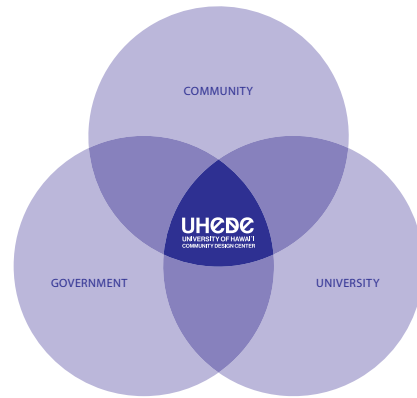


'Kuleana' is a Native Hawaiian word, widely embraced by our multi-cultural community of people born, raised, or working in Hawai'i. 'Kuleana' is different from its approximate English equivalent, 'responsibility,' since at heart it incorporates the idea of gift or privilege—that registers not in authority, duty, or power, but rather in measurable benefits to others. As such, kuleana applies equally to family, home, land, and place, but also (most importantly) to everyone both within and beyond our islands.

My orientation as an assistant professor and the inaugural director of the University of Hawai'i Community Design Center (UHCDC) connects to kuleana. My work embraces the institutional kuleana of our school, as the only accredited architectural degree program in the state, and the culture of our student body, recognized by 2018 NAAB reviewers for its distinct "aloha spirit". It also focuses on the challenges and opportunities for our island community, located 2,400 miles from the nearest land mass. Although firmly rooted in Hawai'i's unique geographical, political, and cultural context—my work simultaneously seeks the global benefit in every local project.



TEACHING PUBLIC SECTOR PRACTICE

In 2016, after ten years of service as a part-time adjunct studio instructor, and 12 years of professional practice, the University of Hawai'i at Manoa (UHM) School of Architecture (SOA) recruited me to join the faculty full-time, both to teach and to establish a community design center for the school. Under my direction, in collaboration with faculty and members of the professional community, UH CDC has become a new model for a university-based, built environments teaching practice, offering the school and adjacent departments a public-sector platform for multi-disciplinary collaboration. Working closely with a leading state senator, UH CDC operates at the intersection of the university, the community, and government. This public sector orientation has generated "proof-of-concept" projects involving 51 contracts with 12 state agencies and four non-profit organizations. UH CDC's novel "top-down bottom-up"

approach, recently earned both the 2020 AIA/ACSA Practice & Leadership Award and 2020 ACSA Collaborative Practice award for the Waipahu TOD Collaboration team. I have written papers and presented on this emerging form of public-sector-driven teaching practice to international, national, and local audiences.

Learning from some of the most successful community design practices in the country, my first priority at UH CDC was the creation of a platform that invites and supports diverse university faculty to work on public-sector projects. Since its inception, UH CDC has directed funding and/or project opportunities to 12 of 15 full-time members of our UHM SOA faculty; over 20 faculty members total across six university departments; 15 full time staff; and nearly 70 paid student assistants. Participating faculty members integrated projects into 29 courses in architecture, landscape architecture, planning, engineering, and the social sciences, engaging hundreds of students on statewide efforts to address housing, infrastructure, sea level rise, coastal management, food, waste, energy, incarceration, and education, among other topics.

UH CDC is foremost a teaching practice. It offers ~\$100,000 in student employment each year and has cumulatively provided nearly 20,000 hours of AXP credit applicable to architectural licensure. UH CDC employs students from nearly all levels of our

program, allowing them to learn from each other, and to seek and engage opportunities for leadership roles in school and practice. They likewise participate in civic life and leadership through their direct work with state legislators, city administrators, agency directors, and community organizers. I have personally directed 30 students and 5 new graduates as a principal investigator on multiple UH CDC projects, many of whom I support as an AXP supervisor. My dual role in the school affords me the rare chance to follow and support these students through much of their educational experience and transition to practice.

SYSTEMS APPLIED PEDAGOGIES

Over nine semesters, I have taught Second- and Fourth-Year studios, professional practice, and collaboration-focused seminars that have allowed me to develop applied public-sector and public interest pedagogies across 14 unique courses. Each course explored new ways to connect our curriculum and students to opportunities for systemic change. Through partnerships with city, state, and university decision-makers, my students have designed and presented new approaches to food production, processing, and distribution; farm workers housing; cultural approaches to correctional facilities; campus planning and design; social and cultural equity; even novel techniques to address deferred maintenance in a cash-strapped university. These teaching

Cathi Ho Schar AIA | Teaching Statement

efforts involve multi-year collaborations with partners, including the UH Office of Administration, Department of Agriculture, Honolulu Authority for Rapid Transit, and the College of Engineering. These partnerships generated other opportunities, a \$34,000 Strategic Investment grant from the Office of the Provost to support the development of an Integrated Engineering and Architecture Capstone course, and funding from the UH President to test implement "Light Quick Cheap" ideas generated in ARCH 745. More important are the reoccurring synergies and lasting relationships that are impacting both student and agency outcomes.

Designing for systemic change requires a broad view. My teaching approach aims at "social learning," the kind of collective learning our colleagues in planning regard as essential to solving "wicked problems." I cultivate opportunities for students to design with communities, leaders, stakeholders, and topic experts. Students conduct primary interviews, surveys, and field observations; they deploy engagement tools; and they host community workshops that hone their research, communication, and group engagement skills. This approach likewise shapes the way I structure course communications: I have replaced the traditional jury review with co-design workshops, critical designer/client dialogue, and interactive forms of stakeholder consultation.

My students apply their design skills beyond the material environment to craft relationships, systems, policies, economies, and ecologies. I work with students to understand and improve the complex systems in which they are immersed, engaging methodologies that fuse systems-thinking, design-thinking, policy design, placemaking, and architecture. My students have been recognized with a 2017 AIA Honolulu Student Design Award of Excellence to Christopher Songvilay and Akira Ishikawa; a 2019 AIA Honolulu Student Design Award of Excellence for a second year student, Kaimana Tuazon; 2020 AIA Honolulu Student Design Awards for Darlyn Chau, Levi Albano, and Angeline Joven (all separately), an Undergraduate Research Opportunity (URO) grant of \$9,000 for two students to continue their ARCH 415 work on "Distributive Agriculture" under my mentorship, which also earned an Award of Merit from the URO.

EVOLVING FORMS OF OUTREACH

As a design educator and practitioner born and raised in Hawai'i, outreach is my kuleana. I seek opportunities to increase faculty and student agency in the public space that connects the academic, professional, legislative, and community worlds. I served as co-chair of the 3-day 2017 Building Voices Design Festival, held in Hawai'i's state capitol, 2019 Building Voices "Housing For All" Symposium; the 2018 UHM Decolonizing

Cities Symposium; the University of Hawai'i at Mānoa Varney Circle Design Tank, "Who Designs Hawai'i" a free educational program for elementary school students, the forthcoming 2021 Mayors' Institute on City Design; and various speaker events hosted by UHDC. Each of these events represent collaborative and cross-sectoral forms of outreach and engagement with AIA Honolulu, APA Hawai'i, ASLA Hawai'i Chapter, USGBC, CSI, the university, and government, producing lasting relationships and new lines of communication.

ROLE OF NOMINEE

Assistant Professor, School of Architecture: responsible for teaching design studios and professional practice seminars.

Director, UHDC: responsible for establishing, defining, growing, and managing center operations, partnerships, and initiatives.

Principal Investigator, UHDC: responsible for personally directing and authoring select UHDC contracts and work.

PARTNERS/FUNDERS COLLABORATING WITH UHDC FACULTY AND STAFF PIS

State of Hawai'i: Department of Agriculture, Department of Accounting and General Services, Department of Defense, Department of Education, Department of Land and Natural Resources State Parks Division, Department of Public Safety, Office of Planning, State Foundation for Culture and the Arts, Hawaii Public Housing Authority, Emergency Medical Services, Hawai'i Technology Development Corporation.

University of Hawai'i: Office of the Vice President for Administration, UH Community Colleges, UH Outreach Colleges, UHM Institute for Astronomy, UH Pre-STEM Academy, UH Applied Research Lab, UH Office of Sustainability, Hawai'i Natural Energy Institute.

