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INCLUSION
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JEDI in Design Workshop

LearningSCAPES 2022 & Winter 2023

SUMMARY

A major initiative of the A4LE JEDI Committee for the latter part of 2022 was organizing and hosting a JEDI-focused conference workshop at LearningSCAPES in San Antonio. The session was organized as a workshop with small working groups hosted by JEDI Champions from various regions. Eight topics were proposed. Four groups were created with 4-8 participants, with each group focusing on two topics.

The discussion was free-flowing and not rigidly structured. As is common with inspired participants, the time was not nearly sufficient for the level of passion and detailed exploration that was begun. It was agreed by most (or all) participants to continue the conversations started here in a suitable follow-on forum. That is planned to be in the form of a virtual workshop to be held in January 2023.

Part 1 of this report documents the discussion, themes, and potential JEDI solutions or directions for implementing in design. Part 2 will be prepared following the upcoming virtual workshop.

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Group 1

Participants:

Jane Heusemann (Clark Heusemann)
Scott Worthington (BDS Architects)
Shari Gratke (JEDI champion) (IBI Group)
Ross Parker (JEDI champion) (IBI Group)



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Group 1 Topic: Inclusive design – having the tough conversation



Focus on needs, functions, activities: safety, privacy, elimination, hygiene, grooming

Focus on building elements: plumbing

Consider signage to reflect function or equipment provided, e.g. toilets, urinals, sinks, etc.

Avoid emotional triggers, political bias

Key words and terminology: non-binary, restrooms, fixtures

Mixing genders at sinks can be uncomfortable. Provide choice, distributed locations.

Ask clients/stakeholders to “Imagine a better future that I/we had”

Time and distance: disperse functions/activities to avoid congestion.

Safety: ease of monitoring visually and acoustically

Privacy: visual privacy in toilet/changing/shower stalls; maintain acoustic transparency.

Obscure glass to show when a space is occupied and show movement.

Special needs: inclusion model is the norm in most places. Why not for issues of gender?

Blocks of time for instruction and time between. Why? Different people need more time for basic functions and to travel to frequently distant facilities.

Location: locate restroom facilities closer to learning spaces to lessen time, improve safety and feeling of safety.

Choice: provide a variety of facilities (e.g. toilets, urinals, toilet stalls with sinks, etc.)

Why are sports rigidly gendered?

Many PE and athletics programs have opposite gender coaching. Provide gender inclusive/neutral offices, team rooms, etc. that maintain privacy for staff, student locker/change rooms.

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These facilities need to be described in the Ed Specs.

These facilities may require more space and therefore budgets. Need to allocate funds during capital planning for bonds, levies, funding applications.

Safety: Note that those most in danger are those who present and identify as gender non-binary, transgender, or other than conforming to gender stereotypes. It is not the gender conforming people most at risk. Bullies and predators are largely conforming people preying on those who are “othered”. This kind of messaging is important when having those tough conversations with stakeholders.

Familiarity: An informal poll of the whole group found that almost nobody in this group personally knew a trans or gender-nonconforming person 5 years ago, but that about half now know at least one, and several knew more than 3 such people.

Role models: Consider bringing into the stakeholder meeting a person most impacted by the bias.

Group 1 Topic: Gender bias in digital environments



Why are the default names and voices of digital assistants female (Siri, Alexa)?

Gender bias in “helping” jobs, professions normally female (highway flaggers, nurses, secretaries/personal assistants)

Has this been influenced by the fact that our caregivers from our childhood normally female (mothers, daycare nannies, etc.)?

Females are traditionally seen in many societies as submissive, helpful, quiet, maternal.

Males are traditionally seen as authoritative.

Documentary/movie narrators are typically male.

Has the gender bias in digital assistants been influenced by the stereotypical software designer (“geek”) as an anti-social male in his 20’s or 30’s living in his mother’s house?

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Group 2

Participants:

Lewis MacDonald (Cape Breton Victoria Regional School Board)

Mike McGavock (McGranahan Architects)

Kas Kinkead (champion) (Osborn Consulting)

Khary Knowles (champion) (EH&A/MGT Consulting)

Alyson Sternquist (FGM Architects)

Benjamin Fields (McGranahan Architects)



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Group 2 Topic: Designing for security and outdoor learning



Nature isn't just for White people.

Site should be holistic environment.

Issues of equity: non-White people are under-represented in the outdoors

Designer spend too long only on the building.

"Hurt people by all the hard edges"

Challenges of bringing nature into K12 environments with tight budgets.

Equity of inner city environments vs. suburban, low income vs higher income.

Everyone should know they are valuable.

How does JEDI fit into site design and outdoor learning?

Experience and Ownership:

Balance of soft and hard.

Funding/budgets are part of the equation – less is spent in overall life cycle costs

Parents' perception of safety

Separate/isolated silos of institutional funding.

Curriculum versus maintenance versus public health.

Curb Appeal:

Sports/athletes (this one works)

Motivation?

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How to create opportunity for future?

What is communicated about kids when there is no basketball net?

Equity.

Road rage: parent drop-off failure.

Parent/teacher/community messages about potential and opportunities.

Sense of dignity + self perception = academic success

Connecting to place = soul is happy or not

- Importance of intrinsic
- Nature that you know

What should “nature” be?

- Planned and beautiful; humane and affirming design
- Vs. prison yards; thoughtless

Equity Tool:

Equity indexes used in Seattle & Tacoma

Access to parks

Demographics

Tree Equity

Historic Redlining

Public health – obesity, respiratory, diabetes

Walkability

Funding:

Healthcare costs are very large at end of life.

Healthcare costs are very large at beginning of life.

