members to participate in the EAAE Prize. A jury consisting of **Hilde Heynen** (EAAE), **Chris Younes** (EAAE), **Per Olaf Fjeld** (EAAE), **Loughlin Kealy** (EAAE) and **Anne Beim**, Professor at the Royal Danish Academy of Fine Arts, School of Architecture, will select 10-15 papers. The authors of these papers will be invited to attend a workshop in Copenhagen in March 2010. At the workshop, the finalists will present and discuss their papers. In May 2010 the jury will select the winners.

The EAAE Prize has previously been sponsored by VELUX. This year, however, it will be sponsored by MONTANA.

On page 10 **Ebbe Harder** announces the **ARCC/EAAE 2010 International Conference on Architectural Research** which will take place in June in Washington DC, USA. The conference is to serve as a forum for the dissemination and discussion of architectural research issues. The organisers from ARCC and the EAAE welcome educators, practitioners and scholars in architecture, landscape architecture, and planning to become involved in this conference which will focus on “the place of research and the research of place”.

A recurrent feature in the EAAE News Sheet is interviews of various kinds. Common to the interviews are that they all deal with the architectural

29 où vous pourrez aussi faire connaissance de **Urs Hirschberg** (Autriche) et **Máire Henry** (Irlande), membres du Conseil de l’AEEA.

**David Porter** (Royaume-Uni), Chef de Projets de l’AEEA, nous annonce en page 5 un nouveau projet de l’AEEA : **The Porous Academy** (L’Académie perméable). Ce projet a l’ambition d’explorer le potentiel de nouvelles interactions entre les écoles d’architecture et leurs contextes locaux politiques, sociaux, économiques et culturels. **David Porter**, **Aart Oxenaar** (Pays-Bas), Chef de projets de l’AEEA, et **Staffan Henriksson**, Recteur à l’École d’Architecture de Aarhus, au Danemark ont été les instigateurs de ce projet en 2008. David Porter espère pouvoir développer un réseau autour de ce projet et il invite tous les intéressés à prendre contact avec lui.

**Ebbe Harder** (Danemark), Chef de Projets de l’AEEA, est responsable du Prix de l’AEEA – **Essais sur l’Enseignement de l’Architecture**. Le Prix de l’AEEA sollicite des essais originaux sur le thème de l’enseignement de l’architecture afin d’améliorer la qualité didactique en Europe. Ebbe Harder lance en page 8 un appel à contributions pour le **Prix de l’AEEA 2009-2010** sur le thème **Climate Change: Sustainability / Responsibility** (Changement climatique : soutenabilité / responsabilité), et plus spécifiquement comment les défis du changement climatique sont abordés ou peuvent être abordés dans l’enseignement de l’architecture. C’est la quatrième fois que Ebbe Harder et l’AEEA convient les enseignants à participer au Prix de l’AEEA. Un jury composé par **Hilde Heynen** (AEEA), **Chris Younes** (AEEA), **Per Olaf Fjeld** (AEEA), **Loughlin Kealy** (AEEA) et **Anne Beim**, Professeur à l’Académie Royale des Beaux-arts, École d’Architecture de Copenhague, Danemark, sélectionneront de 10 à 15 exposés. Les auteurs de ces exposés seront invités à prendre part à Copenhague en mars 2010 à un atelier où les finalistes présenteront et discuteront leurs exposés. C’est en mai 2010 que le jury désignera les vainqueurs.

Le **Prix de l’AEEA**, autrefois sponsorisé par VELUX, sera cette année sponsorisé par MONTANA.

**Ebbe Harder** nous apprend en page 10 que la **Conférence internationale de l’ARCC/AEEA 2010 sur la “Architectural Research”** (la Recherche dans l’Architecture) aura lieu en juin à Washington, USA. Cette conférence servira de forum pour diffuser et débattre les questions qui entourent la recherche en

education. In the present issue, on page 12, we will hear about the **Umeå School of Architecture (UMA)** which is a new school of architecture situated in Northern Sweden. The school opened in September 2009. In this interview Rector **Peter Kjaer** tells us about the new school, its agenda and why he has characterised the school “a laboratory for investigations of architecture and for education of architects.”

Last but not least, on page 4 you can read EAAE President **Francis Nordemann**'s regular column ‘**The President's Letter**’ in which he expresses his views on architectural education and the role of the EAAE.

Yours sincerely

Anne Elisabeth Toft

*matière d'architecture. Les organisateurs de l'ARCC et de l'AEEA souhaitent attirer l'attention des éducateurs, des professionnels et des étudiants d'architecture, d'architecture paysagiste et d'urbanisme sur cette conférence qui portera sur “the place of research and the research of place” (l'espace de la recherche et la recherche d'un espace).*

*Un élément récurrent de notre Bulletin de l'AEEA est la présentation d'interviews. Nos interviews ont ceci en commun qu'elles traitent de l'enseignement de l'architecture. Dans le présent Bulletin, en page 12, vous pourrez découvrir l'École d'Architecture d'Umeå (UMA) qui est une nouvelle école d'architecture dans le nord de la Suède. Elle a ouvert ses portes en septembre 2009. Nous avons interviewé Peter Kjaer, Recteur, qui nous fait connaître son école, ses intentions et nous explique pourquoi il qualifie son école de “laboratoire de recherche pour l'architecture et la formation d'architectes”.*

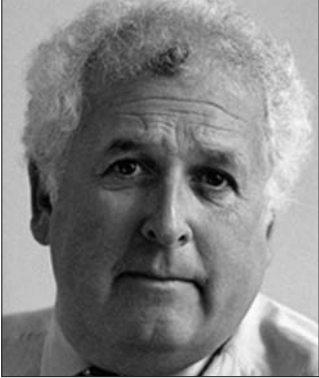
*Enfin et surtout, vous lirez en page 4 la rubrique habituelle du Président de l'AEEA, Francis Nordemann, intitulée La Lettre du Président dans laquelle il exprime son point de vue sur l'enseignement de l'architecture et le rôle de l'AEEA.*

*Sincèrement*

*Anne Elisabeth Toft*

## The President's Letter

EAAE President, Francis Nordemann



### Education and the Professions

The absurd paradox is well known: for an architect to be awarded his first commission, he must have designed a building already: he must have a first commission before his first commission...

Let us examine current practice and consider the paradox in the long term: experience is built from a variety of experience. It is an ongoing process where new knowledge is built on experience accumulated and assimilated previously. The expression 'lifelong learning' illustrates this perfectly. It considers initial teaching as a foundation for an entire life of professional experience and renders the quantification of a minimum duration of professional training nonsensical.

Reality is not static either. Educational establishments are often criticised for being ignorant of the realities of the profession; it is true that describing reality from the sideline is challenging. It is, however, possible for schools to simulate this reality, to keep abreast of the market, to recreate key players' roles, to come as close as possible to production conditions; this is an effective academic setup, an artefact, a simulation that makes it possible to highlight and illustrate the principles. It is fundamentally important to adopt a general approach while maintaining a distance to every situation; to raise questions in order to better understand and adapt to any new circumstances that we know will never come back.

Let us accept the confrontation with reality as a fact: it challenges the principles and strengthens them.

Furthermore, architectural offices are often criticised for adhering too closely to commission requirements and for being overly keen to give in to the ups and downs in the economic environment, everyday life and average production. We cannot organise every company and architectural office into a mini-professional school.

Professional work placements, in-depth studies under academic or university supervision for a limited period of time, have proved a successful practice. It is without doubt the most effective device for mutual enrichment between education and the professions: between model and reality.

### Education et professions.

*L'absurde paradoxe est bien connu : pour qu'un architecte ait accès à sa première commande, il faut qu'il ait déjà construit : qu'il ait donc eu une première commande avant sa première commande...*

*Mettons les pratiques en perspective, et inscrivons le paradoxe dans la durée : L'expérience se construit à partir d'une succession d'expériences. C'est un processus continu, où les apports nouveaux s'installent sur les acquis accumulés et assimilés.*

*L'expression " Lifelong learning " en est une parfaite illustration, qui place l'enseignement initial comme support de toute une vie d'expérience professionnelle, et vide de sens la quantification d'un temps minimal de formation professionnelle.*

*La réalité est aussi une donnée mouvante. Il est souvent reproché aux écoles d'ignorer le réel de la profession ; c'est vrai que ce n'est pas facile de décrire la réalité depuis la marge.*

*On peut, en tous cas, y simuler la réalité, suivre le marché, recréer les jeux d'acteurs, approcher les conditions de production ; c'est là un utile montage académique, un artefact, une simulation qui permet de dégager et énoncer des principes. C'est un impératif fondamental de généraliser en maintenant une distance par rapport à chaque situation, de problématiser pour mieux comprendre et adapter à chaque nouvelle circonstance, dont on sait qu'elles ne se répètent jamais.*

*Ne mythifions pas l'épreuve de la réalité : elle interroge les principes et les renforce.*

*Il est également souvent reproché aux agences d'architecture de coller aux impératifs de la commande et de céder trop facilement aux aléas de la conjoncture, de la vie quotidienne et de la production moyenne. On ne peut pas organiser les entreprises et les agences d'architecture en autant de mini écoles professionnelles.*

*Le stage professionnel, période limitée d'immersion sous encadrement académique ou universitaire est une pratique éprouvée. C'est certainement le meilleur dispositif pour l'enrichissement mutuel entre éducation et professions: entre maquette et réalité.*



## EAAE Project

### The Porous Academy.

EAAE Project Leader, David Porter

The idea of the porous Academy was developed in collaboration with Aart Oxenaar in Amsterdam and Staffan Henriksson in Aarhus. We met together in Amsterdam in December 2008 and, as the result of a day's intense discussion, were able to finalise the rationale for the project that we call the "Porous Academy", which is this:

As a rule, the European Association for Architectural Education looks at what happens inside our schools of architecture. The Porous Academy is a project that steps outside our schools to explore the potential of new interactions between our schools and their local political, social, economic and cultural contexts. Interactions between the inside and the outside are signs of porosity and our ambition is to make the boundaries between the academic world and that of practice, society and politics more porous, to find how to navigate across these boundaries, to discover new ground and to link with other navigators.

We will begin an investigation into the different models of architectural education within Europe to discover what a porous academy might be like and whether, by nourishing new relationships with external agencies, new insights into learning, teaching, practice and research can be revealed.