COLLABORATING FACULTY UNITS

Architecture, Department of Urban & Regional Planning, Public Policy, College of Engineering, Social Science Research Institute, Department of Sociology, Art Department, School of Hawaiian

ARCH 201/202 Beginning Design Studios

"ARCH 202 was a very challenging class and Professor Cathi pushed us to produce better work every assignment."

"I value the environment created from a caring instructor that pushes students to do their best; a place where peer review is valuable and beneficial for everyone."

"Everything... I found this course really challenging, but Cathi is a GREAT professor. She will really help you and push you to do your best. This has easily been my favorite studio so far in my architecture schooling."

ARCH 415 Concentration Studios

"I found everything very valuable. Much of this course was quite different than prior design studios, such as going out and interacting with the community. Activities such as this gave me a new way to look at design and see how it would affect those who inhabited the space."

"Her comments were always meaningful and delivered in a positive way."

"I found the community design aspect of the course to be the most valuable. I feel like I learned a lot from this process and it provided a new perspective on design."

ARCH 745 Professional Practice Seminars

"I really looked forward to what Cathi had to say or teach us about real world practice. Loved the lectures on costs and contracts. Even the lectures on codes which can make me cry were still very interesting ! Brava Cathi!"

"Cathi is one of the best teachers I have had yet. This is primarily due to her interaction with her students. I believe that what makes education great is by having the students involved with discussions and sharing their thoughts."

ARCH 200 Collaboration in Env. Design

"Exceeds my expectation!"

"10/10 it was a fun and intriguing class."

"Conundrum(s) were a great interactive activity too."

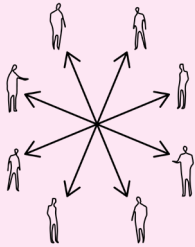
"Communication was well done with email reminders, dropbox and explanations in class."

"Opened my eyes to the whole team and who would be on the team for a typical project. It showed the process many had to go through to get a project approved."

Year	Course title	Number of students enrolled	Number of students responded	Global appraisal -How would you rate this instructor	UH Manoa mean	UHM Architecture mean	Instructor clearly stated at the beginning of the semester the objectives of the course and requirements	UH Manoa mean	UHM Architecture mean	The instructor treated students with respect.	UH Manoa mean	UHM Architecture mean	The instructor demonstrated knowledge of the course content.	UH Manoa mean	UHM Architecture mean	This course challenged me intellectually.	UH Manoa mean	UHM Architecture mean	The instructor both sets high standards and helps students achieve them.	UH Manoa mean	UHM Architecture mean	The instructor was available for consultation.	UH Manoa mean	UHM Architecture mean	Considering everything, how would you rate this course?	UH Manoa mean	UHM Architecture mean
2020	ARCH 202 Beginning Design Studio	14	12	4.92	4.4	4.58	4.91	4.61	4.51	4.92	4.7	4.77	4.83	4.73	4.75	5	4.51	4.64	4.92	4.48	4.49	4.92	4.53	4.49	4.83	4.45	4.55
2019	ARCH 415 Concentration Design Studio Section 1	13	11	4.91	4.31	4.51	4.73	4.58	4.53	4.82	4.67	4.66	4.82	4.7	4.73	4.73	4.46	4.52	4.82	4.4	4.46	4.82	4.47	4.5	4.82	4.36	4.46
2019	ARCH 415 Concentration Design Studio Section 2	9	7	5	4.31	4.51	5	4.58	4.53	5	4.67	4.66	5	4.7	4.73	5	4.46	4.52	5	4.4	4.46	4.86	4.47	4.5	5	4.36	4.46
2019	ARCH 201 Beginning Design Studio	16	7	4.86	4.34	4.37	4.86	4.59	4.48	4.86	4.66	4.52	4.71	4.7	4.73	4.86	4.46	4.55	4.86	4.4	4.35	4.86	4.31	4.45	4.71	4.37	4.35
2018	ARCH 415 Concentration Design Studio	6	2	5	4.65	4.65	5	4.46	4.69	5	4.65	4.56	5	4.69	4.46	4.5	4.22	4.45	4.5	4.38	4.18	4.5	4.44	4.21	4.5	4.34	4.2

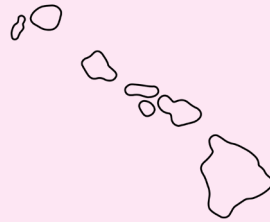
The course evaluations values from 2018-2020 are taken from the University of Hawai'i Course Evaluation System. Evaluation questions prior to 2018 differ from year to year, making comparisons difficult. Evaluation values are highlighted in pink, means for the UH Manoa School of Architecture, and UH Manoa are also shown for reference. All students comments were provided anonymously.

Since 2016, UHCDC by the numbers...



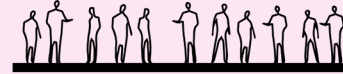
12 state agencies

Partnerships with public agencies connects the center to the statewide systems for public education, housing, agriculture, corrections, parks, recreation, transportation, and planning.



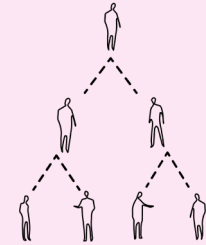
8 islands

Projects anticipate application across all islands, serving diverse communities across the state.



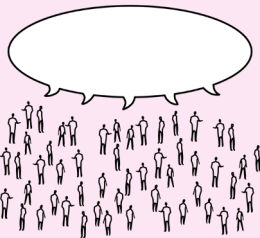
51 contracts

The center is a platform that has generated opportunities for faculty, staff, new graduates, allied professionals, and students.



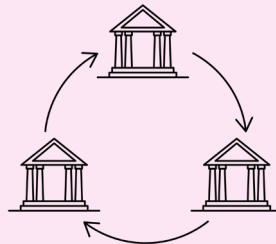
20+ faculty principal investigators

The center provides research and funding opportunities for diverse faculty and staff members to independently lead and mentor small teams.



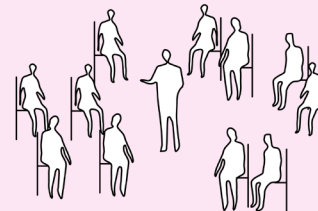
12 outreach events

The center organizes public outreach events gathering global and local perspectives on critical issues facing Hawai'i.



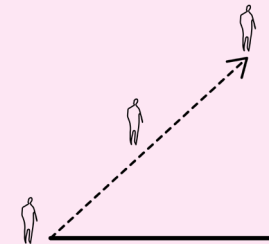
6 university departments

Collaborations between faculty across departments supports university wide research and teaching collaboration.



29 UHCDC project related courses

Integration of research and teaching offers hundreds of students applied learning opportunities.

