

2012 AIA Diversity Recognition Program 2012 U of M Taubman College Arc Start Submission

TAUBMAN COLLEGE arc start

Our team is honor to have the great opportunity to submit their diverse work for consideration for the 2012 AIA Diversity Recognition Program. Our educational organization admires and it is inspire by the constant efforts and commitments that the AIA produces in order to promote diversity in the great field of Architecture.

Applicant

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Arc Star Commitment 2009-2011

Our 3 weeks educational residential program offers underrepresented and diverse high school students the opportunity to experience the rewarding intensity of a college Architecture studio. The program provides students with a taste of life in a college town along with the confidence and skills to pursue a career in Architecture or design. Arc Star provides Scholarships to students that express financial need. Our goals is to celebrate diversity in order to create a future of great leaders from groups that are underrepresented in which will propell better opportunities and equalities.

PREPARATION: The program provides highly individualized academic advising, the personal attention of faculty in an intensive yet nurturing environment during the summer. Skill-building workshops will increase students' abilities to understand, evaluate, and communicate ideas. In addition to attending required courses in drawing, model making, and three-dimensional technologies, students will be provided with a broad academic foundation of principles in subject areas considered essential to the study of architecture and design. The program also incorporates several exploratory architectural educational field trips in cities around the Midwest for example: visit to the cities of Chicago, Detroit, Ann Arbor, and many other architecture sites around the University of Michigan.

EXPERIENCES: Living on the University of Michigan's North Campus, students will experience the collegiate lifestyle and have opportunities to strengthen their academic skills, develop a peer support network, and familiarize themselves with the campus and its resources. Students will benefit greatly from presentations conducted by the Office of Financial Aid and the Office of Undergraduate Admissions on how to prepare for college. The three-week session culminates in an exhibit of students' work and a reception for the participants and their guests.

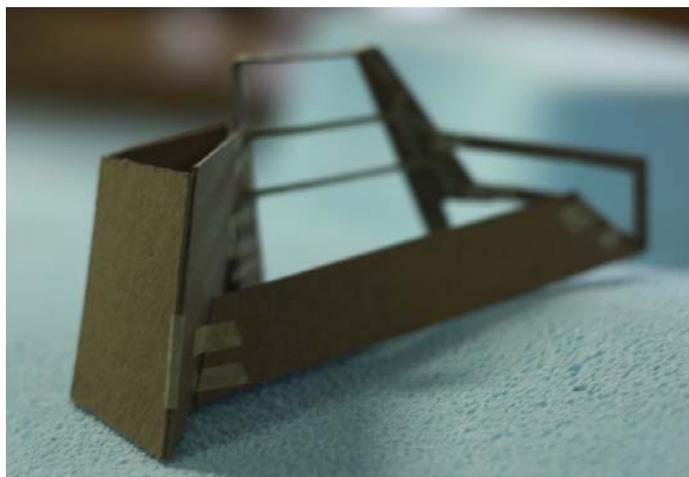
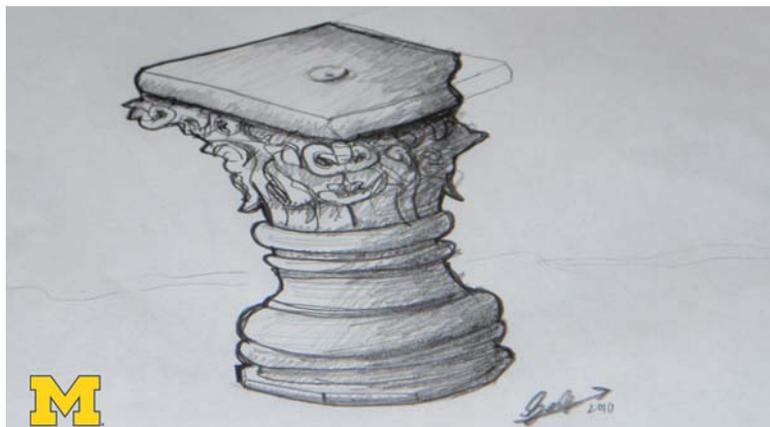
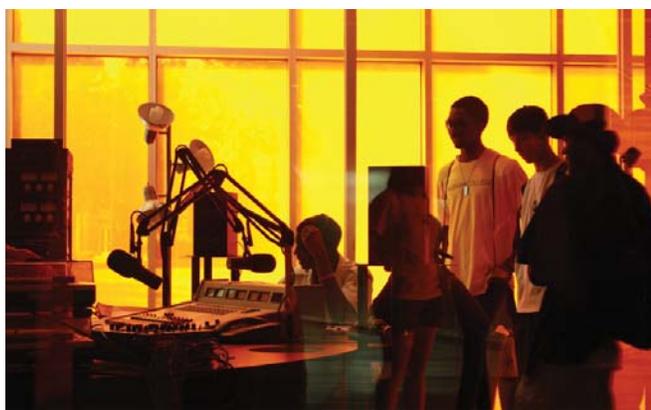
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Justin Hung

- A month in the studio environment stimulated me to think about how people interact with space, architecture's multidisciplinary characteristics, and its impact on society, while introducing me to manual technical skills and computer-aided design.

