DESIGN

TOWARDS AN ETHOS OF EQUITY

Centering Evidence and Empathy in the Design Process

AGENDA

Team Introductions

Research Accelerator Process

Think Tank Workshop

“space, like language, is socially constructed; and like the syntax of language, the spatial arrangements of our buildings and communities reflect and reinforce the nature of gender, race, and class relations in society.”

- Kanes-Weisman, 1992

Dr. Renae Mantooth
Senior Design Researcher

Zac Rudd
Designer

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Global Director of EDU Interiors

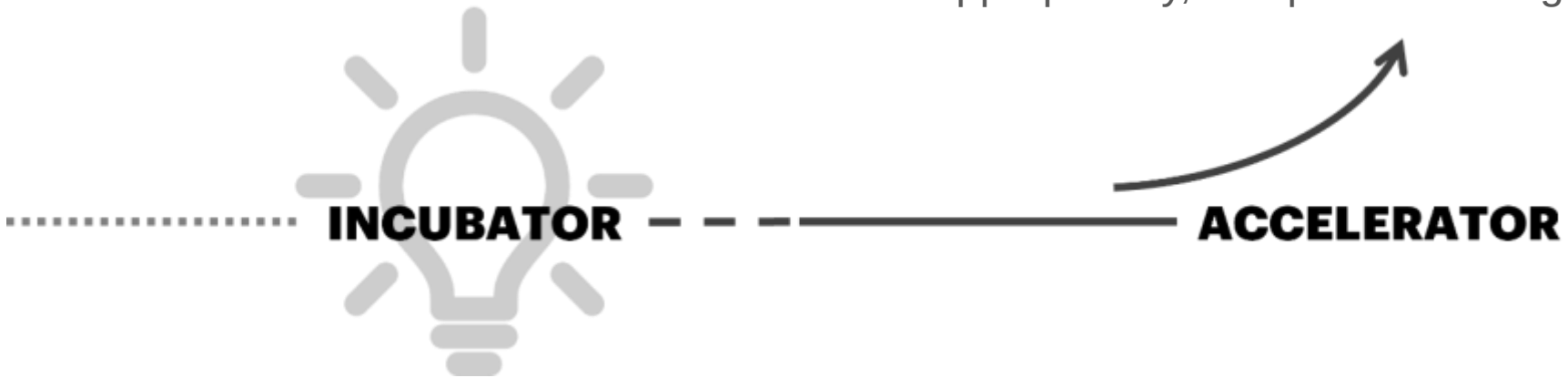
HKS

Better Design. Better Outcomes.
Better Research.
Better Design.

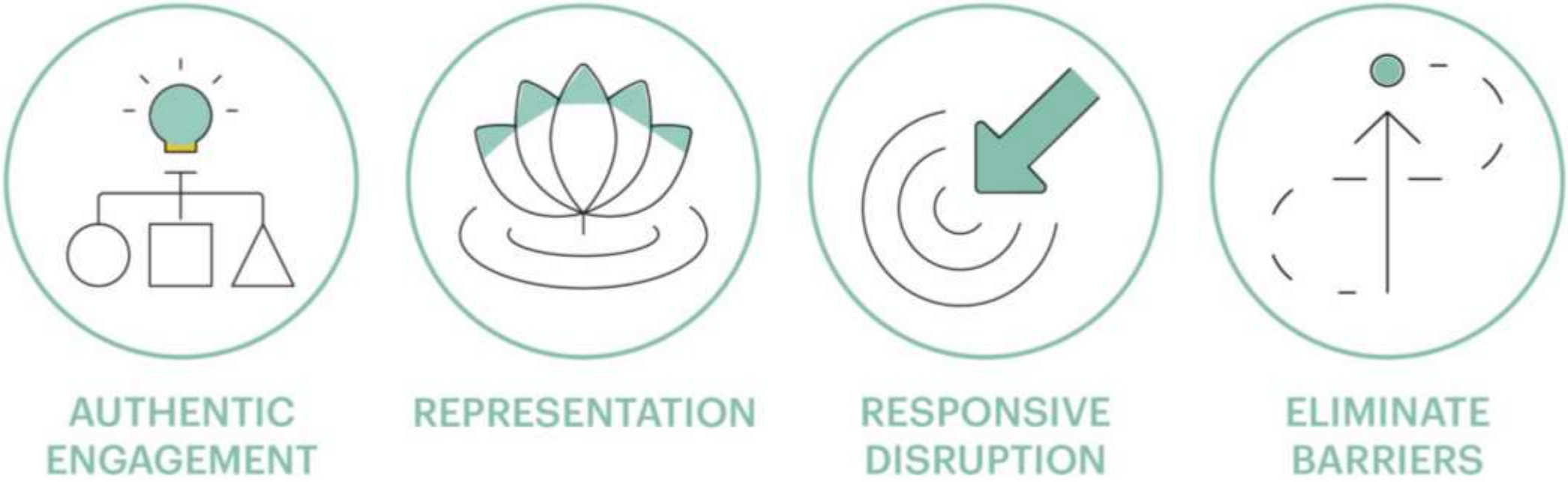
Sometimes it's that simple…

Accelerator Program

The Accelerator program supports teams that push the needle on past incubated projects to develop them for **application and adoption**. The program focuses on bridging the gap between research and practice and seeks to provide laser focus on how the business investment in research, when adopted appropriately, can provide a tangible return.