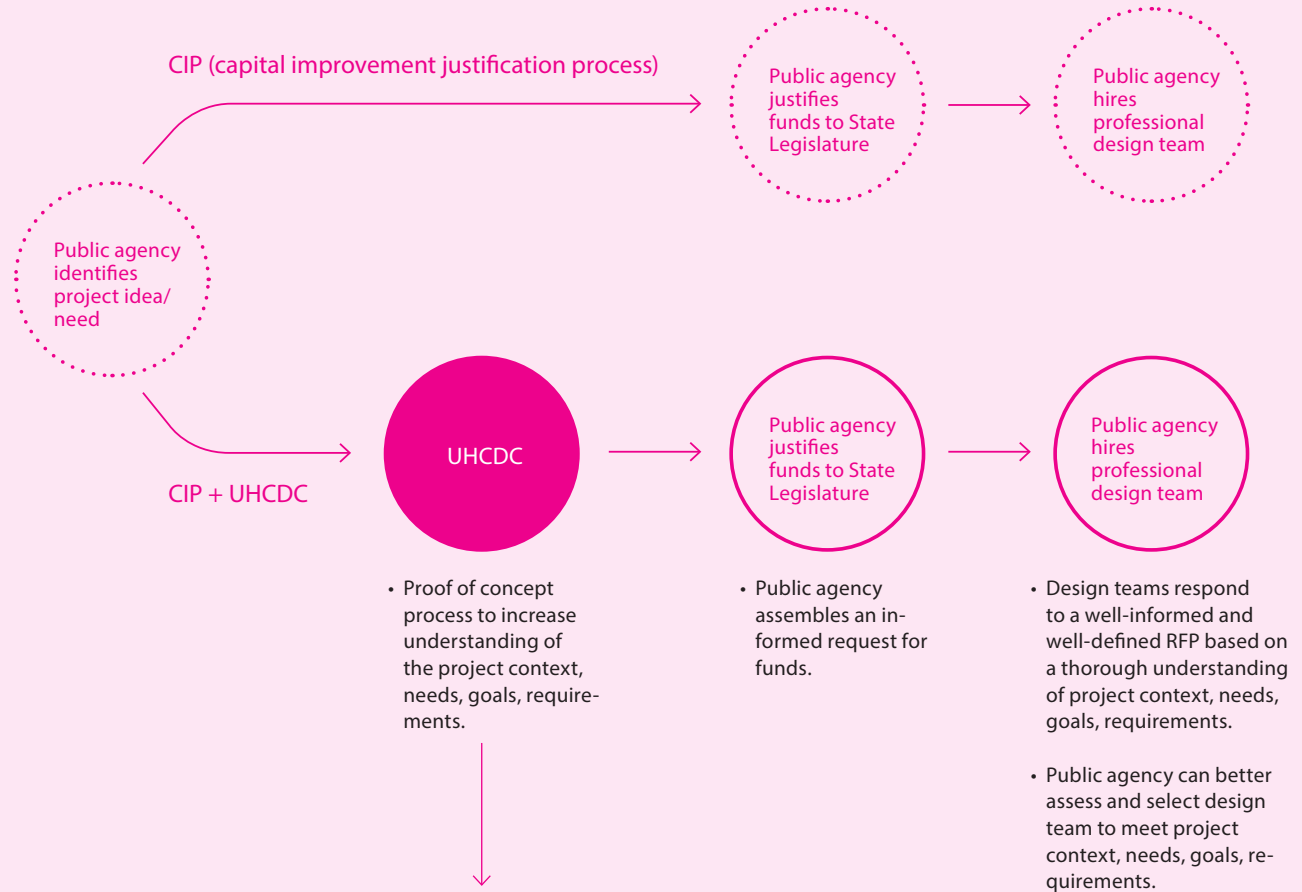


~ 70 student interns

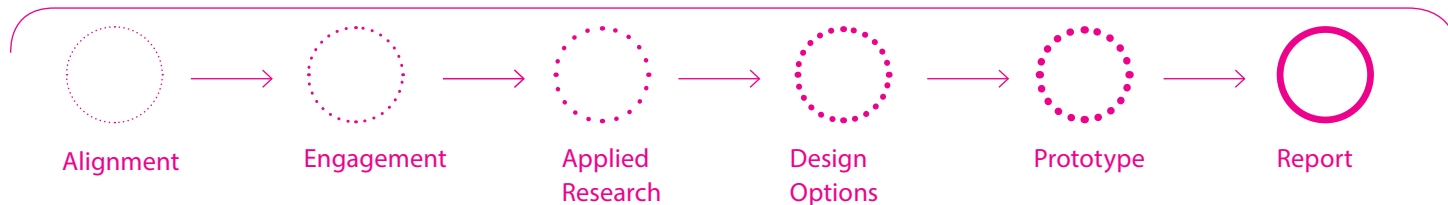
Approximately \$100,000/year is spent on student employment, and collectively over 15,000 hours eligible for AXP credit.

PROOF OF CONCEPT

In consultation with a state legislator, a pre-procurement "proof of concept" scope of work was developed for the center, which includes stakeholder alignment, community engagement, applied research, design alternatives, and cost estimates, generated ahead of and not in lieu of professional design services. This scope of work was developed to support informed governmental decision making. In 2017 five appropriations for "proof of concept" work was passed in the state budget to pilot this new approach.



Proof of concept process
Increased understanding of the project context, needs, goals, requirements



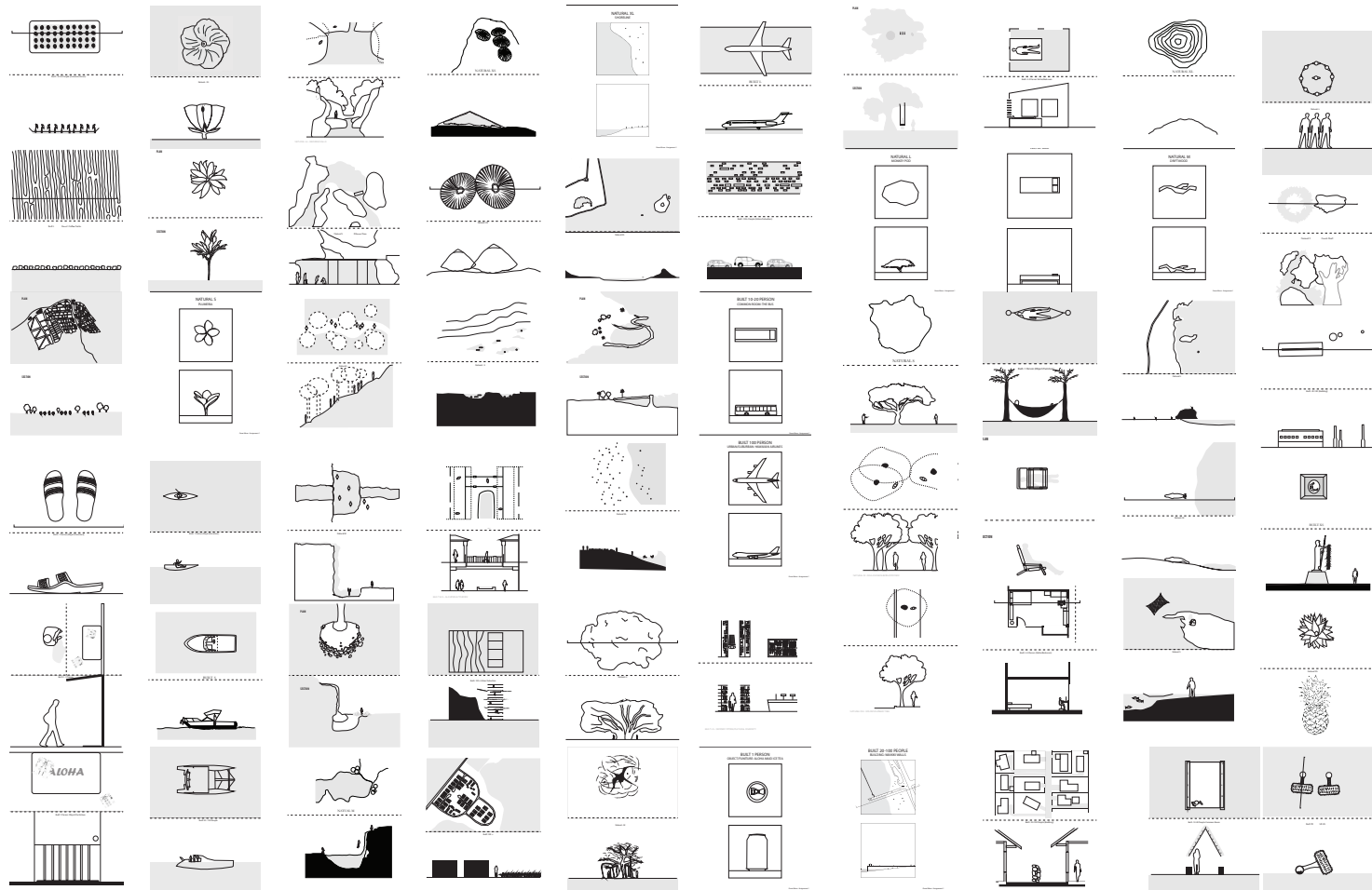
ARCH 415 Concentration Design Studio-New Correctional Models for Hawai'i

PARTNERS

Department of Public Safety (DPS)

In partnership with the Department of Public Safety (DPS), who manages correctional facilities statewide, and in response to the H.C.R Task Force 85 report calling for prison reform, students were asked to develop hybrid Hawai'i-based program and facility models that respond to our islands' social, cultural, educational, economic, and ecological realities and opportunities. This place-based approach to rehabilitation explored the design of cultural landscapes (diagrams to the right), social enterprise programs, and circular economies to reduce recidivism, and the systemic inequities and negative impacts related to incarceration.

