



Applying the Equity Lens: Public to Private Sector

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Course Description

- Identification of inequities that exist in an urban context including issues of social justice and mental health (for example zip codes are the biggest indicator of life expectancy).
- Insight about why we lead with race within the context of the United States.
- A shared understanding of the social equity toolkit process, and how it can be utilized in conjunction with the AAJ Sustainable Justice Guidelines.

Learning Objectives

- Gain understanding of baseline information around definitions and existing structural inequities including race and exclusionary/inclusionary practices.
- Develop an understanding of the equity toolkit process as one means of advancing opportunity within a project and how it relates to the AAJ Sustainable Justice Guidelines.
- Gain an understanding of the multifaceted and scaled approach to building momentum with their respective practices.
- Develop an understanding of how an inclusive outreach and engagement strategy can benefit their work.



Our Story

FIRM AT A GLANCE /

PERKINS+WILL

FOUNDED IN

1935

DISCIPLINES

5

Architecture
Interior Design
Branded Environments
Planning + Strategies
Urban Design +
Landscape Architecture

TOTAL STAFF

2200+

STUDIOS

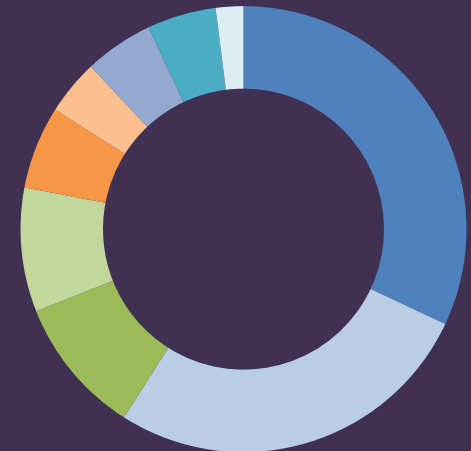
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Aarhus	Dubai	San Francisco
Atlanta	Durham	São Paulo
Austin	Houston	Seattle
Boston	London	Shanghai
Charlotte	Los Angeles	Toronto
Chicago	Miami	Vancouver
Copenhagen	Minneapolis	Washington, DC
Dallas	New York	
Denver	Ottawa	

PRACTICE AREAS

9

- Corporate + Commercial
- Science + Technology
- K-12 Education
- Urban Design
- Sports + Recreation
- Healthcare
- Higher Education
- Transportation
- Civic + Cultural



MISSION /

PERKINS+WILL

We believe that design has
the power to positively transform
people and the planet.

DIVERSITY + INCLUSION + ENGAGEMENT

Diversity drives innovation



We believe diversity drives innovation and inclusion sparks creativity. It's that simple.



PRACTICE-INFORMED
RESEARCH

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research.perkinswill.com

RESEARCH LAB / SUSTAINABLE COMMUNITIES

00	INTRODUCTION
01	DESIGN PROCESS
02	HUMAN EXPERIENCE
03	MOBILITY
04	SUSTAINABLE COMMUNITIES
05	BUILDING TECHNOLOGY
06	MATERIAL PERFORMANCE
07	ENERGY
08	WATER
09	RESILIENCY

04. SUSTAINABLE COMMUNITIES

We believe that true sustainability goes well beyond the performance of an individual building. Entire neighborhoods and districts —when working as an integrated ecosystem —can reduce our consumption of natural resources and strengthen the social fabric of communities. The result is a higher quality of life and an exceptional urban experience. The Sustainable Communities Lab is researching how best to integrate ecological frameworks into urban infrastructure, and how to measure and benchmark performance at the district scale.



RESEARCH LAB /
SUSTAINABLE COMMUNITIES

Sustainable Communities

must leverage interventions that
cross social, economic and
environmental dimensions

RESEARCH LAB /
SUSTAINABLE COMMUNITIES

CURRENT RESEARCH

How do we better connect human and planetary health?
Urban Ecology Fellowship, Yale University

How do our social and cultural biases affect design outcomes?
Social Equity Toolkit, City of Seattle

What meaningful performance metrics can help us understand the complexity of these interrelationships?
Better Benchmarks, Simon Fraser University

BOSTON. RACISM. IMAGE. REALITY. SEAPORT

A BRAND NEW BOSTON, EVEN WHITER THAN THE OLD



THE SPOTLIGHT TEAM

MONDAY, DECEMBER 11, 2017

The series was reported by Andrew Ryan, Nicole Dungea, Akielah Johnson, Liz Kowalczyk, Adrian Walker, Todd Wallack, and editor Patricia Wen. Today's story was written by Ryan.



Imagine a fresh start — a chance for Boston to build a new urban neighborhood of the future, untouched by the bigotry of the past.

Dupont-Walker, Community Press Metro on Surprising Changes Slated for Mariachi Plaza, Demand More Outreach

By Sahra Sulaiman | Nov 7, 2014 48



Recognize this place? Me, neither. But, according to Metro, it's a rendering of what Mariachi Plaza could look like a few short years from now. (Source: Metro)

How can we ensure stakeholder input has value and is incorporated into planning? And, in so doing, help the community feel comfortable in trusting Metro to make sure that happens?

The queries, posed by Metro Board Member Jacqueline Dupont-Walker to Metro CEO Art Leahy during Tuesday's Planning Committee meeting were in response to Boyle Heights residents' complaints that Metro had failed to seek adequate community input on a potential development at Mariachi Plaza that would fundamentally transform the area.

She was right to ask.

Oakland Officials Re-Launch Downtown Plan To Include Social Equity

July 31, 2017 at 8:08 pm Filed Under: Downtown Oakland Specific, Oakland, social equity

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MOST VIEWED

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- 2 Robot Paints Two-Story Mural in Downtown San Jose
- 3 California Blockbuster Stores Every Baby's DNA: Who Else Has Access?
- 4 CBD Oil Halted A Miracle Drug For Children With Severe Epilepsy
- 5 New Bell Schedule At Palo Alto High Gives Students Much Needed Sleep
- 6 Motorist Arrested In Armed Highway 24 Confrontation With Tow Truck Driver
- 7 Monterey Restaurant's 'No Noddy Kids' Policy Has Parents Fuming
- 8 Hungry, Cash-Waving Bank Robbery Suspect Arrested Eating Fast Food
- 9 San Quentin Inmates Join The Gun Control Debate
- 10 *Kindness Remotely 67 Year-Old Librarian*

OAKLAND (CBS SF) — City of Oakland officials said Monday that they're re-launching and expanding their plan for the future of the city's downtown area to include social equity goals.

The city began its so-called "Downtown Oakland Specific" process in the fall of 2015 to create policies to address a wide range of issues, including land use and development, transportation, housing, economic development and arts and culture.

But city officials said they paused the planning process last year in response to community requests that the plan address racial disparities and the displacement of residents, services and culture.

SUSTAINABLE COMMUNITIES LAB /

SOCIAL EQUITY TOOLKIT

Social-ecological Research Agenda

Human health depends on environmental health.

