

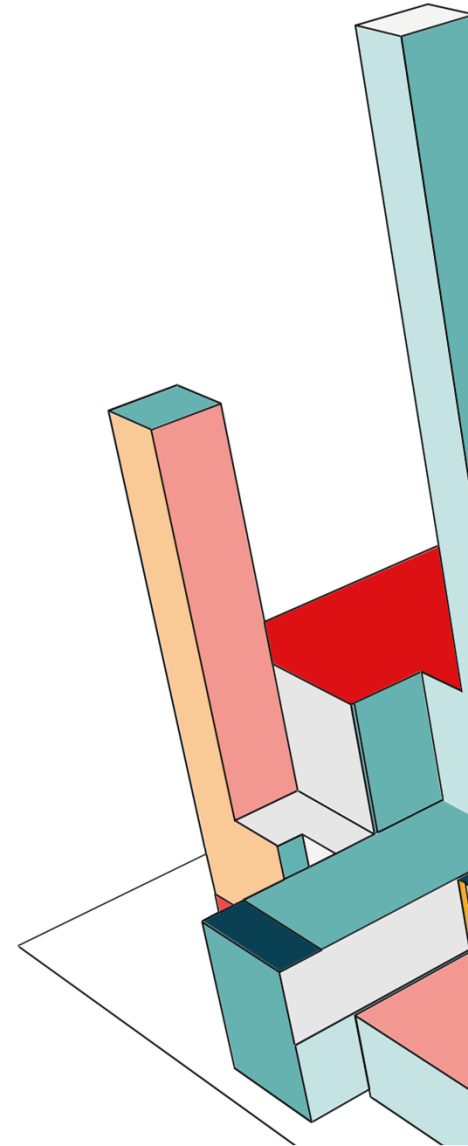
DIVERSITY IN DESIGN WORKSHOP

LearningSCAPES 2024

Presented by:
The Diversity Champions Group

AGENDA

- Land Acknowledgement (5m)
- Champion Introductions (5m)
- Topic Overview (10m)
- Moderation Guidelines (5m)
- Working Groups (55m)
- Report Out (10m)