Analysis included community needs assessments and economic development potential for three island regions. Site visits included Oahu Community Correctional Center and Halawa Correctional Facility (jail and medium security prison). Presentations were made to the DPS Chief Planner and engineers. Outcomes represented new approaches from arrest to re-entry programs and facilities, as a complete re-imagining of the existing model.



work by: F17 ARCH 415 students

ARCH 415 Concentration Design Studio: On Campus

PARTNERS

UH Office of Project Delivery, UHM Office of Administration, UHM Campus Framework team

The double-section, level-wide course was structured as a pilot community capstone studio, integrating community research through interviews, observations, and engagement tools, four different project types and scales, a design mentor program, co-design mentor workshops, and a partnership with UH leadership.

These participatory exercises focused on four projects on the campus long range development plan, two public private partnership housing projects and two education buildings, dividing the studio into education and housing "studios". Projects remained individual. Student outcomes visualized outreach-based design strategies and design proposals to administrators, piloting a new relationship between the UHM Campus Framework and Project Delivery teams and the curriculum. UH funded two proof of concept projects following the studio that allowed two students to continue to work on their projects.

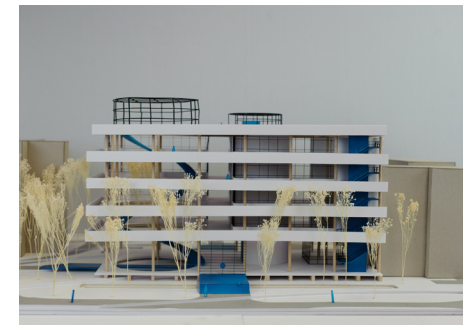
STUDENT RECOGNITION

2020 AIA Honolulu Student Design Award of Merit: Angeline Joven

2020 AIA Honolulu Student Design Award of Merit: Levi Albano



student work by Angeline Joven (above), Jaewoo Lee (upper right), Sarah Hyun (lower right)



Campus engagement station



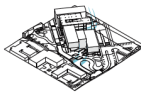
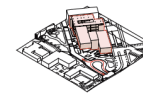
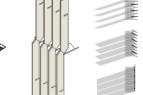
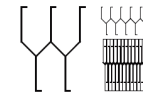


Co-design workshop pieces



UHM Life Sciences construction site walk-thru

ARCH 415 Concentration Design Studio: On Campus

<p>Increase Circulation</p> <p>Elevating the building creates shattered walkways that connects to the existing campus paths and provides maximum circulation to pass through the building.</p> 	<p>Maximize Views</p> <p>Offsetting the two "wings" creates nodes within the site, along with maximizing views of nature between the two volumes, and daylighting.</p> 	<p>Cross Ventilation</p> <p>The central core is opened to allow trade winds to passively go through the building to decrease energy use and promote sustainability and comfortability.</p> 	<p>Building Resiliency</p> <p>The parking structure adjacent to the building can be adapted for future use. The roundabout is used as a drop off point for ride-sharing, bike rentals, etc.</p> 	<p>Operable Building Skin</p> <p>The East and West facades has a skin consisting of operable vertical louvers to control daylight, heat gain, and privacy.</p> 	<p>Cultural Identity</p> <p>The design language is inspired by the polygonal patterns for "people". When connected they form a group holding hands which represents unity.</p> 
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Student Services Administration Building
student work: Levi Albano

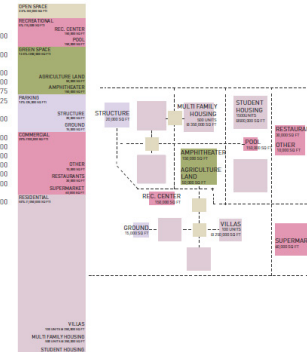


Program information

Property Area (sf):	600,000
Residential (sf):	1,050,000
Studio units:	100
1 bedroom units:	1000
2 bedroom units:	475
Other units:	75
Total units:	2100
Retail commercial (sf):	100,000
Office commercial (sf):	20,000
Education (sf):	70,000
Community (sf):	100,000
Agricultural (sf):	50,000
Parking (sf):	25,000
Totals (sf):	1,625,000

Amenities/Features:

- Shopping Promenade
- Native Hawaiian Plant Gardens
- Farmers Market/Large Event Space
- Community Agricultural Land
- Outdoor Amphitheater
- Olympic Pool
- Recreational Center
- Art Installations
- Cultural Walk



Connect Points of Interest

Each node will have a special character and will be within visual distances of each other



Stimulate Economic Growth

Structure the main road edge with retail and transform University Ave. into a shopping promenade



Gather the Community

Centrally locate a large outdoor amphitheater and green space for large events, concerts, farmers market, etc.



Create Unique Communities

Cluster unique communities within each residential typology and give each area a different character



Define a Cultural Path

Art exhibits that will feature local art, news, important information, etc are scattered throughout special paving

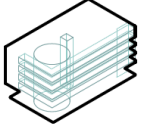
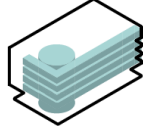
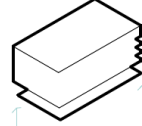
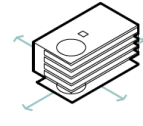
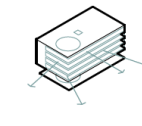



Support Cultural Agriculture

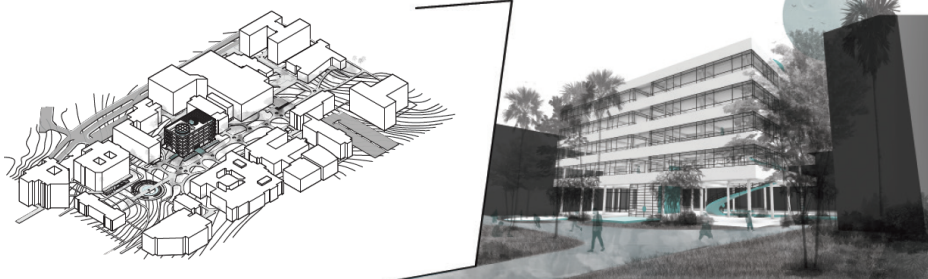
Reserve land for large community agriculture to teach the importance of self sustainability



College of Education site - Mixed use neighborhood/ Public Private Partnership
student work by: Kendal Leonard

<p>Transform Circulation</p> 	<p>Subtract Volumes</p> 	<p>Lift from Ground Level</p> 	<p>Provide Connections</p> 	<p>Enhance Visual Connectivity to McCarthy Mall</p> 	<p>Optimize Natural Environment</p> 
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McCarthy Mall Axon



Faculty Resource Center
student work by: Sarah Hyun

Creating more open courtyards, and private rooftops, makes a variety of open space for both residents and the public to occupy.

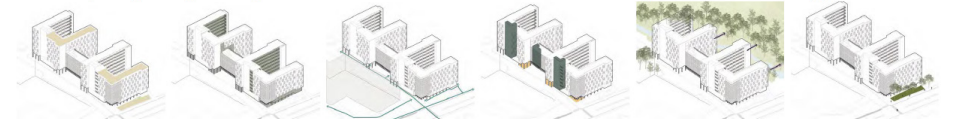
These porous spaces act as smaller gathering spaces, circulation, and contribute ventilation through the entire building.

Implementing more crosswalks and paths to guide more people to the site.

By separating public & private entrances, there is a sense of security and privacy for residents.