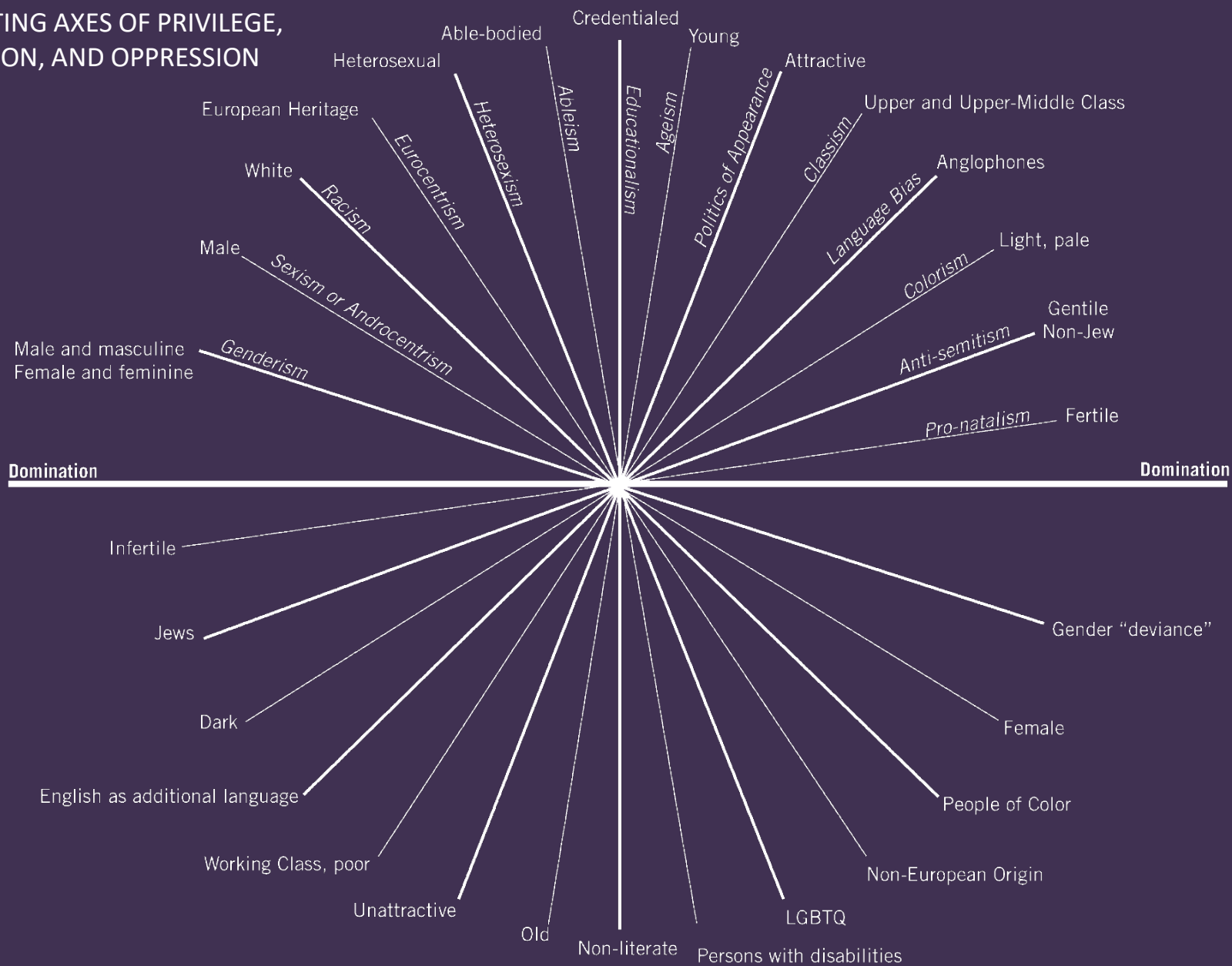
Our underprivileged, underrepresented and underserved communities bear the worst planetary conditions, and tend to prosper the least from natural resources.



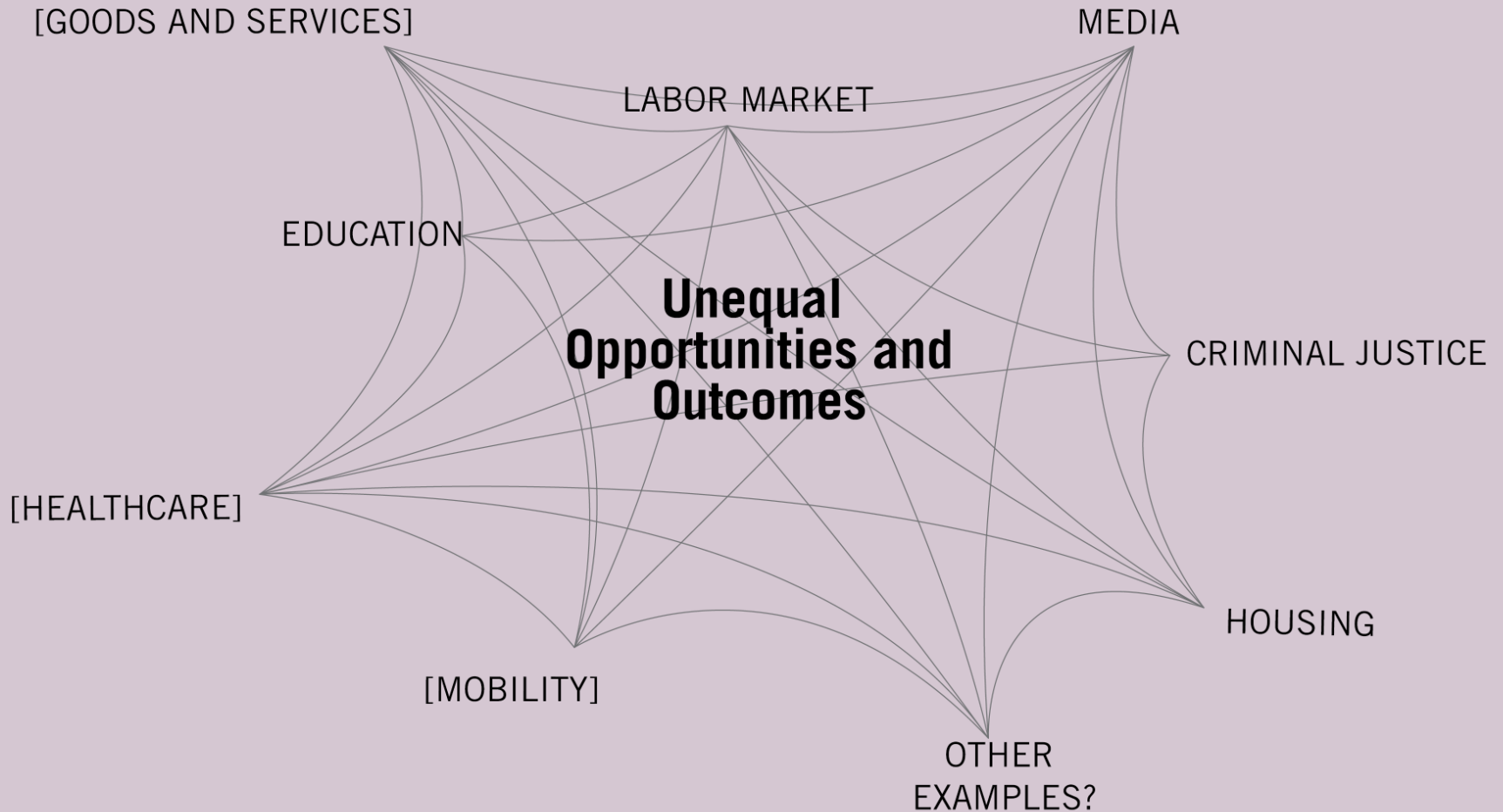
Current State



INTERSECTING AXES OF PRIVILEGE, DOMINATION, AND OPPRESSION



Web of Social Oppression



Source: "Racism and White Privilege Curriculum Design" by Lee Anne Bell, Barbara J. Love, Rosemarie A. Roberts in *Teaching for Diversity and Social Justice*, edited by Maurianne Adams, Lee Anne Bell, and Pat Griffin

Data Points on Racial Inequity in the United States

Race continues to be a primary indicator of a person's wealth and wellness in US society.

- Black and African American persons are expected to live 3.4 years less than White persons.*
- In spite of the fact that net worth rose for all between 2013 and 2016, the median net worth gap between white and black families actually *grew* from \$132k to \$153k in the same period.**

Similar trends in education, employment, housing, criminal justice and many other areas

Hazardous Sites

13 of the 14 heaviest industrial polluters are located within half a mile of the places where communities of color, immigrants, refugees and low income residents live.

