BECOMING AN ARCHITECT
Opportunities and Challenges for Students Who Are Deaf or Hard of Hearing

Beth Tauke, Hilary Hannah, Daniel Santangelo, & R.J. Multari
University at Buffalo – State University of New York
Design for Social Justice: Partnerships in Recruiting Access to the Design Professions

Meet Our Team

an architect, a student, an advisor, and a professor

Hilary Hannah  Daniel Santangelo  R.J. Multari  Beth Tauke
WHY ARE WE HERE TODAY?

1. To let you know that architecture is a profession that you should consider.
2. To establish a relationship between those of us who are already in architecture and those of you considering this career option.
3. To discuss the opportunities and challenges in the architectural profession for you.
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Our aspirations are our possibilities.

Samuel Johnson
English Poet, Critic, and Writer
1709-1784
First, let’s look at what architects do.
Architects design environments for people. Through their work, architects can improve the quality of our lives.

Solomon R. Guggenheim Museum, New York City
Architecture is enriched by diversity of the men and women who join the profession.

The more diverse the architects, the more their designs meet the needs of all people.
Architects design buildings and other structures. Not only do they plan the way buildings and structures look, they also make sure they are functional, safe, economical and suit the needs of the people who use them.
Teams of architects design all types of buildings—houses, schools, hospitals, office buildings, museums, sports arenas, airports, etc.

Milwaukee Museum of Art, Santiago Calatrava
In most cases, teams of architects design both the interiors and exteriors of buildings as well as the spaces around them.
Sometimes, they change older buildings so that they can be used in new ways.
Architecture teams plan the layout of groups of buildings and often are involved in the design of neighborhoods and cities.
Architecture teams work with many types of clients—private individuals, corporate groups, government representatives and communities groups. They help their clients to determine what they need.
Architects work through all the steps necessary to produce a design proposal. They see the design through to completion. Afterwards, they evaluate how well the building works and how it should be maintained.
An architect's work is **challenging**. It requires working with others to:

- develop proposals and sites
- design the organization and function of spaces
- design the appearance of buildings
- determine cost
- organize the construction process
An architect’s work is rewarding!

- Your ideas turn into buildings.
- Your team shapes thriving communities.
- Your work improves life for everyone.
Now let’s take a look at architectural education.
Architectural education gives you the tools to build your career.
It is the time to explore and experiment.
• **What is the nature of design education?**
• **How is it different than other disciplines?**
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- Studio based
- Multi-disciplinary
- Experimental
- Analytical
- Process based
- Very visual
- Very hands-on
Rewards innovation, exploration, risk-taking, critical thinking, and making
Architects are educated in the liberal arts and sciences. They take history, sociology, math, physics, art, structures, construction methods, just to name a few courses...
... but the studio experience is the heart of most architecture programs. It is the place where design, technical, and critical thinking skills are developed.
In studio, you work with groups of 10-15 students. Your studio-mates become your ‘second family’.
The studio is your own space where you can work any time, day or night. It is your ‘home away from home’.
You are introduced to a variety of design processes to help you discover your own working methods.
You draw your ideas.
You build test models and full scale constructions.
You present your work to a jury of experts.
You exhibit your work in public galleries.
You work on community projects that will improve the lives of others.
You experience architecture locally, nationally, and internationally through study trips.
Through these activities, we hope that you become socially conscientious leaders and innovators in the field of architecture.
Let’s hear from Hilary and Daniel about their experiences as architecture students and their advice to you...
1. Positive Aspects of Studio and the Program
Hilary: I think architecture is an excellent field for students who are deaf or hard of hearing because it is very visual and hands on. The most enjoyable aspects of studio for me were drawing and model making because these activities did not require interpreters.
Hilary: Critiques were enjoyable because the reviewers provided meaningful feedback. The groups were small enough that I could read lips and follow what was being said. Presentation was made easier because of the required models and visual aids.
Hilary: Creative problem solving was another aspect I enjoyed. Once I fully understood the assignments, then I could concentrate on the solutions without being frustrated by communication problems.
Daniel: Studio helps stretch your mind and promotes creative thinking. Because we’re all working together so much, studio helps build friendships which could be life-long.
Daniel: I love building things, and I’ve been able to do that in architecture. This past spring, I was part of a group that built a Habitat for Humanity House in Buffalo. It was an amazing experience. It’s a great way to give back.
2. Challenges in the Studio and Program
Daniel: The program is difficult, and very time consuming. We are expected to bring something new to studio every day, and that means long hours and not enough sleep.
Daniel: It's easy to get distracted by other students. Sometimes we spend too much time having fun when we should be working.
3. Issues for Students Who Are Deaf or Hard of Hearing
Daniel: The studio setting can be very noisy because people are talking and working at the same time. This can be a problem for everyone. Usually my hearing did not impact my studio experience. However, sometimes people had to call me several times before I responded.
Daniel: Hearing is not needed as much in studio as in my other classes. I usually missed parts of assignments when they were introduced, but the faculty members were more than happy to explain it again for me.
Daniel: The university does a lot to help hard of hearing students like me. In my lectures I’m allowed to have a note taker because it’s difficult for me to hear and write. Also, I have a bed shaker for the fire alarm.
Hilary: Studio was quite doable. However, large lecture classes were more difficult. Unless I arrived early, I had to sit far away from the professor, which made reading lips and taking notes very hard, particularly if the interpreter was late or couldn’t show up.
Hilary: At times, deaf students can feel isolated in the midst of a group of hearing people. Some teachers and fellow students might feel uncomfortable with deaf students and avoid interaction with you. This can limit some of the daily give and take, which is a helpful part of the learning process.
4. Tips for Success Before You Enroll in an Architecture Program
Hilary: You should take some mainstream classes in high school if you can so that you understand what the college environment will be like. No matter how many services the university provides, you will have to succeed in classes that are geared to hearing students.
Hilary: If possible, take large lecture classes in high school. Interact with small groups of hearing students. 'Practice' for college by auditing a college course at the local community college during high school senior year.
First, it is important to realize that architecture is a demanding major, but very rewarding. You have to have a passion for it in order to do well. Take some architecture-related courses in your high school to get a feel for it.
Daniel: Before applying, visit the school.