Courtyards and bridges create opportunities for people to engage with the stream and ridge.

The commercial program is facing Dole St with an engaged investment to better advertise and attract people to the amenities.



NOAA site - Faculty and graduate student housing/ Public Private Partnership
student work by: Hana Fulghum

ARCH 415 Concentration Design Studio-A Campus for All: A Case for Inclusive Design and Equitable Environments

PARTNERS

UH Office of Project Delivery, UHM Campus Framework team

An inclusive design approach to meaningfully address marginalizing factors such as age, race, colour, sex, sexual orientation, physical disability, or mental health condition, is applied to the UH Manoa campus.

To develop this equity lens, students developed research protocols, conducted interviews, and mapped inequitable campus characteristics, such as the number of buildings named after women or a person of colour, or wheelchair access, to inform the development of a set of Inclusive Design Guidelines. These guidelines which do not exist for the campus, aimed at supporting the UH Manoa Framework Planning Objective "Provide for the whole campus 'ohana."

The application of these strategies informs the design of a critical campus outdoor node "an equity-focused landscape" and an 80,000 foot classroom and administration building currently on the campus long range development plan.

UH MĀNOA CAMPUS IS AN UNINCLUSIVE LANDSCAPE AND HERE'S HOW WE CAN FIX IT

DATA ON PHYSICAL DISABILITIES

- 28% OF THE GLOBAL POPULATION HAS A PHYSICAL DISABILITY
- 25% OF AMERICANS ARE LIVING WITH SOME FORM OF PHYSICAL DISABILITY
- EVERY 16th ADULT IN HAWAII HAS SOME FORM OF PHYSICAL DISABILITY
- 16 REPORTED BY COLLEGE STUDENTS WITH PHYSICAL DISABILITIES

DATA ON MENTAL / LEARNING DISABILITIES

- 16% OF ADULTS IN THE US REPORT HAVING SOME KIND OF MENTAL HEALTH CONDITION
- 24% OF ADULTS NATIONALLY REPORT MENTAL HEALTH CONDITION
- 8 OUT OF 10 HAWAII WITH MENTAL HEALTH CONDITIONS DO NOT SEEK TREATMENT
- 80% OF STUDENTS WAITING FOR A NON-URGENT APPOINTMENT WITH CBOC IS 56 PEOPLE

DATA ON SEX / GENDER RELATED ISSUES

- 10% OF COUNTRIES HAVE ONLY SAME-SEX MARRIAGES
- 54% OF STATES DO NOT PROHIBIT DISCRIMINATION BASED ON GENDER IDENTITY
- WOMEN MAKE UP 51% OF ALL HIGH STATEWIDE
- 74% OF ALL RESTROOMS ARE ALL-GENDER ON CAMPUS

"are push doors accessible to people without complete motor skills?"

"closer handicap parking spaces for disabled and people pregnant"

"good to have spaces that are partitioned off and provide privacy"

"not the safest place to be on campus after-hours"

"little places for people who aren't out yet to feel comfortable"

"allocate funding for dispensers i.e. menstration, condoms, etc."

Avoid using stairs as main means of arrival and exits.

Provide seating at various heights.

Gracing spaces with gradual slopes remove need for steps.

Provide easier accesses to buildings and centers.

Make amenities fit different levels and diverse conditions.

Smooth out paths to prevent tripping or need for stairs.

Make wayfinding easier for different levels of visibility.

Provide safer feeling atmosphere on campus with safety.

Use lighting to illuminate high traffic areas at night.

Dedicating spaces after important women in Hawaii.

Dispensaries of varied hygiene products.

Private/semi-private spaces to encourage security.

Provide visibility to important women's conveniences.

Make resources more accessible, but discreet.

Provide smaller spaces to provide a degree of privacy.

MICAH AXALAN | UNIVERSITY OF HAWAII MĀNOA | SCHOOL OF ARCHITECTURE | ASSISTANT PROF. CATHI HO SCHAR | FALL 2020

student work by: Micah Axalan

ARCH 201: Beginning Design Transit Studio

PARTNERS

Honolulu Authority on Rapid Transit
College of Engineering, Professor Roger Babcock

ARCH 201 piloted a new relationship with the College of Engineering (COE) Senior Special Projects course in a horizontally integrated project for the Honolulu Authority on Rapid Transit (HART), the public agency responsible for Oahu's 9 billion dollar rail line currently under construction. This unlikely juxtaposition facilitated a new curricula that situated the development of fundamental form-making and vocabulary building exercises within the requirements of public transit: connectivity, community building, and public experience, with an overarching emphasis on place. Three cumulative projects: a pedestrian bridge, transit hub, and entry building, posed the following questions: How can we develop a place-based language for our infrastructure? How do we develop languages that are legible and meaningful to the public? This class began a 3-year partnership with COE and HART, and a \$35,000 Strategic Investment Grant from the Office of the Provost to pursue alignments between Architecture and Engineering capstone courses.

STUDENT RECOGNITION

2019 AIA Honolulu Student Design Award of Excellence: Kaimana Tuazon



student work by: Kaimana Tuazon (top), Nicole Bowman (lower left), QienWen Zhang (lower right)

ARCH 202: Beginning Design MA'O Farms

PARTNERS

MA'O Farms

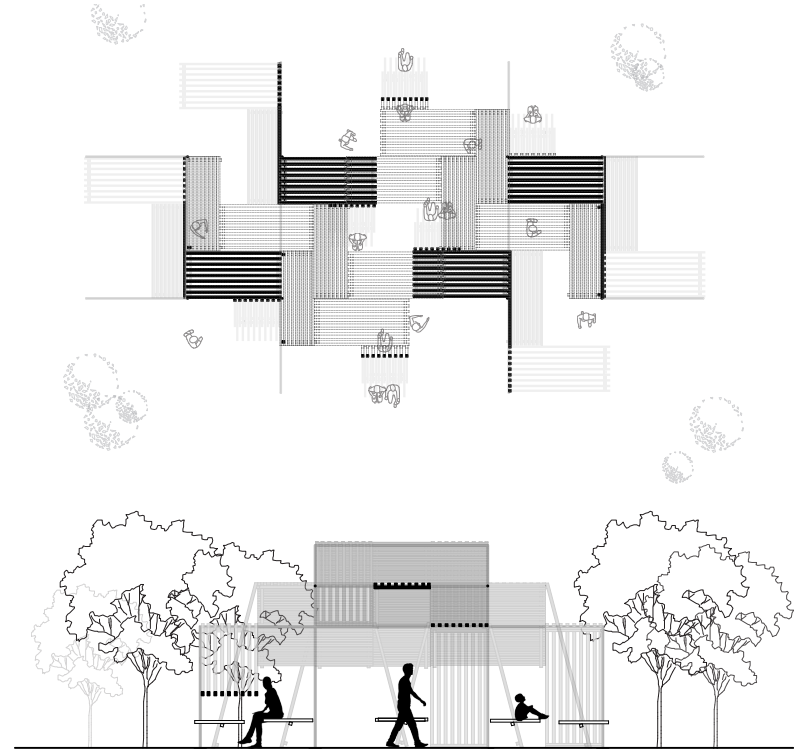
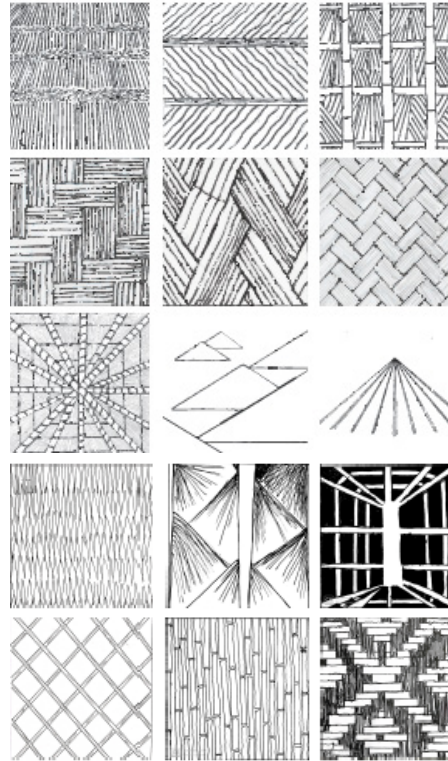
Ariel Dungca, Lecturer

Exploring the relationship between cultural practices and patterns reveals the way culture shapes design at all scales; cities, settlements, buildings, materials, and crafts. Vernacular precedents selected by students according to their own cultural identity or interest, were analyzed according to Semper's 4 elements of architecture. The relationship between cultural making, meaning, and relevance was tested through multi-media translations and an applied design project developing a visitor's center and shade pavilion for MA'O Farms, the largest organic farm on O'ahu, located in Wai'anae, a high poverty community with one of the largest Native Hawaiian populations on Oahu, an opportunity to explore how Native Hawaiian practices and principles can inform beginning design.