(U.S. Census Bureau and Puget Sound Clean Air Agency)

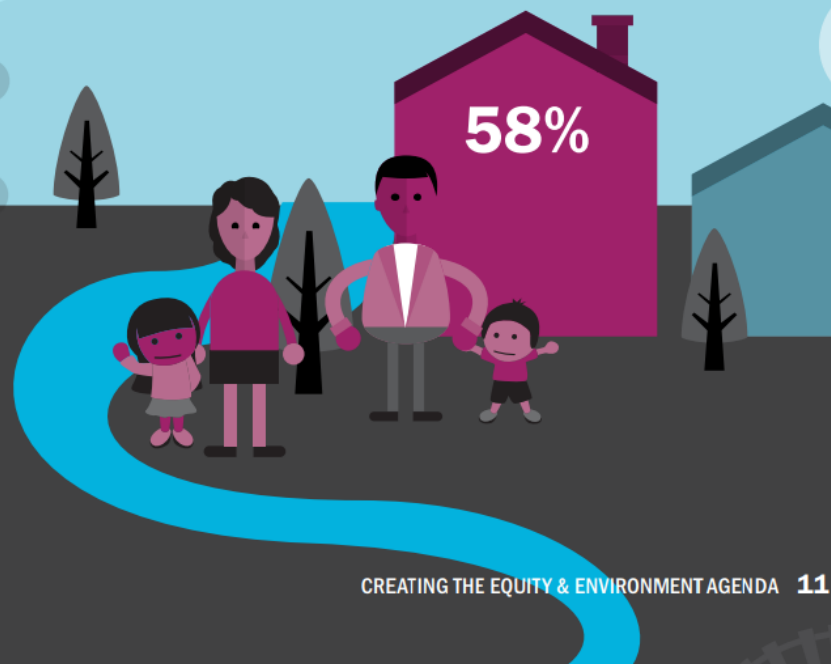


The Environmental Protection Agency's Superfund program is responsible for cleaning up some of the nation's most contaminated land.

Lower Duwamish Waterway

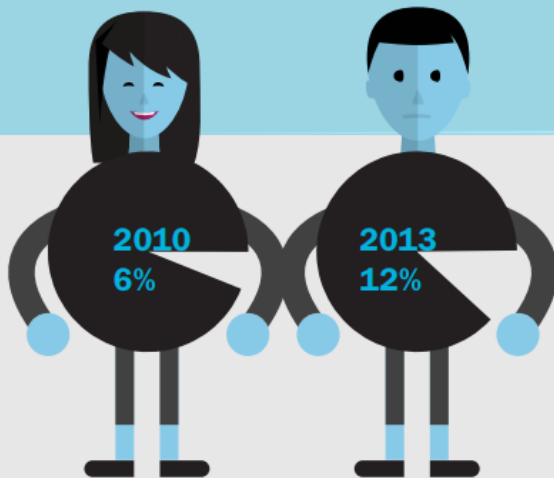
58% of the population that lives within one mile of the Superfund boundary are **people of color.**

(U.S. Census Bureau and EPA)



Food Hardships⁶

Food hardship in Seattle has doubled from **6%** to **12%**.



Food Deserts

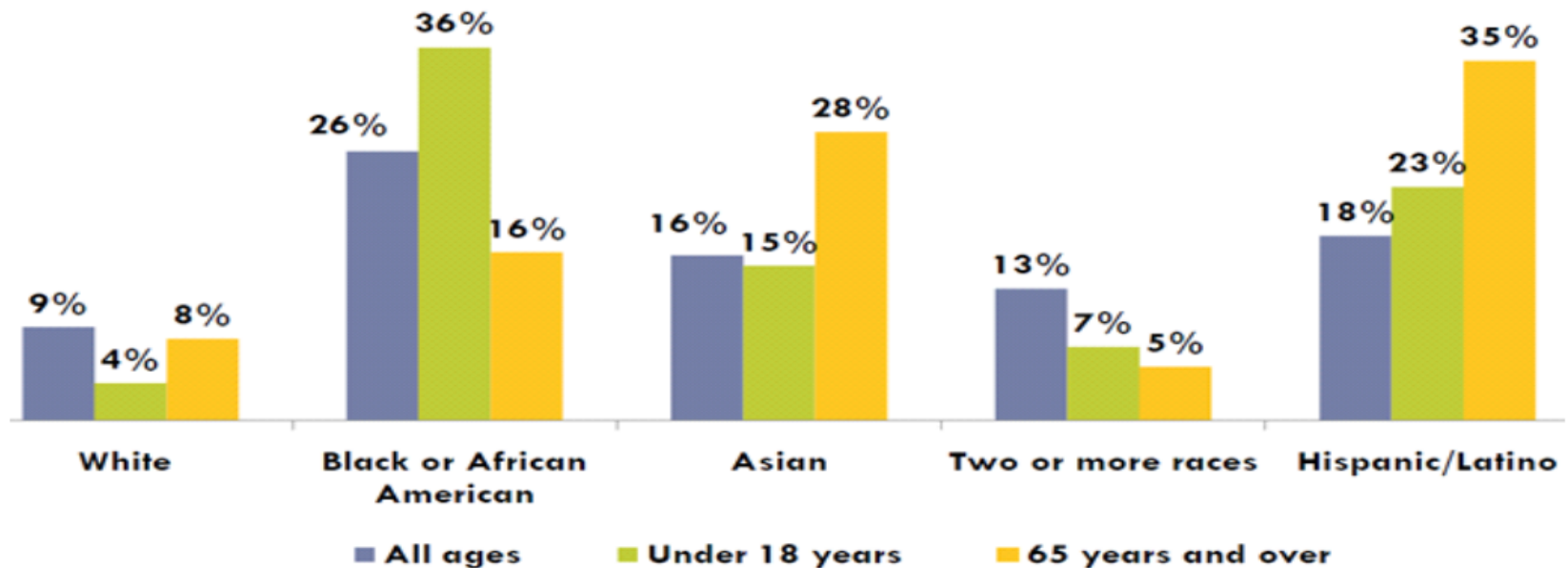
There are food deserts in **South Park** and **Delridge**, both of which are neighborhoods with large populations of communities of color and low income residents.

Latino Communities

in King County experienced an increase in food hardship from **27%** to **41%**.

Income Disparities:

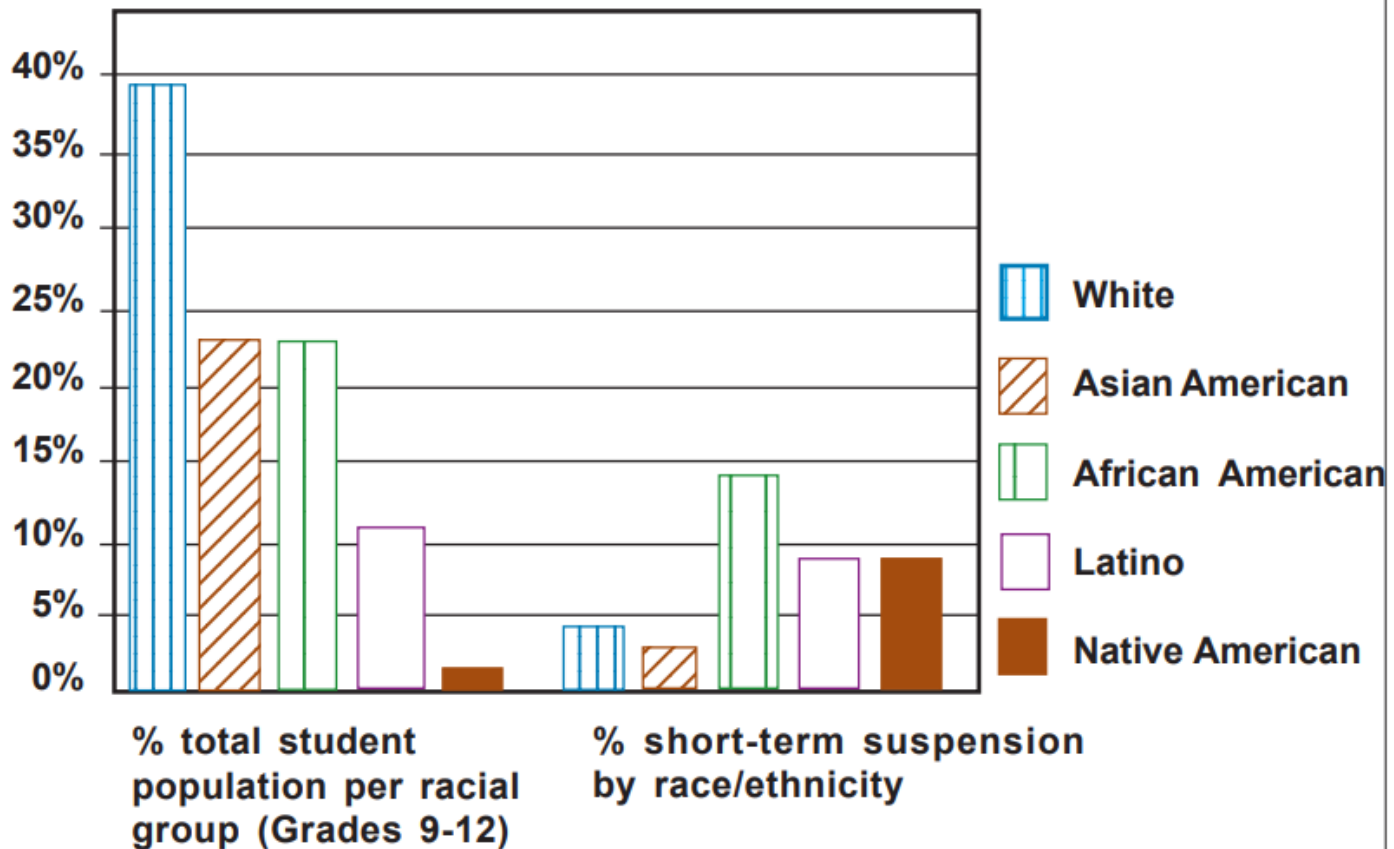
Poverty rates for overall population, children and seniors