The long-term purpose of the Porous Academy is to connect architectural education to the big picture in European higher education - increasing the capacity of Europe's knowledge economy, which is the ultimate rationale behind the Bologna process. The value of architecture as a form of knowledge is that it synthesises universal ideas and applies them in real places - it links the global to the local and is, by its nature, holistic. Considered locally, can we see the creation of architectural knowledge as an ecological system to which we, in schools of architecture, contribute through our creativity and research. We believe that our unique contribution to knowledge is underestimated and under-utilised and that schools of architecture, as generators and collectors of our body of knowledge, are an untapped resource. The ambition of the Porous Academy is to release some of this untapped potential.

What is a Porous Academy? It is where a school and a city come together and pool some of their

resources - problems and issues, expertise, student-projects, advice, research - all means to nurture and share new knowledge. A porous academy plays a creative role in generating and spreading knowledge of how it's city is made and improved, enhancing the local architectural culture, making the city, and the school, more attractive, more intelligent and so more competitive.

Does the Porous Academy already exist? It certainly does, in different ways and in different places. What we will do is to start mapping, but before that, we must get our bearings.

#### Getting Our Bearings - the Porous Academy Workshop, Glasgow, May 2009

To get our bearing and test the idea of the Porous Academy we organised a one-day workshop at the Lighthouse - Scotland's Centre for Architecture, Design & the City. The day was long and very intense, sharing ideas between representatives of each of the three cities and their schools. We started with a 10-minute introduction from each group to explain their city - its shape and the dynamics of change so that we could carry the shape of each city in our minds for the day. This was followed by the presentation of a case-study project developed between city and school - two hours of explanation and discussion for each case study, concluded by half an hour of summary.

Our agenda for each of the case studies was to ask:

- What makes a good collaborative project?
- What can we expect from each other?
- How to work together constructively?
- What role can be played by practitioners?
- Are there any difficulties that we can identify and avoid?
- What are the means to exchange ideas and knowledge?

Aarhus presented current plans for collaboration between a developer, the city and the school in researching and planning a new eco-suburb called Elev. The Mackintosh presented current plans for collaboration between the members of the Glasgow Urban Laboratory, connecting academics with council officers to find ways forward with some of the city's most socially and economically deprived areas, particularly looking at health and well-being. Amsterdam explained how their system of concurrent education naturally leads to the

development of projects between the city and the academy with an interchange of staff and students working on realisable and speculative projects.

The EAAE was represented by Francis Nordemann, who was guest summariser, and by Laughlin Kealy. The day concluded with a dinner hosted by Glasgow City Council.

**The way forward:**

The day was of real value to all who participated. The points for consideration in terms of the future of the Porous Academy as an EAAE project were discussed at the Project Leaders meeting in Chania in September and there was agreement that the concept of the Porous Academy - of collaborations between city and school, is a very rich source of ideas for the schools and for city officials.

The format for the workshop in Glasgow had been successful, with three cities+schools presenting in depth over the course of a day. We asked ourselves whether we could we have brought together a greater number of city+school combinations and therefore been more inclusive, but concluded that the answer is no -the normal conference format of 20 minutes per presentation, with presentations from a large number of individuals, would not work here.

For effective peer review, the depth of understanding necessary to have an informed discussion means that three case studies per day is likely to be the maximum - the participants have to understand each city and each project, and the cultural differences that influence the development of a project in the individual circumstances of a place. And getting people together for two days just seems impossible in terms of travelling time and people's other commitments.

This raises the problem of how to make this project inclusive and reach a wide group of likely participants. The proposed way forward is therefore what Loughlin Kealy gently refers to as "pyramid selling" - that within the overall concept of the Porous Academy we set up triangular clusters of three city+schools, each with special interests. For example, Aarhus presented the case study of an eco-suburb lead through collaboration with a developer who became involved with the school because of its research capacity. Forming a cluster

with two other city+schools with a similar project-base would be fruitful for all concerned and help stimulate other such projects, providing exemplary models. In Glasgow we are struggling with very difficult social and economic issues at the very base level of urbanism, so meeting with others working in cities that have suffered economic collapse, like that suffered in parts of Glasgow, would be really helpful to us. Again, we could be identifying exemplary ways of developing and realizing such projects. A triangular grouping would provide the basis for peer review and knowledge exchange of equal value to schools of architecture and to city leaders.

At the heart of the Porous Academy project is also an interest in indentifying new and radical models of city-school collaboration. So the Academy model developed in the Netherlands and represented here by Amsterdam gives clues as to the kinds of innovative institutional arrangements that might help liberate these projects.

**Are you interested in joining the Porous Academy?**

If so, please email me on [d.porter@gsa.ac.uk](mailto:d.porter@gsa.ac.uk) and send a copy of the email to Julia Radcliffe who will be helping me on this - she is on [j.radcliffe@gsa.ac.uk](mailto:j.radcliffe@gsa.ac.uk)

We have identified a series of themes. Please let me know to which theme you (and your city) can make a contribution, and what kind of contribution you can make - send me an abstract of 300 words that explains what you are doing, the relationship of school to city, and the questions that you are asking. The themes so far are:

- The new eco-suburb
- The shrinking city
- The historic core
- The future of shopping and the role of the city centre
- New models for collaboration between a school and city.

There could be more themes - so if you have a new idea for a theme, then we are also very interested - again, an abstract of 300 words that explains the theme.

And I have been asked about the minimum size of a city, and the answer is that there is no size limit - big towns are fine.



**What will the outcome of the Porous Academy be?**

We want to bring together the case studies in a book, with each theme providing a chapter, each chapter explaining three city and schools. The book should be of equal value to a city leader as it is to our schools. It should help establish in the public mind the value of investing in schools of architecture and finally, should help each school develop its unique profile through working closely with its own unique circumstances.

**How is the Porous Academy funded?**

The answer is simple - at the moment we have no funding, but will be seeking funds. If you have ideas about how we could fund the project, please let us know. In the meantime, the project and each school's contribution to will have to be self-funding. ■

## EAAE Prize 2009-2010

### Writings in Architectural Education

## EAAE PRIZE 2009-2010

sponsored by

# Montana

#### Climate Change: Sustainability/ Responsibility

The EAAE Prize aims to stimulate original writing on the subject of architectural education in order to improve the quality of architectural teaching in Europe. Organized bi-annually the competition focuses public attention on outstanding written work selected by an international jury.

The first EAAE Prize was awarded in 1991.

The EAAE invites all EAAE member schools of architecture and all individual members of EAAE to participate in the EAAE Prize 2009-2010.

In the Fall of 2009 all member schools will receive a poster of the competition. The material and general conditions of the competition will also be available on the EAAE homepage:  
<http://www.eaae.be>

#### Writings in Architectural Education

##### Climate Change: Sustainability/ Responsibility

Ongoing research is documenting the climatical changes and demonstrates that human activities contribute significantly to this process. The different types of climate changes form one of the most complex themes in the current worldwide debate and these challenges have implications reaching far into the future. These challenges span across a wide spectrum; from the identification of causes of climate changes and the scenarios associated with global warming, to assessments of the significance of these changes for all systems, to questions of adaptation to climate changes and to the development of new technologies that can contribute to counteracting these changes and their effects.

It is well established that 70% or more of the CO<sub>2</sub> is generated by cities including the production and operation of buildings. Architects thus play a crucial role in terms of architecture, urban design and planning insofar as they affect spatial organization and the design and maintenance of the environments of society into the future.

How is this challenge addressed in architectural education?

Are the challenges of climate change included in the basic knowledge delivered through the curriculum, are they addressed in the themes for student

projects, or are they addressed through individual research about climate and architecture?

Which new educational initiatives do you find important?

#### Background

This is the fourth time the EAAE has the pleasure of inviting teaching staff members to participate in the Competition for the EAAE Prize, Writings in Architectural Education. The 2009-2010 Prize is sponsored by MONTANA.

#### The Aim

The aim of the EAAE Prize is to stimulate new pedagogical initiatives, and to communicate these initiatives as related to the broad scope of teaching and research.

The EAAE Prize is open to all teaching staff members, part-time or fulltime, of EAAE member schools of architecture as well as to all teachers from UIA-approved schools of architecture, provided they are individual members of EAAE. Teachers wishing to obtain individual membership should contact the EAAE secretariat at:  
[aea@eaae.be](mailto:aea@eaae.be).

#### The Task

The EAAE Prize calls for papers with the capacity to improve, challenge and enable a creative debate on architectural education related to the theme, Climate Change: Sustainability/ Responsibility. Both theoretically and practically oriented papers are welcome.

#### Submission Format

Submissions may take the form of reports or critical reviews dealing with conceptual or methodological developments that make a significant contribution to the theme of the competition.

Documents must be in English out of consideration for the jury's work.

Contributions should be sent electronically to the Organising Committee in PDF format only. The length should be limited to 33,000 characters, ie. about 6,000 words; illustrations must have a quality suited for electronic and paper publication. The identity of the author must not be revealed in the PDF file.

All material submitted must be original ie. neither published nor entered for publication at the time of entry. The Organising Committee will ensure that the contributions are sent to the jury anonymously. The material must have arrived at the Organising Committee no later than 7 December 2009

#### Time Table

The Competition is divided into two phases. In the first phase, the submissions will be evaluated anonymously by the jury and 10-15 papers will be selected. The authors of these papers will be invited to a workshop for discussion and criticism. Clearly, in the second phase the anonymity is broken, and the participants will know their competitors for the EAAE Prize.

The schedule for the competition is as follows:

- **September 2009**  
Competition announcement, invitations sent out to all European EAAE member schools.
- **January 6, 2010**  
Deadline for entries of competition materials.
- **February, 2010**  
Jury meeting in Copenhagen where 10-15 papers will be selected. The authors will be invited to attend a workshop in Copenhagen in March 2010.
- **March 25-26, 2010**  
International workshop in Copenhagen. The finalists will present and discuss their papers. Jury members will be asked to give a lecture. After the workshop, finalists will be given the opportunity to improve upon their papers with a view to making them as precise as possible for later publication.
- **April 30, 2010**  
Deadline for improved papers from the finalists.
- **May 2010**  
Jury selects winners.
- **End of May 2010**  
Announcement of winners.
- **September 2010**  
The EAAE Prize winner will be invited to the EAAE/EHNSA meeting to present the winning paper.

#### The Jury

The scientific jury will consist of:

Hilde Heynen, Chris Younes, Per Olaf Fjeld, Loughlin Kealy and Anne Beim.

#### Prizes

The total prize sum amounts to 10,000 Euros. The jury will distribute the prize sum with up to 6,000 Euros for the 1st prize, and between 3,000 and 1,000 Euros for the 2nd and 3rd prizes, respectively. The jury can decide to further divide the prize money or not to award certain prizes.