Portland – on the
traditional lands of the

Cayuse

Umatilla and Walla Walla

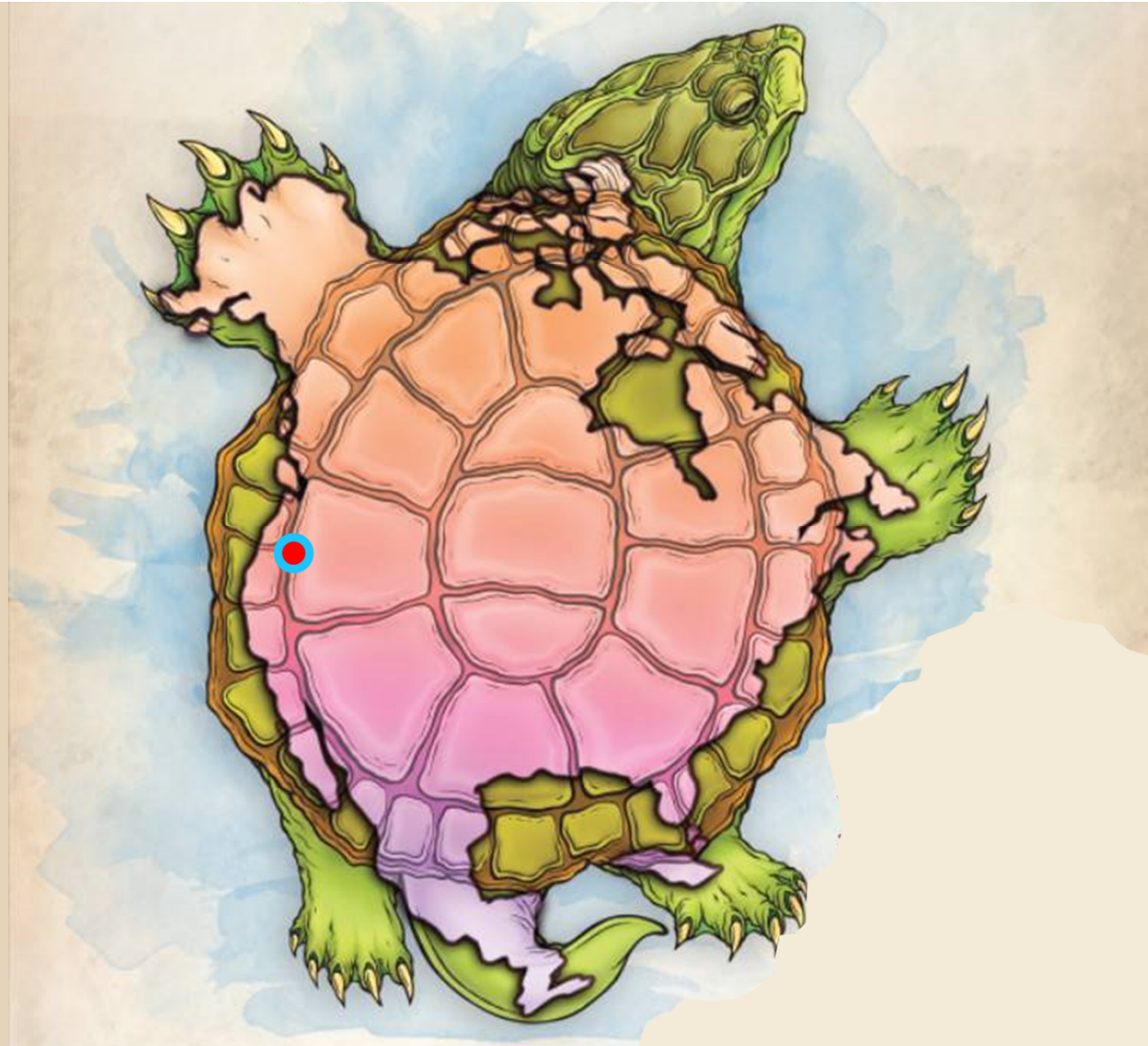
Stl'pulmsh

Clackamas

Confederated Tribes of
Grand Ronde

Confederated Tribes of
Grand Siletz Indians

Turtle Island
www.native-lands.ca



CHAMPION INTRODUCTIONS



Rachel Pampel
MWGL Region Diversity
Champion
FGM Architects



Julia Hawkinson
Previous International
JEDI Co-Chair



Ross Parker
Previous International
JEDI Co-Chair



Kerrie Frymire
NE Region JEDI
Champion
Perkins Eastman



Faye Strong
PNW Region JEDI Co-
Chair



Ruwan Jayaweera
PNW Region JEDI Co-Chair
PNW Region Diversity
Committee Representative
PAE Engineers



Chelsea Flickinger
PNW Region Champion
Mahlum



STUDENT VOICES

How do we listen to students and reflect their identities and needs in the learning environment to create a culture of belonging?



2023 “WELCOMING AND BELONGING” ACTION ITEMS



Materiality - transforming historical trauma



Involving oneself into the community for authentic understanding



Addressing learning styles of different students - e.g. different entries for different moods and needs



Remembering we were kids - scale of beds and buildings



REFERENCES

- [Including Voice in Education: Empowering Student Voice in School Design](#)
- [Bringing staff and student voices into the school design process](#)
- [Project Implicit](#)
- [Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care](#)
- [Why healthy humans need belonging](#)