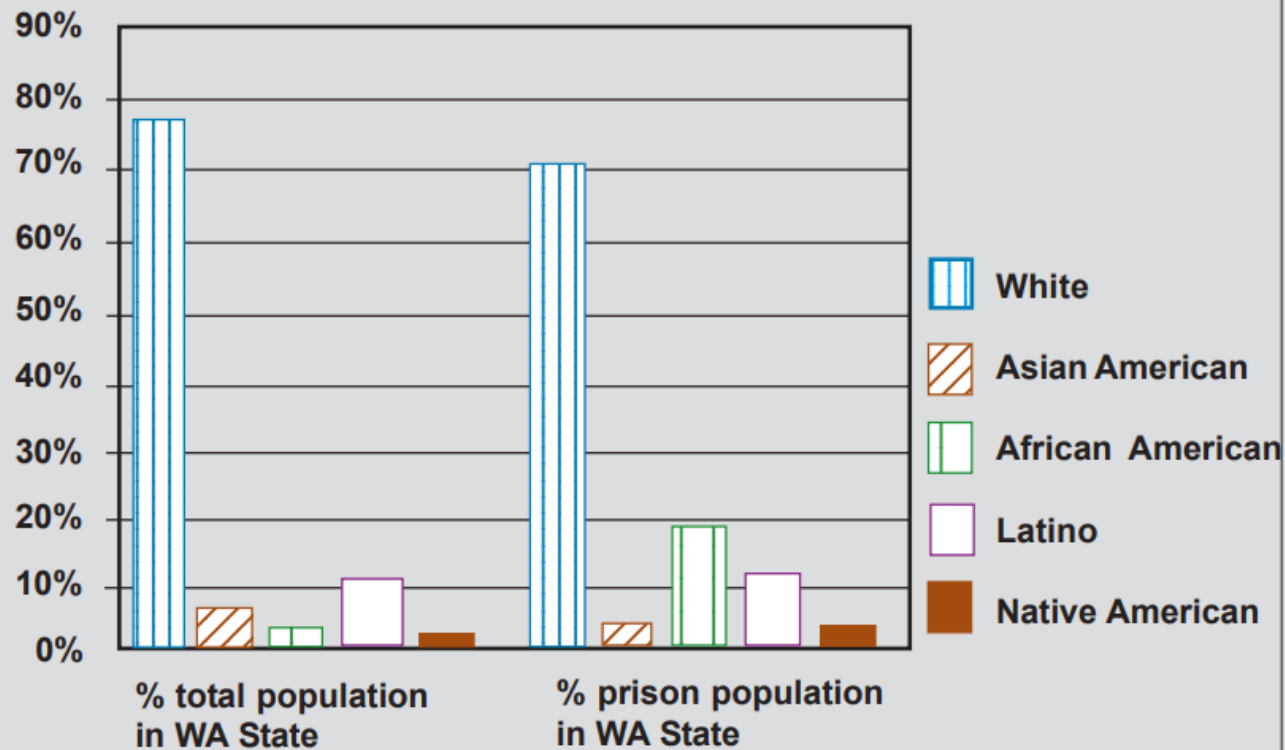
Percentage of people living below the federal poverty line.

Source: 2007-09 American Community Survey (ACS). Current data for Native American households is not yet available – we will update this table in 10/11. In 2006 the poverty rate for Native Americans in King County was over 30%.

Short-term suspensions in Seattle schools

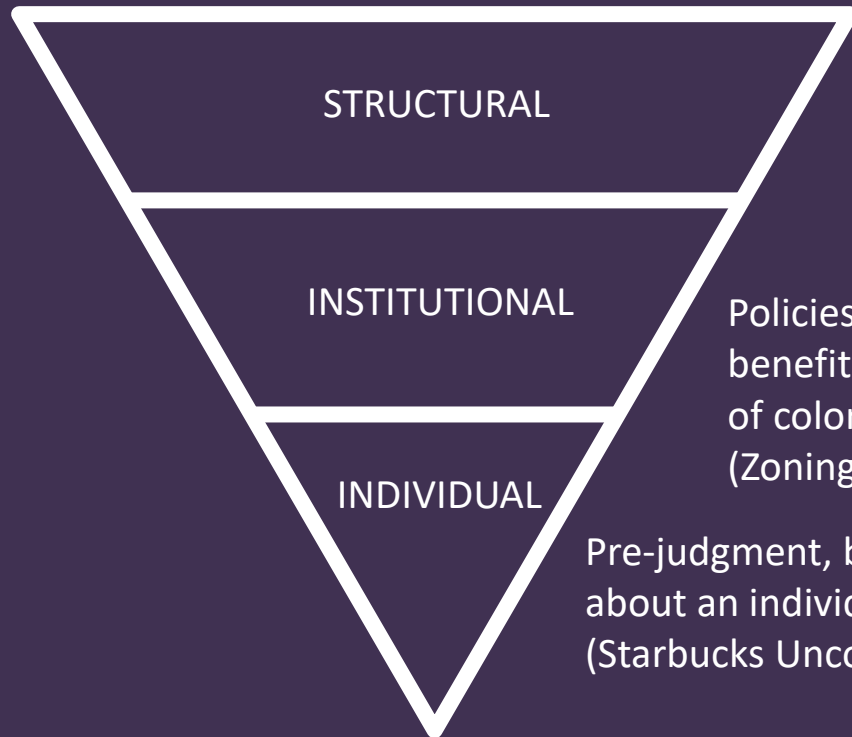


Prison population by race in WA State



Source: 2010 Census WA State population numbers; WA Dept of Correction's Quarterly Fact Sheet (June 2011)