#### Submission Conditions

By entering the EAAE Prize competition, the authors accept that the EAAE publishes and disseminates the awarded papers. Participants accept the terms of the prize regulations and refrain from any legal action by the sole act of participating. There will be no correspondence on the awarding process.

We aim to compile the awarded papers in a special EAAE publication. If the means can be obtained it will be distributed free of charge to all member schools. Each awarded author will receive five complimentary copies of the publication.

MONTANA is allowed to publish all awarded entries on their website. Non-awarded entries, for which the authors have conveyed their consent on the entry form, may be published as well.

#### Pre-Registration

In order for the work of the jury to be organised as efficiently as possible, please pre-register by submitting the information on the registration form by e-mail to the Organising Committee, c/o Ebbe Harder (ebbe.harder@karch.dk) or Pia Davidsen (pia.davidsen@karch.dk) ASAP. Once you have been registered, you will receive all questions/answers regarding the competition directly by e-mail.

Please find the registration form on: [www.eaae.be](http://www.eaae.be)

P.S. Registration will be greatly appreciated but is no condition for participation. ■

## Montana

Sponsor of the EAAE prize 2009-2010

Montana's philosophy is simple: we human beings prize freedom and enjoy leaving our mark on our surroundings. Based on a vision which ensures a healthy balance between environmental interests, costs, quality, aesthetics and ethics Montana provides functional and emotional "building units" allowing each individual to realize his or her personal interior.

Montana Møbler A/S was founded in 1982 and today Montana supplies intelligent storage, tables and chairs for homes and modern work spaces.

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Montana provides space for living. Read more at [www.montana.dk](http://www.montana.dk)

## ARCC/EAAE 2010, International Conference on Architectural Research

23 - 26 June 2010, Washington DC, USA

### Introduction

The Architectural Research Centers Consortium (ARCC) and the European Association for Architectural Education (EAAE) are holding their joint 2010 Architectural Research Conference next summer in Washington DC USA. The conference is to serve as a forum for the dissemination and discussion of architectural research issues, concerns, findings, approaches, philosophies, and potentials. The Consortium welcomes researchers, educators, practitioners and scholars in architecture, landscape architecture, and planning to become involved. The final session themes of the conference will be formed to reflect the diversity of the presenters' work and investigations.

### Theme

The growing interest in performance-based architecture energizes our discipline to engage in rigorous research. What is the place of research in the discipline of architecture? Where does research enter into the practice and pedagogy of architecture? How do architecture schools teach research methods and engage students in meaningful investigations? How do practices conduct research and apply findings in the design process? How does society recognize the importance of research in architecture? What funding sources exist for architectural research? What is the place of pure research? ... applied research?

Multiple questions emerge in our diverse field. A focus on seven modes of research begins to reveal the scope of the discipline. Environmental Research investigates the physical context of architecture, opening timely questions about the influence of society on environment. Cultural Research studies place-making and the norms of the inhabitants of natural and built places past, present, and future. Social Research examines the people who inhabit and use the spaces of architecture. Technological Research studies the physical materials, methods, elements, systems, and science of architecture and the design and construction processes. Design Research considers the processes of shaping and making of places. Organizational Research examines the ways in which individuals and teams collaborate in the practice of architecture and in the client organizations. Educational Research examines the pedagogies of architecture and related fields. Unifying our discipline is the

underlying concern with the research of place. The mission of this international research conference is to consider significant and rigorous investigations that will engage participants in dialogue about the place of research and the research of place in the disciplines of architecture, landscape architecture, and related fields.

The District of Columbia, capital of the United States and home to a vibrant international diplomatic community, is the venue for the upcoming joint ARCC/EAAE 2010 International Conference on Architectural Research. The Conference will capitalize on its location close to US government agencies and the embassies of the world in its consideration of the public nature and global context of research. The host institutions include Howard University, the American Institute of Architects, The Catholic University and the University of Maryland.

The ARCC and EAAE call for papers that reveal new and ongoing research that addresses questions of the place of research and the research of place. We welcome submissions that cover a wide range of research initiatives in the seven broad categories of Environmental Research, Cultural Research, Social Research, Technological Research, Design Research, Organizational Research, and Educational Research

### Conference Organizing Committee

- Victor Dzidzienyo, Chair, Howard University
- Richard Hayes, American Institute of Architects, Washington DC
- Michelle Rinehart, The Catholic University
- Madlen Simon, University of Maryland
- Virginia Ebbert, American Institute of Architects, Washington DC
- Ebbe Harder, Danish Royal Academy of Fine Arts (EAAE Liaison)
- J. Brooke Harrington, Temple University

### Paper Review Committee (Scientific Committee)

- (ARCC) J. Brooke Harrington, Chair  
Other members to be announced
- (EAAE) Ebbe Harder, Chair  
Other members to be announced

### Conference Venue & Accommodations

Howard University, and the American Institute of Architects are serving as the principal host institu-

tions with The Catholic University and the University of Maryland serving as co-hosts for this conference. More specific information regarding the conference venue, accommodations, and registration costs will be forthcoming.

#### Abstract/Paper Submission Information

- The paper review for this conference will be conducted in two stages. The first stage of the review will involve a blind peer review of the brief abstract. Successful review at this stage will result in an invitation to submit a full paper for peer review.
- Submit a 500-word (maximum) abstract to be received no later than midnight (EST) 15 October 2009. Images (two maximum, 72 dpi) may be included as part of the abstract if they enhance the text and are an integral element of the abstract. Abstracts should be well written, clearly organized and compelling. All abstracts must be submitted in electronic form. The abstract shall be submitted for blind peer review, with identification of the author/s and contact information on a separate cover page. Abstracts and papers must be in English.
- Results of the first stage selection process will be conveyed to all submitters by 19 November 2009.
- Multiple abstracts dealing with different issues may be submitted by a single author (maximum of 3 by any author). The abstract(s) should not bear any markings or include any information that would allow the review committee to identify the author. The authorship automatically appended to word-processing files should be deleted before submitting an abstract. An acknowledgment of receipt will be sent to each submitter via e-mail.
- Digital copy of the abstract (as an attachment in MS Word) must be e-mailed to Professor J. Brooke Harrington <arceaae@temple.edu> on or before 12 midnight EST of 15 October 2009.
- Hard copy of the abstract may also be sent to: Professor J. Brooke Harrington, Paper Review Chair, ARCC/EAAE 2010 Conference, Temple University - Architecture Program, Room 914, 1947 N. Twelfth Street, Philadelphia, PA 19122 USA

**Authors in Europe must** submit their abstracts via the EAAE review process. Peer reviewers in Europe

will review abstract submissions to the EAAE separately.

- Digital copy of the abstract (as an attachment in MS Word) must be e-mailed to <arceaae@temple.edu> before 16 October 2009 mentioning ARCC/EAAE 2010.
- Hard copy of the abstract may also be sent to: Professor J. Brooke Harrington, Paper Review Chair, ARCC/EAAE 2010 Conference, Temple University - Architecture Program, Room 914, 1947 N. Twelfth Street, Philadelphia, PA 19122 USA
- Final papers should not exceed 5,000 words and must be submitted for peer review in digital form by 10 February 2010, formatting and more specific details will be issued in the future. Notification of paper acceptance with reviewer's comments and concerns will be conveyed to all submitters by 21 March 2010.

#### Proceedings

A digital and hard copy version of the proceedings will be developed after the conference.

Direct all questions to arceaae@temple.edu ■

## Profile: Umeå School of Architecture (UMA)

Interview with Rector Peter Kjaer, Umeå School of Architecture, Sweden.

Former rector at the Aarhus School of Architecture, Denmark, Peter Kjaer is in charge of the opening of a new school of architecture in Sweden - the Umeå School of Architecture.

In this interview he tells about the new school and its agenda.

Peter Kjaer was rector at the Aarhus School of Architecture from 1998 to 2005. During this period he led the school through a comprehensive reorganisation that among other factors took its starting point in the directives of the Bologna Declaration. For many years prior to this, he worked as an associate professor at the school where he also held various positions of trust. He has always been deeply involved in school political issues, and he is - and has been - used as counsellor and sparring partner for many schools of architecture and architectural offices etc. both in Denmark and abroad. Since 2006 he has been a board member of the Board at the Oslo School of Architecture (AHO), Norway, (appointed representative of the Norwegian Ministry of Education) and since 2008 he has been an external expert evaluator on the Tempus preparing project between the Moscow Architectural Institute (MARCHI), Russia; Karlsruhe Technical University (KTU), Department of Architecture, Germany; and the Royal Institute of Technology (KTH), School of Architecture, Stockholm, Sweden. From 1997 to 2006 he was a member of the Board of the Jutland Art Academy (DJK), Denmark, and from 2006 to 2008 he was Chairman of the Board.

Umeå is a city of 113 000 inhabitants. It is situated in the north-eastern part of Sweden facing the Gulf of Bothnia. The University of Umeå was established in 1965 and is today with more than 30,000 students very much contributing to giving the city its identity. The average age is 36 years and the cityscape is characterised by cafés, restaurants, pubs and shops. The city focuses on culture and tourism and the city has just been nominated European Capital of Culture in Sweden for 2014.

EAAE News Sheet Editor Anne Elisabeth Toft spoke with Peter Kjaer during the 12th EAAE Meeting of Heads of European Schools of Architecture. The interview took place in Chania, Crete, on 7 September 2009.

### Why Umeå?

I was invited to create a new concept for a school of architecture. That means having to be responsible for the development of the school's profile and the employment of its staff (faculty). I would never have considered applying for a position as rector at an existing school.

To me it is appealing to put things into action and come up with strategies for a contemporary school of architecture. The University of Umeå has more than 31.000 students, and is interesting because it is driven by an innovation- and entrepreneurship culture; it has some international research environments which are acknowledged and at the highest academic level within medicine, micro-biology, law and industrial design. The university has decided to develop an "arts campus" consisting of the Umeå School of Fine Arts, the Umeå Institute of Design, and the Umeå School of Architecture (UMA). Therefore, it was also decided that UMA should be a school of architecture with an artistic profile.

### Why now?

Already in 1991 the University of Umeå tried to establish an educational programme for architects. However, it was not until June 2008 that the university obtained the approval of the HSV (HögSkolaVerket) to award the diploma in architecture which in Sweden is a condition for being allowed to practise as an architect. Basically, the university has had the desire to establish this education because there are too few architects in Northern Sweden. Most architectural offices employ only a few architects but many engineers.

