

ByDESIGN

An Online Journal of Exceptional Achievement

UC Berkeley
College of
Environmental Design
A 10 Year Plan

**KARINA
RUIZ, AIA
BRIC
Architecture**

**Passion for
Planning &
Social Justice**
Bo Chung

VOLUME 40 Fall September 2021

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ByDESIGN is published by: ByDESIGN Enterprises

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ON THE COVER

The cover photograph of UC Berkeley's College of Environmental Design (Wurster Hall). It was taken and contributed to ByDESIGN on August 18, 2021 by award-winning journalist Lauren Hernandez.

Learning for Today, Tomorrow, and Forever

Rogelio Roy Hernández



Mahatma Gandhi said: "Live as if you were to die tomorrow. Learn as if you were to live forever."

This 'back to school' issue is about leveraging design as a tool for social justice, entrepreneurialism, and finally, economic empowerment. Education is the key to progress for people of color, as it empowers our BIPOC with the required skills to improve and defend our communities.

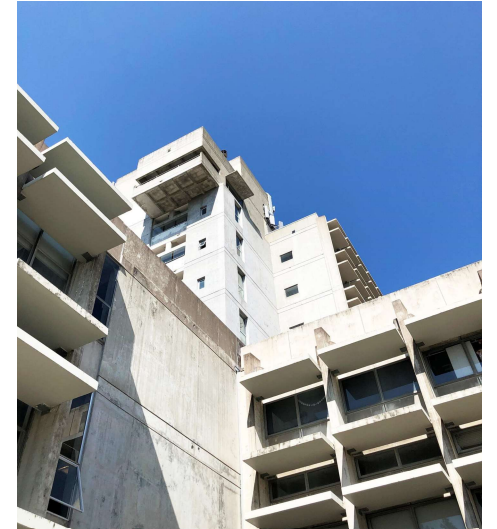
We also focus on Latinx students, teachers and professionals. As September is Hispanic Heritage Month, recognizing Chicanx/Latinx contributions to many facets of American society, including the built environment.

In the **City Planning** piece, 'Bo' Clung shares his story about family, immigration, and how his lived experience and numerous advanced degrees shaped his passion for planning and social justice.

The **Cover Story** by **Joseph Martinez** (the 'Father of Chicano Architecture') and **yours truly** provides a plan for advancing UC Berkeley's values of creating a pedagogy optimizing student learning. The Plan focusses on diversity, inclusion, equity and adopting new ways of learning at the College of Environmental Design (CED).

The **Architecture** article recounts the journey of **Karina Ruiz**, AIA, who utilizes architecture to build relations and inspire communities.

James Rojas offers his view on educating Latinx students in the **Latino Urbanism** article. The **Diversity in Education** article portrays the results of a survey examining learning, diversity, inclusion and equity by CED students.



College of Environmental Design, University of California, Berkeley
Photo: Randy Vasquez

The **Transitions** article, sadly, recognizes the passing of a dear friend and CASA alumnus, Fred Atilano, remembered by CED classmates **Oswaldo Lopez** and **Antonio Pizano**. And superstar students, **Samantha Andelon**, CED CASA Chair/President and **Jovany Vallejo Martinez**, contribute a status on CASA activities and a CASA Newsletter.

Malcom X said: "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Get your passports ready; the diversity, inclusion and equity train for a better tomorrow is boarding. Adelante!

Perspective

A Pedagogy of Now

In 2010, 32 years after graduating from CED, I was invited to a meeting to advocate for a highly qualified Latina who was denied admission to CED. Babette Gee, Kitty Hoover and Maritza Delgadillo - all CED M Arch classmates of mine, had scheduled the meeting. CED had a new dean at the time. After some discussion I asked a question whose response would light a fire under me: "What are the criteria for admission and are there defined policies and processes for evaluating candidates?"

The undergraduate and graduate admissions officers were there; and after an uncomfortable pause one of them responded: "We have a summer program for students to learn about CED. If they think like us, write like us and draw like us - and we like them, we advocate for them." It was not surprising the BIPOC admissions at CED were as low then as when I matriculated in 1978. (To the credit of the new Dean, this began to change soon thereafter.)



Fast forward 11 years; what a difference a decade makes. As the rhetoric for diversity, equity, and inclusion bellow through the hallowed halls of CED with more frequency than the all-nighters CED students regularly pull, it's time to examine where CED diversity stands today and ask: Can CED generate creative and actionable solutions, with transparent, measurable metrics, to gauge if real progress is being made?

As of this writing UC Berkeley/CED are adopting a number of exciting policies and programs to address systemic discrimination. These are the first steps in the proverbial journey of a thousand miles. Examples include:

- "New Faculty Cluster Hires: adopted by UC Berkeley to address global issues, equity, and justice; a tool CED can leverage to increase faculty of color, foster community, and broaden the intellectual focus on non-European design and planning pedagogies.
- "The ARCUS Social Justice Corps (ASJC) Fellowship, offering significant debt-relief to students who intend to do social justice work after graduation.
- "CED Architecture: A call to Action: published in 2020

The ideas encapsulated in these initiatives are not new, they've been around for 50 years. It's time for action not rhetoric. There is an opportunity to fuse the energy of the moment with the brilliant brain power at CED to implement a Pedagogy of Now.

Passion for Planning & Social Justice

"Bo" Jack Chung, Senior Project Analyst

Volume 40 September 30, 2021



City Planning has always been an area of study encompassing a multi-disciplinary perspective, including spatial analysis, policy, zoning, etc. But there is an exciting new generation of professionals transforming the discipline into a platform for equity and social justice. This is the story of one such superstar thought-leader.



Immigration on May 2, 1988

Your family immigrated from Hong Kong when you were a child; what was the catalyst?

My family's immigration journey began long before I was born. When my aunt was a teenager, a gentleman returning from NYC came to my grandmother's village to choose a bride. After a few days of meeting potential brides, he chose my aunt. My aunt was young and frightened, with pressure from my grandmother and great grandmother, she reluctantly agreed. "Do it for the family", they said, "It would be better for everyone."

Fortunately, my uncle was a very nice man, he owned a successful laundromat in New York. Over 20 years, my family slowly made their way across the Pacific, my grandmother was the first to be reunited with my aunt in the US. Prior to her departure, she commanded my father to be married before he left. Being the eldest son, my father was hastily married to my mother within a year. A full ten years after that, with my brother and I, having been born in Hong Kong during its golden era of the 80s, it was our turn to be reunified with our aunt. She decided New York was too urban for us and we reunited with her and the rest of the family in Oakland's Chinatown in 1988

Your educational and professional experience have a constant theme: race and environmental justice with social equity. What is the root of this conscientiousness?

One key thing that became apparent growing up was my parents had to work a lot of menial jobs. My mom mopped floors at McDonalds in Oakland, and my dad started real rough work at an overnight warehouse.

Because my brother and I were the ones who picked up English within a year, we had to translate for my parents. Just seeing how losing their voice made my parents helpless really lit a fire in me in terms of "why is this so unfair and unequal to them?"

Ultimately, both of my parents found their way to full time work in food services at UC Berkeley. There were instances where my mom felt like she was being bullied at work, or being made to do more work because she didn't speak English that well. She always went above and beyond because there was always this fear of being fired from the job. Their sense of helplessness really impacted me. It gave me a strong desire to make things better for immigrants.

30 years after immigrating to this imagined better life, I walked across the stage to receive my degrees from UC Berkeley in a dual MA program. Is this the better life my parents, like countless other immigrant parents, wanted? Was it worth the sacrifice? It continues to be a complex issue as we struggle with AAPI hate assaults, systemic racism in society, and even anti-Blackness within the AAPI community.

What became clear to me was that I needed to use my privileges and good fortune to make things a bit better for those who don't get to do so.



Graduation May 2018 with Mama and Papa Chung

“ 30 years after immigrating to this imagined better life, I walked across the stage to receive my degrees from UC Berkeley in a dual MA program. Is this the better life my parents, like countless other immigrant parents, wanted? Was it worth the sacrifice? ”

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You've earned a number degrees: three Masters (City Planning and Public Health from UC Berkeley and a third in China Development Studies, University of Hong Kong) and BA in International Economics & International Development Studies from UCLA. Why so many degrees?

(Laughs.) There is a deep love and commitment to education my parents shared with my brother and me. One of the key reasons why we left Hong Kong was for my brother and me to get a shot at a better education. It was something drilled into our heads. When I was choosing my undergrad path, I was accepted to UC Berkeley and UCLA; both very fine schools.

But when I chose UCLA over Berkeley, my god, it was the most confounding thing to my parents. I am not kidding, up until two or three years ago (at 36) my mom would still say "I never understood why you chose UCLA over Berkeley."

There was a very strong sense of their sacrifice translating into our educational access. I initially picked International Economic Development studies because I was so fascinated by geopolitical issues around immigration, and why people risk life and limb to come to the United States. I was thinking I wanted to work with the UN on sustainable development, and international development studies.

I saw a path for me to the UN through working in China in sustainable development and clean energy. That's how I ended at the University of Hong Kong. After working for some time in the clean energy sector in China, it dawned on me that it wasn't the farmers that were going to get us to a sustainable climate stable era, it was the people living very unsustainably in the cities. That's where my desire to pursue a city planning degree came in.

I had no intention of pursuing a third MA in public health. A month into my MCP program at CED, I met my mentor, Malo Hutson. He took me out to coffee and after hearing about my compassion for social justice issues and caring for people who live in cities, he encouraged me to get a Public Health degree.

“ I had no intention of pursuing a third MA in public health. A month into my MCP program at CED, I met my mentor, Malo Hutson. He took me out to coffee and after hearing about my compassion for social justice issues and caring for people who live in cities, he encouraged me to get a Public Health degree. ”



March 17, 2016: MCP Student Awarded Schmidt MacArthur Fellowship

Bo Chung (M.C.P '17) and his mentor Malo Hutson, Assistant Professor of City and Regional Planning, were one of eighteen teams recognized by the Ellen MacArthur Foundation. The prestigious fellowship is the only program in the world to engage students and their academic mentors as a partnership.

What were your takeaways from studying City Planning at CED?

I liked the really passionate students of color. The ones that make it into CED have a certain level of scrappiness to them, a genuine desire to make our urban built environment better, especially for those who have suffered most from poor city planning in the past.

That has been a key component of what I loved most at CED. We could not have organized to bring back the diversity scholarship without an impassioned group of students as well as alum. The least favorite part of CED has to be the lack of practice of what is preached within the program.

We talk about stakeholder engagement and participation and yet I feel as if though city planning students are disempowered when it comes to how they are engaged, and how decisions are made in terms of what we study and how to build a better pipeline for disadvantaged students.

The History of City Planning course, during that time was a disaster. I was not fortunate enough to take the class with Professor Ananya Roy as she had just left for UCLA. It was a big missed opportunity in terms of rethinking what the history of city planning could look like, particularly when we think of issues like health and racial equity.

The course was still studying old dead white men thinkers in the field, taught by someone who was not particularly engaged with current issues or materials. We missed the opportunity to inject some of the more innovative and community ways of city planning in that class, which reflected the shortcoming of an overly academic approach to urban planning.

It was very challenging for student organizers, student activists and even student bureaucrats (laughs).

I was the president of the Planning Student Association for one year. It was very difficult for us to get any kind of meaningful change to take place within CED. I feel if you did a meta-analysis of all student exit interviews you would probably see the same issues coming up again and again, and yet we were not able to do much to address that.