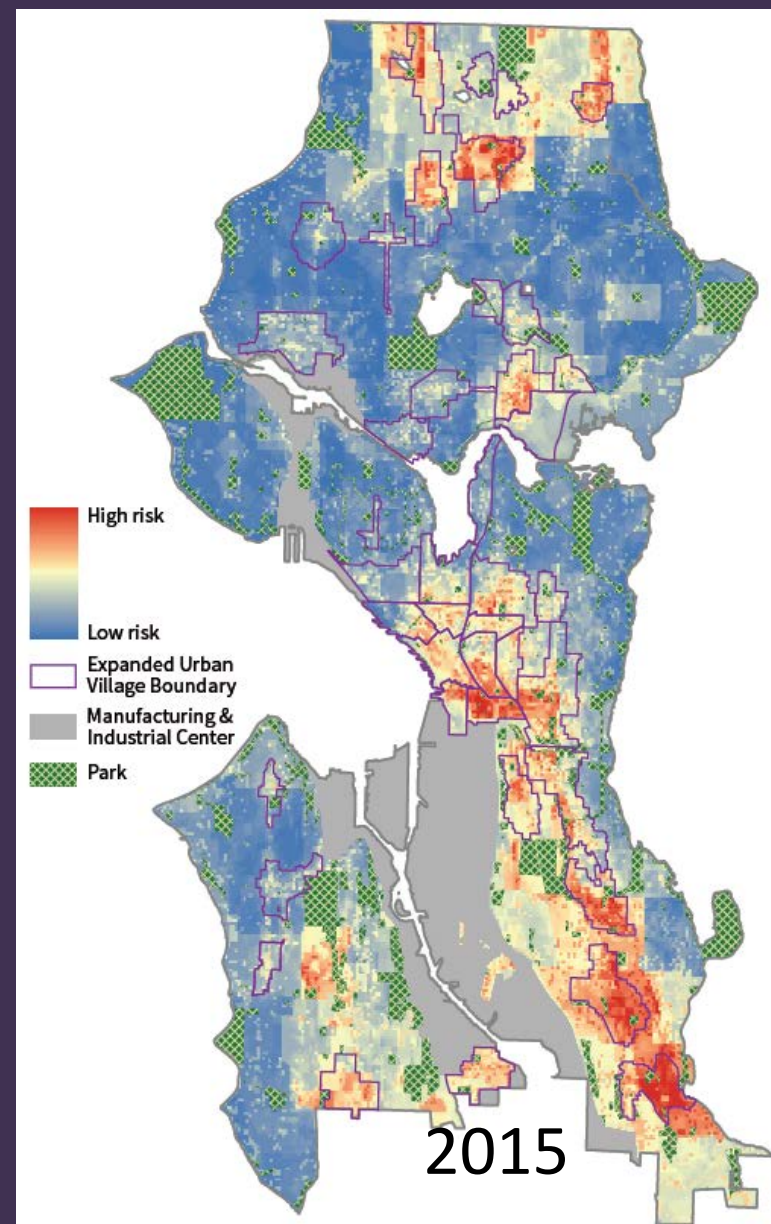
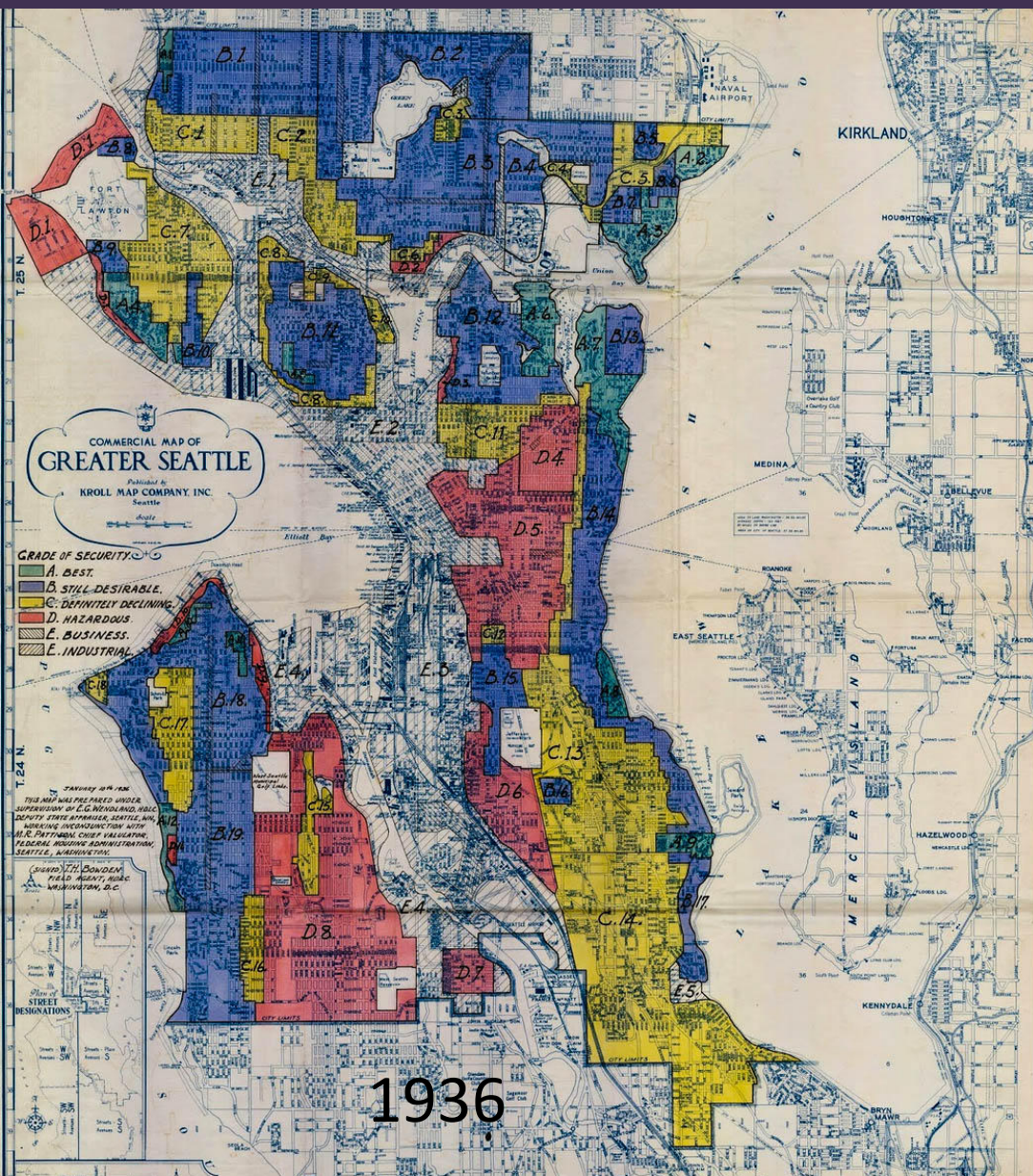
TYPES OF INEQUITIES



Interplay of policies, practices and programs of differing institutions which leads to adverse outcomes and conditions for communities of color (Justice System, Schools)

Policies, practice, and procedures that work to the benefit of white people and the detriment of people of color, usually unintentionally or inadvertently (Zoning, Covenants)

Pre-judgment, bias, stereotypes or generalizations about an individual or group based on race (Starbucks Unconscious Bias Training)



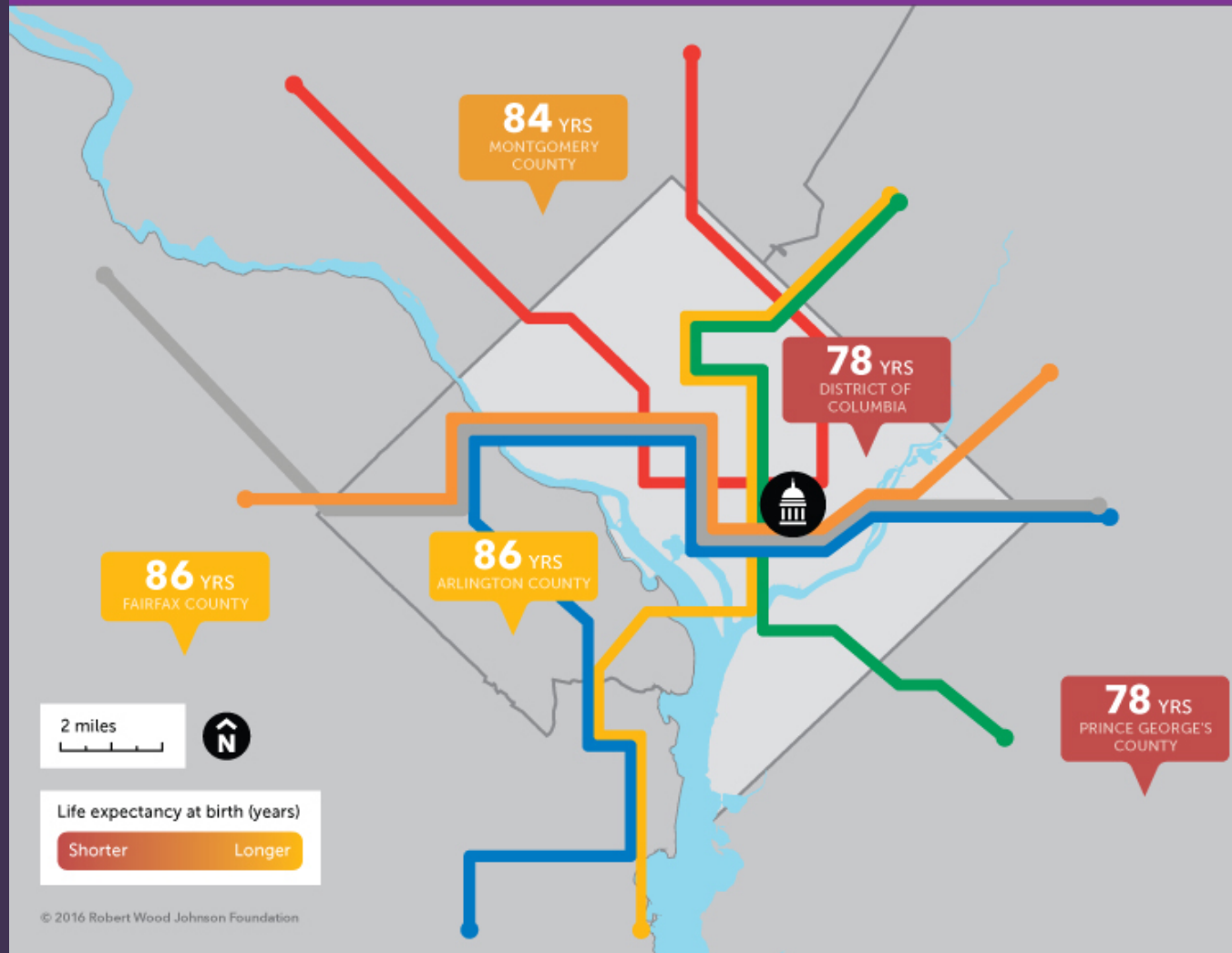
WASHINGTON, D.C.