### Please tell me how it all started!

In November 2007, I was contacted by the administration of the university and asked if I was willing to supervise the working group responsible for the development of the application to the exam which licences a person to practise architecture. I met with the rector of the university, and I met with the working group and for the next six



moths, we developed the final application which was submitted in early May 2008 and accepted in the middle of June.

A predominant part of my views on the principal contents and structure of a modern architectural education was represented in this application. When the application was accepted and the rector of the university immediately hereafter offered me the job as the future rector of the school, it was an offer that I could not reject.

**How many schools of architecture and design are there in Sweden? Where are they situated?**

In Sweden you graduate as an architect and as a designer from different institutions. There is a private university in Gothenburg, Chalmers Technical University, which offers a full architectural programme. Additionally, there are now three public schools of architecture at Lund University, KTH Stockholm and the University of Umeå, respectively. This means that the three existing schools are situated in the southern part of Sweden, while Umeå, as the only one, is situated in the northern part.

**Are most of the schools affiliated to technical universities or to academies of fine arts?**

The three existing schools are all affiliated to technical universities or technical faculties. They offer an education as Master of Science. In Umeå the school will be an independent institution. This is also why my title will be Rector instead of Dean. We will offer educations as Bachelor of Arts in Architecture and Master of Arts in Architecture.

In September we started the first unit of bachelor students (60 students). In 2010 we will start our first master programme called Sustainable Architectural Production, and in the summer of 2010, we expect to enrol our first Ph.D. students.

**What is the language of instruction?**

At bachelor level, the students are entitled to hand in their projects in Swedish, but they are also allowed to hand them in in English. This means that we can put together an international group of

teachers on the bachelor programme. Right now our academic staff consists of Swedes, Danes, an Irishman and an Austrian. The future master programmes will be offered in English only.

**Do you pay tuition fee at the school?**

Teaching is free. In Sweden all teaching is free - also at university level. And this, by the way, applies to all students, including international students who are not EU-citizens.

**How many students are there at the school? How many teachers are there?**

There are 60 first-year students. They come from all over Sweden. They have been admitted on the basis of marks from their upper-secondary school leaving examination, "Højskoleprovet", (which is a Swedish tradition, where students with lower grades will be tested in common knowledge) and admission tests. In future the programme will also be open to international students (both at bachelor and master level).

Studio-teaching is carried out by two-full time and two part-time teachers in each year programme. In addition to that, for teaching cultural and architectural history, we have a part-time associate professor; and for teaching architectural theory and philosophy, we have a vacant professorship. Furthermore, we have a philosopher on 20% employment. Teaching in technology is partly outsourced as we have made arrangements with the British engineering company AKT to be in charge based on a principle of Integrated Design. In addition, we have employed a guest professor who will organise the profile and programme of our first master programme. In future, the master programmes will be headed by professors, and the professorship connected with the first master programme in Sustainable Architectural Production is at the moment in the process of being filled.

**What kind of school do you wish to create? What is - or will be - the profile of the school?**

UMA will be a laboratory for investigation of architecture and for education of architects. The

vision is "To educate students of architecture with artistic and innovative skills to improve society in everyday life in a sustainable perspective." The profile will be international since the master programmes will be in English. At the same time, the master programmes will be developed based on the research done at two of the schools' three laboratories (research programmes). These are developed in close collaboration with external players such as architectural offices, the industry and non-governmental organisations.

**Is this profile and this focus unique compared to the profiles and focuses of the three existing schools in Sweden?**

Yes, it is, at least as a programme. But I also believe that it is unique seen in a larger scope. First of all, at UMA we focus directly on architecture and the production of architecture. As such, our artistic approach at the bachelor programme is fairly broad, whereas we are quite focused on only two development areas within the architectural production as stated by the laboratory descriptions.

Secondly, we are working on all fields based on an objective of a strategy for architectural production based on the idea of integrated design processes. This means that the structure of our teaching programme differs from that of the other schools by not working with distinction between courses, seminars and projects. In the same way, we try to establish a profile open to the outside world by inviting firms, partners, citizens etc. to participate in the school activities through exhibitions, workshops, seminars and lectures.

**What is the architectural education of the future going to look like?**

That will be a cultural-political question determined locally in the different regions in and outside Europe. Former EAAE President, Professor Per Olaf Fjeld (Norway) said in a lecture in 2008 that, according to him, we must raise the quality of the bachelor programmes to an unprecedented degree, so that bachelors' competences lie on the general competencies including design already after three years of study.

The fact is that the schools of architecture must to a far greater extent at master level be prepared to take

on the challenges that the societal development requires from the architectural profession. The master programmes will therefore be forced, with greater flexibility, to face the challenges of the profession's extension of its fields of activity in the societal development. I completely agree with Per Olaf Fjeld on this point, and I think that the schools of architecture and the architectural research have to become far better at understanding the situation.

**What does the future of architecture and of architects look like? What is the long term significance of the economic crisis?**

The future of architecture and architects is not given beforehand. The crisis is not just an economic crisis, but reveals in its powerful effects a crisis within the profession and the sector. Most architects today work within the concept created with the appearance of modernism in the beginning of the 20th century. Many architects have just added a modern business plan in which they add something about processes and sustainability without it actually meaning anything. The position and opportunities of architecture are most likely very different today than they were 100 hundred years ago. Nevertheless, most architects still work uncritically within the paradigm of the old century. I think we need to rethink what it means to educate, do research and practice within a field that leads to an aesthetic practise which is what architecture basically is. It will probably require an evaluation of what the positions and possibilities of architecture are in today's society as well as a changed professional self image. The discipline has to develop a critical dimension which permits architecture to be rethought in a "hyper-modern" paradigm - i.e. understands its role in a society where all structures have for some time been through radical changing processes.

**Is the EAAE an important institution for the European schools of architecture? What does it have to offer and what is its role - now and in the future?**

The EAAE has already for some decades justified its existence. Since the late 1990s, however, the EAAE has become an organisation which in addi-

tion to generating networks also generated necessary educational political questions in a global perspective. Maybe the focus today is too much on the Bologna-process and its consequences. At this year's Heads' Meeting in Chania, it was evident that the Bologna-process has led to a structural possibility of student mobility, but local national educational political objectives and processes result in a vast diversity even within the individual nation.

As far as I am concerned, it means that the EAEE still has great objectives to achieve within network formation, maybe in particular when it comes to faculty mobility and international research networks.

#### **Which networks are important to create these years?**

First of all, it is important to create national and international disciplinary networks within largely all professional fields and disciplines. Most institutions have serious problems obtaining critical mass in a research connection and in a number of specialised knowledge areas and thereby adequate academic and research competence to be able to sustain a high international level at the master programmes unless it takes place in a major professional network.

#### **Why is that?**

Your question is probably directed at - why network? If so, the answer is quite simply that the academic environments in far most schools of architecture are too small and too academically limited to meet the challenges of competency development for only architects. I realise that this is a point of view that there are many opinions about, but I do not think that architects can just claim to be generalists any more - they will need to understand the necessity of cooperation between occupational groups and work with them through the whole process, also in the very earliest stages. The artistic process of creating space and form is still the core competence of the architect, but the complexity of bringing space and form into the contextual world is so great that other disciplines than architecture need to be involved already before the first line or model has been made.

#### **Has UMA established any kind of educational co-operation with other schools of architecture in Europe, North America or Asia, and if so which ones?**

We have not made any final agreements, but we are in the process of establishing co-operations with schools in Europe, in the former East Europe, in South America, in Australia and in Asia.

#### **What is, in your opinion, the main challenge facing architecture today?**

The main challenge is to create awareness in the population, politicians and builders (and architects) that architecture is an artistic practice and not an exclusive phenomenon, and that it very much exists to make everyday life better at all levels. Architecture must be included in various types of strategic development and not be isolated as 'something exterior'.

#### **What is the primary agenda for you and your school in the near future?**

We have declared that UMA is a laboratory for investigation of architecture and education of architects. Our challenge therefore is to become better at participating in an innovative collaboration on the development of architecture so that it can play a qualitative role in the development of mass produced architecture as well as society's discussion of a sustainable world. ■



12th Meeting of Heads of European Schools of Architecture. Photo Credit: Anne Elisabeth Toft



## EAAE General Assembly

Chania, Greece, 7 September 2009

### President's Speech

EAAE President, Francis Nordemann

Dear Chairman Loughlin Kealy, dear colleagues, dear friends.

Today, the same is true for Architecture as it is for Medicine, Economics, Geography, Human Sciences or Exact Sciences: nowadays, we can find any information we want online.

From the management and administration of knowledge to the economics of various disciplines; no area has escaped compilation on the Internet and division into fragments of data that are constantly renewed, refreshed and updated. Today, anyone over the age of 5 with access to a keyboard can tap into this universal library, open to vast-ranging exploration, anywhere and anytime.

At the same time, we can watch television, listen to the radio and observe for ourselves the development of democracy: today's world is steeped in a conviction that its citizens are legitimate experts in every area each time an issue is raised, a problem encountered or progress is hoped for. Armed with the very latest information, everyone has something to say on every subject, and what we have to say is circulated to an audience that is growing exponentially in step with advances in communication (from paper to radio, followed by television, the Internet, the I-pod, etc.). Watch this space...

Every area is open to comment. Oil production and oil prices, for example, are the focus of commentaries of all types, from a variety of different points of view: economists and geopolitical specialists, fuel distributors, motorists, industry chiefs and union members, vehicle fleet managers, etc. And the fragments of information harvested on the worldwide Web mean that each person can go beyond the boundaries of their own standpoint, incorporating new data, borrowed from the environment around them. So we see fuel attendants pronouncing on the price of oil and economists drawing on the concerns of the Texaco manager, gathering together facts, fragments of information, figures, perceptions and feelings.