I look at other city planning programs like MIT, UNC, and UCLA. Those programs treat students as an integral part of the program, in terms of identifying topics, themes, theories, and implementations, not disempowered individuals.

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I feel, in some ways, CED is not quite living up to its brochure around practices of social justice and racial equity, training the future leaders who will need to know how to engage with communities that have long been defunded and divested. We are not equipping students with enough skills around implementation, I think that's the name of the game. We train highly critical, highly academic, theoretical people within the field of planning.

And yet we have a really challenging time in terms of thinking about how we actually implement health and racial equity practices within city planning. How do we actually get there? How do we make our cities more equitable? How do we collaborate with people that have other types of knowledge and lived experiences that are crucial ingredients of resilient cities?

You worked at the Dellums Institute for Social Justice on a key report called 'Housing Oakland's Unhoused' and served as an evaluator of Restoring Our Communities, a program based in Oakland's Laney College assisting formerly incarcerated individuals reenter society. What was the most significant impact these programs had on the Oakland community?

How so many of our lives are governed by invisible systems. They are invisible so long as you are of a certain category, the edges of these systems dictate your life in varying degrees. One thing that had a deep impact on me was looking at the people the system has failed, namely

immigrants - both documented and undocumented, people who are experiencing homelessness or are unhoused, people who are formerly incarcerated and have a lot their rights stripped away.

Our institutions, our cities, our government are not serving them, in many ways not by accident. These are intentional outcomes that cause unnecessary harm and have grave repercussions in our communities. The amount of trauma generated when you have someone taken away for selling marijuana when it was illegal reverberates through the community.

Having someone who's coming out with decreased rights, decreased access to economic opportunities, is a very real outcome of a system that shapes our communities for generations. Often times, even when we have legislation to correct these wrongs, like for removing a record related to marijuana, it takes a team of dedicated people to help impacted folks get that done, from assessing their case, to restoring their trust in a system that screwed them over in the first place.

What I have gained through these experiences is we need to take a systems approach, but still have a compassionate heart to approach these issues. I feel, in many ways, the way we talk about and approach housing, a supply and demand issue, purely labor, land, and materials, takes the heart out of the fact that we have people dying on the streets.



Housing Oakland's Unhoused

A report co-created with the unhoused community to detail solutions and identify funding sources to house all of Oakland's unhoused people now.



Top: City of Oakland, City Planning Internship photo, summer of 2016

Bottom: The Borders and Bodies Collective working with our mentor, Harry Snyder in 2018

Passion for Planning & Social Justice

You currently work for the State of California's California Strategic Growth Council as a Senior Projects Analyst, on the High-Speed Rail. What does your role as coordinator of community engagement entail?

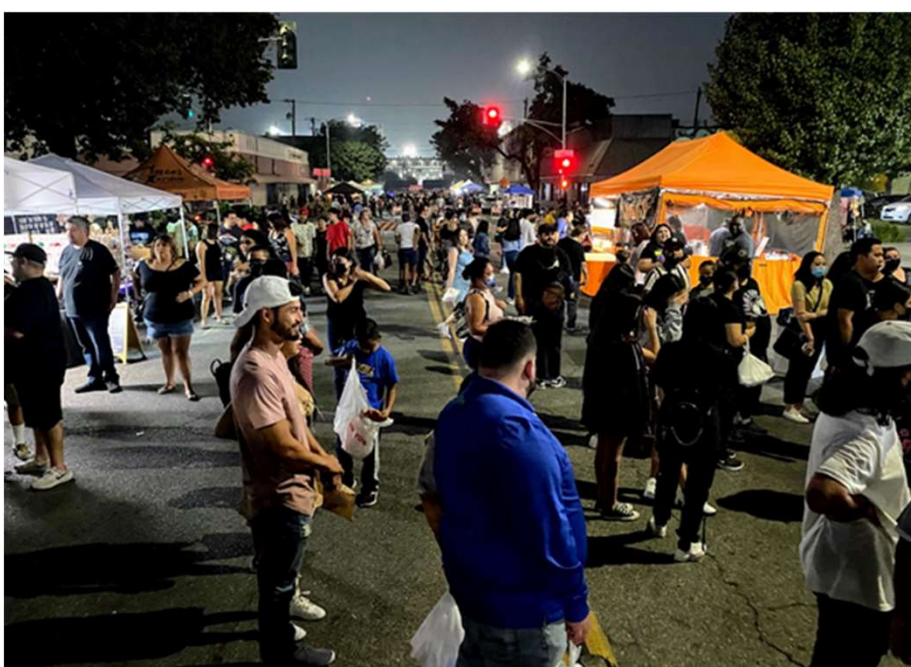
I'm actually driving to Fresno right now to build a relationship with a stakeholder who is an absolute pillar of the community. He's working his darndest to help Chinatown in Fresno thrive.

My work with the Strategic Growth Council in partnership with the High-Speed Rail Authority, is trying to create an inclusive community plan in the future high-speed station in the central valley corridor. My focus is on Fresno because this is a key station in the Central Valley. It's going to be happening in downtown and with any massive infrastructure project, there is going to be street closures and disruptions. The economic shut down with the pandemic has really impacted local business, and now with street closures; these resilient businesses are struggling to survive. These are unique, one of a kind mom and pop restaurants and business that have been around for decades.

I'm working with stakeholders to elevate their input, collaborate, and work with them to take an approach that is key to the Strategic Growth Council's strategy in working with community members. We want to develop community plans as well as direct investments to address community priorities interfacing with the largest, 11-billion-dollar, infrastructure project in the country. How do we make sure this infrastructure project will create a system that is inclusive of communities that have been most impacted?



Above: Sexual Harassment Protest Fall 2016, UC Berkeley



Above: August 559 Night Market in Chinatown, Fresno, Kern street, 2021



Above: Diversity Scholarship protest during Planning Accreditation Board visit in Fall of 2016

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Fresno, like most other sprawling cities, has more well-off neighborhoods spread out in the outskirts. Whereas the historic downtown has been hollowed out by the development of suburbs, white flight, and investment moving into single family gated communities.

With high-speed rail coming in, connecting that region of the state to some of the more prosperous areas like San Francisco, Los Angeles and Southern California region, presents an opportunity to what life in the central valley could look like. We want to make sure that this change is going to be inclusive, this change will be beneficial and will lift up and provide greater opportunities for communities who have had a lack of access.

What would you say have been the keys to your success?

My community. First and foremost, having supportive community folks, and family, and mentors. I never actually had a mentor until I started grad school at UC Berkeley.

Having professionals who have been in the field and recognize, acknowledge, and appreciate the reasons I'm doing what I'm doing. Having someone who's willing to kick down doors for you and provide those opportunities. Whether it's writing a letter of recommendation, or identifying opportunities for funded research. These are things that don't come around unless you have someone actively in your corner.

The other component, is being focused on impacts. The end goals of getting these degrees aren't just to have a bunch of letters behind my name, but rather what is the impact I ultimately want to have? How am I going to be a net positive in my short time on this world? How will I have made my community, the state of California, whatever realm I want to put my energy and dedication towards? How will that realm ultimately be made slightly better, or at least not worse? And not doing it as an individual. How do I amplify the impact and effort of how communities are making themselves?



Top Left: Mural in Bogota on funded research trip in 2017, a good visual representation of the interconnectedness of it all.

Above: An urban garden within a Favela of Rio de Janeiro, part of funded research on sustainable communities strategies in summer of 2017.

Left Top: I am second from the left, photo was taken around 1984/1985.

Left Bottom: With the family in 2017 for my father's 65th birthday.

Left: Doorway in Montevideo, Uruguay, during funded research trip on sustainable communities summer 2017. This photo always fascinated me because of how it represented access

10 Year Plan, CED, UC Berkeley

Joseph Martinez, Rogelio R. Hernández



Preface

Today, the USA is undergoing its day-of-reckoning. California, the most progressive state in the country, is well on its way in showcasing diversity, equity and inclusion.

As published on its web-site, UC Berkeley's Values are clear: "Deliver service with integrity; Approach learning as a process, not a product; Create innovative pedagogy and practices that optimize student learning; Operate from a student-centered framework; and Respect diverse ways of knowing and learning." Now, UC Berkeley's College of Environmental Design (CED) must answer this call too.

While the recommendation made in this Plan are mainly focused on the Department of Architecture, the concepts presented here are applicable to all CED Departments.

Goal & Objectives

The goal of the Ten-Year Plan is to provide Chicana/Latina students the opportunity to obtain the best higher-level education possible in an environment that provides access, diversity, equity, and success leading to economic empowerment. This is not to say CED is not/has not provided competent instruction; however, changing times necessitate changing venues for a changing demographic.

The objectives of the Ten-Year Plan are to:

- Develop, promote, and implement a holistic platform for the education of Chicana/Latina undergraduate and graduate students, and others, at CED
- Increase diversity of throughout the faculty
- Establish Centro de Chicana/Latina Aesthetics (CCLA)

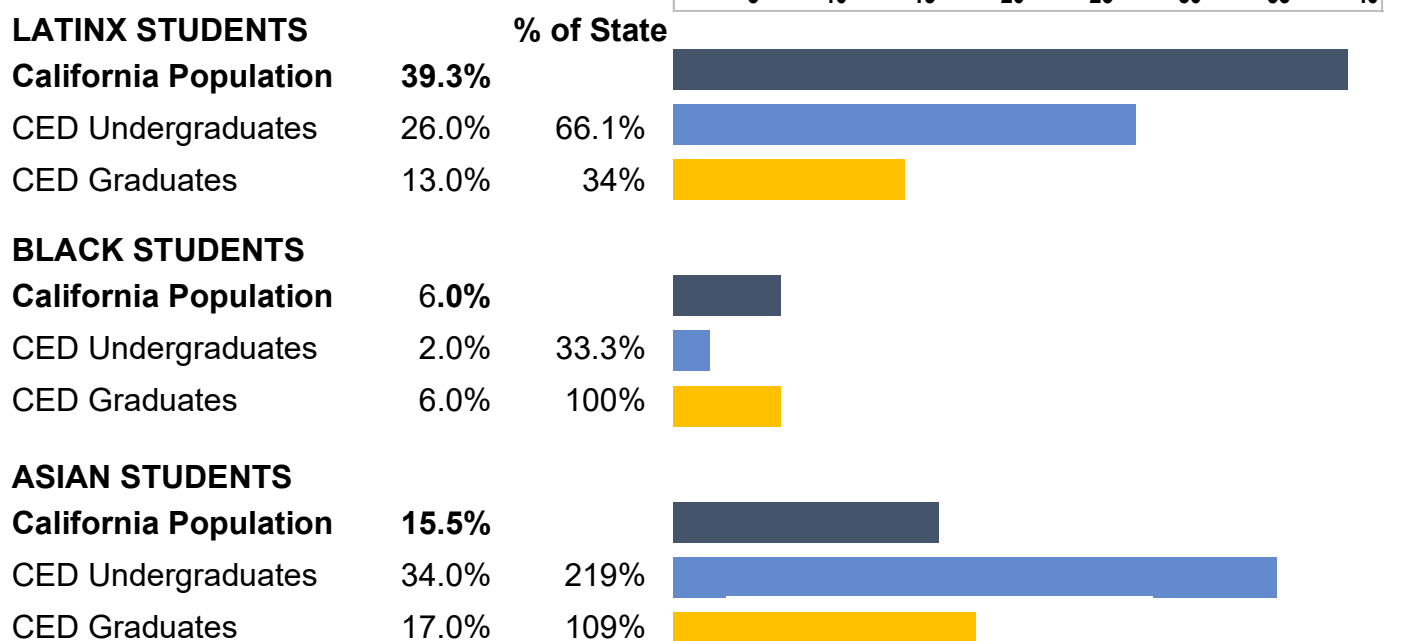
Figure 1: Enrollment by State Population Percentages

This figure illustrates Latinx undergraduate diversity is two-thirds of the State's population and the graduate student percentages is one third.