STUDENT RECOGNITION

2020 AIA Honolulu Student Design Award of Excellence: Darlyn Chau

"Some students were wondering why we had to learn cultural crafts, but later down the line it helped us with understanding and connecting to the culture."



student work by: Austin Torralba and Michael Corotan (upper left) and Darlyn Chau (upper right and bottom images)



**ARCH 745 Professional Practice
Light Quick Cheap
(2017)**

REACH
ARCH 745 work was presented to a UHM Chancellor's committee of deans, that led to the UH President allocating funding for test implementations of Light Quick Cheap projects.

This ARCH 745 focused on campus repair and maintenance as a case study for professional practice. Students examined transects, inventorying ugly things to start to understand the cumulative impact of maintenance on experience. They developed "Light, Quick, Cheap" interventions, specifications, and costs meant to be integrated into the typical efforts of maintenance, for example crosswalk re-striping, shown above. (Based on F17ARCH 745 but implemented by UHCDC students).



**ARCH 745 Professional Practice
Urban Vacancies
(2018)**

PARTNERS
City & County of Honolulu Office of Land Development

REACH
~60 Chinatown residents in community workshop.

My ARCH 745 syllabus is divided into 8 weeks on business practice, and 8 weeks on public interest practice. Part of the latter 8 weeks includes 4 weeks on participatory processes, applied to a collaboration with a public agency, and the planning and hosting a community workshop. F18 ARCH 745 students solicited community feedback on City-owned vacant spaces near the Chinatown rail line station in order to develop programmatic and spatial proposals.

FUNDING AGENCY

State of Hawai'i Office of Planning

ROLE

Co-Principal Investigator with Asst. Prof. Simon Bussiere, Assoc. Prof. Priyam Das, Asst. Prof. Wendy Meguro, Assoc. Prof. Colin Moore, Assoc. Prof. Hyoung-June Park, Asst. Prof. Suwan Shen, Asst. Prof. Danielle Spirandelli

STAKEHOLDERS/LANDOWNERS

Department of Accounting and General Services, Department of Education, Hawai'i Public Housing Authority, Hawai'i Housing Development Corporation, State TOD Interagency Council (22 organizations)

OTHER COLLABORATORS

Department of Land and Natural Resources Kaulunani Urban and Community Forestry Program, City & County Office of Climate Change Sustainability and Resilience, Smart Trees Pacific, AIA Hon. Housing Committee

WORKSHOPS

Waipahu Talk Story Event
Waipahu High School-workshop
AIA Honolulu Housing Committee meeting

AWARDS/RECOGNITION

2020 ACSA Collaborative Practice Award

"Notes on Community-led Collaboration: Waipahu Transit Oriented Development," 2019 CELA Annual Conference Engaged Scholarship, Sacramento, March 7-9, 2019 (presented and published in proceedings)

Das, P., Y. Tadj, S. Cloudwatcher, and C. Ho-Schar. Future planning practitioners and the 'Waipahu Talk Story': Learning from and reflecting on participation. Journal of Planning Education and Research (forthcoming).

Waipahu Transit Oriented Development Collaboration

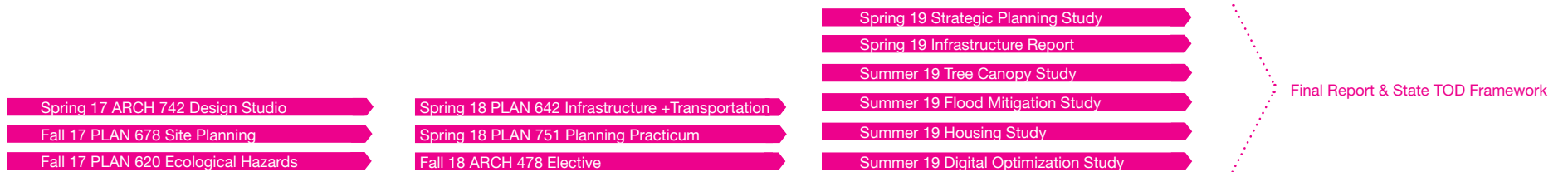
Background: The State of Hawai'i is the largest land owner along Oahu's \$9 billion rail line currently under construction. The State of Hawai'i Office of Planning contracted UHCDC to produce a proof of concept research, planning, and design study aimed at developing a planning framework applicable to all state-led TOD for 21 station sites to guide more collective action by the state. Waipahu town was selected as a pilot site for the study, involving six parcels owned by four different state agencies.

The project gathered eight faculty members in the Department of Urban Planning, Public Policy Center, School of Architecture,

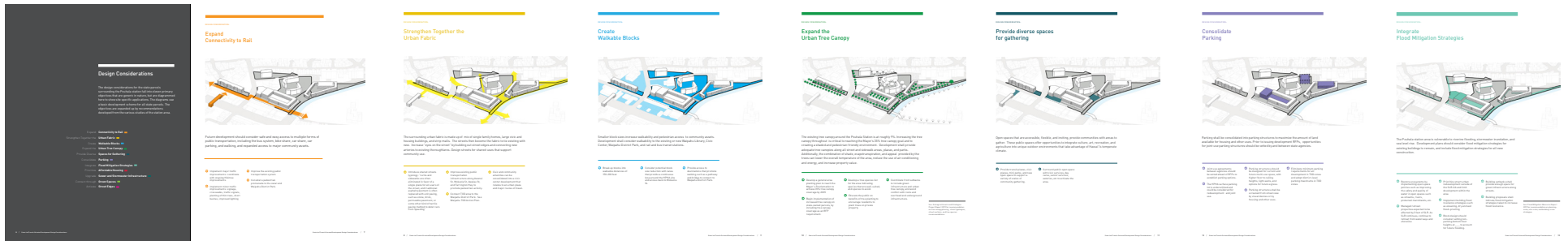
and Sea Grant College, each willing to coordinate and apply their teaching and research expertise to the goals of the project. The project was integrated into six different academic courses and eight research projects that produced a Strategic Planning Study, Planning Assessment, Ecological Hazards Study, Ecological Asset Study, Infrastructure and Transportation Assessment, Tree Canopy Study, Flood Mitigation Guidelines, Digital Optimization Model, Housing and Block Study, and numerous community outreach events and presentations to government agencies and professional organizations.

Student Impact: The project represents the first large scale university collaboration to impact state government collaboration related to the planning and design of the built environment. The project presents a replicable model for team teaching, horizontal and vertically integrated coursework, engaged scholarship, community outreach, and industry consultation. The project connected to 6 courses, ARCH 743, ARCH 478, PLAN 620, PLAN 642, PLAN 678, PLAN 751, involving 88 student enrollments and 3,936 course credit hours, and nearly 20 paid student assistants in 3 departments.