When it comes to law and justice, we begin to reach a limit: the expertise gained from having lived through an injustice or an attack - which are subjective experiences - hardly guarantees the essential objectivity required to evaluate a situation and reach a judgment. Citizen forums and blogs

*Cher Chairman Loughlin Kealy, chers collègues, chers amis.*

*Il en est de l'Architecture comme de la Médecine et de l'Economie, de la Géographie, des Sciences humaines ou des Sciences exactes, toute l'information est aujourd'hui disponible en ligne.*

*La gestion et l'administration du savoir, l'économie des disciplines, rien n'échappe à la compilation par Internet et au découpage en bribes d'information sans cesse renouvelées, rafraîchies, mises à jour. Il suffit aujourd'hui d'avoir plus de ... cinq ans ? et un clavier pour avoir accès à cette bibliothèque universelle ouverte à l'exploration tous azimuts, à tout moment et en tout lieu.*

*En même temps, regardons la télévision, écoutons la radio et constatons l'évolution de la démocratie : le monde moderne est, en effet, pénétré de la conviction que les citoyens, lorsqu'un sujet est abordé, un problème est vécu ou un progrès espéré, sont des experts légitimes de toute question posée. Chacun, informé à la seconde près, a son mot à propos de tout, et ce mot est diffusé à une audience qui croît de façon exponentielle avec les progrès de la communication (de l'écrit au radiophonique, puis au télévisuel, puis à l'Internet, à l'I-pod, etc.... A suivre...)*

*Tout est objet de commentaires de tous ordres. Ainsi, par exemple, la production et les cours du pétrole, depuis des postes d'observation divers : économistes et spécialistes de la géopolitique, pompistes, automobilistes, patrons de l'industrie et membres des syndicats de travailleurs, gérants de parcs automobiles, etc... et les morceaux d'information collectés sur le web permettent à chacun de dépasser son seul point de vue en insérant des données nouvelles, empruntées en périphérie de leur environnement. On verra ainsi le pompiste élaborer sur les cours du baril, et l'économiste s'appuyer sur les soucis du gérant Texaco, en collectionnant faits, bribes d'information, chiffres, perceptions et sentiments.*

*Qu'on en vienne à la justice, et approchons une limite : l'expertise conférée par le fait d'avoir vécu une injustice ou une agression -ce qui est une expérience- ne promet guère la distance indispensable à l'évaluation d'une situation nécessaire pour juger. Les forums citoyens et les blogs fourmillent de faits*

are teeming with miscellaneous facts and stories broadcast by television and radio debates at the time of significant legal cases. Professionals are bombarded with advice and recommendations: magistrates, investigators, journalists, police officers, educators, etc.

To stay in tune with the times and for good measure, I'd like to add a few facts, gleaned - of course - from the Internet ("Did you know?" website):

"The amount of technical information doubles every two years. For students on 4-year courses, that means that half of what they learned in their first year is already out of date by the time they reach their third year."

"The ten jobs in highest demand in 2010...didn't even exist in 2004."

"So we are currently preparing students for jobs that don't yet exist ...

Using technologies that have not yet been invented ...

To solve problems that we don't yet realise are problems."

These few facts and anecdotes, involving Information and Democracy, neatly sum up the information age.

They are also useful for redefining the role of Education, which is what brings us together here in Chania today, and for highlighting the difference between training and informing, something which is also very necessary.

The discipline of architecture is one that is continuously fed by Practice and Research, both of which are significantly influenced by information as well as generating it.

We need to know how to categorise information and put it into perspective before deciphering the various positions in terms of interpretation of reality, beginning with our own role. Scientific objectivity - something that is much vaunted - guarantees rigour, and ethics are a matter for both academics and professionals. A forum for filtering, perspective-gaining, interpreting and analysing the problems of information: initial training develops and provides the key for identifying who is speaking and from where, for learning to understand,

*divers qui alimentent les débats télévisuels et radio-diffusés produits à l'occasion d'affaires judiciaires retentissantes.*

*A l'appui, conseils et recommandations aux professionnels : magistrats, enquêteurs, journalistes, policiers, éducateurs....*

*Pour être dans l'air du temps et faire bonne mesure, j'ajouterai quelques points d'information glanés sur... Internet (site " Did you know ? "), bien sûr :*

*" La quantité d'informations techniques double tous les deux ans. Pour des étudiants engagés dans des formations en quatre ans, cela signifie que la moitié de ce qu'ils apprennent en première année est périmé en troisième année. "*

*" Les dix métiers les plus demandés en 2010...n'existaient pas en 2004. "*

*" Nous préparons donc des étudiants pour des métiers qui n'existent pas encore ...*

*Utilisant des technologies qui n'ont pas encore été inventées ...*

*Pour résoudre des problèmes dont on ne sait pas encore que ce sont des problèmes. "*

*Ces quelques faits et anecdotes, qui impliquent Information et Démocratie, résument l'ère de l'information.*

*Ils ont aussi le mérite de recadrer le rôle de l'Education qui nous réunit aujourd'hui, à Chania, et distinguent notre vocation de Formation de la seule Information, qui nous est également nécessaire.*

*La discipline architecturale, en effet, est perpétuellement alimentée par la Pratique et la Recherche qui sont, l'une et l'autre, largement affectées par l'information, et la produisent.*

*Il faut savoir classer, mettre en perspective avant de décrypter les différentes positions au regard de la lecture du réel, en commençant par sa propre place. La distance scientifique -souvent évoquée- promet la rigueur et le chantier de l'éthique concerne tout autant les universitaires que les professionnels. Lieu de filtration, de mise à l'échelle, d'interprétation et problématisation de l'information : la formation initiale élabore et fournit la clé pour identifier qui parle, depuis quelle place, apprendre à comprendre, apprendre à apprendre.*



for learning to learn. Professional training- and hence continuing training - must also play a role, when it is a question of knowing how to adapt to a changing world, in which information is proliferating.

Because we find facts, biographies, complete fragments, incomplete histories, elliptical explanations, figures that have not been checked, names and dates on the Internet, all presented with varying degrees of bombast, generosity or sparsity, verbose extravagance, invention, terseness... and while we have all become experts on the subjects concerning us and information has become a tool of power, the Internet and Democracy demand that we know how to use this tool properly; that we know how to deflate and measure exaggerated information, compare it with other information, put things into a local, historical or ideological context, making allowance for the "communication" component.

When it comes to spatial and urban techniques, our automatic first reaction is often to see things in images. We all remember these new towns vaunted in the advertising material of real estate programmes; they all look like any town, presenting familiar urban images, but, in reality, experience has shown that they often deprive their residents of all urban pleasures.

Rather than simply acquiring and holding information, it becomes more important to assess it in a critical manner, to better grasp it, understand it and master it; we need to be able to put it into perspective, structure the items, to encapsulate and contextualise the subjects.

This is a real project, in the architectural sense of the term: an educational project; a project that has brought us together here today - albeit ten years on from the Bologna Declaration - and one in which it is particularly important to differentiate between Training and Informing.

Part of the skill is being able to assess the relevance of the rule. Learning to learn, of course, but also learning to question certainties: both those related to an architectural programme and those related to habits and obvious facts; using common sense to assess "naturally" acquired certainties, comparing information, looking at peripheral disciplines and, through this, using an interdisciplinary approach

*La formation aux professions, également, et donc la formation continue, sont également en jeu, là où il est question de savoir s'adapter à un monde qui change et dont l'information prolifère.*

*Car on trouve sur le Net des faits, des biographies, des fragments complets, des histoires incomplètes, des explications elliptiques, des chiffres invérifiés, des noms, des dates. Le tout relaté avec plus ou moins d'emphase, de générosité ou de dépouillement, de fantaisie prolixe, d'invention, de laconisme, ... Et si chacun est devenu expert sur les sujets qui le concerne, alors que l'information est objet de pouvoir, Internet et Démocratie imposent de savoir utiliser cet objet : savoir dégonfler et mesurer une information surdimensionnée, la confronter à d'autres info, mettre le tout dans un contexte local, historique, idéologique, en faisant la part de la " communication ".*

*S'agissant de techniques spatiales et urbaines, l'image est souvent le premier recours. Nous avons tous en mémoire ces villes nouvelles vantées par les publicités des programmes immobiliers ; tous ressemblent à de la Ville, tous présentent des images urbaines familières et souvent, pourtant, à l'expérience, nous privent de tous les plaisirs urbains.*

*Plus que d'acquérir et détenir l'information, il s'agit de la situer de manière critique, pour mieux l'appréhender, l'appréhender et la maîtriser. Etre capable de la mettre à l'échelle, d'en hiérarchiser les éléments, d'en contenir et contextualiser les objets.*

*C'est là un véritable projet, au sens architectural du terme : Un projet de formation. Celui qui nous rassemble ici, certes autour des dix ans de la Déclaration de Bologne, et qui requiert notamment de distinguer Formation et Information.*

*Juger de la pertinence de la règle fait partie de la compétence. Apprendre à apprendre, certes, et aussi apprendre à remettre en cause les certitudes : celles d'un programme architectural, comme celles de l'habitude et de l'évidence : évaluer à l'aune du bon sens les certitudes acquises " naturellement ", croiser les informations, regarder les disciplines périphériques et, depuis celles-là, dans le travail*

to have a critical eye. Learning to make comparisons with others and to be open to international exchanges.

And building on our experiences to build experience: knowing how to put skills to work; specific intelligence, used wisely and at the right time, to face up to a set of situations that we are able to control because we possess both the necessary knowledge to identify the questions and the capacity to apply this knowledge in order to find answers.

The EAAE/AEEA is founded on this specifically university and project-focused approach. Launched over thirty years ago, at a time when man was landing on the moon and the Internet had still not been thought of, it is in perfect tune with the times.

Today, the Bologna Process defines what unites us, what we have in common and what we are able to share. A mature EAAE/AEEA allows us to investigate what separates us, what differentiates us, and to explore new interdisciplinary characteristics. That is what constitutes our collective wealth and it is the contribution of each individual, each school and each course that brings added value to our core curriculum.

The importance of reconciling the specific characteristics and peculiarities of our architectural education environment reflects the environmental requirement to preserve biodiversity.

A principle of quality management in the world of architectural education, founded on criteria inspired by the experience of the EAAE/AEEA, will enable us to define a place for ourselves in the accreditation process to be established.

The projects presented in the annual report demonstrate it again and again: research and training in the field of architecture are the focus of renewed attention (EAAE Prize, research charter, ranking of publications, theory network). Skills, experience, knowledge and know-how question Lifelong learning and relationships with professions (JWP ACE/EAAE). Urban topics and interpretation questions, together with evolving construction issues, are permanent fixtures on the agenda and regularly re-examined. At the same time, issues related to conservation and rehabilitation are regularly examined and updated.