Follow the discussion

#CloseHealthGaps

Short Distances to Large Gaps in Health

Zip Codes
Determine Life
Expectancy





Public to Private

TARGETED UNIVERSALISM

Targeted Universalism means setting universal goals that can be achieved through targeted approaches. This approach targets the varying needs of each group while reminding us that we are all part of the same social fabric.

Source: UC Berkeley Haas Institute for a Fair and Inclusive Society



RACE & SOCIAL JUSTICE
INITIATIVE

Changes in Population 2000 to 2010

	Change in Total Pop.	Change in Pop. of Color	% Change in Total Pop.	% Change in Pop. of Color
Seattle total	45,286	24,240	8.0%	13.4%
Inside urban villages	30,544	15,883	17.1%	22.9%
Outside urban villages	14,742	8,357	3.8%	7.5%

THE SEATTLE RACIAL EQUITY TOOLKIT



Step 1. Set Project Outcomes.

Team communicates key project outcomes for social equity to guide analysis.



Step 2. Involve Stakeholders + Analyze Data.

Gather information from stakeholders on how the issue benefits or burdens the community in terms of social equity.



Step 3. Determine Benefit and/or Burden.

Analyze issue for impacts and alignment with social equity outcomes.



Step 4. Advance Opportunity or Minimize Harm.

Develop strategies to create greater racial equity or minimize unintended consequences.



Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

Track impacts on communities of color overtime. Continue to communicate with and involve stakeholders. Document unresolved issues.



Step 6. Report Back.

Share information learned from analysis and unresolved issue with Team Leadership

THE PERKINS+WILL EQUITY TOOLKIT



Getting Started

How Can Our Team assist you?
Your Perkins+Will Social Equity
Change Team

Equity 101

Basic definitions and resources

Social Equity Toolkit

Racial Equity Toolkit Framework and
resources (Includes metrics)

Inclusive Outreach & Engagement

Inclusive Outreach & Engagement
Framework and resources



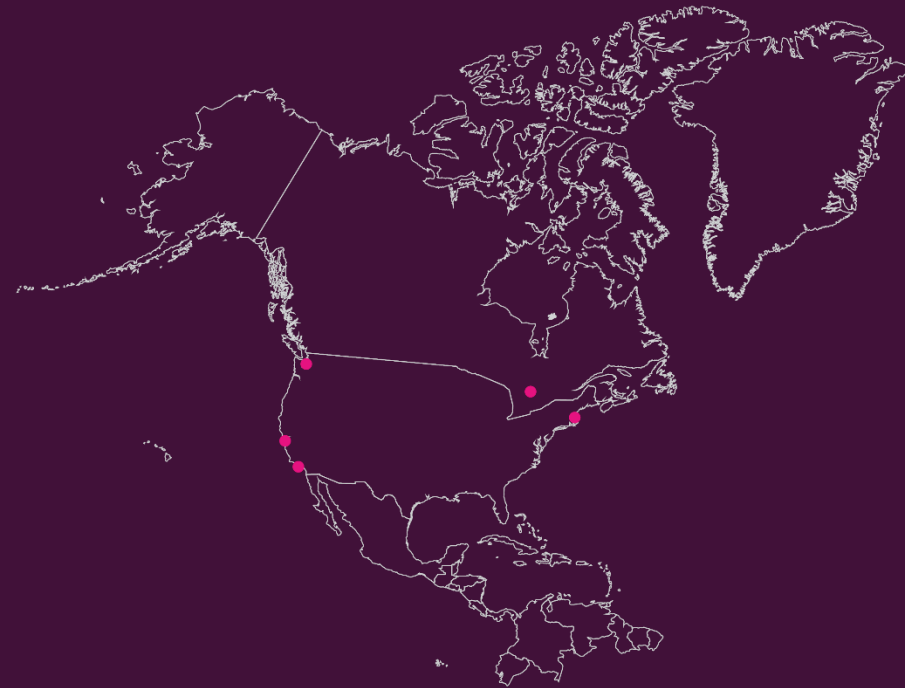
Annual Goal

2018 Equity Change Team Goal

Work with historically underserved, underrepresented, and underresourced communities to remove barriers and advance access to opportunity

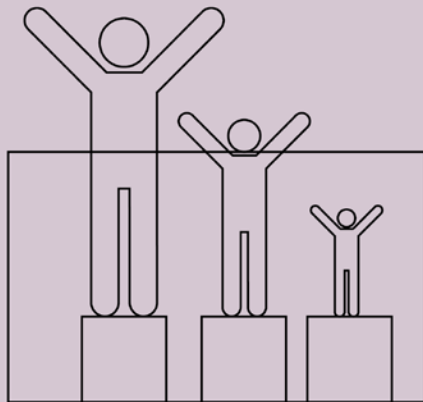
We Also...

- Build momentum within the practice
- Educate about the toolkit
- Raise awareness about social equity



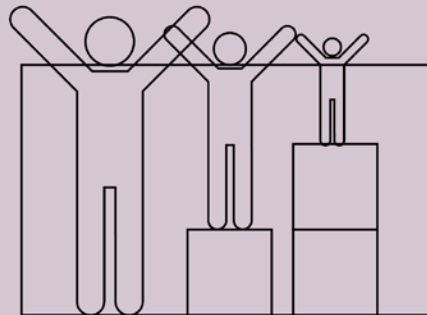


Equity vs Equality



Treated Equally:

Assumption is that everyone will benefit from the same supports.



Treated Equitably:

Individuals are given different supports to make it possible for them to have equal access to opportunity.



Potential Third Scenario: Systemic barrier is removed.

All three individuals can access opportunity without support or accommodations because inequity was addressed

