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Roberto Cavallo is an associate professor in the Department of Architecture at the Faculty of Architecture & the Built Environment, Delft University of Technology. Since 1996, he has been teaching and conducting research at Delft, where he served as Vice Dean of Education from 2014 to 2019. He currently chairs the section of Theory, Territory, Transitions, leads the Architectural Design Crossovers group, and is a member of the Department of Architecture Research Steering Team. He also coordinates the research line on Architectural Pedagogy.

An architect by profession, he was educated at the schools of architecture in Naples and Delft, where he completed his PhD in 2008. After earning his MSc in 1991, he worked at the offices of Cees Dam & Partners and Studio di Architettura (Amsterdam), becoming a partner at the latter in 1996. He collaborated with Aldo Rossi's office on Dutch projects including the Bonnefantenmuseum in Maastricht and the Slachthuisterrein in The Hague. In 1999, he co-founded Studio-AI in Amsterdam.

In 2013, he was a visiting professor at the Shanghai Academy of Social Sciences, the Centre for Urban and Regional Studies, and the Faculty of Architecture at Hong Kong University. In 2014, he taught at the College of Architecture & Urban Planning at Beijing Technical University, and in 2020–2021 at the Faculty of Architecture, Urban Planning and Construction Engineering, Politecnico di Milan. He is a member of the Architectural Research Network ARENA, and an advisor for the Dutch Architects Register and various Dutch and European funding programs. On behalf of the Faculty/Department of Architecture, he leads several research initiatives in the Netherlands and abroad. His expertise involves an interdisciplinary and multiscale approach to architecture.

Empowering Communities of Professionals and the Role of the New European Bauhaus

Architecture today faces a multitude of complex and overlapping challenges that are constantly evolving. As the Charter of Architectural Research of the European Association for Architectural Education (EAAE, 2022) states, architecture is not simply the act of designing buildings or planning cities – it is a discipline rooted in interpreting and shaping the built environment while engaging with ethical, cultural, environmental and socio-economic realities. Contemporary conditions of dynamic change are broadening the scope of architectural practice, forcing the discipline to reconsider its founding principles and position in a wider, interconnected network that includes design, art, science, engineering, planning, management and construction. Both academic institutions and professional bodies are increasingly emphasizing the importance of interdisciplinary engagement as architects are called upon to perform a variety of roles that go beyond traditional design work.

A significant aspect of the current professional landscape is the fragmentation of practice. Across Europe, approximately 70% of architectural practices are run by a single individual (ACE, 2024). Additionally, despite the overall scale and economic value of the construction industry, architects control only about 1% of the market share (ACE, 2024). These figures are stark and raise pressing questions about the visibility, value, and influence of the architectural profession in shaping our built environments. More importantly, they signal the need for collective action—a call to unify efforts, reinforce the communities of professionals, and empower the next generation of architects to meet the demands of an increasingly complex world.

Education plays a central role in responding to these challenges. It must evolve to reflect the changing realities of the profession and prepare students to think critically and act creatively within this intricate framework. This means creating environments that foster interdisciplinary dialogue, encourage mutual learning, and promote the exchange of ideas between students with diverse educational and cultural backgrounds. Design-driven approaches remain fundamental to architectural education, not

only as tools for innovation but also as catalysts for collaboration. By embracing the notion that creativity thrives through interaction and shared insight, architecture can unlock new potentials through collective intelligence.

The New European Bauhaus (NEB, 2021) initiative aligns with this vision. NEB promotes community-building and collaborative practices aimed at societal transformation, while also bridging the gap between cultural heritage and forward-thinking innovation. It encourages ecological responsibility, social justice, and aesthetic quality as inseparable dimensions of architectural work. By incorporating NEB principles into education, architecture students can be trained not only as competent designers but as proactive agents of change—individuals who contribute to more sustainable, equitable, and livable communities. Initiatives like the NEB Academy (n.d.) are working to provide essential pathways for this transformation, fostering reflective, context-sensitive practices. Ultimately, this evolution in education and practice will strengthen the profession and ensure that future architects are equipped to navigate the challenges of our time with confidence, creativity, and responsibility.

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