*interdisciplinaire, exercer un regard critique.*

*Apprendre la confrontation à l'autre et l'ouverture aux échanges internationaux.*

*Et capitaliser les expériences pour construire l'expérience : savoir mettre en œuvre des compétences : une intelligence spécifique, à bon escient et en temps opportun face à une famille de situations qu'on arrive à maîtriser parce qu'on dispose à la fois des connaissances nécessaires pour identifier des questions, et de la capacité de les mobiliser pour y répondre.*

*L'AEEA/EAAE est fondée par cette démarche, proprement universitaire et projectuelle. Lancée il y a plus de trente ans, alors qu'on allait sur la lune et qu'on n'imaginait pas Internet, son actualité est au cœur du moment.*

*Bologne décrit aujourd'hui ce qui nous unit, ce que nous avons en commun et savons partager. Une EAAE adulte permet d'investiguer ce qui nous sépare, nous différencie, et d'explorer de nouvelles spécificités interdisciplinaires.*

*C'est là notre richesse et les apports de chacun, de chaque école, de chaque cursus, sont la valeur ajoutée au tronc commun.*

*A l'exigence environnementale de préserver la biodiversité, fait écho l'importance de ménager les spécificités et les singularités de notre environnement de l'éducation en architecture.*

*Un principe de gestion de la qualité dans le monde de l'éducation architecturale, appuyé sur des critères inspirés par l'expérience d'EAAE/AEEA nous permettra de trouver place dans les processus d'accréditation à installer.*

*Les projets présentés dans le rapport annuel le démontrent à l'envi : recherche et formation architecturale sont l'objet d'une attention renouvelée (EAAE Prize, charte de la recherche, classement des publications, réseau théorie). Compétences, expérience, connaissance et savoir faire interrogent LLL et les relations avec les professions (JWP ACE/EAAE). Les sujets urbains et les questions de représentation, à côté de l'évolution des questions de construction sont également une préoccupation permanente, régulièrement rafraîchie. En même temps, conservation et réhabilitation sont régulièrement questionnés et mis à jour.*

As you can see, the times we are living in have further strengthened our Association, which has been able to respond and move forward in a rapidly changing environment. I wanted to draw your attention to this fact again today. Obviously, I am doing everything I can to ensure that my mandate as President fits squarely with this ethos and is worthy of the Association's 30 years of history. I am also endeavouring to make sure that it is actively involved in new developments and continues to broaden its audience: our member base, our political and institutional role, our profile.

I am pleased to welcome Maire Henry, Urs Hirschberg, Johannes Kaferstein, Selahattin Onur et Zeno Bogdanescu as Council members or Project Leaders. The renewal of our board offers new promises.

By putting forward my friend and Council Member, Professor Stefano Musso, who was unanimously co-opted by the Council, I am firmly convinced that the future of AEEA/EAAE will continue to be consolidated.

#### Two of us are leaving the Council today

Two of us are leaving the Council today. They are two greatly respected academics in addition to two major characters and two major figures of the EAAE.

Herman NEUCKERMANS has a long history with EAAE; at such a point that, when it came to the 30th anniversary of the Association, he is the one who put together, with Anne Elizabeth Toft, the special issue of the News Sheet Nr 76, authentic milestone in the redevelopment of EAAE.

Herman is a great teacher, a successful researcher and a respected expert in architectural education. He was the President of EAAE for 3 years. In charge of the Secretariat and the finances of EAAE, leader of the MACE project, he also is our conscience ... and our consciousness : Any reference to the statutes or to a legal issue is not necessary; the word is "just ask Herman!" I am sure he will keep this role.

*L'époque, vous le voyez, renforce notre Association, qui sait rebondir d'après les contextes. Je voulais vous le redire aujourd'hui. Bien sûr, je fais en sorte que le mandat que vous m'avez confié l'année dernière y trouve sa place et soit digne des trente ans d'histoire de l' Association ; je fais également en sorte qu'il participe à de nouveaux développements et élargisse notre audience : notre base d'adhérents, notre rôle politique et institutionnel, notre visibilité.*

*Je souhaite la bienvenue à Maire Henry, Urs Hirschberg, Johannes Kaferstein, Selahattin Onur et Zeno Bogdanescu élus membres du Conseil ou chefs de projet. Le renouvellement de nos membres actifs offre de nouvelles promesses.*

*Enfin, en proposant mon ami et Membre du Conseil le Professeur Stefano Musso aux voix du Conseil qui l'a coopté à l'unanimité, je suis sûr que la voie de la consolidation de AEEA/EAAE est ouverte.*

#### Deux d'entre nous quittent aujourd'hui le Conseil de l'AEEA

*Deux d'entre nous quittent aujourd'hui le Conseil de l'AEEA. Ce sont deux universitaires largement reconnus, appréciés et respectés, en même temps que deux personnalités, et deux figures majeures de l'AEEA.*

*Herman NEUCKERMANS partage une longue histoire avec l'AEEA ; à tel point que, quand il s'est agi du 30ème anniversaire de l'Association, il fut l'artisan, avec Anne Elizabeth Toft, du Numéro 76 de News Sheet, jalon essentiel du développement de l'AEEA.*

*Herman est un grand enseignant, un chercheur reconnu et un expert respecté de l'enseignement de l'architecture ; il a été le Président de l'AEEA pendant trois ans. Toujours prêt à écrire un papier, à prendre en charge une nouvelle mission, il a pris en charge le secrétariat et les finances de l'AEEA ; chef du projet MACE, il est aussi notre conscience, et notre référence. Tout renvoi aux statuts, ou à une*

Herman, Thank you for what you have been doing, and for what you will be doing with EAAE. Per Olaf FJELD was the former President of the EAAE. I personally thank him for trusting me, pushing me in the same position, and for having been a true adviser.

Author of several books, and recently a piece on Sverre Fehn, he is also a true designer, equally involved in action and reflexion, and a major teacher and critic.

Very much involved in the activities of EAAE, Per Olaf has been a key actor of EAAE, participating in many activities, visiting workshops, delivering papers, providing generous comments,... In turn severe and jovial, Per Olaf has a great capacity of listening. It is part of his generosity.

Per Olaf chose to keep working on the Joint Working Party between ACE and EAAE, and to launch a new format for exchanges between education and the professions.

Per Olaf, thank you for you did, what you do and will do for us and for architectural education. ■

*question légale est inutile ; la réponse est " il n'y a qu'à demander à Herman ! "*

*Je suis sûr qu'il gardera ce rôle.*

*Herman, merci pour ce que tu as fait, et pour ce que tu fais et ce que tu feras avec, et pour l'AEEA.*

*Per Olaf FJELD était le précédent président de l'AEEA. Je le remercie personnellement pour la confiance qu'il m'a témoignée en me proposant de lui succéder, et avoir ensuite été un soutien et un conseiller bienveillant.*

*Auteur de plusieurs ouvrages, dont récemment un livre sur Sverre Fehn, c'est aussi un vrai designer, engagé à la fois dans l'action et la réflexion, et un remarquable enseignant et critique.*

*Très engagé dans l'AEEA, Per Olaf a été un acteur clé de l'AEEA, participant à beaucoup d'activités, assistant aux ateliers, dispensant de généreux commentaires. Tour à tour jovial et sévère, Per Olaf a une grande capacité d'écoute, c'est une part de sa générosité.*

*Per Olaf a choisi de continuer à travailler avec le groupe de travail conjoint CAE/EAAE, et de lancer une nouvelle formule pour les échanges entre éducation et professions.*

*Per Olaf, merci pour ce que tu fais, ce que tu as fait, et ce que tu feras pour nous et pour l'enseignement de l'architecture. ■*

## EAAE General Assembly

Chania, Greece, 7 September 2009

## President's Report

EAAE President, Francis Nordemann

### Council Members 2008 – 2009

- Francis Nordemann, president
- Per Olaf Fjeld, adviser to the president, ex officio
- Ramon Sastre, treasurer
- Herman Neuckermans, adviser to the treasurer
- Hildegard Heynen
- Stefano Musso
- Loughlin Kealy
- Chris Younes
- Luis Conceicao

### Project Leaders 2008 - 2009, Projects

- Anne Elisabeth Toft  
Editor: News Sheet,  
EAAE – Representation in Architecture Network
- Constantin Spiridonidis  
ENHSA (European Network of Heads of  
Schools of Architecture),  
ENHSA Latin America  
EAAE/ENHSA – Architectural Design Teacher's  
Network
- Leen Van Duin  
EAAE Guide and EAAE Poster
- Emil Popescu  
EAAE/Sponsored Student Competitions
- Ebbe Harder  
EAAE Prize: Writings in Architectural  
Education
- Stephanie Cantalou  
EAAE Membership drive
- Ramon Sastre  
EAAE Website
- Maria Voyatzaki  
EAAE/ENHSA - Construction Network
- Stefano Musso  
EAAE/ENHSA - Conservation Network
- Loughlin Kealy  
EAAE/ENHSA – Conservation network
- Hilde Heynen  
EAAE/ENHSA - Theory/Research Network
- Chris Younes  
EAAE/ENHSA - Theory/Research Network
- Luis Conceicao  
EAAE/ENHSA - Theory/Research Network
- James Horan  
EAAE/ACE (Architects' Council of Europe) -  
Joint Working Party
- Per Olaf Fjeld  
EAAE/ACE (Architects' Council of Europe) -  
Joint Working Party

- Herman Neuckermans  
EAAE/EU – MACE-project on Metadata for  
Architectural Contents in Europe
- Aart Oxenaar  
EAAE – Urban Design Network
- David Porter  
EAAE – Urban Design Network

### Council and Project Leaders Meetings 2008 - 2009

- Venice/Italy, 18-19 October 2008  
Theme: EAAE 2008 - 2009
- Bucharest/Romania, 22-23 November 2008  
Theme: EAAE challenges 2008 - 2009
- Paris/France, 14-15 February 2009  
Theme: Program and Challenges 2009
- Barcelona/Spain, 18-19 April 2009  
Theme: Program 2009
- Chania/Greece, 5 September 2009  
Theme: 2009 – 2010/Turnover

### Conferences 2008 – 2009

- EAAE/MACE : Metadata for Architectural  
Contents in Europe Venice, Italy, October  
2008
- EAAE: Workshop on urban design, The  
Porous Academy or the politics of place,  
Glasgow, Scotland, May 7th 2009
- EAAE/ENHSA: Workshop on Design and  
Construction teaching, Experimentation  
towards integration, Genoa, Italy, June 11-14  
2009
- EAAE/ ENHSA: 12th Meeting of Heads of  
European Schools of Architecture: Bologna:  
ten years after Chania/Greece, September 5. -  
8. 2009

### Communication 2008 - 2009

- EAAE News Sheet :  
Nr. 83 - October 2008  
Nr. 84 - February 2009  
Nr. 85 - June 2009  
Nr. 86 - October 2009
- EAAE Leaflet  
update 2009
- EAAE Poster  
update 2009
- EAAE Guide  
update 2009