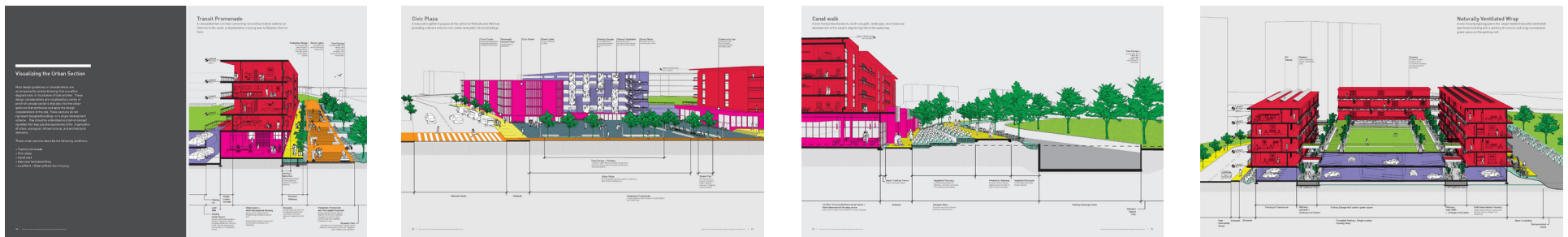




Collaboration & work flow



The Design Considerations booklet visually communicates the findings from six separate research reports produced by eight faculty members.



HOUSING/BLOCK STUDY & DESIGN

CONSIDERATIONS TEAM

Research Associates: Mark Lombawa, Nicole Biewenga, Rebecca Denzer; Student Assistants: Kaylen Daquioag, Derrick Pang, Shane Matsunaga, Ivy Tejada, Kaimana Tuazon, Kristyn Yamamotoya

FUNDING AGENCY

State of Hawai'i Department of Accounting and General Services

ROLE

Principal Investigator

STAKEHOLDERS

Department of Health (Women Infant Children, Adult Mental Health Division, Public Health Nursing)
Department of Human Services
College of Tropical Agriculture and Human Resources
City & County Drivers Licensing Office
City & County Satellite City Hall
Judiciary

COLLABORATORS

Asst. Prof. Dan Milz, Department of Urban & Regional Planning (Digital Engagement)
Dawn Chang Esq. (Community Engagement)
SSFM International (Civil)
Tree Solutions (Arborist)

OUTREACH

13 "Talk Stories", 3 Focus groups
Engagement website: www.engagehawaii.org
Pop-up stations
Open house
Postcards, signs, social media

TEAM

Research Associates: Nicole Biewenga, Rebecca Denzer, Mark Lombawa
Student Assistants: Hiu Ki Au, Sharla Batocal, Dustin Chang, Kaylen Daquiaoag, Hana Fulghum, Moices Lio Can

Wahiawā Civic Center Redevelopment

Background: Wahiawā is a rural agricultural town in Central O'ahu, with a population of approximately 18,000 people. The state is proposing a Civic Center and Judiciary building in the center of the town to consolidate government services, increase jobs, and activate the area. UHCDC was contracted to provide proof of concept design services, including agency alignment, programming, and community engagement to better define the project.

The team developed a framework for engagement, which started with an educational seminar series "Engaging Community," that invited practitioners and scholars to discuss best practices and case studies. This was followed by a survey of global frameworks through a broad literature review, and local frameworks through email

interviews with practitioners working in both the private and public sector. This produced an "Engagement Framework for Hawai'i" which was used to develop the outreach plan for this project. The engagement process, because of COVID-19, included a digital engagement website, www.engagehawaii.org, virtual sessions with each agency, neighboring landowners, elected officials, and community organizers, focus groups with residents, pop-up stations, and an open house "walk thru" to allow for in-person sharing with social distancing. The templates and protocols for each type of engagement activity will continue to inform center-wide engagement practices.

Student Impact: The team of 3 full time staff (new graduates) and 6 students, engaged

~13,000 residents via mail, 23 community members through talk stories, including 4 elected officials, and representatives from 7 state agencies. Students learned how to develop survey and interview questions, and how to code and synthesize outreach data. Additionally the team developed a building and site programming document for the project. The templates and protocols for each type of engagement activity will continue to inform center-wide engagement practices. The project was funded with a \$76 million appropriation, the largest state CIP appropriation made in 2020, and is moving forward with a professional team that will build on this proof of concept work.



FUNDING AGENCY

Department of Public Safety
Cultural Competence Framework

ROLE

Principal Investigator for Cultural Competence Framework

COLLABORATING FACULTY

Professor Roger Babcock, College of Engineering (Waste Study)
Michael Endres, Social Science Research Institute (Social Enterprise Study)

OTHER COLLABORATORS

Bowers & Kubota - DPS consultant

OUTREACH

11 expert interviews
Decolonizing Cities Symposium (not in contract)

TEAM

Research Associates: Nicole Biewenga, Rebecca Denzer, Mark Lombawa
Affiliated Professional: Jill Misawa
Student Assistants: Hiu Ki Au, Dustin Chang, Kaylen Daquioag, Kelsy Jorgensen, Shane Matsunaga, Derrick Pang, Gladys Razos, Ivy Tejada, Sho Tetsutani, Kristyn Yamamotoya

Cultural Competence Framework for Corrections

Background: While Native Hawaiians and part Hawaiians comprise approximately 20 percent of the general population, they make up nearly 40 percent of the correctional population, a result of systemic cultural inequity across multiple institutions. To address this, the University of Hawai'i Community Design Center (UHCDC) developed a Cultural Competence Framework as part of a broader Strategic Sustainability Master plan developed in collaboration with two other university PIs and a private consultant team hired separately by the Department of Public Safety (DPS).

The Framework explores a cultural and indigenous approach to transforming the

agency's operational structure, partnerships, knowledge, programs, and facilities. Unlike most of the literature on prison design reform, which focuses on the "humanizing" of prisons or the "greening" of prisons, this research looks at cultural restoration as a way to rehabilitate individuals.

The research process was incubated in an undergraduate design studio, grounded in the organization of the 2018 Decolonizing Cities Symposium, and informed by a literature review, precedent study, and a series of one-hour expert interviews with multi-cultural and indigenous scholars and community representatives. The framework synthesizes these inputs into goals, but most

importantly, also includes six tools to help the agency to request, fund, and implement action items. These tools include a Cultural Design Resource, Cultural Design Process, Community Directory, and Designing for Pilina (relationships) document.

Student impact: The project shaped the teaching of ARCH 415 in the Fall of 2017, and allowed 4 students from ARCH 415 to continue to support the project as project assistants for 18 months following their coursework, ten total over the course of 2.5 years. Including ARCH 415 students, 21 total engaged the problem of intergenerational incarceration and systemic social and cultural inequity.



Design Strategy diagrams for "Designing for Pilina" document. "Right sized spaces", "Living lanais", "Pu'uhonua".



Building Voices "Design Islands" exhibit by Asst. Professor Karla Sierralta and Senior Research Assoc. Brian Strawn*

Building Voices Festival & Symposium (2017)

ROLE

Co-chair Festival/Symposium with Asst. Prof. Simon Bussiere, Asst. Prof. Karla Sierralta, and Senior Research Assoc. Brian Strawn

PARTNERS

AIA Honolulu, APA Hawai'i, ASLA Hawai'i, USGBC, UH Office of Sustainability, AIAS

REACH

~300 attendees, ~30 students assisting in the preparation and hosting of the event.