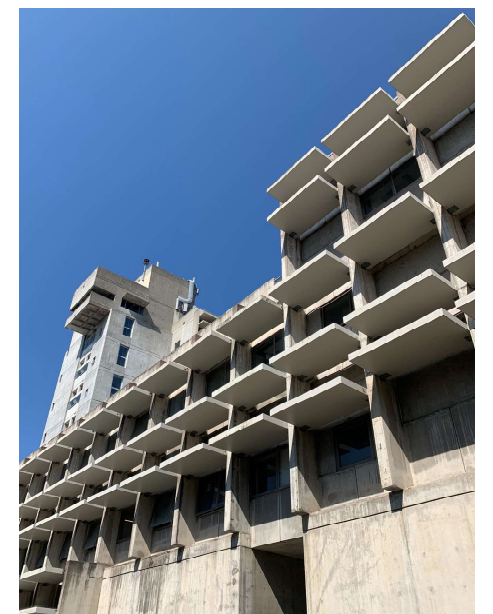
The lowest percentage of parity is Black undergraduate students.

And Asian undergraduate enrollment is 219% of their state population percentages. Graduate student enrollment exceeds 100% of the state's percent of Asian population. This proves it is possible to meet/exceed population parity.

Source: CED June 2021



How will CED meet this present-day challenge as a public institution with the responsibility of serving all sectors of California? The Ten-Year Plan is in response to the sobering realization of the last 40 years (1980-2020) at CED, the number of Chicana graduate students offered a teaching position, either as an assistant professor (tenure track), which led to full professor has been non-existent.



College of Environmental Design, UC Berkeley, Photo: Randy Vasquez

Similarly, there is another lingering question: "How many Latinx faculty have been recruited by CED who are not foreign nationals from Spain, Mexico, and/or Latin America?"

More to the point, cara-a-cara (face-to-face) representation of faculty members whose life experiences reflect those of the student body from the American experience is immeasurable. Serving as role models, mentors, sharing the trials and tribulations of the USA journey are critical to Chicana students' success.

Many Chicana/Latina students are first-in-family to attend college, and generally speaking, do not have the financial resources upon graduation to escape "debt-free". The cultural aspects of family, home, and identity play major roles in decision-making; immediate employment is an imperative.

The 10-Year Plan offers an opportunity for Chicana/Latina students, and others as well, the benefits of an academic program structured to meet the emerging needs of our 21st century society. We have all heard "Knowledge is power". We readily acknowledge CED is a top ranked institution known worldwide for its excellent academic programs and research institutes.

10 Year Plan, CED, UC Berkeley

Further, the changing demographics of our society, and the contradictions of systemic racism and prejudice must be eradicated -- strategies for its erasure are multi-faceted. It is time to fully understand, and appreciate, the changing complexion in California, and more specifically at CED.

Historically, the Chicana/Latina faculty at CED has been miniscule -- far from a true representation of our state. Similarly, we estimate approximately over 200 Chicana/Latina students have graduated from CED since 1980 and not as single Chicana alumni has been hired to teach at CED and matriculated to full professor with tenure. This is unacceptable!

In 2020 there were approximately 700 undergraduate students enrolled at CED with a distribution of Latina 26%, African American 2%, and Asian 34% (Source: CED, dated June 15, 2021). Further, there are approximately 450 graduate students with a distribution of Latina 13%, African American 6%, and Asian 17%.

It is estimated by CED that 140-150 Chicana undergraduate students will enroll for Fall 2021 (Source: CED, dated June 15, 2021). What mechanism are in place to mentor, foster, and promote the possibility for Chicana graduate students to enter the hallowed halls of academia at CED as professors?

Assuming 13% of 450 graduate students are Latina, there are 58 potential candidates/aspiring architects at one of the most prestigious universities in the country with the potential to become a professor at CED one day.

Overview of the Profession

The complexity of present-day pedagogy and professional practice in the field of architecture cannot be understated.

Communications between student and teacher requires sensitivity on behalf of the teacher, and receptivity by the student.

The rigor and protracted time needed to acquire a modicum of success in the design field is disheartening. In comparison to other professions such as Law, Medicine, and Business, the compensation for architects is woefully lacking.

Generally speaking, rising to a level of competency in architecture to intelligently design one's first building, appreciate its construction, and marvel at its composition, requires roughly 5 to 10 years of practice. In this time, an understanding of building codes and zoning regulations, adhering to budgets and schedules, the process and manner of selecting materials and detailing said materials for various building-types is essential.

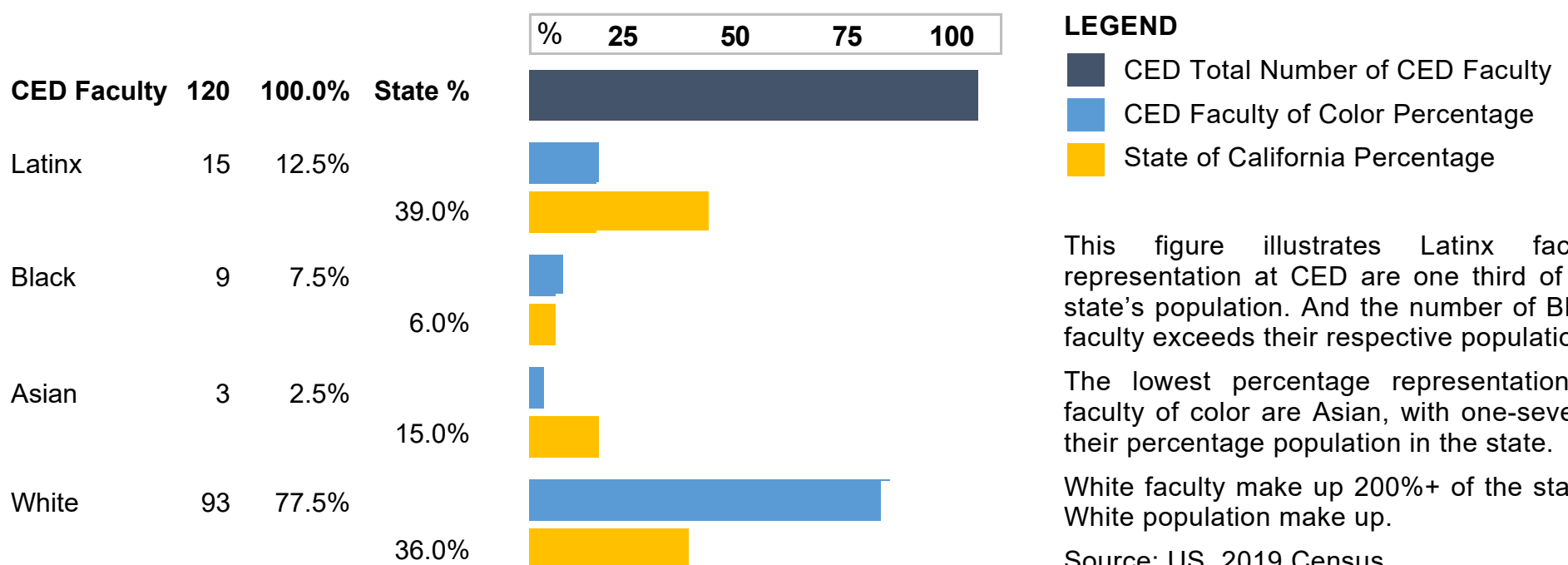
At the opposite end of the spectrum, design offers a free-hand in the exploration of "form" and/or "space", and the opportunity to do advance research.

Not surprisingly, the vast majority of those in the practice of architecture serve as project architects, managers, designers and/or programmers, to mention a few.

A certain percentage do not enter the professional and instead pursue employment in related fields, including construction management, engineering, and in some cases work for the public sector, while others find their calling in animation, illustration, and/or gaming firms.

However, in all cases, salient attributes are needed in order to be successful in our dynamic society, not the least of which is great self - esteem, the opportunity for upward mobility, and participation in civic affairs.

Figure 2: Faculty of Color Percentages Compared to State Populations



10 Year Plan, CED, UC Berkeley

Implementation

The timeline and/or phasing of the Ten-Year Plan is flexible. The intent is to elevate the axiom of "Diversity, Equity, and Inclusion" into a robust and vibrant pronouncement. The Ten-Year Plan has three key components.

1. Supportive Chicanx/Latinx Representation
2. Non-European-centric Scholarship
3. Centro de Chicanx/Latinx Aesthetics (CCLA)

1. Supportive Chicanx/Latinx Representation

The platform needs to be self-sustaining, fully committed to, and properly adhered to, by CED/UC Berkeley. This will entail establishing a Centro de Chicanx/Latinx Aesthetics, and appointment of a director to execute the following initiatives:

- **Faculty & Academic Programs:** Greater representation and parity of Chicanx/Latinx, people of color, and cultural sensitivity as a policy of CED, e.g., AB 1460/Weber.
- **Chicanx/Latinx Faculty Recruitment & Retention:** Adopt strategies and methods for hiring Chicanx/Latinx faculty, for example: Full Time Equivalents funded by various departments at varying percentages.
- **Chicanx/Latinx Undergraduate Student Recruitment & Retention:** Establish an outreach program focused on recruiting undergraduate students meeting or exceeding the Latinx percentage population in the State of California.
- **Chicanx/Latinx Graduate Student Recruitment & Retention:** Establish an outreach program to recruit graduates students and prepare those with the interest and aptitude to assume positions as Guest Lecturer, Lecturers and Tenured Professors at CED. Recruit students from key California State University Campuses (e.g., Fresno, Fullerton, Sacramento, San Bernardino, San Diego, and San Jose).
- **Prioritized Financial Aide:** Explore and enhance scholarships and loan forgiveness opportunities for all low income CED students.
- **Course Work and Subject Matter:** Focus on the Latinx Experience in America, current needs of the California community (e.g., Community Master Plan development, Latino Urbanism, Cross-Curricular courses and seminars at CED)



2. Non-European-centric Scholarship

Illustrate the richness and vitality of indigenous cultures of the Western Hemisphere and celebrate their intellectual significance and design principles in academic coursework. Initiatives include:

- **Curriculum and Theory:** Offer courses on the aesthetics of the Southwest, Meso-America and Latin America; academic research, senior thesis. At the undergraduate level, all students will obtain a diverse, well-rounded education, exploring the full gamut of aesthetics inherent to the western hemisphere since the dawn of time, for example, Anazasi, Hopi, Lakota, Maya, Aztec, and Inca cultures. (No different than what has been taught all along, the study of West European architecture, planning and culture.)
- Additionally, study the evolving Chicanx/Latinx aesthetics of the post 1960s epoch to shed light on the largest ethnic population in the state. Focus on a diverse cross-curriculum (e.g., sociology, literature, art, etc.) with intellectual inquiry and rigor.
- **Exhibitions:** Biennale forum and exhibition of Latinx Aesthetics of the western hemisphere at CED.
- **Build Latinx Competition:** Study the construction of a building and/or artifact of the Southwest.
- **Case Studies of the Western Hemisphere:** Address cross curricular topics with other departments outside CED (e.g., such as Chicanx studies, Visuals Arts).
- **Studio Topics:** Introduce Chicanx Aesthetics, Chicanx Community Design Methodology and Programs, the world of color and materials, and understanding composition and their implementation as built-form.
- **Contemporary World Architecture:** Contributions to the realm of aesthetics from Asian, Latin America, and Africa.
- **Tours and Site Visits:** Field trips to cities of the Southwest with artistic examples of the Chicanx/ Native Peoples experience in America.
- **Travelling Fellowship:** Visit to UNESCO World Heritage sites in the Americas.
- **Interdisciplinary Seminars:** Discover the domain of the design parti, including an expanded view of "narrative" to include folklore, myths and rituals



10 Year Plan, CED, UC Berkeley

- **Travelling Fellowship and Study Aboard:** Provide opportunities to study and/or work in an international office in Meso-America, Latin America and/or the Southwest under the auspices of CED
- **Cross Functional Department Engagement:** Establish cross functional department relations in the broadest sense and build a platform for its greater success, establish new theories as an alternative to Western European pedagogies.