- EAAE Website:  
www.eaae.be
- EAAE Permanent Base:  
Secretariat: KUL (Katholieke Universiteit,  
Leuven), Department of Architecture. Lou  
Schol aeea@eaae.be
- Chargée de mission DAPA:  
Ministère de la Culture et de la  
Communication, Paris Sophie Meeres

#### Proceedings 2008-2009

- EAAE/ARCC :  
Changes of Paradigms in the basic understand-  
ing of architectural research  
Architectural research and the digital world.  
Vol 1 & 2  
Copenhagen, Denmark 2008  
Editors: Ebbe Harder, Anne Katrine Gelting.
- ENHSA/EAAE  
Construction Teachers' Network  
Accommodating New aspects of interdisciplinar-  
ity in contemporary construction teaching,  
Venice, Italy. EAAE transactions n° 34  
Editor: Maria Voyatzaki
- ENHSA/EAAE  
Architectural Design Teachers' Network  
Teaching and experimenting with architectural  
design. Advances in technology and changes in  
pedagogy. Lisbon, Portugal. EAAE transactions  
n° 35  
Editors: Constantin Spiridonidis and Maria  
Voyatzaki
- EAAE/ENHSA:  
Conservation Thematic Network:  
"Teaching Conservation/Restoration of the  
Architectural Heritage. Goals, contents and  
Methods". Genoa, Italy 2007 – EAAE  
Transactions no 38  
Editors: Stefano Musso F. Musso, Luisa De  
Marco
- EAAE/MACE :  
Browsing Architecture. Metadata and beyond.  
On-line repositories in architecture. Venice,  
Italy 2008.  
EAAE Transactions N°40  
Editors: Matteo Zambelli, Anna Helena  
Janowiak, Herman Neuckermans
- EAAE/MACE :  
The Urban Project  
Editors: Leen van Duin, Roberto Cavallo,  
François Claessens & Henk Engel

EAAE Transactions on Architectural Education  
no. 39

#### Web report 2008 – 2009

besides the normal updating of the following  
sections:

- News Sheet
- Announcements
- Calenda
- Member Schools

Some other sections of the EAAE website have  
been improved during the last year.

- Improving awards section.  
Until now there was only a list of the awards,  
now the web site is showing their contents:  
omages, texts list of participants, juries, etc.
- Improving Events section  
All main events: workshops and conferences  
are (or are going to be) accompanied of a small  
picture of the city where it is held, and prop-  
erly reported through text and pictures.
- Links and Docs  
These lists have been increased
- Publications  
We are working to provide a link to a PDF or  
to another website for any EAAE publication  
referred in the web. Some of these are already  
available.

#### Collaboration and Activities with other Associations

- EAAE / ACE (Architects Council of Europe)  
Meetings 2008/2009:  
September 24 2008, Brussels  
February 13, 2009, Brussels  
June 18, 2009, Paris  
New Agenda:  
Workshop ACE/ EAAE January 2010
- EU  
MACE-project on Metadata for Architectural  
Contents in Europe

Other activities

- Velux prize, ceremony, Venice , November 08
- Visit to Wu Zu Chan, President of the Asian  
network of Schools of Architecture Tong Xi  
University, Shangai, february 09
- ESA Annual international conference on  
architecture and education, Paris, June 09



- Ion Mincu final jury of diplomas, Bucharest, July 09
- Membership drive, visit to Rudolf Schaefer president of the German College of Heads, Berlin, June 09

#### Prizes and Competitions 2008 – 2009

- VELUX Prize:  
“The light of tomorrow” sponsored by VELUX. Presentation in Venice, November 2008
- EAAE Prize:  
Student Competition: “The present challenge of architecture” sponsored by Lafarge, Romania, and hosted by the “Ion Mincu” University of Architecture and Urbanism Bucharest, Romania.

#### Upcoming events:

##### Council and project leaders meetings :

- Fribourg, Switzerland, October 17-18 2009,
- Leuven, Belgium, November 21-22 2009
- Paris, France, 30-31 January 2010,
- Copenhagen, Denmark, 27-28 March 2010
- Berlin, Germany, April 2010
- Chania, Greece, September 2010

##### Workshops :

- EAAE/ENHSA Workshop, Conservation/Transformation, Dublin, Borris, Kilkenny, Ireland, September 17-19, 2009
- EAAE Workshop: Architectural Theory: a technical practice? Fribourg Switzerland, October 15.-17. 2009
- EAAE/ARCC The place of research, the research of place, June 2010, Washington D.C.
- ACE/EAAE Workshop, 29 January 2010 Paris
- EAAE Representation Network symposium, November 2010
- EAAE Workshops on Design in Urbanism Assorted locations 2009/2010
- EAAE Meeting on Design and Urbanism Presentation results of the workshops Amsterdam, The Netherlands, Spring 2010

#### New Prizes and Competitions 2009- 2010

- EAAE prize:  
Writings in Architectural Education, sponsored by Montana, Denmark, and hosted by

The Danish Royal Academy of Fine Arts, Copenhagen, Denmark

- EAAE Prize:  
Student Competition: sponsored by Lafarge, Romania, and hosted by the “Ion Mincu” University of Architecture and Urbanism, Bucharest, Romania.

#### Approval of New Member Schools

##### School Members

- Universita Degli Stidi di Roma "La Sapienza", Italy
- IE University, School of Architecture, Segovia, Spain
- Beuth Hochschule für Technik, Berlin
- Istanbul Kultur University
- Architectural Association, London
- Ecole Nationale Supérieure d'Architecture de la Ville et des Territoires à Marne La Vallée
- Ecole Nationale Supérieure d'Architecture de Bretagne à Rennes
- Universitatea Tehnica, IASI, Romania
- University of Rome, Faculty of Architecture
- Moscow Institute of Architecture, Russia
- University of Pécs, Pollack Mihaly Faculty of Engineering, Hungary

##### Associated school members

- Ecole Nationale d'Architecture de Chaillot, Paris, France

##### Individual Members

- Pedro Belaunde Martinez, Lima, Peru

#### EAAE Council Members and Project leaders 2009 – 2010

##### EAAE Council Members

- Francis Nordemann (president)
- Stefano Musso
- Hilde Heynen
- Loughlin Kealy
- Ramon Sastre (treasurer)
- Chris Younes
- Luis Conceicao

##### Members retiring from Council:

- Per Olaf Fjeld
- Herman Neuckermans

##### Nomination as Vice President

- Stefano Musso

Nomination for Council Membership

- Maire Henry
- Urs Hirschberg

EAAE Project Leaders

- Per Olaf Fjeld
- Emil Popescu
- Ebbe Harder
- Constantin Spiridonidis
- Leen Van Duin
- Anne Elisabeth Toft
- James Horan
- Maria Voyatzaki
- Loughlin Kealy
- Herman Neuckermans
- Stefano Musso
- Ramon Sastre
- Aart Oxenaar
- David Porter
- James Horan

Project Leaders retiring

- Stephanie Cantalou

Nomination for Project Leaders

- Johannes Kaferstein
- Selahattin Onur
- Zeno Bogdanescu

## EAAE General Assembly

Chania, Greece, 7 September 2009

### Treasurer's Report

EAAE President, Ramon Sastre

#### EAAE / AEEA FINAL REPORT 2008

EXPENDITURES / DEPENSES	Expense
Secretarial costs (salary, running costs, mailings,..)	21.187,78
News sheet	9.452,68
Conferences (Chania, EAAE/ARCC-Copenhagen)	68.165,59
Workshops (Lisbon, Genova, Lisbon, Delft, Venice), incl proceedings	20.649,95
Meetings: council + project ldrs , JWP + ARCC + ...)	14.173,76
Restructuring database	0,00
Public Relations (website, poster, leaflets, membership cards,..)	4.621,28
Miscellaneous	996,06
<b>GRAND TOTAL</b>	<b>139.247,10</b>

ENTRIES / REVENUS	Income
Memberships: (Assoc, Indiv, Schools , ..)	54.522,99
Workshops (Lisbon, Mons, Genoa )	13.685,65
Conferences (Chania 2007 , Chania 2008)	62.235,50
MACE (contribution to secretariat)	5.300,00
Sales (News Sheets, Proceedings, Website, T-shirts)	1.912,88
Bank Interests (Current and forward account)	2.607,54
Others	401,26
<b>GRAND TOTAL</b>	<b>140.665,82</b>

Balance	1.418,72
Fortis Heverlee, Current Account (20.551,56)	-1.108,98
Fortis Heverlee, Forward Account (75.339,26)	2.527,70

#### EAAE/AEEA TREASURE/TRESOR

Per 1 January 2008 / Au 1ier Janvier 2008 94.472,10  
Per 1 January 2009 / Au 1ier Janvier 2009 95.890,82

#### EAAE / AEEA (PROVISIONAL REPORT) 2009

EXPENDITURES / DÉPENSES	Budget
Secretarial costs (salary, running costs, mailings,..)	23.000,00
News sheet	10.000,00
CHANIA: EAAE / ENHSA meeting	69.000,00
Conferences, Workshops (incl proceedings)	14.000,00
Meetings (Council + Proj.Lead., JWP)	16.000,00
EAAE Guide	3.000,00
Public Relations (website, poster, leaflets, member- ship cards,..)	7.000,00
Miscellaneous	2.000,00
<b>GRAND TOTAL</b>	<b>144.000,00</b>

ENTRIES / REVENUS	Budget
Memberships: (Assoc, Indiv, Schools , ..)	50.000,00
Sales (News Sheets, Proceedings, Website, T-shirts)	1.500,00
CHANIA: EAAE / ENHSA meeting	69.000,00
Conferences, Workshops	14.000,00
MACE (contribution to secretariat)	5.000,00
Bank Interests (Current and forward accounts)	2.500,00
Others (Price sponsorship, ...)	2.000,00
<b>GRAND TOTAL</b>	<b>144.000,00</b>

## EAAE / AEEA (ESTIMATED BUDGET) 2010

EXPENDITURES / DÉPENSES	Budget
Secretarial costs	
(salary, running costs, mailings,..)	24.000,00
News sheet	10.000,00
CHANIA: EAAE / ENHSA meeting	69.000,00
Conferences, Workshops	
(incl proceedings)	20.000,00
Meetings (Council + Proj. Lead., JWP)	18.000,00
EAAE Guide	5.000,00
Public Relations (website, poster, leaflets, membership cards,..)	7.000,00
Miscellaneous	2.000,00
GRAND TOTAL	155.000,00

ENTRIES / REVENUS	Budget
Memberships: (Assoc, Indiv, Schools , ..)	55.000,00
Sales (News Sheets, Proceedings, Website, T-shirts)	1.500,00
CHANIA: EAAE / ENHSA meeting	69.000,00
Conferences, Workshops	22.000,00
Bank Interests	
(Current and forward accounts)	2.500,00
Others (Prize sponsorship, ...)	5.000,00
GRAND TOTAL	155.000,00

## New Vice-President by 7 September 2009

### Stefano Francesco Musso



Stefano Francesco Musso was born in Cengio, Italy. He studied architecture at Faculty of Architecture at the University of Genoa, Italy, from which he graduated in 1984. He holds a Ph.D. in "Building and Environmental Rehabilitation" from the same school. He is at present a full professor at the Faculty of Architecture at the University of Genoa where he teaches "Architectural Conservation and Restoration" and "Theories and History of Architectural Restoration". He is director of the Specialization School in Restoration of Monuments and responsible for the Bachelor Course in "Architectural Restoration".