‘Shadow’ an architecture student for a day to get a sense of the program.

Attend an architecture review where students present their work.
5. Tips for Success After You Enroll in Architecture
Daniel: Communicate with the professors and teaching assistants one-on-one right from the start. Get to know them up front, and let them know what you need. E-mail them with your questions and concerns.
Daniel: Get into a regular routine where you do studio work during the week and homework for your other classes on the weekend.
Hilary: Contact the Office for Disability Services as soon as possible to request an interpreter and Video Relay Service (VRS). Often, these services are on a first come, first serve basis.

Ask to meet with potential interpreters, and choose the person who works best for you.
Hilary: Find out about the classroom environment (class size, physical layout) before you enroll in a course.

Find out about the technology and services that are available for each course that you take.
Hilary: Before you sign up for a course, ask:

• Is the course lecture intensive?
• Do class members work singly or in teams?
• Is the course writing intensive?
• Are there requirements that are significantly more difficult for deaf or hard of hearing students?
Hilary: Be willing to take fewer courses per semester so that you don't get overwhelmed and fall behind. As soon as you have a question, ask it . . . and make sure you get an answer.
Hilary: Consider taking some of your general education courses (English, history, math, etc.) online. Online courses eliminate the communication problems that can be part of a typical lecture class.
Schedule extra 'one-on-one' time with your professors or teaching assistants each week to:

• understand the words and phrases that you are unlikely to have encountered before

• understand assignments and projects before you begin work on them
Hilary: *Ask professors to make lecture notes available on-line. (Many already do this.)*
Hilary: Understand that regardless of the services offered, your success will be greatly dependent on your ability to function in a hearing environment with all of the extra work that comes with that. Lip reading, note taking, good writing and research skills are all important.
Hilary: Work in studio where everyone learns from each other and helps each other.

Enjoy the experience. You will be amazed at how much you learn in a short time.
We did it!
You can do it!
We can help!
Questions or comments?
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For more information, contact

Prof. Beth Tauke

Center for Inclusive Design and Environmental Access (IDEA)

Department of Architecture
University at Buffalo - State University of New York

tauke@buffalo.edu
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S7: Business Meeting. Photo: Flickr Creative Commons http://www.flickr.com/photos/14606574@N02/1492482189/
S8: The Solomon R. Guggenheim Museum, Frank Lloyd Wright. Photo: Flickr Creative Commons
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S9: Three UB architecture students. Photo: Frank Miller, UB Archives

S10: Construction Documents. Photo: Flickr Creative Commons
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S19: Three UB architecture students discussing studio project with one teaching assistant in studio room. Photo: Beth Tauke

S20: Three UB architecture students discussing project in studio room. Photo: Beth Tauke

S21: UB Architecture student and project in studio room. Photo: Beth Tauke
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S22: UB architecture faculty member helping a group of four students pour a hydrocal model. Photo: Beth Tauke

S23: Two UB architecture students discussing project in architecture studio. Photo: Beth Taukea
S24: UB Architecture student working on project in architecture studio. Photo: Beth Tauke

S25: UB architecture students in lecture hall. Photo: Frank Miller, UB Archives

S26: Left – Female UB architecture student working on project in architecture studio. Photo: Beth Tauke
Right – One UB architecture student and one UB teaching assistant discussing project. Photo: Beth Tauke
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S27: Three UB architecture students and studio professor with flexible casted model. Photo: Frank Miller, UB Archives