Precedents for Change

A few precedents for this proposal exist across the country, including the following:



University of New Mexico, Southwest Hispanic Research Institute (SHRI)

Established in 1980, the SHRI promotes multicultural research on the Latinx/Hispanx populations of New Mexico and the United States. In their first decade (1980-90), SHRI received \$2,460,124 in extramural funds from outside the university, including the Ford Foundation, U.S. Office of Education, Sunwest Bank of Santa Fe, Russell Sage Foundation, and the Rockefeller Foundation, to name a few. The New Mexico State Legislature provided \$1,000,000. in 1989 (Source: Commemorative Report, Sept. 1990 by V. Samora and J. Rivera). Since that time, SHRI has sponsored conferences, colloquia, open lectures, exhibitions, visiting scholars, journal and book series, and various research publications.

University of California, UC Berkeley's Latinx Research Center & UC Berkeley Arts Research Center (ARC)

These two fully functioning research units support this proposal. We recommend CCLA develop a strategic relationship with both with the assistance of the Office of the Vice Chancellor for Research, Chancellor's Signature Initiatives.



UC Berkeley's Latinx Research Center (LRC) is a faculty-led research center focusing on under-studied, and rapidly-growing, Latinx transnational communities. For 2019-20 and 2020-21, new research initiatives are funded by grants with the intent to "seed new projects that focus on greater democratization, the pluralization of knowledges derived from different cultural traditions of people of color, and our deeper understanding of how to light the way to the future." Its mission statement is clear:

"We work to transform campus culture towards one that will be fluent in the intellectual diversity that the cultural diversity of color, including US Latinx, bring to the ongoing project of greater democracy."

We work to illuminate the foundational and ongoing contributions of Latinxs and to support equity, inclusion, and justice for the grater Latinx community through meaningful research."

ARTS RESEARCH CENTER

UNIVERSITY OF CALIFORNIA, BERKELEY

UC Berkeley Arts Research Center (ARC)

ARC is a think tank for the arts. It acts as a hub and a meeting place for reflection where artists, scholars, curators, and civic arts leaders from a variety of disciplines gather to learn from one another. It advances a "cross-disciplinary" ethos in contemporary art practice by bringing innovators in the fields of visual art, public art, dance, theater, music, architecture, film, writing, photography, and social practice into dialogue and debate. Participants share different histories, test perceptions of skill and innovation, analyze economic circuits, and support systems enabling cross-disciplinary art practice.

These two research units provide a platform for CCLA. Their scope, charter and mission would be eager to "discover another sibling in the creative world, that of "cultural aesthetics." CCLA would partner with these entities to focus and address cultural, philosophical and theoretical issues in architectural aesthetics, no differently than those already addressed in such academic fields as Chicana/Latina art, music, dance, theater, poetry and literature.

Collectively or individually, the CCLA will shed important light on the mosaic of America and its changing complexion in the 21st century, where by 2050, the Chicana/Latina population in the US will reach 100 million. We fully acknowledge this endeavor is considerable and will take a concerted effort, however, the multitude contradictions in our present-day milieu demand an overdue intervention.

If the State Legislators of New Mexico can fund two academic appointments in 1989-90, certainly the State of California with a \$267 Billion budget, and a 10-billion-dollar surplus this fiscal year, can support this endeavor.

Not to relitigate past Affirmative Action cases -- Bakke v. Regents of the University of California, (1978), Hopwood v. Texas (1996), Grutter v. Bollinger (2003), and Fisher v. University of Texas at Austin (2016); the essence of the Ten Year Plan is to ameliorate the plight of the less fortunate in obtaining access to higher education, employment opportunities and, in turn, upward mobility and civic leadership.

We invite CED/s Dean and UC Berkeley's Chancellor to embrace the Ten-Year Plan. It is time to take concrete steps to address the disparity of diversity, equity and inclusion at UC Berkeley's College of Environmental Design.

Building Relationships, Inspiring Communities

B. Karina Ruiz, AIA, NOMA, LEED BD+C, Principal



BD has covered numerous inspiring stories, Karina Ruiz is no exception. She embodies the truest American success story: a family of immigrants who arrived with a dream, boundless optimism and a tireless work ethic. That DNA was passed on to her, resulting in one of the most dynamic and successful architectural design firms in the Northwest.

You were born in Oakland to immigrated parents from Guatemala. They represent a common immigrant success story; can you share it?

Both of my parents were born in Guatemala and emigrated to the United States, separately, but both in the pursuit of the American dream. My father, Miguel Angel Ruiz, came to Alameda, California to join his mother and sisters after graduating high school in Guatemala City. He spent 6 months learning English at a community college and went onto graduate with a degree in civil engineering from UC Berkeley via the GI Bill and numerous jobs as a caddy, a bartender and a card dealer at a local country club.

After serving in Korea during the Vietnam War, he was hired by IBM and retrained as an electrical engineer. I recall hearing him get called out in the middle of the night to repair ATM machines, but he quickly rose in the ranks of the company and eventually retired as the Director of Site and Connectivity Services for all of Latin America.

My mom, Marcela Ruiz, came to the US when she was only 14 years old. She knew no one here and spent the first night in the country sleeping on a bench of the Greyhound station. She eventually found work as a nanny and maid for a San Francisco family. While working for the family, she earned her GED and learned how to be a bookkeeper. She worked in credit management most of her career and retired as the Director of Credit Management and Customer Service for Southern Wine

“ They instilled a deep seeded belief in me and my sister that anything was possible, if you studied and worked hard enough. I don't think we realized growing up how hard they worked and how much they sacrificed so that my sister and I could fulfill our dreams. They taught us to be curious learners, global citizens and engaged social justice warriors. ”

and Spirits, the largest liquor wholesaler west of the Mississippi.

They met when my mom befriended my dad's sisters, got married and proceeded to raise me and my sister in the Bay Area of California.



BRIC Architecture
Building Relationships | Inspiring Communities

Did their immigrant experience, and the example they set, help shape the person and professional you became?

My parents' immigrant experience, and those of my maternal grandmother and aunts, had a profound impact on my life. My parents were a walking manifestation of what hard work, determination and a relentless pursuit of your dreams could achieve.

They instilled a deep seeded belief in me and my sister that anything was possible, if you studied and worked hard enough. I don't think we realized growing up how hard they worked and how much they sacrificed so that my sister and I could fulfill our dreams. They taught us to be curious learners, global citizens and engaged, social justice warriors.

I am the person I am today because I was raised not only by my parents, but by a village of dreamers whose sole purpose was making sure their children's lives were better than their own. Through their examples, I learned the value of hard work, the importance of relationships, and the need to give back to your community to continue to raise the next generation of dreamers.



Building Relationships, Inspiring Communities

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You attended UC Berkeley's College of Environmental Design (CED). What was the diversity / Latinx presence like in CED in the mid-1990s?

While the campus as a whole was pretty diverse and there were many students of color in my classes, I don't believe I ever had a Latinx professor.

Did you have a mentor(s) at CED, someone who impacted your trajectory?

Patricia Alarcon was one of my Graduate Student instructors while at Cal and she introduced me to the works of many prominent Latino designers that were not taught as part of the standard curriculum. She is one of the only Latina mentors I ever had in my career.

You worked at Steinberg Architects for 8 years after graduation. Often times, our first job provides valuable lessons. What kind of work did you do and what were the most significant lessons learned?

I was fortunate to know early in my career that I was drawn to educational architecture. Working in the education studio of Steinberg Architect's San Jose office was an incredible time in my career. There were a number of young architectural interns in our studio learning from seasoned mentors about how to plan and design learning environments. Having come to the firm with prior experience in educational architecture, I continued to hone my craft through projects of various sizes. After spending countless hours drafting toilet room elevations, I became fascinated by educational planning and project management.

My mom would tell you that I have been a project manager since the age of 4, but it was at Steinberg that I learned the intricacies of project management. I was fortunate to work under a couple of studio directors who believed that architecture is, at its heart, an apprenticeship and invested in mentoring their staff. It is in this time that I learned the importance of understanding what our clients do.

Studying different pedagogies and the impacts of various teaching styles on students, especially those of color, was an eye-opening experience. I believe this is where my desire to focus on student-centered and equitable design began.



I also helped launch the first-ever Lead Architect studio at Steinberg and spent the last two years there working as a client representative for the San Mateo Union High School District. In that role, I helped oversee two construction management firms and five architecture firms that were executing a large capital improvement plan for the district. This was an invaluable lesson in both entrepreneurship and understanding the inner workings of school districts. It was also in this role that I developed my business management and project accounting skills, which would serve me well in future stages of my career.

From there you went to DOWA-IBI Group in Portland. What was your role there and what type of work did you do?

After my sister had my first nephew, I knew I needed to move up to Portland to be nearer to them as he grew up. Since I wasn't in a hurry to leave Steinberg, I took my time in finding the right firm for me to land in Portland. I knew that I wanted to continue to practice educational architecture and was careful about finding a firm whose values and approaches aligned closely with my own.

I came into Dull Olson Weekes Architects as a Senior Project Manager and became the PM lead for a multi-million-dollar bond in a suburban Portland school district.

During this time, I also developed as an educational planner and was fortunate to have the opportunity to work on several impactful projects. Two of those projects were later distinguished as James MacConnell award winners, a prestigious prize that is awarded yearly by the Association for Learning Environments in recognition of exceptional educational planning.

Over the years at DOWA, I grew in my role and eventually became a principal in the firm. Being a part of the principals' group was another huge growth opportunity for me. Under the tutelage of the three founding partners and our Director of Operations, Amy Friendly, I learned many valuable lessons about running a firm. Architects as a whole are not taught how to run businesses in school, so I will forever be grateful for the opportunity to expand my knowledge on how to successfully run a firm.

Building Relationships, Inspiring Communities

Volume 40 September 30, 2021

In 2017 you formed BRIC Architecture. You went from 3 principals to an office of 33 employees in 30 days. How did you accomplish such an impressive feat?

Looking back now, the origin story of our firm still gives me goosebumps. Growing up in an immigrant family, I was raised to believe that there was nothing I couldn't accomplish with enough hard work and dedication. Never was that lesson more needed than in those first few months at BRIC.

