

GRID IMPACT

# Designing for Equity, Inclusion, and Impact

SERVICE DESIGN NETWORK NYC  
VIRTUAL WORKSHOP  
JULY 14, 2020

# Agenda

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6.00p	Settling in & connecting
6.20p	Context setting
6.50p	Small group discussion
7.30p	Final thoughts
7.45p	Q, A & D

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# Settling in and connecting

# Hi, I'm Alex.

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- Social science researcher and behavioral designer
  - Multi-disciplinary
  - Lived and learned experience
  - Rabble rouser and critic
  - Colorado-based
  - Twitter: [@alexflorillo](https://twitter.com/alexflorillo) [@grid\\_impact](https://twitter.com/grid_impact)
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# GRID Impact

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We use participatory research and design to co-create equitable, inclusive, and impactful approaches to economic, health, and social challenges.

We do not always get it right. In fact, we often get it wrong.

Our ambition is to create better approaches to our work so we can more effectively and compassionately facilitate participatory design practices.

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# We are a collective of independent researchers and creatives spread across five continents.

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# Indigenous Land Acknowledgement

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Today I would like to acknowledge the traditional, ancestral, unceded territory of the Arapaho, Cheyenne, Ute, and Sioux Peoples on which I am learning, working and organizing today.

Indigenous peoples are not extinct. They are still here today, and continue to live on this land, despite a history of erasure, forced removal, and genocide. Naming is an exercise in power when what is being named has been historically erased. As an activist I would like to take this opportunity to commit myself to the struggle against the systems of oppression that have dispossessed Indigenous people of their lands and denied their rights.

Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together today. And please join me in uncovering such truths at any and all public events.



# Some Organizing

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1. [Networking Spreadsheet](#) (link)

# Learning Acknowledgements

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[Dr. Emma J. Rose](#)

[Dr. Shawn Ginwright](#)

[Dr. Godwin Agboka](#)

[Richard Buchanan](#)

Christine Caruso

Dr. Lois Frankel

R. Buckminster Fuller

[Sarah Fathallah](#)

[Alba Villamil](#)

[Emily Gorbaty](#)

[Jesse Weaver](#)

[Antionette Carroll](#)

# Impromptu Networking

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1. You'll be put in triads. Share your thoughts on the invitation and mutually shape the ideas for 3 mins.
  2. Two (2) rounds of paired conversation total, 4 minutes each round.
  3. Our invitation:
    - **When you hear the words EQUITY and INCLUSION and IMPACT what comes to mind? Is there an image, an example, a metaphor, or a movement that comes to mind?**
  4. After two (2) rounds, we will debrief together.
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# Impromptu Networking

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When you hear the words **EQUITY** and **INCLUSION** and **IMPACT** what comes to mind? Is there an image, an example, a metaphor, or a movement that comes to mind?

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# Impromptu Networking

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Let's learn.

Using the Zoom chat, please share some of your reflections from each of your connections.

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# Context setting

# Design for Diversity™(D4D) Definitions



DESIGN is the creation of a plan to build an object, system, or human interaction.

DIVERSITY is quantitative. It's the composition of different people represented in what you make, and the decision makers on your team.

INCLUSION speaks to the quality of the experience you've designed for these diverse folks, so they experience themselves as leaders and decision makers.

EQUITY lives in how we design our systems and processes; the way we work, and who we work with, so we are upholding our commitment to diversity and inclusion.

FRAMEWORKS are the basic structures that enable complex systems to function.

MISREPRESENTED COMMUNITIES are communities that have been defined by dominant culture, denied the ability to define themselves on their own terms, and are therefore falsely or narrowly represented. We use this instead of "underrepresented" or "marginalized," because those identifiers again center the POV of dominant culture.

# Foundations and Antecedents

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- + Anthropology and ethnography
  - + Community organizing
  - + Cognitive psychology and behavioral science
  - + Emancipatory Research
  - + Healing-centered engagement (evolved from trauma-informed care)
  - + Human centered design
  - + Participatory Rapid Appraisal methods
  - + Social science mixed-methods research
  - + Social Work
  - + Strengths perspectives
  - + Systems Thinking
  - + User Experience and Interaction Design
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# Let's review what we know.

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- + Everything in the world is 'designed'.
  - + How systems, services, experiences, and products are designed may [intentionally or unintentionally] **exclude** people, places, and things.
  - + How systems, services, experiences, and products are designed may [intentionally or unintentionally] **harm** people, places, and things.
  - + Good intentions do not inherently translate into positive impact.
  - + HCD is not inherently good. (George Aye, 2020)
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**“... designers have a responsibility and obligation to account for the ways in which their work can impact people.”**

*Dr. Emma J. Rose on Richard Buchanan's work*

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# Important questions to be asking.

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- + Who, either intentionally or unintentionally, is being left out?
  - + Who is doing the designing? How are things being designed? What is the impact of this?
  - + How does a research or design process re-enforce existing structures of exclusion and/or power?
  - + What is my role in this system of oppression and exclusion? Can I use my position to shift resources and power to those with the greater need?
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**“Human-centered design is fundamentally an affirmation of human dignity. It is an ongoing search for what can be done to support and strengthen the dignity of human beings as they act out their lives in varied social, economic, political and cultural circumstances.”**

*Richard Buchanan*

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# Small group discussion

# Small group discussion, round 1

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Have you observed a research or design process that successfully removed barriers or inequities? How?