As a scientific advisor, Musso has contributed to many studies and surveys: the ancient monastery of S. Giuliano, the historical quarters of Pré and Porta Soprana, Villa Bickley in Genoa, the historical centres of Siena and Piacenza,

the monumental settlement of the Savona Sanctuary, and the medieval castles of Torriglia and Dolceacqua, just to mention a few. He has been responsible for the restoration works of the Albenga Hospital, the Castle of Salicento, and the ancient parish church of Cengio Chiesa.

Musso is the author of many publications on architectural conservation and restoration. In his scientific production, the technological aspects of analyzing and preserving interventions on pre-industrial buildings refer to the more complex themes of restoration as well as to the methods for a non-destructive analysis of ancient architecture. Other research themes are linked to the invention techniques and to the preservation and rehabilitation of rural architecture. Musso has been an EAAE project leader since September 2005.

## New EAAE Council Member by 7 September 2009

### Máire Henry



Máire Henry is the Head of the Department of Architecture at Waterford Institute of Technology, Waterford Ireland. She graduated with an honours degree from the School of Architecture at University College Dublin, Ireland in 1985. After a short period with Scott Tallon & Walker in London she moved to Paris where she worked with Marcel Breuer Associates before spending 8 years with Renzo Piano Building Workshop. This was a time of intense learning and she was privileged to work on projects such as the Jean Marie Tjabou Cultural Centre in Noumea as well as the Cité International in Lyon.

For the last 12 years she been involved in teaching and a small amount of practice. She lead a team that helped that developed a new public school of architecture at Waterford Institute of Technology. The school had its first set of

graduates this year and has received full accreditation from the Royal Institute of Irish Architects. As well as the new 5 year architectural programme the department of architecture has a long tradition in teaching Architectural Technology. In the process of developing the new programme she became interested in researching the whole area of architectural education. She completed a masters programme and the title of her thesis was 'Changing dynamics in architectural education and their impact in an Irish context'. The new school here in Waterford is important not just for the city but also for the region. It is seen as a catalyst for debate for all those interested in architecture and design in the region.

## New EAAE Council Member by 7 September 2009 Urs Hirschberg



Urs Hirschberg is professor of architectural representation and new media at Graz University of Technology in Graz, Austria. Since 2004, he has served as head of the newly founded Institute of Architecture and Media (IAM) and as dean of the architecture faculty of TU Graz.

Hirschberg received his diploma in Architecture and his doctoral degree from ETH Zurich. He has worked as an independent architect and as an academic researcher and teacher in the field of Computer Aided Architectural Design since 1992, holding positions as lecturer at ETH Zurich and as assistant professor at Harvard Graduate School of Design. In 2002 he joined the faculty of architecture of Graz University of Technology. His research interests include the development of networked working environ-

ments for architecture, the visualization of complex relationships and processes, digital design and fabrication and hybrid environments. At TU Graz, Hirschberg is heading the development of the no\_LAb, a next generation environment for digital design research, and is an editor of GAM, the Graz Architecture Magazine

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### New EAAE Membership Schools

- Moscow Institute of Architecture, Russia
- University Tehnica "Gh. Assachi", Iasi, Romania
- Istanbul Kultur University, Turkey
- Architectural Association, School of Architecture, London, Great Britain
- Beuth Hochschule für Technik, Berlin, Germany
- University Roma Tre, Faculty of Architecture, Italy
- Ecole d'Architecture de Bretagne, Rennes, France
- Ecole d'Architecture Marne-La-Vallée, France
- University of Pécs, Pollack Mihaly Faculty, Hungary



## Photography Next

4-5 February 2010, Stockholm, Sweden

This conference presents two themes, "Photography and Word" and "Photography and Education," each focusing on key issues under current development in the international research field. The first day of this two-day conference will include talks by a handful of internationally renowned speakers from the university and museum sector. The event is open to all scholars of photography in universities, museums and archives. The second day will include parallel seminars where the participants have the opportunity to present academic papers within the two themes.

Photography and Word is open to consider a variety of verbal supplements to photography. From the observation that photographs are highly sensitive to spoken and written language, we invite investigations and experimentation in hermeneutical processing, design manual development, juridical controversies, theoretical analysis as well as artistic, curatorial and journalistic practices. Thus we may highlight problems relating to copyright and/or protection of individual privacy; dissemination and organiza-

tion of digitized photographic collections; visual rhetoric in political and/or commercial arenas; syntagmatic and paradigmatic modes of producing illustrated meaning; manufacturing evidence of criminal/immoral conduct or the use of language in photographic exhibitions.

Photography and Education considers photography as a tool and a subject for education.

- The role of photography in teaching; in history books, educational materials, museums exhibitions.
- Photography taught; from amateur photo classes to public education and professional courses. What have been the intentions behind teaching photography and what have been the dominant values?
- Practical photography as means of education and research, from art school's examination of self, gender, and discourse to research practices that rely on photographic records and documentation.
- Transversal production of generic standards and habits among closed circuits of producers, distributors and consumers.

### Confirmed keynote speakers

- **Martin Barnes**  
Victoria & Albert Museum, London
- **Elizabeth Edwards**  
University of the Arts in London
- **André Gunthert**  
L'Ecole des Hautes Etudes en Sciences Sociales

### Call for papers

Abstracts (250 word maximum) can be submitted until 1 October 2009. State your name, affiliation and contact information and under what theme your paper would fit. Send your abstract to: [Anna.Dahlgren@nordiskamuseet.se](mailto:Anna.Dahlgren@nordiskamuseet.se)

- **Dates:**  
4-5 February 2010
- **Venue:**  
Nordiska museet and Moderna museet, Stockholm, Sweden
- **Last date for submitting abstracts:**  
1 October 2009.
- **Last day for entries for participation on lecture day only:**  
1 November Number of participants are limited. We will give priority to those presenting papers.

- **Detailed program:**  
November 2009

### Organising committee

Behind the conference Photography Next stands a group of four Nordic researchers in photography, all members of the Nordic network for the History and Aesthetics of Photography (funded by Nordforsk 2003-2007).

- **Anna Dahlgren**  
Nordiska museet, Stockholm, Sweden
- **Kimmo Lehtonen**  
University of Jyväskylä, Finland
- **Dag Petersson**  
The Royal Academy of Art, School of Architecture, Copenhagen, Denmark
- **Æsa Sigurjónsdóttir**  
University Iceland

## Structures & Architecture

July 21-23, 2010, Guimarães, Portugal

The 1st International Conference on Structures & Architecture – ICSA2010 – provides a unique forum to disseminate the knowledge of the most advanced technologies, promoting the comprehension of complex architectural and structural applications and exploring the historical and ontological aspects of the relationship between architecture and structural engineering.

The aim of ICSA2010 is to present research and developments on the merging of architecture and structural engineering. It intends to disseminate the knowledge of the most advanced technologies, promoting the comprehension of complex architectural and structural applications.

The conference is intended for an audience of researchers and practitioners world-wide with a background in architecture and in structural engineering. It includes architects, structural and construction engineers, builders and building consultants, construction industry persons, academics, researchers, students, product manufacturers, material suppliers, project managers and contract administrators, asset managers, government authorities of infrastructure development and others.

Call for Abstracts – Prospective authors are invited to submit one page abstract, of no more than 500 words, before 31 May 2009, in electronic form via the conference website [www.icsa2010.com](http://www.icsa2010.com)

Authors will be notified regarding the acceptance of their abstracts no later than 15 September, 2009. Papers are due on 15 December, 2009. Acceptance will be notified before 15 February, 2010.

Call for Associated Events – The conference accepts proposals for other activities, including awards, exhibitions, poster sessions, short courses, workshops, debates and panel discussions. The proposed activities should be directly relevant to practitioners, researchers and educators in the area of "structures and architecture". Participants interested in organizing an event associated with ICSA2010 are requested to submit a proposal to the conference secretariat by 30 June, 2009.

Call for Mini-Symposia and Special Sessions – Participants interested in organizing a mini-symposium or a special session as part of ICSA2010 are requested to submit a proposal to the conference secretariat by 30 April, 2009. Updated information about ICSA2010 can be found at [www.icsa2010](http://www.icsa2010).

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## **EAAE**

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agencies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

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**EAAE Calendar / AEEA Calendrier**

29	<b>01</b>	2010	■	<b>EAAE Workshop</b> Paris / France	<b>L'Atelier de l'AEEA</b> <i>Paris / France</i>
30-31	<b>01</b>	2010	■	<b>EAAE Council Meeting</b> Paris / France	<b>Réunion du conseil de l'AEEA</b> <i>Paris / France</i>
27-28	<b>03</b>	2010	■	<b>EAAE Council Meeting</b> Copenhagen / Denmark	<b>Réunion du conseil de l'AEEA</b> <i>Copenhague / Danemark</i>
27-28	<b>03</b>	2010	■	<b>EAAE Prize 2009-2010</b> Copenhagen / Denmark	<b>Pris de l'ÁEEA 2009-2010</b> <i>Copenhague / Danemark</i>
07	<b>04</b>	2010	■	<b>EAAE Project</b> Amsterdam / The Netherlands	<b>Projet de l'AEEA</b> <i>Amsterdam / Les Pays-Bas</i>
23-26	<b>06</b>	2010	■	<b>ARCC/EAAE International Conference on Architectural Research</b> Washington DC / USA	<b>Conférence internationale de l'ÁRCC/AEEA sur la Recherche architecturale</b> <i>Washington DC / USA</i>