Making models by scoring, folding, and cutting ribbons of chipboard was our first exercise. It was a nice way to experiment with forms and to get used to working with the material. I liked working in a studio environment where we could bounce ideas off of each other.

Luis introduced us to AutoCAD and Rhino soon after. After learning the basics, we modeled our sites and had made by the CNC machine. Watching the standard CNC at work was a good experience, but getting to see Taubman College's 7 axis CNC monster robot was amazing.

Our weekend trip to Chicago with a focus on experiencing the architecture was a great experience. Some highlights were Millennium Park, the John Hancock, the Sears Tower, IIT, and the Aqua building. We also looked at things in Ann Arbor and Detroit; namely the Rosenthal Cube and Lafayette Park.

We attended a passionate talk by a guest lecturer which re-enforced architecture as a creative and multidisciplinary field. I learned a lot just from being around people who are love architecture.

Our main project was to create a pavilion for reflection. It was a very broad and abstract assignment. It was interesting to see all of us interpreting it in various ways. We sketched our ideas and had a pin up, which I appreciated as a way to discuss and clarify ideas. We learned and practiced basic drafting and model making skills; this was very useful. We created study models to express our abstract ideas, which went through several critiques, before we created our final models and presented our pavilions. Our instructors thoroughly questioned my design decisions which pushed my project to a new level; I appreciated that.

I enjoyed it and I recommend it.

Justin Hung
First year architecture student
Montreal, Canada

To Whom It May Concern:

I participated in the University of Michigan's ArcStart program during its second year, the summer of 2010, as a rising high school senior. The three-week program was presented as an introduction to life as a student of architecture, and our experience included ideation and theory, model-making, architectural history lessons, and

My fellow campers and I each began the first week with a piece of cardboard and an

X-acto knife. We were instructed to score, cut, fold, and manipulate this cardboard in different ways, and at the end of it all, we our cardboard was critiqued by the instructors.

Going through exercises such as this one, the challenges of an architecture student seemed very odd at first, but they were just as soon very engaging. The structure of the program allows several hours of studio time per day, and I would lose track of time sometimes, engaged in—and sometimes frustrated by—my work. At the beginning, our goals included making good shapes and general structures with our materials, but by the third week, when we were working on our final projects, this had extended to careful thoughts about building scale, environment, and the biggest challenge of all: architecture.

Along with making models and sketches in the studio, we spent time in various classroom settings. One theory-based challenge we were asked to think about was the definition of architecture. Going into ArcStart, I felt that only beautiful buildings must be architecture, but the program changed my mind in this respect. I certainly came out of the three weeks with a better awareness of the technicalities that go into creating spaces for people. It was oddly encouraging to realize that we, as humans, have the desire and capability to improve our environments, which in turn really influences the way we live.

ArcStart heavily influenced my decision to study industrial design at Purdue University, where I am now. Although I had an interest in design before ArcStart, the program taught me the rewarding process of finding creative solutions to problems and challenges. The projects we did also gave me plenty of practical fabrication skills—both on paper and using modeling software—that I am currently using in my college classes.

The length of the program definitely benefits it; being able to spend three weeks in this environment ensured that my fellow campers and I could get comfortable with the thought process required to complete our projects. We were also able to make several trips, such as daytrips into downtown Ann Arbor and Detroit, and a weekend excursion to Chicago. In our classes and our downtime at the university, we saw pictures and videos of various cities' famous architecture, but being able to see it all in an academic setting was a great way to connect our studio work to an architect's ultimate goal.

It is certain that I gained a lot by participating in ArcStart, and I would recommend it to any student with an interest in architecture.

Sincerely,

Clare Drummond

Dear American Institute of Architecture:

I would like to recognize a wonderful program through the University of Michigan's Taubman College of Architecture called ArcStart. Last summer, I wanted to go to some sort of college program so that I could explore new careers and different programs that a university offered. ArcStart offered that opportunity and I was glad to apply to the program. The program directors were very friendly and were willing to answer any questions I had about architecture. During the program we took trips to Detroit and Chicago and experienced what it would be like to be a real architecture student. We also had fun activities in the dorms after our time in the studio was done. Overall, I learned what it was like to be an architecture student at the University of Michigan as well as learned about the college and the programs it had to offer.