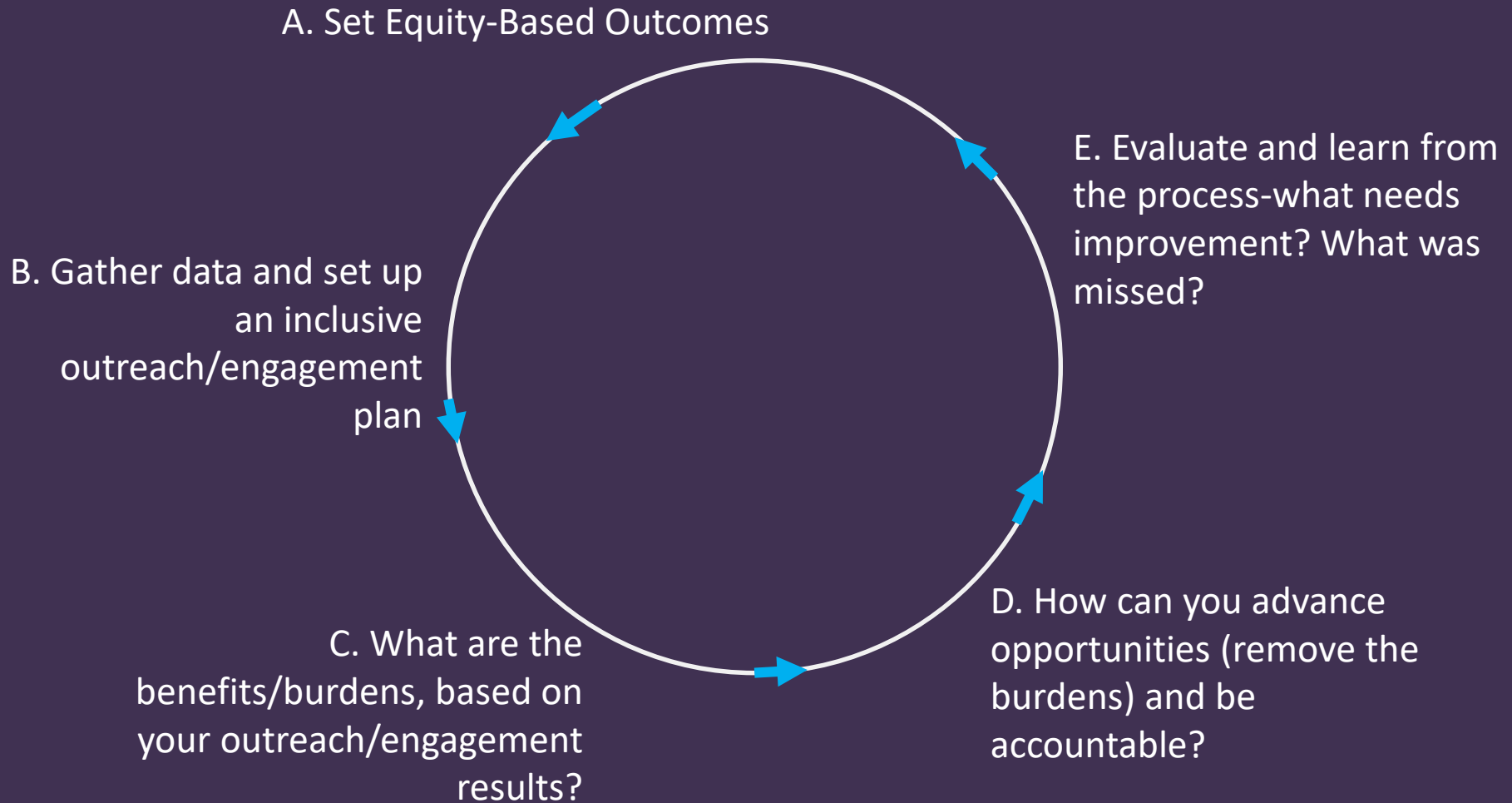


DIVERSITY



INCLUSION

THE PERKINS+WILL EQUITY TOOLKIT



INCLUSIVE OUTREACH AND ENGAGEMENT



- A. Identify scope and objectives
- B. Set equity-based outcomes
- C. Highlight period for outreach and engagement
- D. Who are the stakeholders?
- E. Be transparent about where/how stakeholders are included
- F. Select most-appropriate outreach/engagement tools
- G. Evaluate and report back: what/who was missed? Was anyone left out?

INCLUSIVE OUTREACH & ENGAGEMENT



Six Strategies for Effective Inclusive Engagement



Build personal
relationships



Create a welcoming
atmosphere



Increase
accessibility



Develop alternative
methods for engagement



Partner with diverse
campus communities



Maintain a presence with the
respective community

INCLUSIVE OUTREACH & ENGAGEMENT



Stage	Power Dynamics	Assumptions	Examples
CULTURAL COMPETENCE Where people unconsciously hold culture in high esteem, and use this to guide their lives/work	Target community has a role (real power) in education design and application	Recognizes individual and cultural difference Develops new approaches “Let’s work together to truly empower communities”	Native American Art and Storytelling (target population designs process, holds real power) Trusted Advocate Model (power sharing) Data Walk
CULTURAL PRE-COMPETENCE Where people have acceptance and respect for difference, and continue self-assessment	Power differences are acknowledged, with some understanding but reliance on others (“experts”)	Seeks advice/consultation Identifies what they are NOT capable of doing “Let’s just hire an expert” “Teach Me Phase”	Consult with or hire (one) member of an ethnic community Special (one time) Programs
CULTURAL BLINDNESS Where people treat all cultures as if they were the same	No acknowledgement of power differences (institutional racism, classism, immigrant or refugee experience, etc.) power is still held by dominant group	Differences ignored “treat everyone the same” Need/Problem based “I don’t see color, we are all just the same” “just give me a checklist”	Translated Newsletters Multicultural Festivals
CULTURAL INCAPACITY Where people show no interest in or appreciation of other cultures	Education is still designed for privilege group and no accommodation is made t try to include other groups	Lower expectations Maintain stereo-types “People choose not to be a part of the process” “This is just the way we do it here”	Traditional “Town Hall” model The “Bootstrap” Mentality
CULTURAL DESTRUCTIVENESS Where people actively belittle other cultures	Access and power are only given to a privilege group other members are purposely excluded	Forced assimilation Rights and privileges for only dominant group “We deserve this” “This is the ONLY and RIGHT way”	Exclusive Public Meetings “English Only” Approach

Adapted from: Cross, T.L., Bazron, B.J., Dennis, K.W., & Isaacs, M.R. (1989). Towards a culturally competent system of care volume 1:A monograph on effective services for minority children who are severely emotionally disturbed. Washington D.C. CASSP Technical Assistance Center, Georgetown University Child Development Center.



Applying the Toolkit

APPLYING THE TOOLKIT: SUSTAINABLE JUSTICE GUIDELINES

An inclusive planning and design process can support all scales and sectors of the Sustainable Justice Guidelines, helping to overcome design bias.

AIA AAJ SJ - Sustainable Justice Guidelines

COURTS

Last Updated - 5/1/2015

COMMUNITY SCALE

A sustainable relationship between the community and the criminal justice system is one where maintaining present operations into the future consumes acceptable levels of resources and creates results that can be assimilated back into society at large. At the community scale sustainability requires **a thoughtful public planning process that develops a holistic, system approach to solutions and results in justice facilities that are purposeful to all stakeholders**: justice officials and workers, plaintiffs and defendants, victims, family members, the media, and the broader public. Sustainable principles intend to balance community resources with long-term needs; communities also provide alternatives to incarceration and a continuum of services after incarceration. Key strategies also include in-person appearances essential to many justice system procedures, but information technology can and should be used to reduce travel impacts and improve access to justice system procedures and records except where it might detract from just outcomes or conflict with individual rights.

	PRINCIPLE	GOAL	METRIC	TARGET	RESOURCES / EXAMPLES / LINKS	EVALUATION NOTES
C1	Planning Process	Broad and inclusive stakeholder and community involvement in a comprehensive planning process for justice system needs	Series of community meetings/interaction; Stakeholders include all relevant justice system components and community groups	Community meetings are held to solicit input and changes are made based on feedback received; participation from courts, sheriff, detention/ corrections, parole/ probation, legal advocates, public health, social services, elected officials, community groups	SEED Evaluator: an on-line communication platform that can include multiple stakeholders and diverse community members in the planning process US GSA Urban Development / Good Neighbor Program: see "Resources" for policy and "eNews" for case studies	
C2	Facility Siting	Locate in a dense, walkable area of central importance	LEED credit SS2: Development Density and Community Connectivity	Density of surrounding area is over 60,000 sf/acre or site is within 1/2 mile of 10 basic services, etc.	Satellite courthouses that serve rural communities may not be located in traditional "downtown" neighborhoods	
C3	Transportation Access	Facilitate use of mass transit for public and staff accessibility	LEED credit Sustainable Sites 4.1: Alternative Transportation - Public Transportation Access	Site is within 1/2 mile of rail transit station or 1/4 mile of at least 2 bus stops (from different bus lines)	The Durham County Courthouse in Durham, NC, is located within 2 blocks of 2 bus lines [JFR 2014]	
C4	Co-location	Co-locate with/near: jail, DA, public defender, victim services, probation, parole, public health, mental health, food services/restaurants	% of listed services within walking distance	100%	Denver Justice Center - Lindsey-Flanigan Courthouse [AIA Denver & AIA Colorado award 2010]	

CASE STUDY: MAJOR HIGHER ED INSTITUTION

Hello,

The selection committee has asked for a few additional topics for your firm to address in the interviews scheduled for May 7. These are in addition to the topics listed in Section 9 of the RFQ.