INCUBATOR 1

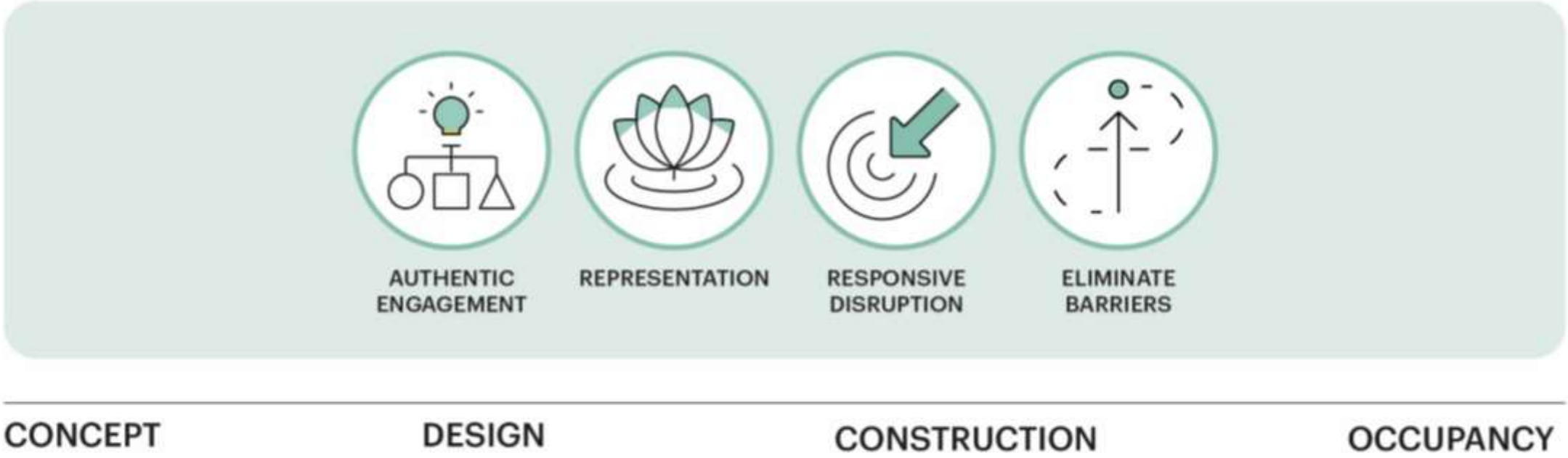


… 4 DOMAINS EMERGED

INCUBATOR 2

… ESTABLISHED MOMENTS OF INFLUENCE

ACCELERATOR



… ADVOCATING FOR EQUITY BASED DESIGN

LADIES
MEN
COLORED

THINK TANK

Disciplinary Silos

privileged groups and individuals get "better" space

savior complex deference

working with teachers who are in the schools every day - valuing them by providing additional pay

Represented in the materials and art. Accessibility (language and ability), access to critical resources

Experiences - traumas they've endured

The idea that equal is always equitable.

White Supremacy. White Cis-Het Patriarchy. Capitalism.

Accountability and being accountable to outcomes and expectations

meet in spaces where community is comfortable/ already gathers

paying people for their time if they interview, participate in focus groups, etc.

Staff that looks like me

putting non-student-focused offices on the periphery

hierarchical decision-making

communication at through our policy/advocacy work

not valuing youth experiences or voice due to age

seek out those already doing this work in the community

Monthly Affinity Group Meetings

availability of resources to compensate communities for their time and wisdom

turning over all our data/insights to the community

fear of challenging status quo

Demonstrate authenticity through shared experiences

making spaces that can be easily adaptable to changing student environment

'Just for me' adaptable spaces

restrooms are defaulted to all-gender

Shift the paradigm on gendered bathrooms

culture of innovation and experimentation

discussion with org leaders in more informal settings

Workshop designed to foster empathy across varying privilege

working in communities that are normally underserved

Funding issues, pushback due to fear and misinformation, need for foundational information

Educate administrators, planners, etc about barriers and how to overcome

limitations during the school day on movement

Having Housing Advocates and Outreach workers to break down barriers for youth and young adults

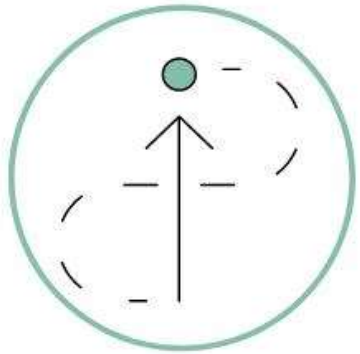
K-12 Education Perspectives

Higher Education Perspectives

Community Perspectives

ELIMINATE BARRIERS

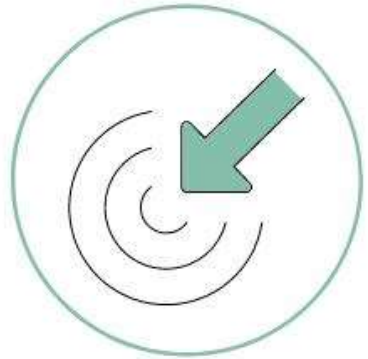
What barriers do students that you serve face?



What do you do in your practice to help students and their families overcome these barriers?

RESPONSIVE DISRUPTION

What systems are in place that need to be disrupted?



What techniques do you use in your organization to call attention to systems that need to be changed?

REPRESENTATION

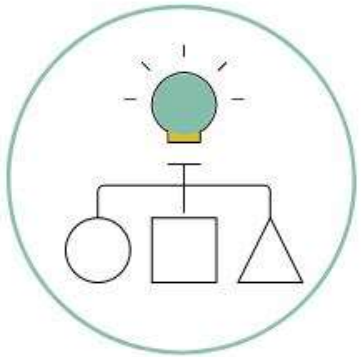
What are students' unique identities that impact how they experience the world?

How can students see themselves within their school buildings and educational facilities?

Team I
Alex, John,
Food, Clothing,
Central Park
School

AUTHENTIC ENGAGEMENT

What are practices that you have used with your community to develop meaningful partnerships?



Are there particular issues or roadblocks that you often encounter when engaging with your communities?

WC