Activity



Adaptability



Atmosphere



Community



Collaboration



Emerging Contexts



Nature



Orientation



Pedagogy



Universal Accessibility

TIME/
DYNAMIC

USERS/
ROLES

MENTAL/
IDEAL

INDIVIDUAL /
GROUP

IMMEDIATE

EXTENDED

COMMUNITY

REGIONAL

GLOBAL

PHYSICAL/
ARCHITECTURAL

FUNCTIONAL/
OPERATIONAL

COMMUNITY/
REACH

HOLISTIC DESIGN

How to integrate health and wellness for all learners



2023 “INTEGRATING HEALTH AND WELLNESS FOR ALL LEARNERS” ACTION ITEMS



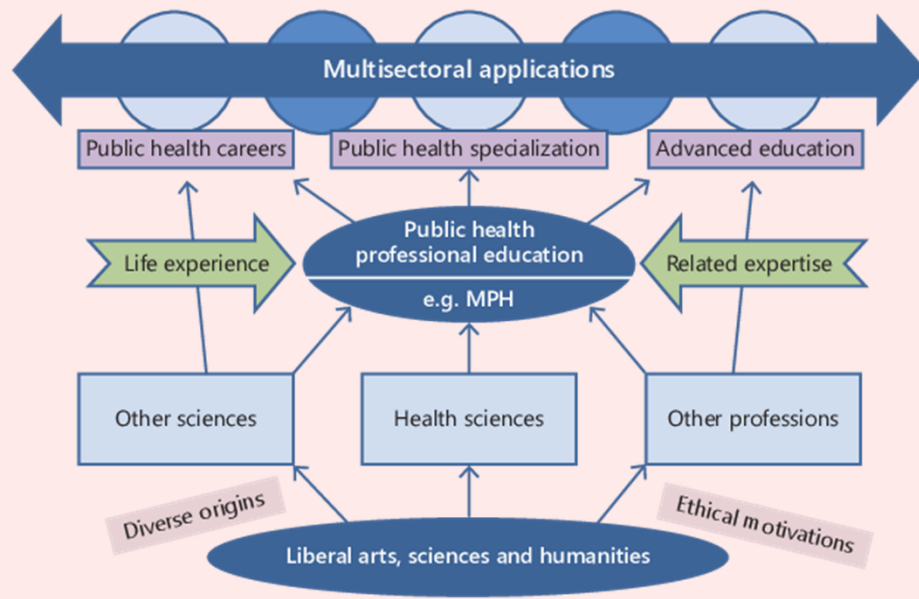
Best practices – identify and share. Funding will follow. Lack of health professionals – feed the pipeline. Share issues.



Add wellness and advocacy to the master plan

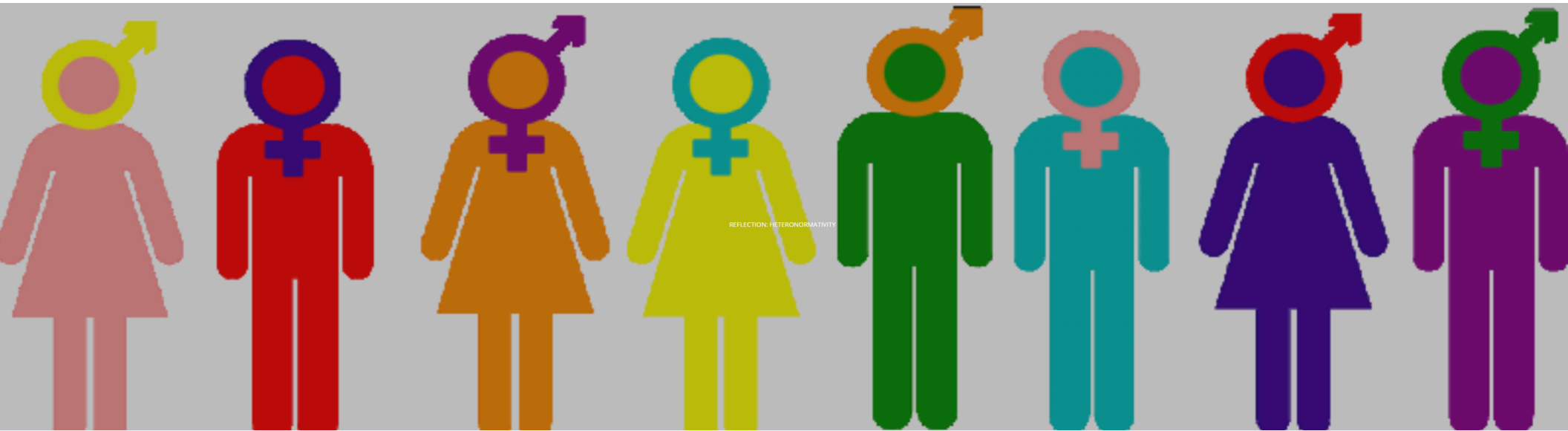


Partner with nonprofits. Integrate school and community.



REFERENCES

- [ADVERSE CHILDHOOD EXPERIENCES QUIZ](#)
- [ADDING WELLNESS TO THE MASTER PLAN](#)
- [PUBLIC HEALTH PROFESSIONALS](#)



NORMATIVITY

Favoring or excluding all but the mainstream in places and spaces:

- gender binary
- heterosexuality
- male dominance

- How to develop an understanding and awareness of gender- and hetero-normative places and spaces and the impacts they have on our experiences.