“Wellness” – expanding, maintenance of health.

Parks & schools partnerships: maintenance costs vs. public use/access

Embodied carbon – embodied human health

Separate funding should be earmarked by state and federal governments for equity, outdoor greening.

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Group 2 Topic: Design balance between “hard” and “soft”, aesthetics vs. safety



Prison crime rates

Indigenous Populations

No motivation to play without basketball, trees, designed spaces, public use

Charter schools are doing a better job – why?

- Institutional motivation
- Attract (optional, capitalism)
- Required
- The role of competition
- Curb appeal

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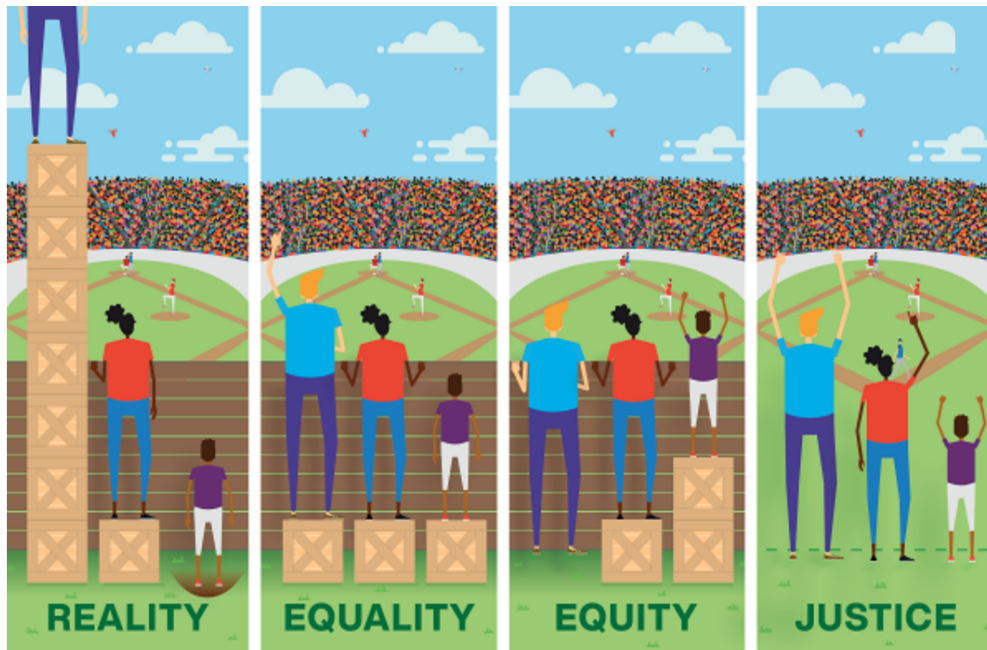
Group 3

Participants:

- Jamie LeBlanc (Gilbane Building Company)
- Kerrie Frymire (JEDI champion) (Perkins Eastman)
- Andrew Lowes (VS America)
- Julia Hawkinson (JEDI champion) (LAUSD)
- Karen Freeman (Shaw Contract Group)
- Brian Carter (Integrus Architecture)
- Kristine Anderson (Tacoma School District)



Group 3 Topic: Personalizing solutions – to move from equality to justice



Push/pull between standardization and personalization

Make-do / make it work

Do you know what you want? Show me!

How do we empower the community answering the question? (Not the asker)

- Empowerment
- Knowledge

Knowing what to ask for?

Is this for me?

Assessment

Provide choices

Access to services and resources

*** A place to feel safe ***

Equality vs. Equity – How do we get to equity?

Establishing a baseline!

- o No pre-set standard (i.e., for FFE).
- o Outlining Specs for an entire district vs. per project
- o Differences in campuses depending upon the Principal and what they want or can get.

Taking away personalization

Site-based decisions around core curriculum

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Equality of access

Dynamics between the push & pull – standardization & personalization (gives a lot of power to a person)

Making aspirational goals – knowing what to ask for.

- Who is the decision maker and what is the category?
- Maybe we need to show “them” what is possible, what are the options
- ASKING THE RIGHT QUESTIONS!
- Ask for wish lists – top 3 things, for example, to set the standard

“Strength of space”

Discovery phase is so important

- Ask the questions and then be quiet and listen!
- Get feedback from the entire community

Solutions that support culturally responsive teaching and learning

Group 3 Topic: Mental Health – providing for all



The discussion on this topic was postponed to the next workshop.

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Group 4

Participants:

- Parul Vyas (Stantec Architecture)
- Taine Wilton (Edmonds School District)
- Saif Vagh (JEDI champion) (NAC Architecture)
- Olivier Mabiata (JEDI champion) (IBI Group)
- Jesse Miller (DLR Group)



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Group 4 Topic: Cultural diversity in our plates



Group 4 Topic: Food insecurity



Both topics were discussed together.

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Plan:

What is demographic of student body?

What are their needs?

Scheduling of meals (rushed)

What value do we place on food?

How do we celebrate it?

Design:

Shape of tables

Activity of eating

Cafeteria as learning space

Free/reduced lunch (requires infrastructure)

Infrastructure (grab-n-go, drive-thru)

Implement:

Curriculum in cafeteria

Ingredients in food

What did it take to make it to your plate?

Culinary Class

Digital signage to get students excited

Connect feeding the kids with educating the kids

Engage community

Bring in for local chefs (to teach)

Food trucks

How to you “gamify” cooking/eating?

Diversity food committee

Assess:

What does lunch period look like?

Are kids smiling?

Body language

Track what’s being picked up/eaten

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End of Part I

Part II of this workshop will be held remotely in early 2023