BRIC stands for Building Relationships, Inspiring Communities and it is those four words that are the key to our success and the embodiment of who we are as people and what we want our firm to be, do, and achieve.

Me and my two partners, Amy Friendly and Dan Hess, had all worked together for over fifteen years, so there was an inherent trust and respect between us. We knew we wanted our identity to embody more than just our names, to reflect the collective and enterprising spirit of everyone who was taking this leap of faith together. Equipped with sticky notes and the empty wall in Dan's dining room, we started writing the words that evoked in us why we wanted this and what we wanted from this - for ourselves, for our colleagues, for our clients, for our communities. We thought into the future about what our work should mean, how far it could reach, who it should serve, and how we would achieve it.

We were all very clear about what we wanted to create at BRIC. We knew we wanted to be focused on equity, our employees, educational architecture, and community building. We started the firm with a large loan, a long lease, and a dream. I still recall the three of us sitting at a card table in our empty office for the first week willing our firm into existence. Through relationships and trust, we

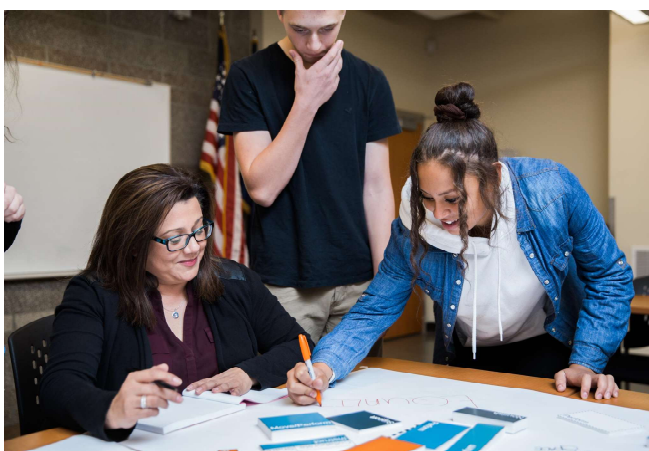


grew to a firm of thirty-three employees and contracts with construction values in excess of half a billion dollars in 30 days. We like to say that we are the start up that blasted off. Indeed, we were very much building the jet engine while it was in the air in those first few months.

Your firm's mission was formed, in part, by a question you posted on a wall for your employees: "What is your why?" Can you share how that happened and how it helped coalesce the firm's mission statement?

In the first few weeks after the firm's launch, we knew we needed to remain focused on why we were all taking this collective leap of faith. I found the biggest sticky note I could find and posted it on the wall in our office. On it, I wrote one simple question: WHAT IS YOUR WHY?

Every member of our team filled in their own stickies with their thoughts and ideas about what, and who, and why we should be. Through everyone's personal whys-our team began to create their place and to see their reflection in the foundation of this firm. I truly believe that it is in these first few weeks together that we forged the bonds and the energy that sustains us as a firm. Together, we recognized the share vision and intentionality of what we were doing and discovered what it really meant to be a firm focused on design that empowers learners to change the world. We remain driven every day by a relentless belief that what we do - what we can do together with and for each other, our clients, and our communities - matters, far beyond the reaches of physical space in the places we create. Through our processes and our intentionality, we are helping our communities become more equitable, more just and more humane. We are all, each of us, humbled and emboldened by this vision. This vision is why we are BRIC.



"We believe that the key to delivering successful projects is surrounding ourselves with people who share a collective goal - to strive to fulfill the diverse aspirations of the learner, and inspire them to make a difference in the world."

Building Relationships, Inspiring Communities

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In a panel discussion hosted by the AIA SF and LiA SF (which I was privileged to moderate), you made the following statement: "The practice at BRIC is driven by our focus on Building Relationships and Inspiring Communities." Having managed over \$1 Billion in educational architectural projects in your career, is this the cornerstone of your exceptional achievements? How do you put it into action?

I certainly believe that these four words are the cornerstone of my personal approach to architecture. Everything I do as an Architect and firm owner stems from these words. The outcome of our work is grounded in the people who come together to create it and the process by which you do it. Despite being taught in architecture school that design comes from a solitary vision, nothing could be further from the truth in my mind. Our work, at BRIC, is rooted in the belief that our learning environments should be reflections of the varied communities they serve. To do that, we must intentionally create engagement strategies that allow us to find and listen to those who are typically closest to the problems and experiences and traditionally furthest from solutions and power.

We must do this in our projects, in our firms, and in our profession. This is what drives me every day and why I am committed to ensuring the future of our profession is more reflective of the world we inhabit. One of the things I am most proud of at BRIC is the creation of a program called, GirlsDesign.

Through a collaboration with an incredible non-profit organization, Girls Build, we imagined an 8-week design camp for girls 8-14, especially those from underrepresented and marginalized communities. For 4 hours each week the girls to learn design, understand architecture as a career, and create the construction documents for projects that are then built by the Girls Build summer campers. I truly believe that architecture can and should be a force for positive change and inspiration in our communities and am committed to doing this, one student, one project at a time.

As the daughter of immigrants, a woman, an architect, entrepreneur, business owner, and role model -- what advice would you give students of color endeavoring a career in architecture?

I guess my advice is to find your people. By this, I mean to seek out those whose experience and values match your own. These are the people who will ground you, motivate you, and teach you. Not all those people will be in the field of architecture, but every one of them will make you a better architect through sharing their perspectives. Put yourself out there and look for experiences that scare you a little and push you a lot. Another key piece of advice is to always be a curious learner and to seek knowledge in many forms: travel, read, study, and draw. Most importantly, talk to people to learn about their lives, their stories, and their aspirations. I believe that empathy and equity are the cornerstones of good architecture.



Far left/Bottom left:
Sherwood High School
Photo: Josh Partee

Left:
Franklin High School
Photo: Josh Partee

Bottom:
Trillium Creek Primary
School
Photo: Parallel
Photography



SIDE BAR

Karina Ruiz, AIA, NOMA, LEED AP BD+C Principal-in-Charge



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a quarterly e-zine

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Karina has over 25 years of experience in the design and construction of educational facilities. She passionately believes in the importance of this work to shape the future of this world; this passion drives Karina to work diligently to ensure that teaching and learning objectives remain the team's focus throughout every project. Additionally, as the educational facility planning lead for BRIC Architecture, Inc., Karina inspires our educational planning, community engagement, and design efforts. Her leadership is based on academic research, is focused on the learner, and is driving design innovation.

As principal, she brings an innate ability to build consensus and collaboration that results in exceeded expectations and fully satisfied clients and users. She has managed over \$1 Billion in educational architectural projects throughout her career. Being highly involved in educational design organizations helps her bring the latest national and international pedagogies and expertise to bear on a project. As a Leadership Group Member of the AIA Committee on Architecture for Education, she frequently participates in national conferences and juries for educational architecture awards.

EDUCATION

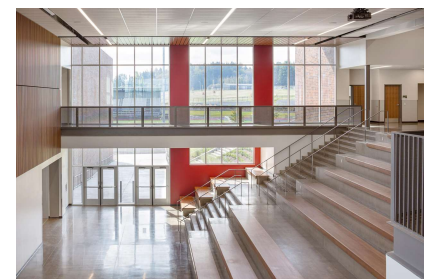
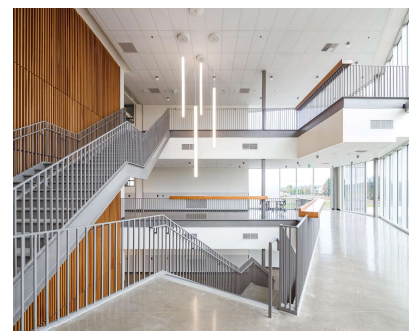
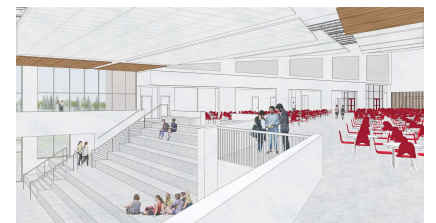
- University of California at Berkeley
- Licensing & Credentials Registration: California AIA
- LEED AP BD+C
- NOMA

EXPERIENCE

BRIC Architecture, Inc. 2017 - current
DOWA-IBI Group, Inc. 2003 - 2017
Steinberg Architects 1995 - 2003

AFFILIATIONS

- National American Institute of Architects (AIA) Committee on Architecture for Education Leadership Group, 2015 - 2020
- National Organization of Minority Portland Chapter 2020 – present Vice President 2020 - present
- AIA Portland Chapter Member, 1998 – present Board of Directors, 2012 - 2015
- AIA Committee on Architecture for Education (CAE), 2013 - present
- Council of Educational Facility Planners International (CEFPI), SW WA/OR Chapter President, 2014 – 2015 President Elect, 2013 - 2014
- Society for College and University Planning (SCUP) Member



Top: New Sherwood High School, 362,000 SF
Sherwood, OR

Bottom: Franklin High School
Josh Partee

SIDE BAR

Karina Ruiz, AIA, NOMA, LEED AP BD+C

Principal-in-Charge

ByDESIGN[®]
a quarterly e-zine

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AWARDS

- 2010 James D MacConnell Award - Rosa Parks School
- 2014 James D MacConnell Award, Trillium Creek Primary School
- 2015 National Summit on School Design Participant
- 2016 XQ Super Schools Semi-Finalist
- 2017 Daily Journal of Commerce Oregon. Women of Vision

JURIES

- 2014 American School & University Architectural Portfolio
- 2016 AIA CAE Education Facility Design Awards
- 2017 AIA Gold Medal & Firm Awards

SPEAKING ENGAGEMENTS

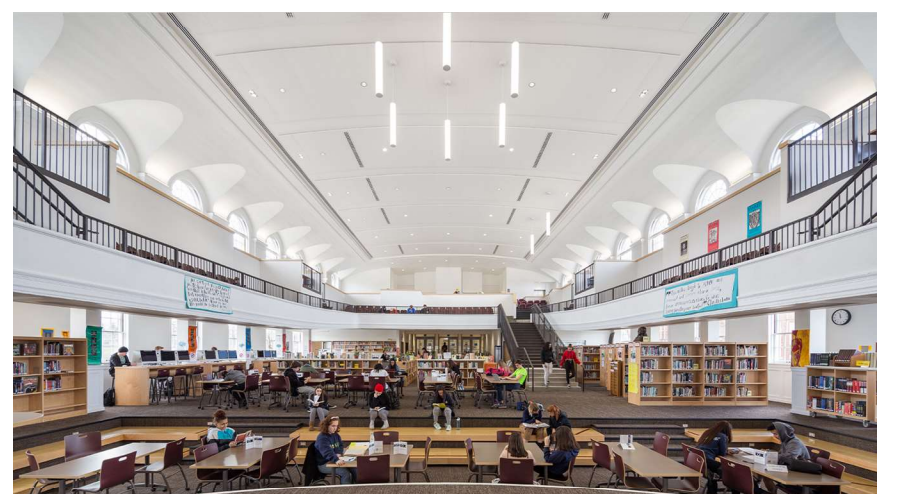
- 2021 NOMA PDX, Designing for Equity
- 2021 Coalition of Oregon School Administrators, Redesigning the Process
- 2019 SXSW EDU, Safer Schools Through Design
- 2019 AIA CAE Fall Conference, Call all Educator-Designers
- 2018 AIA CAE Fall Conference, Making our Schools Softer; Not Harder
- 2017 A4LE Conference, The Spaces in Between: Design as a Catalyst for Personal & Engaging Learning
- 2017 World Environmental Education Congress, The Building as Teacher: Sustainable Schools as Integrated Learning Environments
- 2017 AIA CAE Spring Conference, Growth Mindset vs. Fixed Mindset
- 2017 Coalition for Adequate School Housing Conference, How Facility Design Directly Impacts Academic Success
- 2017 EduCon, The Language of Learning Space Design
- 2016 AIA CAE Fall Conference, Embracing a Growth Mindset: HS Learning Environments
- 2016 A4LE Conference, Linguistics, Learning & the Language of the Design Response

PUBLICATIONS

- Latinas in Architecture, October 2020
- How Schools Should be Designed, Now and Post-Pandemic | Design Museum
- Everywhere Podcast, August 2020
- What's Next" The Future of School Podcast, June 2020
- Portland Business Journal Podcast, February 2020
- Soft and Safe School Design | School Administrator, April 2019
- Making School a Safe Haven, Not a Fortress | Education Week, March 2019
- Rethinking the American High School | Learning By Design, Fall 2018

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From top to bottom:
FHS Portland Schools
FHS Cafeteria: Photo Josh Partee
FHS Library: Photo Josh Partee
FHS Auditorium Lobby: Photo Josh Partee

Design is Not Neutral: Educating Latinx Students

James Rojas



I started my urban planning education with trepidation and passion. Initially, I enrolled in Cal Poly's urban planning program when I came back from the Army. However the school was teaching subdivision planning. I was frustrated. Growing up in East LA and being stationed in Europe, I felt there was something more to cities that I could not articulate.