Our mentors taught us the basics of studio technique and spatial thought during the three week program and by the end of the program, we each had a unique design that we presented to professors, instructors, and family. For the tuition cost, we were provided materials for the studio and room and board for three weeks in a dorm at the university. We started with a simple design, using a piece of tag board to make a 2D draft. Then we sketched our draft and tried to develop it into a more 3D design that could become a space in the real world. After a few desk critiques, we had created beautiful structures using white board that looked crisp and clean thanks to our newly acquired cutting and pasting skills. For our final presentation, we had to explain our concept and present each step of our process. Overall, the program enhanced our spatial and creative thinking as well as our ability to convey our ideas verbally and visually to an audience.

During our trips, we explored the work of notable architects like Mies van der Rohe in Chicago and Detroit and also participated in recreational activities like going to a Tigers' baseball game and visiting Millenium Park. We also visited local architecture studios in Ann Arbor, including a small, private firm, and a branch of a large, corporate company. Other times, we were exposed to architecture from different countries by watching interesting videos about cities like Dubai, Paris, and Buenos Aires. Our instructors emphasized the importance of making a building accessible to all different types of people. They encouraged us to build for the better of the world rather than for profit if we went on to become professional architects. Many of the videos showed a divide of socioeconomic situations in their architecture and we discussed how we could change that in the future. The program emphasized equality and diversity as well as communication and interaction between all different social groups.

Thanks to ArcStart, I got a better idea of what it was like to be an architect student and learned the important parts of being a professional architect. I met many great people that participated in the program and gained connections to some learned architecture professors and students. The program was fun and educational and gave a great perspective of what it means to be an architect. ArcStart deserves plenty of recognition for its fine motivation of future architects.

Sincerely,

Chelsea Pugh

Taubman College of Architecture and Planning:

Hello, my name is Alicia Revezzo, I am currently a student at the University of Michigan and during the summer of 2010 I had the pleasure of taking part in the pre-architecture program, ARC START. ARC START was a four week program at the University of Michigan where high school students, such as myself, lived in the residence halls and attended classes and workshops which gave the students a foundation of principles and skills needed to pursue a career in architecture. We as students had academic instructors who guided us through our development.

The classes and workshops that we, as students, attended were those that focused on skills that one needs to have a career in architecture. On the first day of the program we were given a textbook, drafting material, and a sketchbook which we were to use throughout the program. The instructors walked us through different challenges that we faced as we continued to learn and develop. We started off by learning the basics, engaging in different activities to allow us to look at space and the relationship of two or more objects in different ways, and applying basic fundamentals of architecture and design. As the program progressed we learned the fundamentals of architecture, along with three dimensional modeling, and the history of architecture along with developing our sketching, drafting, and teamwork skills. We applied all the techniques and skills to an end of the program team project and individual project. Each student was responsible for designing a pavilion or space of reflection. Workshops on sketching and drafting helped us to model and represent our design from multiple perspectives. Then a group of four or five students had to collaborate to research, design, and model a site in which we each placed an individual portion of the project. The basics of computer modeling software such as AutoCAD and Rhino were used to design the sites that teams created, and then model those sites to scale. In total the project focused on developing individual and team work. Throughout the design process, individual and group critiques were held which helped to push individuals to think of things from new and different perspectives and to expand their skills and capabilities. The project encompassed all that we had learned and taught each of us the basic principles of architecture. Because we had a lot to complete the project in a short amount of time, ARC START helped develop time management, responsibility for oneself and one's work, as well as a strong work ethic and dedication.

During the program we did not only learn in the classroom, but had multiple field trips in which we applied the knowledge that we were learning to real world applications. We went on a trip to Detroit where we were given a tour of different architectural landmarks of the city, and learned the history behind them. We also went to Chicago and learned about the landmarks there as well. Learning of other's ideas, difficulties, and all the work that was put into a design made it easy to relate to the project that we were working on, and helped us to better understand architecture as a career.

Though I knew little to nothing about architecture and a career in architecture when I first started ARC START, the academic instructors and peers helped me to develop and learn as much as possible. From the workshops, projects, lectures, and on site learning, I was able to expand and grow in my creativity, teamwork, and work ethic. ARC START created a safe, friendly, knowledge rich environment in which I developed as a person and an architect. The skills and memories that I learned and made during ARC START will always be a part of me, and I would highly recommend this program to any other perspective architects.

Sincerely

Alicia Revezzo