2023 “NORMATIVITY (GENDER AND HETERO) ACTION ITEMS



Be willing to engage in difficult conversations.

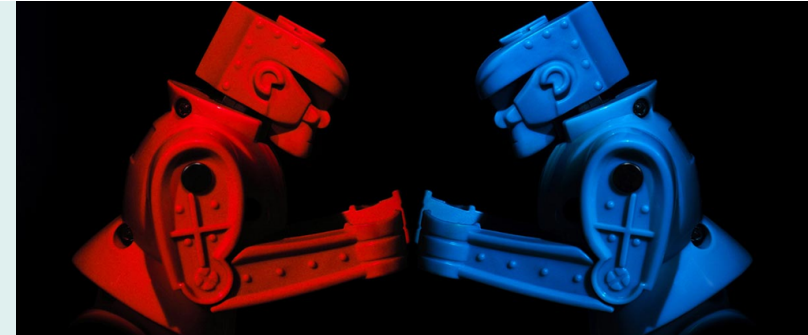
Be empathetic



- bring authentic self to the team and community.
- invite those impacted by unjust or exclusionary designs to share their experiences.
- empower students to educate adults.



Be comfortable with the mess and chaos of learning and life - we and our behaviors do not all conform to societal expectations.



★ How to have difficult conversation when you don't like conflict:
<https://hbr.org/2017/05/how-to-have-difficult-conversations-when-you-dont-like-conflict>

★ Design has a gender problem
<https://medium.com/peter-waters-portfolio/design-has-a-gender-problem-what-can-we-do-about-it-493cfc102311>

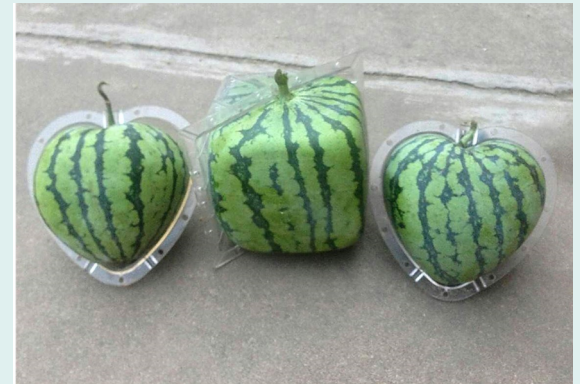
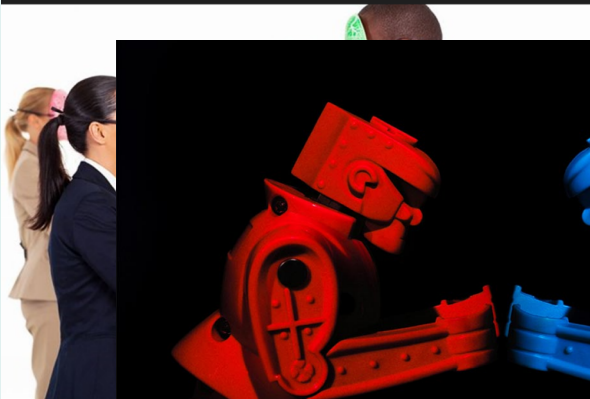
DEI Conversations:
<https://nysllibrary.libguides.com/dei/conversations>

In support of LGBTQ students:
<https://knowlesteachers.org/kaleidoscope/difficult-conversations-in-support-of-lgbtq-students>

Role models for diversity at your workplace:
<https://diversityq.com/role-models-for-diversity-at-your-workplace/>

Being a white leader speaking about DEI:
<https://talking-talent.com/insights/podcast/being-a-white-leader-speaking-about-dei/>

REFERENCES





CLIMATE JUSTICE

How can we design a climate adaptive learning environment that will inspire, educate, and support the next generation of climate leaders?

2023 “CLIMATE JUSTICE” ACTION ITEMS



Understand existing data - climate, park access, air quality, water quality - and how to best present.



Advocate for policy changes - permeability, tree canopy, find other advocates.



Plan for resiliency - make it a design determinant - fire, flooding, wind - what systems are needed?

REFERENCES

[The Climate Mobilization - The Climate Mobilization](#)

[Urban Heat Hot Spots | Climate Central](#)

<https://www.wy4cj.org/>

FEEDING OUR FUTURE

How do we design spaces that support healthy, sustainable, and instructional food programs for all?