S28: UB architecture student working on project in architecture studio. Photo: Beth Tauke

S29: Two UB architecture students working on project in architecture studio. Photo: Beth Tauke

S30: UB architecture student working drawing in architecture studio. Photo: Beth Tauke

S31: Left – UB architecture student fabricating model outside architecture studios. Photo: Beth Tauke
Right- UB architecture student Daniel Santangelo with studio project. Photo: Dick Yencer
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S32: UB architecture studio review of a chair project. Photo: Beth Tauke

S33: UB architecture student work exhibitions
   Left - 2006 Anderson Gallery Exhibit, Photo: Beth Tauke
   Right - 2007 Anderson Exhibit, Photo: Beth Tauke

S34: UB architecture students working for the Habitat for Humanities Program in Buffalo, NY 2007. Photo: Dick Yencer

S35: Left - UB Buffalo Grain Elevators Boat Trip, Photo: Beth Tauke,
   Right - UB Barcelona, Spain Trip, Photo: Beth Tauke

S36: UB Negotiated Construction Project in the University at Buffalo Materials and Methods Shop. Photo: Beth Tauke
S38: UB architecture student working on project in architecture studio. Photo: Beth Tauke

S39: UB architecture student working on project in architecture studio. Photo: Beth Tauke

S40: Two students and three faculty members at UB architecture critique. Photo: Beth Tauke

S41: UB architecture studio project work. Photo: Beth Tauke

S42: Three UB architecture students working on studio projects. Photo: Beth Tauke

S43: UB architecture student at Habitat for Humanity House in Buffalo NY. Photo: Dick Yencer
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S44: UB architecture student Daniel Santangelo with studio project. Photo: Dick Yencer

S45: UB architecture student asleep on studio project. Photo: Beth Tauke

S46: Four female UB students laughing. Photo: Frank Miller, UB Archives

S47: UB architecture student participating in sound booth session. Photo: Frank Miller, UB Archives

S48: UB architecture students operating final project outside of architecture studio. Photo: Frank Miller, UB Archives

S49: UB architecture student and Professor Jean La Marche. Photo: Frank Miller, UB Archives
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S50: UB student taking notes in UB facility. Photo: Frank Miller, UB Archives

S51: UB architecture students in large UB lecture hall. Photo: Beth Tauke

S52: Red person standing out amongst crowd of grey people. Photo: Flickr Creative Commons http://www.flickr.com/photos/21845095@N06/2828171140/

S53: UB undergraduate architecture student working on project. Picture taken through arm of orange chair. Photo: Beth Tauke

S54: Mouth and ear with motion depicting sound between them. Photo: Ghada Mohamad.
S55: UB undergraduate architecture students in large lecture hall demonstrating the prevalence of learning through discussion. Photo: Frank Miller, UB Archives

S56: Kyoto Train Station in Japan. Photo: Beth Tauke

S57: Three architecture students and three architecture faculty members at UB freshman architecture studio review. Photo: Beth Tauke

S58: 12 undergraduate UB architecture students in freshman studio facility. Photo: Beth Tauke

S59: UB professor discussing work with two students in UB facility. Photo: Doug Levere, UB Archives
S60: Two undergraduate UB architecture students constructing models in UB architecture studio facility. Photo: Beth Tauke

S61: Three UB affiliates in the Office for Disability Services. Photo: Frank Miller, UB Archives

S62: UB lecture facility depicting size, layout, and technology. Photo: Frank Miller, UB Archives

S63: UB students and professor working together in on campus sound facility. Frank Miller, UB Archives

S64: People engaged in discussion and asking questions. Photo: Frank Miller, UB Archives
S65: UB students using laptop computers on UB property facing Lake La Salle. Photo: Frank Miller, UB Archives

S66: UB architecture student and professor discussing project during studio review in architecture critique facility. Photo: Beth Tauke

S67: Lecture hall facility with professor, students, and online notes. Photo: Flickr Creative Commons
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S68: Lips in a variety of positions used for communication. Photo: Flickr Creative Commons
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S69: UB architecture students conducting material experiment in architecture studio facility. Photo: Doug Levere, UB Archives

S70: Six undergraduate UB architecture students outside of freshman studio facility. Photo: Beth Tauke

S71: Lecture hall facility with professor, students, and online notes. Photo: Flickr Creative Commons
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S45: Adaptive Environments logo showing an abstracted person with outstretched arms reaching towards a circle. Logo: www.accesstodesign.org and Universal Design Education Online logo showing square close-up photos of an eye, hand, nose, mouth and ear. Photos: Rhona Vogt. Logo: Beth Tauke