3. How does an institution create spaces that contribute to the well-being of a diverse and inclusive student body, faculty and staff?
 - a. Do we have a bias toward designing “white” places?
 - i. If so, how might the Strategic Framework Plan enable us to address this?

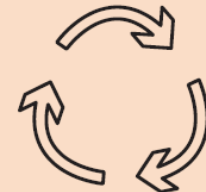
Thank you!



**Set equity-based
outcomes that can be
measured**



**Craft an outreach
and engagement plan
around those outcomes**



**Evaluate the process and
report back on findings**

CASE STUDY: MAJOR HIGHER ED INSTITUTION

1. Set Equity-
Based Outcomes

2. How Can We Get
There?

How Can We Be
Accountable?

**Increase
representation by
diverse audiences
at planning
engagements**

Inclusive
outreach and
engagement plan

Engagement
evaluation forms

**Design guidelines
reflect values of
communities of
color**

Inclusive
development in
drafting of design
guidelines

Inclusive forums,
frequent project
updates to targeted
audiences



Breakout Session: Setting Equity-Based Outcomes

BREAKOUT EXERCISE: SETTING EQUITY-BASED
OUTCOMES

Your task: Set an Equity-Based Outcome

A specific result you are seeking to achieve that advances equity in the community

Things to consider

What are the greatest opportunities for creating immediate or near-term change?

What strengths does the project have that it can build on?

What challenges, if met, will help move the project toward equity goals?

BREAKOUT EXERCISE: SETTING EQUITY-BASED
OUTCOMES

Examples

Increase transit and pedestrian mobility options for communities of color

Communities of color are represented in the project's outreach activities

Decrease in environmental risks to underserved and underrepresented communities

BREAKOUT EXERCISE: SETTING EQUITY-BASED
OUTCOMES

Your task: Project Context for Boyle Heights Civic Plaza

BREAKOUT EXERCISE:
SETTING EQUITY-BASED
OUTCOMES

“The plaza is a center of community where neighbors can come together...the developments would take away that vision of the plaza and its culture...We are not in agreement with the destruction of the culture.”

“Who is it for?”

Dupont-Walker, Community Press Metro on Surprising Changes Slated for Mariachi Plaza, Demand More Outreach

By Sahra Sulaiman | Nov 7, 2014 | 48



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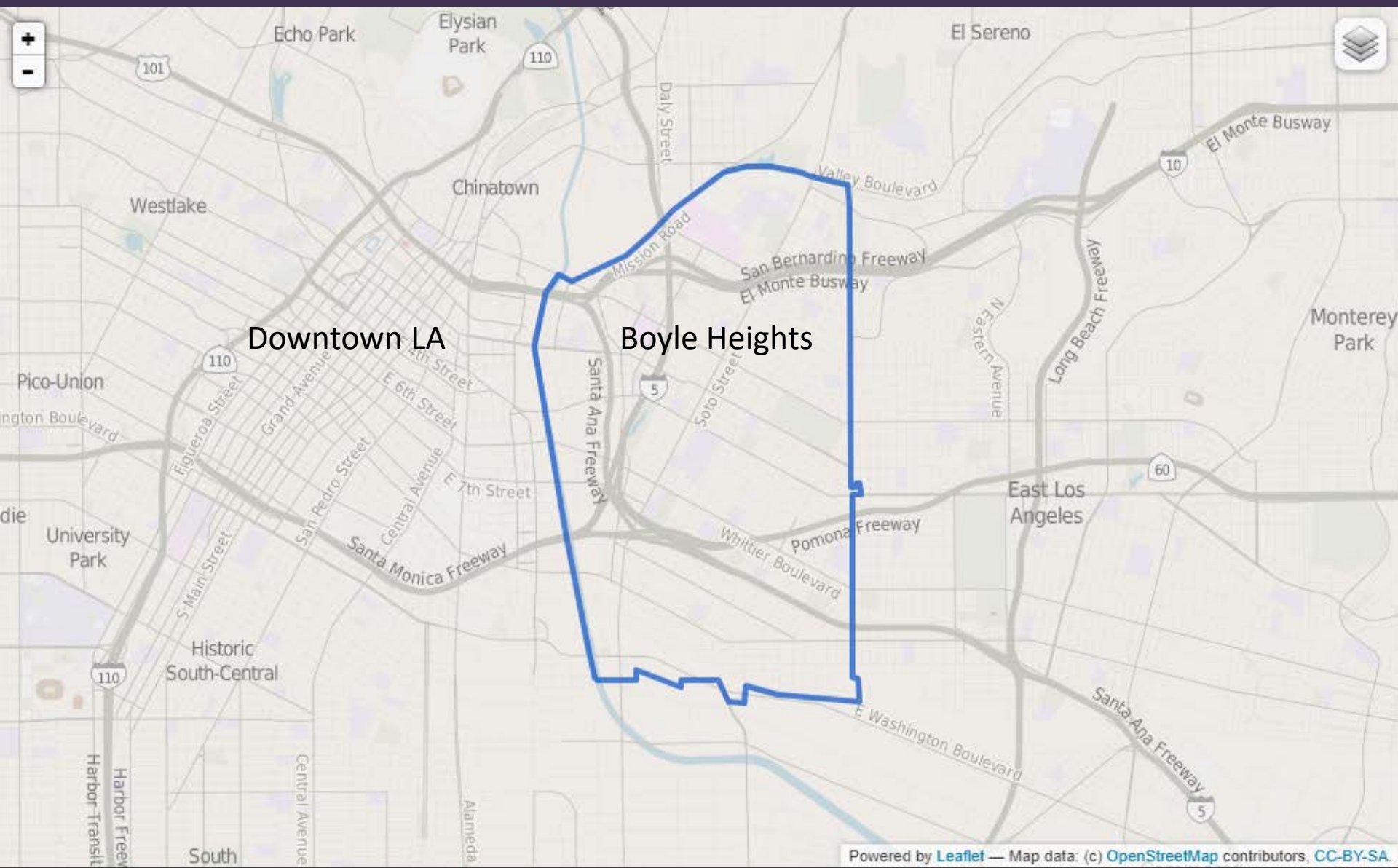
How can we ensure stakeholder input has value and is incorporated into planning? And, in so doing, help the community feel comfortable in trusting Metro to make sure that happens?

The queries, posed by Metro Board Member Jacqueline Dupont-Walker to Metro CEO Art Leahy during Tuesday's Planning Committee meeting were in response to Boyle Heights residents' complaints that Metro had failed to seek adequate community input on a potential development at Mariachi Plaza that would fundamentally transform the area.

She was right to ask.

Despite promises made in 2012 that, [“prior to seeking Metro Board approval \[for projects at Mariachi Plaza and other area sites\], staff will be conducting a meeting to update the community regarding th\[ese\] development site\[s\],”](#) no notice seems to have been given — either to the community or the advisory committee for the Eastside Access project — about Tuesday's [motion](#) to allow

BREAKOUT EXERCISE:
SETTING EQUITY-BASED
OUTCOMES: BOYLE HEIGHTS COMMUNITY PLAN



BREAKOUT EXERCISE:
SETTING EQUITY-BASED
OUTCOMES

Based on this information, what outcome would you like to set with a civic project in this community?

Consider: how might your outcomes shape your inclusive outreach and engagement plan?



Wrap-up

TAKEAWAYS

When we aren't including, we are unintentionally excluding

How are we being accountable, as a practice and in our work?

Work with racial equity and social justice leaders—don't try to reinvent the wheel

Be transparent about scope, and extent of data available

We are reminding people that engagement needs to be engaging, and that the messenger is just as important as the message

We are not accepting “but we’ve always done it this way.”

If we are doing outreach and engagement well, it feels like we are not doing things to communities but for and with communities

CREATING A NEW BASELINE FOR EQUITY

Ultimately, this effort is about creating a new baseline in both our communities and our profession in terms of prioritizing issues of equity within the sustainable design effort