After a year at this school I transferred to MIT's urban planning program. In my statement of purpose I compared the similarities of my life in East LA to my life in Vicenza, Italy. In my intro to planning class my professor was lecturing on the "good city" and the "not so good city." I thought: Is East Los Angeles a good place or a bad place? I had fond memories of growing up there but the gangs, poverty, and numbers told a different story.

I set out to examine what makes East LA a great place to live by examining how Latinos use space. My thesis "The Enacted Environment: The Creation of Place by Mexican and Mexican Americans". This seminal research created a new planning paradigm, or base line, for US Latino communities.

Many Latino students, like myself, enter schools of design and planning with the same passion and trepidation. Their ideas and intuition can be easily erased by institutional education. Validating Latino students' lived experiences is critical to help remove any of their self-doubt. Having them reveal who they are, where they come from, and what they value is the first step in this direction.

Many Latinos grow up in low-income communities where they improvise the build environment. These landscapes differ from middle class neighborhoods. However, Latinos bring new innovative architecture and urban planning ideas to our learning institutions based on their prior lived experiences.

For example, one Latino architect explained that in design school the professor asked the students to design a house. He freaked out because he grew up in an apartment. How can he design a house? Yet because he grew up in an apartment he was able to design an innovative house.

“ Many Latino students, like myself, enter schools of design and planning with the same passion and trepidation. Their ideas and intuition can be easily erased by institutional education. ”

In order to enhance Latino students' technical education, I developed a few activities to promote cultural and social awareness.

This innovative approach is designed to tap into the Latino students' intuitive design senses.



This article recounts an introduction to design, Place It workshop, for high school students through SCI-Arc's Design Immersion Days.

It is based on visual, experiential, and hands-on activities to help the students articulate intimate emotional connections to space as a fundamental part of intellectual inquiry and the design process. Through this process students think deeply and differently about their community.

Teaching students these design concepts helps them reflect, investigate, and design based on their lived experiences. Urban design and architecture needs to encompass their emotions as well as solve a problem. Their intangible emotional attachments and experiences of place are just as real as data. This also is an opportunity to develop new ways of teaching architecture and design to all students.

These activities will help the Latinx students bond with others to find common ground and values amongst their peers. The activities are as follows:

The Latino Built Environment Presentation & Discussion

The Latino urbanism presentation is based on 30 years documenting how Latinos transform space across the US. The presentation consisted of front yards, shrines, fences, arches, porches, and other everyday places and activities. These activities included street vendors, Latinos walking, waiting for the bus or congregating with others on streets and sidewalks. The images emphasize and celebrate the innovative ways that Latinos produce and create their tight-knit community to fit their social, economic, and cultural needs. These places and activities tell a story of survival and identity that every Latino in the room has either created or experienced. By students telling their stories about these images they realized that these everyday places, activities, and people have value in their life.



Design is Not Neutral: Educating Latinx Students

For many Latinos this is the first-time they reflected on their behavior patterns and built environment publicly and with others. These images trigger in-depth conversations about the built environment.

Using hands and objects is sometimes the best way to express spatial feeling. The Place IT! Latino Workshop uses art making, story telling, objects and play to allow students to express themselves in an inclusive way. There is no wrong or right.

The Place It workshop has 2 Steps:

Step 1: Self Reflection: Build Your Favorite Childhood Memory

Students build their favorite childhood memory in 10 minutes choosing from small objects. This allowed them to reflect on a special moment in their childhood as the basis for their design opportunity. They could quickly unpack this profound moment, discovering how their environment, an activity they were engaged in, or the other people they were with helped to make it happen. They used objects at hand to build and illustrate their designs. Some objects were as meaningless as paper clips or phone cords. Others were cherished mementos that held and conveyed an emotion that the students could not part with.

The facilitator then asked each student to present their favorite childhood memory. With great gusto they shared their heartfelt memories with each other in a virtual "show and tell." A cutting board became a park in China, a piece of paper became a tent for 'princess camping', small paint jars became an audience in a theater.

While most students assigned new meanings to objects, a few were lucky enough to use objects that held an existing memory. One student used the key chain she made with her mother when she was a little girl.

A Latina student using a photo of a nursery said "As a child I used to help my father, who was a gardener. We bonded through plants. I love plants today and like working with them in my designs."

These moments, seemingly spontaneous and random in the lives of the students, nevertheless created their sense of belonging. It made the group wonder what will create and hold a memory. Most childhood memories took place outdoors and with other people, regardless of where people grew up. These were some of the key themes, places and activities:

- **Social:** With family, friends, and community
- **Feelings:** safe, warm, happy, taking ownership of space, historical, exploration.
- **Places:** outdoors, nature, and parks



Participants did not talk about material, man-made design, like toys, technology, or buildings.

This memory helped the students articulate their relationship to place and others by capturing the intangible experiences of space. The objects helped articulate sensory-based connections that are sometimes difficult to express with words.

Students realized that their personal space is often surrounded by memories. Everyone realized that our cities are sums of these experiences. This workshop ignited the participant's attachment to place and connection to the design process. The heartfelt childhood memories expressed deep attachment to people, places, and activities. This echoed the importance of design.

Step 2: Design and Build your ideal Community

Once the students completed the icebreaker they are now ready to design from their own lived experiences. They were asked to build their ideal community in 10 minutes using objects at hand. The students gather materials and built their ideal space. They share them with the group to find common themes, values and elements. Many of these designs enhanced their community.

Lessons learned

With a student body, their memories illustrated a rich, varied venue of places, activities, and experiences from around the globe. This helps students find their voice in the design process. This is critical because so much of what they will learn in design or planning schools buries or submerges their perspective. They will learn design as aesthetic, function, or as order in the landscape. They will be trained as an army of designers creating order and perfection.

A one size fits all approach no longer fits the needs of our contemporary world. Rather, they need to look at their individual perspectives to solve problems.

In planning school I had to learn a different way of planning based on perfection, or right or wrong.

When I studied urban planning 30 years ago, Latino urbanism was not an option. Since then I have been trying to make changes in urban planning to Design and planning schools should listen to the students' memories as the seeds of their education. Education can help these individual perspectives blossom. This can help broaden the range of options for architecture, design and planning.

CED Diversity Survey

Rogelio R. Hernández

Summary Findings

This survey was produced by CASA Alumni (graduates of the College of Environmental Design (CED), UC Berkeley). The intent was to take a snapshot of the Latinx/students of color experience. Twenty (20) CASA/CED SOC provided candid insights on issues of diversity, inclusion and equity, which will inform improvements to the learning experience at CED. The following provides a summary of findings:

- Most responders were women (55%).
- Most students (85%) have immigrant parents.
- Most students (75%) are first to go to college.
- Most students (85%) come from low-income families.
- Students found CED recruiting students of color as Satisfactory (35%) and Barely Passing (25%).
- The of impact of CED curriculum on community design had a bell curve responses, with the majority being Satisfactory (33.3%).

- CED classes addressing non-European design principles was rated as Barely Passing (55%).
- The number of CED faculty of color was rated Barely Passing (50%) and Failing (30%).
- When asked if students had experienced micro-aggressions, responses were “Yes” for: Faculty 61%, CED students: 56.2%, GSAs 39%.
- When asked to rate CED's financial support mechanisms responses were tied for Satisfactory, Barely Passing and Failing at 35%.
- When asked to rate CED's support of CASA/CED SOC, students generally rated it as Satisfactory (42.75%) followed by Barely Passing and Failing tied at 25%.



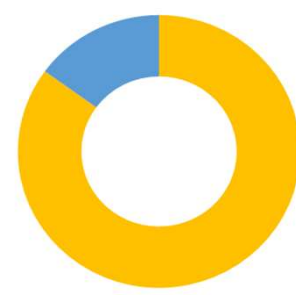
1. Select the choice that best describes you. (Check all that apply.)

- Male 35.00%
- Female 55.00%
- LGBTQ 35.00%



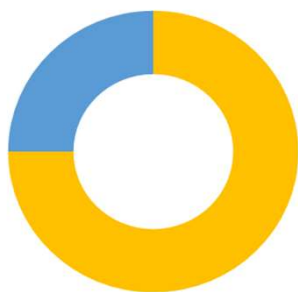
2. Are your parents immigrants?

- Yes 85.00%
- No 15.00%



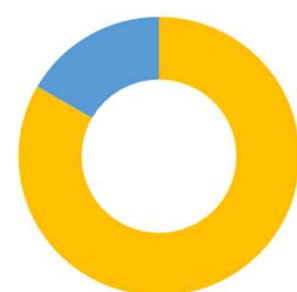
3. Are you the first in your family to go to college?

- Yes 75.00%
- No 25.00%



4. Would you consider yourself coming from a disadvantaged or low income family?

- Yes 85.00%
- No 15.00%



5. How would you rate CED efforts, programs or activities in reaching out and recruiting students of color to CED?

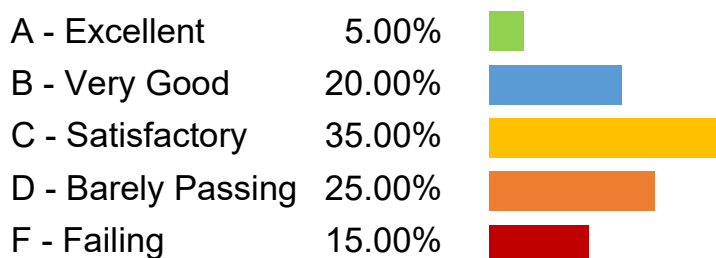
Rating	Percentage
A - Excellent	5.00%
B - Very Good	0.00%
C - Satisfactory	55.00%
D - Barely Passing	30.00%
F - Failing	10.00%

- There is very little effort to reach out to students of color for any event or recruitment from CED. The only event that I can think of is the day of Club Rush. This event organized by CED staff allows student led orgs to table on the first floor and recruit newly admitted members to their clubs. There is also a disadvantage as an undocumented student to also participate in certain things such as study abroad. I never got the chance to be a part of a study abroad program that CED would advertise because the study abroad programs, of which many of my classmates participated in, we're not applicable for those undocumented.