2023 “STUDENTS FACING HOUSING AND FOOD INSECURITY” ACTION ITEMS



Prioritize dignity of spaces for students needing services. Don't hide. Normalize. Make it accessible.



Offer and provide whole school services underpinned by community partners who are experts.



Community awareness campaigns - spread the word, educate with stats.



REFERENCES

[A NEW ERA OF SCHOOL DINING -
ESSENTIALS MAGAZINE \(EDMARKET.ORG\)](#)

[FEEDING THE FUTURE TODAY: CANADA'S
NATIONAL SCHOOL FOOD PROGRAM -
CANADA.CA](#)

[FNHA-COMMON-LANGUAGE-PROJECT-
REPORT-2023.PDF](#)

[MAKING TIME FOR SCHOOL LUNCH |
HEALTHY SCHOOLS | CDC](#)



GROUP ROLES



Group Coach

Guides group discussion, ensures progress while encouraging open conversation



Time Keeper

Manages your minutes, helping the group stay focused



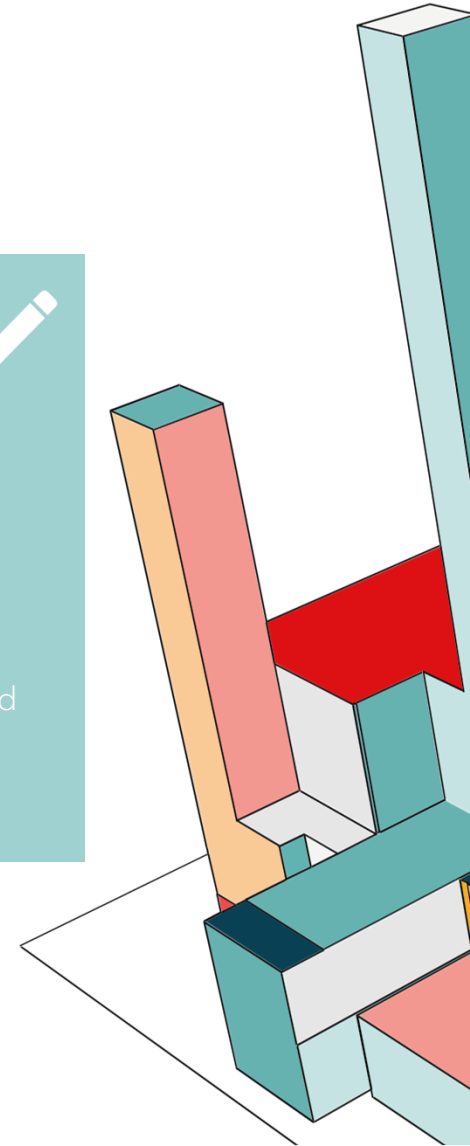
Vibe Checker

Keeps an eye on group dynamic to encourage space for contribution from everyone



Record Keeper

Captures group ideas, keeping everyone aligned and informed



CONVERSATION AGREEMENTS

Supporting Group Dynamic

Together, we know a whole lot!
Alone, we don't know it all.

