

Example Statements of the Impact of Teaching and Research on previous students over the years 1980-2025

Gervais Tompkins, AIA, Former Principal Gensler, Founder Plus Gervais LLC



My early educational experiences were frustrating and humiliating. I was an undiagnosed dyslexic.

I repeated grades in elementary school and was put into classes for those that would not succeed in high school. I entered UC Boulder's ENVD program. I met Mike Martin and my life trajectory changed. Mike recognized the signs of dyslexia. Mike helped me understand that my neuro diversity allowed me to think differently about design problems and that I could have insights that others may not. He helped me choose classes that built on my strengths and taught me how to avoid being trapped by my weaknesses. He helped me identify that I excelled at creating conceptual models to make sense of the world. With Mike's coaching and teaching expertise, I became confident and skilled in conceptual thinking. That skill led to an exciting and rewarding career in over 35 years of architectural practice ending as a Principal of Gensler. I created Gensler's design strategy practice and consulted with the finest global companies, was sought out for global conferences, spoke at TED, and am considered one of the top global design strategists by Google, Microsoft, and the scores of other technology companies. Mike changed my life, and I am honored to support his nomination.

Isidro Farias



I met Mike in 1987 when I attended a Cal Poly San Luis Obispo program intended for first-generation students. He was my first professor and the first to me in my pursuit of a career in architecture. Later I attended UC Berkeley where I continued to work with him. Mike inspired me to excel in my education and I ultimately focused my career on higher education. I am currently the Director of Capital projects at a College of Marin. I have collaborated with Mike on several unique educational programs at UC Berkeley developing an educational program that introduces underrepresented high school youth to architecture and other related professions. This successful program won an award for teaching excellence at UC Berkeley. Mike was instrumental in assisting me with this program and served as participated as well. I have known Mike for over 35 years and throughout that time he has seen me grow from a first-generation Latino college student to a professional now inspiring a future generation of students in our industry. I am proud to have met and been inspired by his amazing teaching ability. He has been my mentor; my inspiration.

Dr. Friederike S. Bornträger



Prof. Mike W. Martin impacted my work as a designer, teacher, and mentor in a profound way. I was his student in the UC Berkeley summer school program 2012 during my PhD at LMU Munich, Germany. His excellent teaching and the decade of his extraordinary extra-curricular support empowered me to innovate the field by applying social psychology's insights to issues of sustainability in the context of organizations and societies. My work on "situational design" was not only recognized with gaining a summa cum laude PhD but is also the leading methodology of a successful start-up that consults public sector and purpose-driven enterprises with the aim to innovate collaboratively and thus achieve successful organizational transformation. I have rarely, if ever, met a person who is as skilled and clear in his own field of expertise and at the same time this open and curious for other perspectives and insights. His way of being made our transdisciplinary dialogue possible and productive. This is true on both, the intellectual and the motivational level. I acknowledge his efforts, but also recognizing that his intellectual creativity and encouraging humbleness serve as role models for anyone who's interested in building a good future.

Jane Lin



My name is Jane Lin, I first met Professor Martin when I was an undergraduate student at UC Berkeley in 1995, when he was the Undergraduate Dean and an Architecture Studio Professor. I did not get a chance to have him as a professor until the very end of my program, where he led a summer studio that took us to Oxford, Brooks, Paris, and Berlin, which was (as expected) an incredible experience. I came back for two more degrees at UC Berkeley between 2001-2005 when Professor Martin was the Chair of Architecture. I had the privilege of teaching with him for two courses, as head graduate student instructor for Environmental Design 4, the introductory course for the College of Environmental Design, and Architecture 229B: Building Stories, a graduate course based on case studies of architecture practice. Professor Martin's methods inspired the teacher in me and my pedagogy style. I have continued to teach at a wide range of levels from K-12 architecture to Lecturer at UC Berkeley for the Departments of City Planning and Masters in Real Estate Development + Design. In my own practice, Urban Field Studio, and I think back often about the things I learned from Professor Martin. I am grateful for the opportunity to work with him. His kindness, encouragement, and framing of architecture as a profession has been an inspiration to me and has greatly influenced what I do today.

Winston Win AIA

Professor Martin's influence on my undergraduate education at UC Berkeley's College of

Environmental Design (1996 to 2000) shaped my perspective as a designer and my trajectory in architectural study and subsequent practice. When I began undergraduate studies, I had no prior classes in architecture; Professor Martin's Introduction to Environmental Design class was my first class. Its focus on the social factors of design, a hallmark of Berkeley, is now central to my practice, which specializes in work for non-profit organizations developing vital community services and affordable housing. During the summer of 1999, Professor Martin led Berkeley's Comparative European Environments, a traveling studio course. This experience brought to life architectural history and sparked in me a lifelong love of travel. Awareness of different places, communities, and conditions informs my thinking and practice to this day. In my senior year Professor Martin invited me to participate in a studio which brought together architecture, structural engineering, and construction management students from different schools across the country on multi-disciplinary, geographically dispersed project teams connected via technology. Early exposure to this way of working, experimental at the time has been indispensable.