- I think there is a big difference when it comes to recruiting and retention. The issue is the lack of retention by not creating a comfortable and safe environment for students of color to thrive in. Student groups like CEDSOC and PSA do as much as they can, but that relies on students to volunteer their time to recruitment, which is unsustainable. The respective departments and the college at large should do more to make a CED education accessible to -- and supportive of -- a diverse student community through financial support, targeted recruitment, mentorship, and job placement.
- CED feels like a white space and often uncomfortable to have honest conversations about race/racism due to white fragility.
- I think they have a pretty decent method in recruiting students of color to CED. Omar Ramirez is the advisor that leads this section of CED.
- No pipeline to outreach to those most negatively impacted by planning. No collaborative efforts to address planning issues with impacted communities.

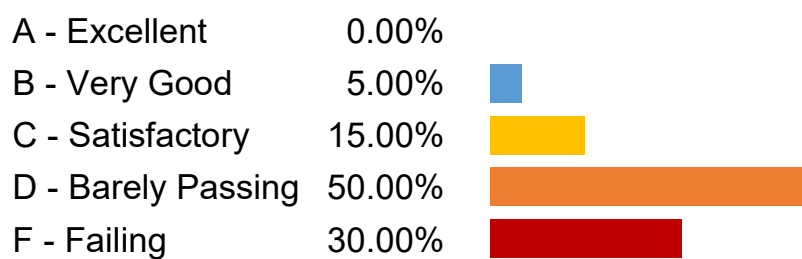
CED Diversity Survey

6. Rate CED curriculum and its impacts on community design, planning and development; affordable housing; and how the built environment affects low-income communities?



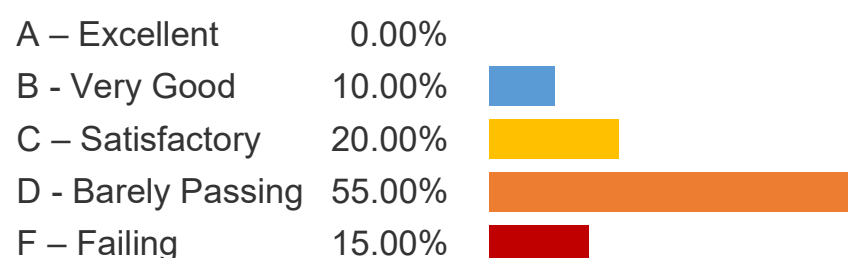
- I would have to say that I took two courses where I was challenged to deep into the topic of affordable housing and environmental/rural planning. However, these courses were very different in location. One situated in Oakland and the other in Shagraa, Sudan. The topics mentioned in the question above are much more needed to be spoken in the built environments we are currently living in because, as a developed country, our environments have caused and continue to cause the most destruction to all living things
- Unless you are taking courses in urban planning and sustainable design, your curriculum is very limited on what you are initially introduced to in the beginner ED4 series. After that, it's very rare to be able to explore those concepts in the design studio.
- Although instructors have taken on studio courses that tackle issues like community design, affordable housing - there's sometimes a lack on the amount of research we on the topic and focus more on the design aspect.
- CED Architecture (Grad) students can easily avoid all of these topics if they want to.
- Lots of materials diagnosing the problem, not enough planners and thinkers of color in addressing those issues.

8. Rate the number of CED faculty (Professors, Assist. Professors, Assoc. Professors) who reflect under-represented/historically disadvantaged communities, e.g., Latinx, African American, Native American and Asian? Faculty with a body of work, experience and curriculum to offer focusing on designing, planning and developing for disadvantaged communities.



- There is very little diversity within the CED staff which makes it difficult for certain students to find a proper space and person to express things that a staff of color may only understand.
- very little... students are often the ones who integrate these topics into their projects.
- Severe shortage of professors of color.

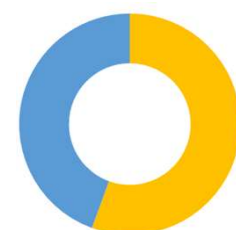
7. Rate CED curriculum and pedagogy in addressing non-European centric design principles or perspectives?



- The only encounter where I got the chance to dive a little deeper into non-European architecture was led by a Native American architect who practices Native American-inspired architecture. Our history classes make some effort in providing us some knowledge about non-European architecture.
- Although I see the efforts of instructors stemming away from European centric principles/perspectives - I feel like the profession is still so rooted in whiteness that often makes it difficult for instructors to teach non-European centric design - it seems like that's all they know and grew up learning?
- Need more advocacy and implementation materials from non-Eurocentric sources

“ I experienced microaggressions from not only the professor, but also the student instructor. This first studio discouraged many if not all of us. Many students dropped the major, some moving to a completely different major outside of CED or changed to a major within CED. ”

9. Have you ever experienced microaggressions from CED students, or heard from other students who have?

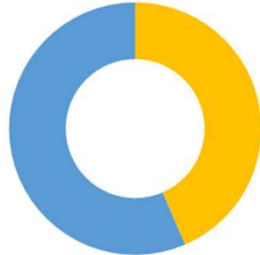


- Yes! Definitely! In Arch11A, I experienced microaggressions from not only the professor, but also the student instructor. This first studio discouraged many if not all of us. Many students dropped the major, some moving to a completely different major outside of CED or changed to a major within CED. I have also experienced sexism from women instructors also favoring the male students in the course. This was also discouraging for some of us in the course and wouldn't proper feedback on deliverables.
- Not necessarily microaggressions - but a few orgs on campus can make a students of color feel unwelcomed.

CED Diversity Survey

10. Have you ever experienced microaggressions from Graduate Student Instructors (GSI), or heard from other students who have?

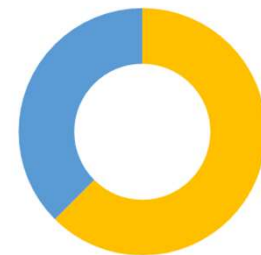
Yes 38.89%
No 61.11%



- Bad housemates
- Yes, answered above.

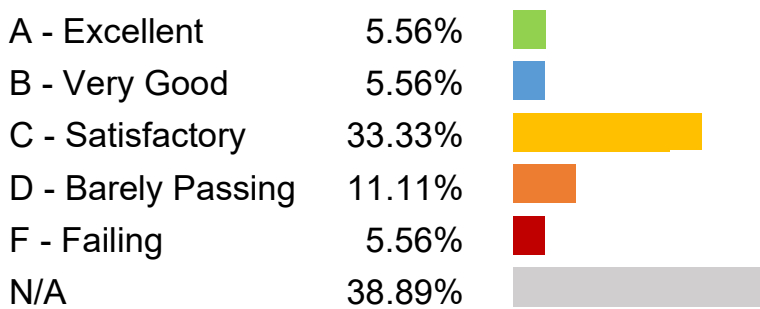
11. Have you ever experienced microaggression from CED faculty, or heard from other students who have?

Yes 61.11%
No 38.89%



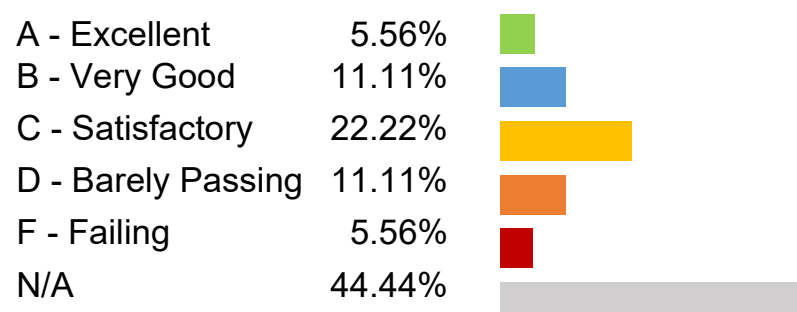
- Yes, answered above.
- As CASA board, we would be invited to attend conferences, lectures, or participate in events for CED on behalf of CASA. Considering CASA was very small at the time, I started to feel like a diversity token. We would hold our meetings with the Dean to see how we can better cater to our students but nothing would be done. Administration held their meeting and saved faced for hearing us out.
- Yes, related to race, gender, and ability.

12. How would you rate your experiences with your first studios, 11A and 11B, in terms of how supportive, encouraging, or inspiring professors/instructors were to you?



- 11A is the only course I would rate as barely passing. In 11B, the instructor was much more encouraging and engaged many times with students.
- My 11B GSI was very supportive and helpful but my 11A GSI was not. David Orkand for 11A was helpful but not necessarily very involved in the studio and Rudabeh Pakravan was very critical but did not really support me personally in the studio.
- 11A introduced design in such a elitist manner that it crushed my soul. Either you got it or you didn't. The lack of clarity with each class added to the daily anxiety of our existing imposter syndrome.
- 11B with Atwood was brilliant. Our mental health and progress was the priority of the class. This class made sure we were learning the softwares and programs.
- Satisfied with Arch 11B bad experience with Arch 11A
- Professor was inconsiderate and said I should change majors.

13. How would you rate your experiences with your first upper class studios for transfer students, in terms of how supportive, encouraging, or inspiring professors/instructors were to you?



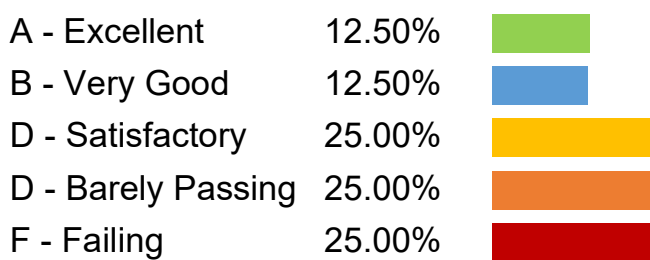
- Jasmi Rangr was very supportive instructor and gave a lot of encouragement and inspiration/good critiques. James Campbell was not really supportive or inspiring at times and often privileged those with projects he had personal biases towards.

“ 11A introduced design in such a elitist manner that it crushed my soul. Either you got it or you didn't. The lack of clarity with each class added to the daily anxiety of our existing imposter syndrome. ”

“ 11B with Atwood was brilliant. Our mental health and progress was the priority of the class. This class made sure we were learning the softwares and programs. ”

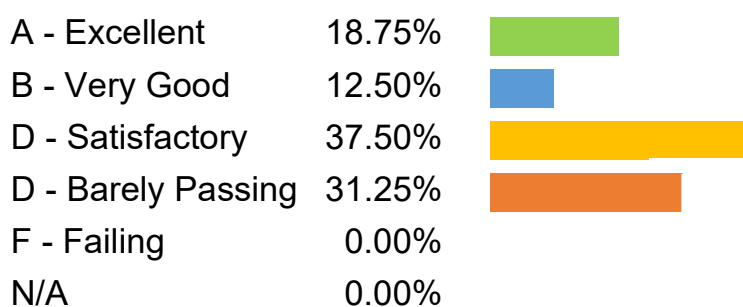
CED Diversity Survey

14. Rate CED's financial support mechanisms of low-income students, e.g., grants, scholarships, fellowships?



- Students would work extra hours to be able to pay studio materials or any group of materials and access to services needed for CED courses. Financial support would mostly support housing and meals.
- We organized to bring back the diversity scholarship, but we weren't told about an existing one with alumni of color, and the ultimate amount has not been sufficient to recruit the best and brightest students of color.