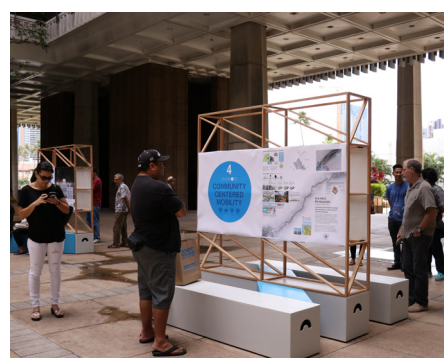
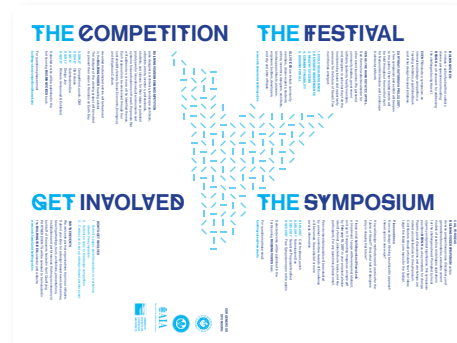
PRESENTERS

Pierre Belanger, Sean Connelly, Brian Court AIA, Senator Donovan Dela Cruz, Tyler Dillon, Susannah Drake FASLA FAIA, Konia Freitas PhD, Jan Gouveia, Stephanie Hsu AIA, Robert Iopa AIA, Andrew Kaufman ASLA, Annie Koh PhD, James Koshiba, Joel Kurokawa ASLA, Matthew Kamakani Lynch, Wendy Meguro AIA, Kevin Miyamura AIA, A. Kam Napier, Ceara O'Leary AIA, Tim O'Loan AIA, Dan Pitera FAIA, Chris Rogers, Lauren Roth, Harrison Rue, Pauline Souza FAIA, Daniele Spirandelli PhD, Judith Stilgenbauer ASLA, Ryan Sullivan AIA, Mark Tagawa AIA, Andrew Tang, Ramsay Taum, Karen Umemo-to PhD, Xanier Vendrell, Philip White AIA, Kevin Wilcock AIA, Adam Woltag AIA

Building Voices was created as a knowledge sharing initiative established and funded by the School of Architecture, supported by UHCDC and AIA Honolulu. The event co-chairs hosted listening sessions with the academic, professional, and student community to identify the most pressing built environment issues in Hawai'i. Five key topic areas arose: Ecological Resilience, Resource Independence, Healthy Citizens, Community Mobility, and Housing for All. The symposium gathered 44 local and global experts from across the world and across sectors in a multi-day event that culminated in a full day public symposium and exhibition attended by 300 attendees at the Hawai'i State Capitol.

This inaugural effort established an annual event and partnership with AIA Honolulu, who has hosted the event in alternating years. Following this first building voices, AIA Honolulu hosted 2018 Building Voices: Livable Communities, UHCDC hosted 2019 Building Voices: Housing for All, and AIA Honolulu hosted 2020 Building Voices: Foresight.

*Building Voices event photos by Tom Takata



Above: Promotional material and welcome event at the Center for Architecture with Dan Pitera FAIA and Ceara O'Leary AIA from Detroit Collaborative Design Center.

Above: The event featured an inhabitable pneumatic designed and fabricated by Associate Professor Lance Walters.

Above: A Building Voices "Design Islands" Exhibition by Assistant Professor Karla Sierralta and Senior Research Assoc. Brian Strawn featured winning entries to the Building Voices International Design Competition, also organized by Sierralta and Strawn.*

Above: Day-long symposium at the Hawai'i State Capitol.*

Varney Circle Design Tank (2020)

ROLE

Co-creator, co-organizer

PARTNERS

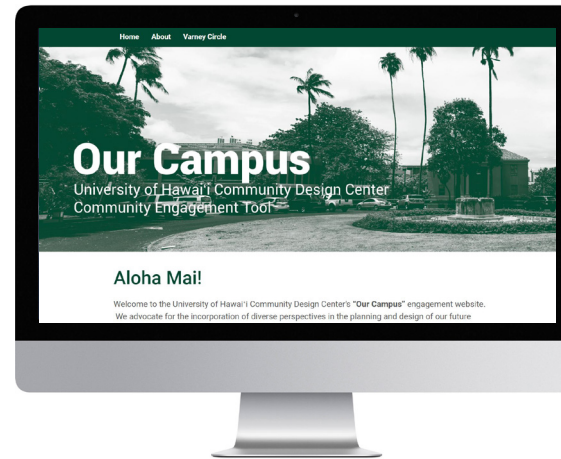
UH Office of Project Delivery (client)
UHM Campus Framework team
UHM Campus Architect
Mini-landscape master plan team

REACH

2100 website visitors, 1094 survey responses, 12-person Design Tank Ad Hoc Review Panel including student, faculty, and academic leaders, and 4 faculty and student teams.

A Design Tank hybridizes the best properties of a think tank and a design charrette, and focused community outreach. A Varney Circle Design Tank involved a digital engagement website, campus-wide survey, and the gathering of 4 faculty designers; Asst. Prof. Simon Bussiere, Asst. Prof. Karla Sierralta, Prof. & MLA chair Judith Stilgenbauer, Asst. Prof. Phoebe White, supported by 2 students each, and an ad hoc design review committee to visualize and discuss the future of an important historical campus node over a 3-day event.

The Design Tank establishes a campus design tool that offers a quick and low cost way to reach out to the campus community and envision multiple scenarios, leveraging the internal design expertise and capabilities of our faculty and students.



01

Create a Public Platform

"Our Campus" website was developed to provide easy access to relevant information and engagement tools.



02

Engage the Community

A Varney Circle Survey was distributed campus wide.



03

Establish a Working Group

Student, faculty, and administrative leaders were invited to participate in an Ad Hoc Design Review Panel.



04

Conceptualize Design Solutions

Four design teams spent two days to produce community-engaged design proposals.



05

Review and Discuss

Design teams and Design Review Panelists gathered to explore the boundaries of the project.



06

Share with the Community



Building Voices: Housing for All (2019)

ROLE

Co-chair with Asst. Prof. Karla Sierralta, Senior Research Assoc. Brian Strawn

PARTNERS

AIA Honolulu, CSI Pacific Building Trade Expo

REACH

100+ attendees at each session, 4 sessions over a 2-day event at the School of Architecture and Hawai'i Convention Center as part of the CSI Pacific Building Trade Expo.

The State of Hawai'i is looking at a demand of 65,000 new housing units for 2025, and an estimated 6,530 house-less individuals (pre-COVID 19). A third iteration of Building Voices focused on Housing for All. The symposium gathered distinguished speakers with extensive expertise in urban design, affordable housing, finance, policy, government, and development to discuss one of the most critical issues facing Hawai'i.

Who designs Hawai'i?

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Session 6: Thursday September 24, 2020

What is a "Sustainable Landscape"?

Bernice Fielding, WATG

This class session will talk about ways to create opportunities for sustainable gardening in an urban environment. Students will learn what "sustainable" means to their specific community and how they can identify forgotten spaces and design something that can benefit their physical health and the health of the Hawaiian Islands.



Session 3: Tuesday September 15, 2020

Rethinking the Design of Classrooms

Kristoffer Jugueta, Inform Architects

New ways of learning and constantly changing conditions require new approaches to designing our learning environments. Kris will share his work on his D.Arch dissertation "Rethinking the Design of Portable Classrooms" and explore how to design a classroom-to-go!

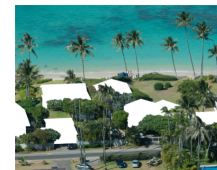


Session 7: Tuesday September 29, 2020

'My Home' - A Creative Design Process!

Geoffrey Lewis, Geoffrey Lewis Architecture

We will share a brief overview of our design process for creating "Your Home". An introduction to hand sketching & 3D computer modeling and how these tools help create wonderful homes that work for your family!



Session 4: Thursday September 17, 2020

All I Really Need to Know About Project Management I Learned in Grade School

Amy Salvador, SSFM

Flash news!!! The skills you are learning now can be applied to a fulfilling career in engineering or project management. Be prepared to engage in a fun and challenging activity that will help you to see how!



Who Designs Hawai'i? (2020)

ROLE

Creator, Organizer with Research Associate Rebecca Denzer, Student Coordinators: Shane Matsunaga, Ivy Tejada, Kristyn Yamamotoya

PARTNERS

Hawai'i Architectural Foundation (graphic identity c/o HAF)

REACH

180+ registrations, 70 students from over 20 schools across Hawai'i.

In response to the announcement for continued remote learning due to COVID-19, *Who Designs Hawai'i* was created to provide FREE virtual educational sessions that connect students ages 7-11 with designers—architects, engineers, educators, planners, project managers, and artists. Promoted by both UH and the local news, the program received 180 registrations in its first week. Each session was attended by 20-30 students and coordinated by a four person team of UHDCD staff and students.