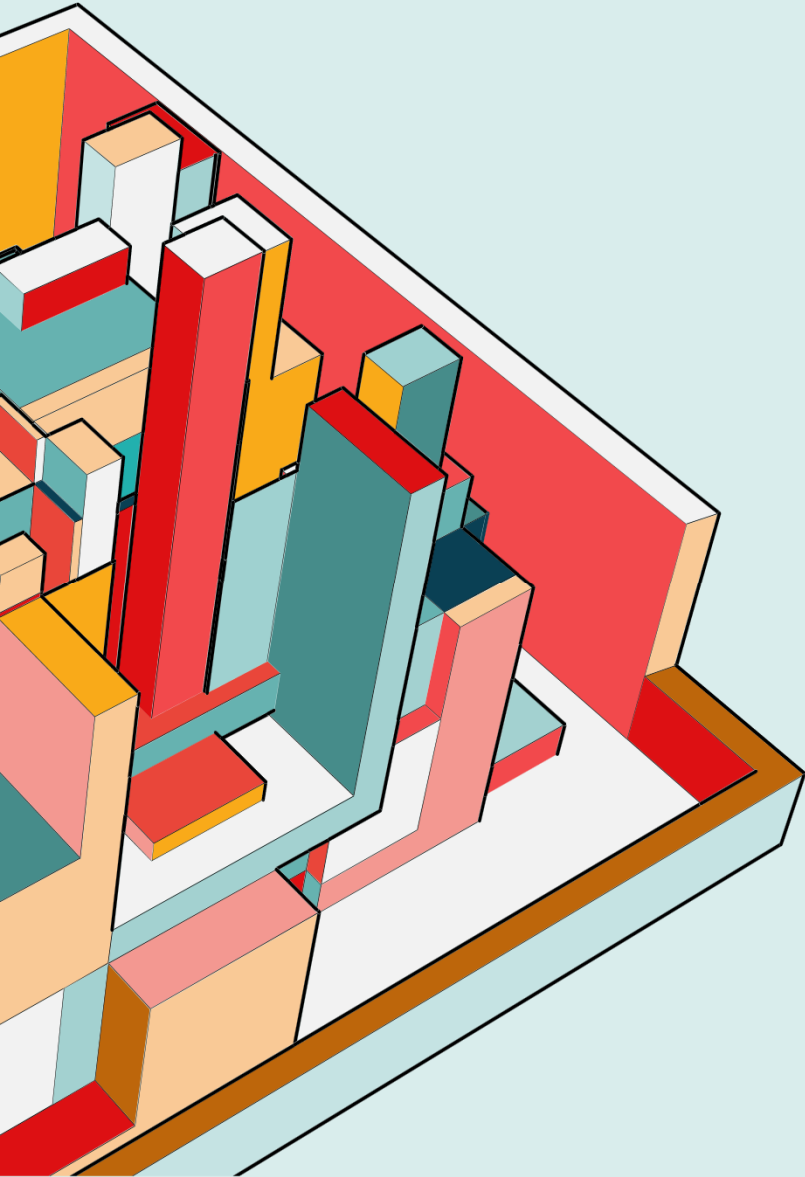
Take Space, Make Space
Practice sharing and listening.

Do Your Best
Be Curious, Be Present

Lean Into Discomfort
It's how we grow!

Respect Confidentiality
Leave with lessons, not stories.

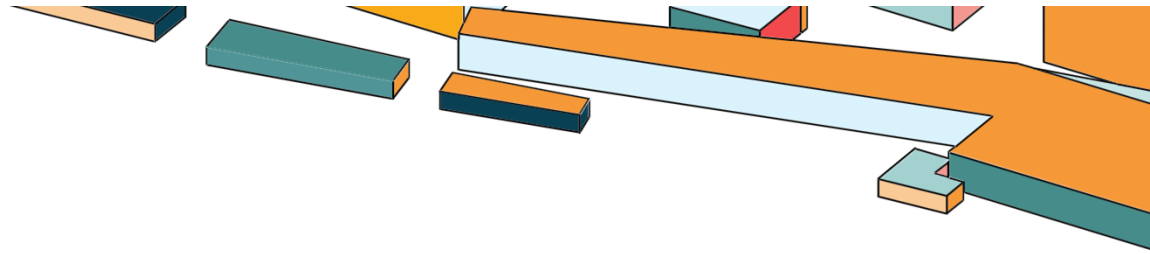




WORKING GROUPS

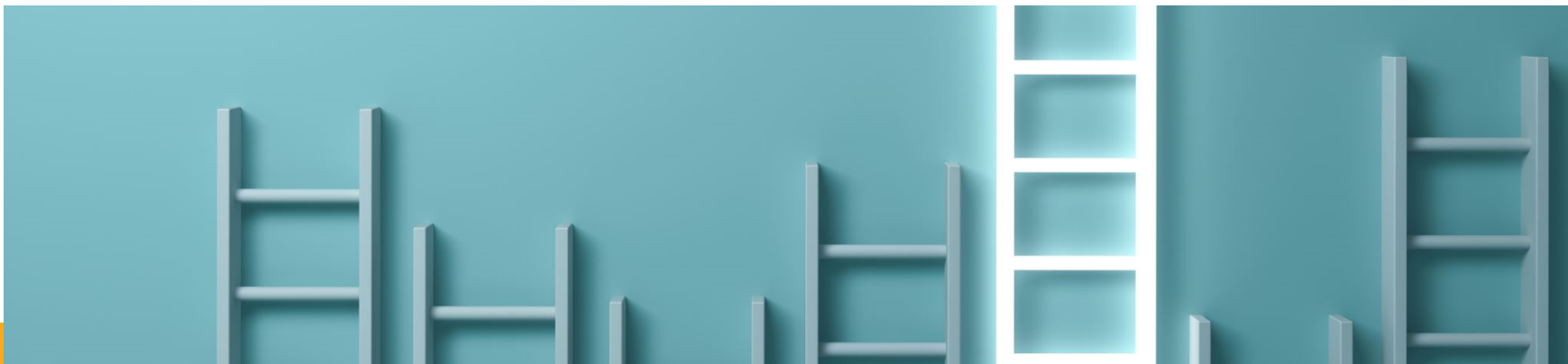
GOALS:

- 3 ACTION ITEMS PER GROUP
- 1 PERSONAL ACTION ITEM PER PERSON



EXAMPLE ACTION ITEMS

- Understand existing data on the topic.
 - List resources - where to start?
- Support the being able to learn anywhere.
 - Break it down - what are some specific items to pursue?
- Use a green wall on your next project.
 - Roll it back - what larger strategy does this serve?



COMMITMENT TO ACTION

Reflect over your discussion
and individual practice.

Share one habit you will build
to move the needle...

I will...

I will...



GUIDING CATEGORIES

classroom learning

entry and admission

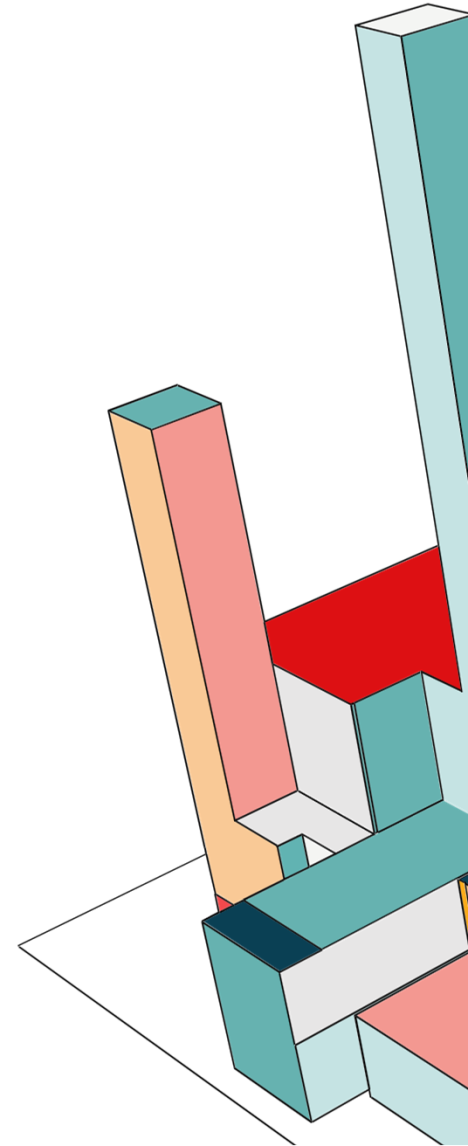
student dining

school site and play

operations and curriculum

community collaboration and services

policy and advocacy



GROUP TOPICS

1- Student Voices

How do we listen to students and reflect their identities and needs in the learning environment to create a culture of belonging?

2 - Holistic Design

How to integrate health and wellness for all learners

3 - Normativity

How to develop an understanding and awareness of gender- and hetero-normative places and spaces and the impacts they have on our experiences.

4 - Climate Justice

How can we design a climate adaptive learning environment that will inspire, educate, and support the next generation of climate leaders?

5 - Feeding our Future

How do we design spaces that support healthy, sustainable, and instructional food programs for all?

GROUP TOPICS – REPORT OUT

1- Student Voices

- a) a
- b) b
- c) c

2 - Holistic Design

- a) a
- b) b
- c) c

3 - Normativity

- a) a
- b) b
- c) c

4 - Climate Justice

- a) a
- b) b
- c) c

5 - Feeding our Future

- a) a
- b) b
- c) c

THANK YOU

Please join us! Contact your local Champion or
Kate Lubrano (kate@a4le.org)

[Diversity Champions Forum](#)