16. How would you rate CED's overall support of CASA / CEDSOC in providing a sense of community, e.g., space and environment?

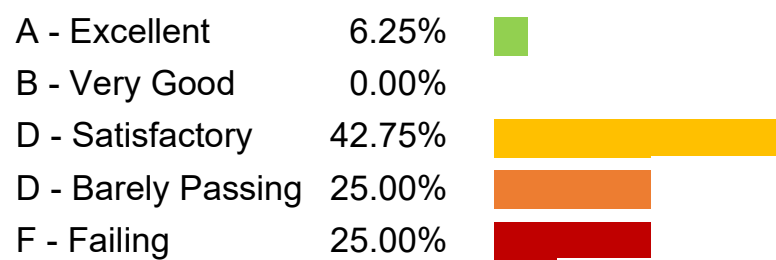


- There were two professors that were willing to support us throughout the academic year. One that identifies as Latino and the other man is American or Caucasian. We also received beautiful support from CED's advisors.
- With prior notice, we are allowed to rent rooms to hold meetings. That is about it. Perhaps these groups should be provided with a permanent space in the college?
- The Dean's cancellations of meetings and lack of engagement leave a bad impression.

CASA Alumni thanks CASA and CED SOC students at UC Berkeley's College of Environmental Design for taking time from your hectic fall schedule to make your voices heard. Given the beginning of a new academic year, and the exciting things going on at UC Berkeley and CED relative to improving access, diversity, equity and inclusion, your thought are valuable and appreciated!

CASA Alumni
www.casa-ucberkeley.com

15. Rate CED's Diversity Scholarship Fund where students have to fund their own projects and then get reimbursed afterwards, and how this works for low-income students?



- I would actually rate this N/A because I was not aware of this scholarship fund.
- I've never heard of this before.
- The process to apply needs to have more outreach. The process to use the funds does not work for low income students. We can be so fortunate to be awarded \$500 for the cause but only be able to use half of that because no one could afford to take on the bill for initial expenses.
- If this in fact exists, I don't know about it and would like to learn more. The fact that this isn't widely advertised suggests to me that these kinds of reimbursements are not common.

17. Are there any areas related to your experience at CED, as it applies to diversity, inclusion and equity, not addressed above that you would like to comment on?

- The CED needs to coordinate better with each of its departments, supporting and expanding on their smaller-scale successes to bring up all areas together. Further clarity around what CED vs. departments are responsible for (both within admin and letting students know) may still be needed.

“ I think there is a big difference when it comes to recruiting and retention. The issue is the lack of retention by not creating a comfortable and safe environment for students of color to thrive in. Student groups like CEDSOC [CASA] and PSA do as much as they, can, but that relies on students to volunteer their time to recruitment, which is unsustainable.

The respective departments and the college at large should do more to make a CED education accessible to -- and supportive of -- a diverse student community through financial support, targeted recruitment, mentorship, and job placement. ”

Fred Jose Atilano: Beloved Friend, True Chicano & Life-long CASA Supporter



Goodbye My Friend

Oswaldo Lopez
(BA Arch 73, MA Arch 75, UC Berkeley)

Our beloved friend, mentor, and fellow CASA alumni, Fred Atilano, had passed into the waiting arms of our Lord and Savior. I kept thinking to myself this couldn't be the case - until a series of emails began to come in

from other alumni, including Carlos Rodriguez, Ross Ojeda, Roberto Daughters, and Maritza Delgadillo, with remembrances of Fred and their relationship over the years. Reality began to take hold.

He was my "big brother" I never had. He was always a smile away from me. My first encounter with him after he fell ill was at one of our first CASA Scholarship events. Fred, who was in a wheelchair at the time, was the first to arrive. Earlier, we had gathered with Antonio Pizano at the DoubleTree Hotel at the Berkeley Marina, where we spoked, hugged and laughed about our time as students at CED. One of the most pertinent statements he made that evening was when he looked at me, as if he was looking right through me, and said, "Oswaldo, it went by so fast."

Fred always seemed to be in a hurry, always going a mile a minute. I wondered if it was due to his experience in Vietnam prior to his enrollment at Cal? Having seen and been in war can really change a person. To this day, his memory will always be of a man who was loyal and trusting. He loved CASA and all CASA Alumni. He never backed away from his beliefs and his love of being Chicano. I think about the silly things we laughed about together over beers, such as how we thought Chicanos were getting the "short end of the stick."

Sharing my memories about Fred's makes me think about what a good friend he was to all of us. For those of us who knew him, I know we all have our own memories of Fred. I know I do.



Antonio Pizano and Fred Atilano at a ByDESIGN Presents the CASA Alumni Scholarship event, April 22, 2016. They were both original founding members of **CASA** (Chicano Architectural Student Association) at CED, UC Berkeley in 1971. (ByDESIGN Vol. 16, Summer 2017, Photo: Michael Hernandez)



We Managed to Stay in Touch

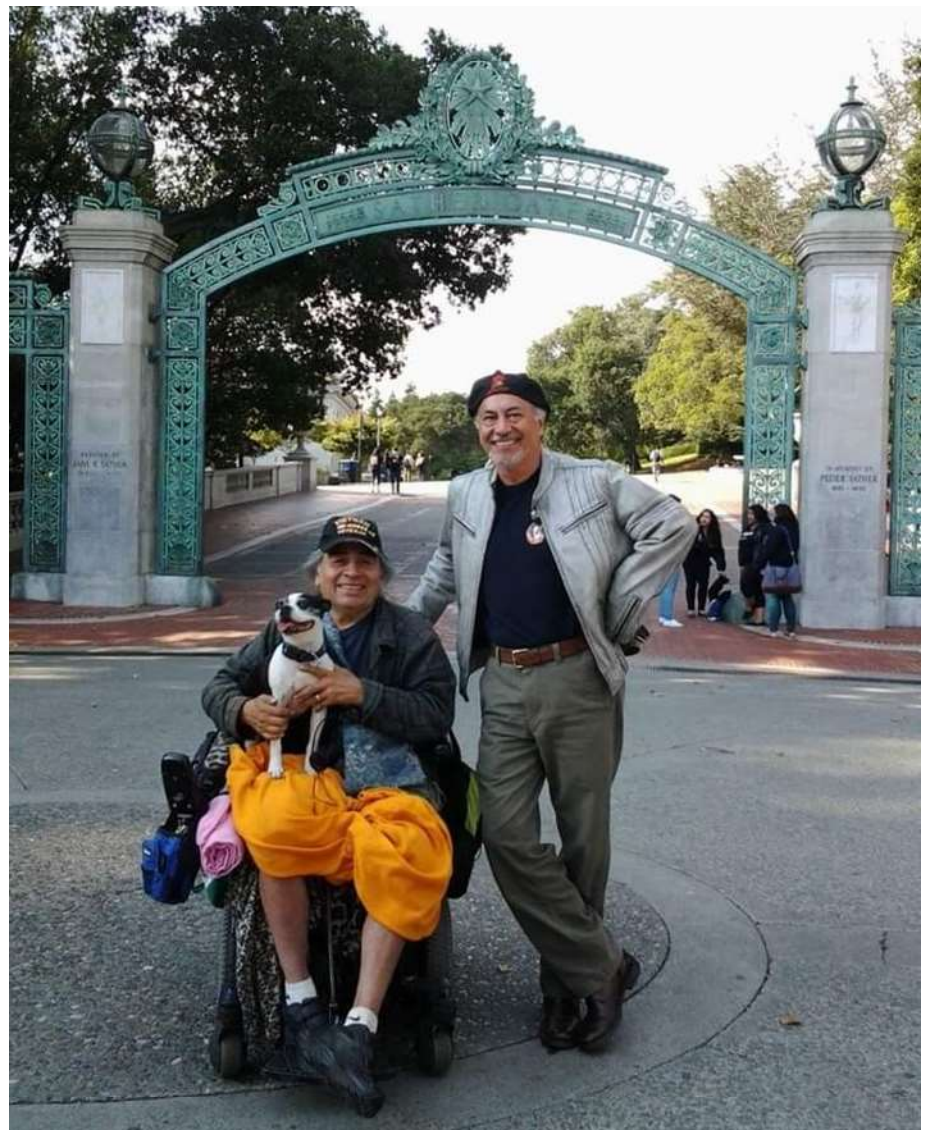
Antonio Pizano
(BA Arch 73, MA Arch 75, UC Berkeley)

Soon after graduating, Fred told me about this job in Sacramento with the department of Housing and Community Development (HCD). I am not sure what he told the nice young lady that interviewed me, but I

was hired on the spot! My career in my chosen and rewarding field, serving the underprivileged began!

Our paths crossed again when we both worked with the department of Housing and Urban Development (HUD). Throughout the years, we managed to stay in touch and always enjoyed reminiscing our time at Berkeley. His contagious smile and good spirits were undeniable. I loved this friend as a brother!

“ Throughout the years, we managed to stay in touch and always enjoyed reminiscing our time at Berkeley. His contagious smile and good spirits were undeniable. I loved this friend as a brother! ”



Antonio and Fred at the iconic Sproul Gate, at the University of California, Berkeley in 2016. Fred Jose Atilano passed away on August 6th, 2021, 5 days after his 75th birthday. BD and all CASA alumni extend his family our deepest and sincerest condolences.

CASA Newsletter 09/21

Samantha Andalon, Chair/President, CASA, CED UC Berkeley

Volume 40 September 30, 2021



Happy week five and thank you so much for joining us at our first meeting of the semester! It was a great turnout and we were glad to see so many new faces! We are excited to be continuing the org in person and expanding our familia and Comunidad. So a gentle reminder that and if you ever need something, feel free to reach out to us! Until then, we hope to see you all at our next meeting! In the meantime, let's start this week off great with a couple of announcements



Top Left: Happy Hispanic Heritage Month

Let's celebrate our fellow Latinx/Hispanic histories together by sharing in the dialogue! With that, let's give a belated Happy Independence Day to the following countries:

- 9.15: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua
- 9.16: Mexico
- 9.18: Chile

Bottom Left: Coming soon: CASA Sticker Series Fundraiser

Remember to stay in touch and follow our socials:

- Insta: @casaberkeley
- Facebook: @CASAsCal
- Discord: <http://discord.gg/vS4dKUTd>
- Email: Casistas@gmail.com

Above: Celebrating Latinx Heritage, Connecting with the Latinx Community

Led by Jessica De Anda, ALIANZA at UC Berkeley



After a year and a half on zoom, we are happy to announce that the club is back in person! After a great kick-off to our first general meeting, we are happy to be back connecting with new and returning faces. However, we must acknowledge and remain mindful of the difficulties this new endeavor may possess, understanding that our ability to be back on campus is due to the tireless efforts of the essential working community. Therefore, it is our responsibility to follow Covid-19 protocols as we plan another exciting year filled with academic, professional, and social opportunities to find community and a familia at Cal.

We continue to stay *devoted to serving, supporting, and empowering students of color in the design field*. We hope that our ability to meet face-to-face again may bridge the disconnect and fragmented nature of social interactions caused by Zoom university and create a space where individuals feel energized and welcome. Afterall, NUESTRA CASA, ES SU CASA!

The CASA Newsletter is designed and produced by **Jovany Vallejo Martinez**, BA Architecture '22, College of Environmental Design, UC Berkeley.