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How might I use my position to shift resources and power to those with the greater need? *Get specific.*

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# Small group discussion, round 1

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Let's learn.

Please share some of your reflections from your small group discussion by either raising your hand and sharing verbally or typing in the Zoom chat.

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# Designing for Equity Ideas



# Why?

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- + What is the purpose of this work? Who defined this? What was the process of determining the scope of the work?
  - + Why are we even doing this research? To what end? For whose benefit?
  - + Why was this specific 'challenge' chosen?
  - + Why now? Why us?
  - + Who is resourcing / funding this work?
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# Why: Suggestions

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- + Host participatory alignment meetings in community.
  - + Use a Project Charter to help ground, focus, and understand context.
  - + Give ample time to allow multiple interest groups to contribute and inform the agenda.
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## PROJECT CHARTER

The Project Charter is an informal agreement collaboratively created between XYZ and GRID Impact. The purpose of the charter is to provide a foundation and direction forward with the inputs of XYZ and GRID Impact.

[PROJECT NAME](#)

[OVERVIEW](#)

[OBJECTIVES](#)

[WE WILL ALL FEEL THIS PROJECT WAS A SUCCESS IF...](#)

[CONFIDENTIALITY](#)

[OPPORTUNITIES AND INSPIRATION](#)

[RISKS, CONSTRAINTS AND ROADBLOCKS](#)

[MEETINGS AND COMMUNICATIONS](#)

[PROJECT TEAM: ROLES AND RESPONSIBILITIES](#)

[DELIVERABLES AND MILESTONES](#)

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### PROJECT NAME

- XYZ Project
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### OVERVIEW

This project seeks to use a customer-centric approach that leverages a behavioral research and design process to...

# Who?

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- + Whom do you work for? What are their intentions and objectives? Who are the decision-makers and power-holders?
  - + Who gets to participate in the process? How are these individuals and communities selected? When are they 'invited' in?
  - + Who gets to inform what the 'challenge' or 'problem' is?
  - + Who should be held accountable for ensuring action is taken?
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# Who?

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- + What do you have to offer as a team? Is anything you have valuable to this particular community or project?
  - + Who is represented on your team of researchers and designers? Are these the 'right' individuals? Are you the right team to do this work? Does it need to be your team or should it / could it be someone else?
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# Who: Suggestions

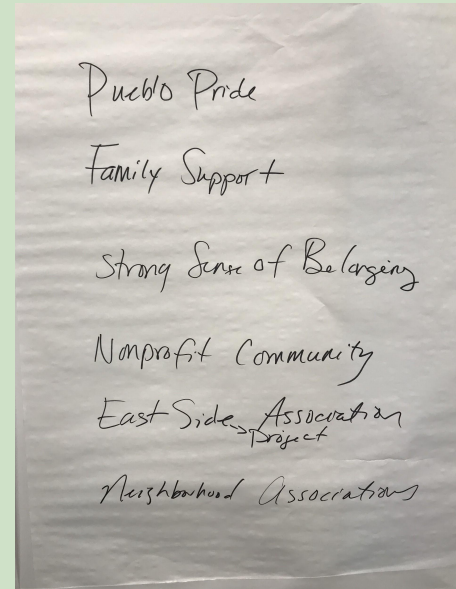
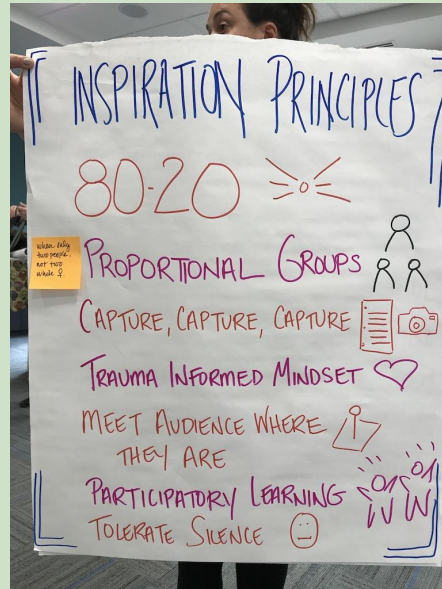
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- + Broaden the participant pool to include a more representative group of individuals.
  - + Compensate participants so they can participate in the activities.
  - + Open up meetings and activities so community can actively participate.
  - + Allow participants to bring a trusted friend or family member.
  - + Hire team members from community.
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# Who: Example

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- + **Community Design Fellows:** Community organizers from the Latinx populations we were working with in Colorado. These women were closer to the community than we would ever be and worked alongside us throughout every phase of the project. They conducted interviews and helped facilitate ideation and prototyping sessions. Our team was mostly responsible for creating tools, building their skills, facilitating their process, making high-fidelity prototypes, and writing.
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# What?

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- + What are you learning about / researching / designing?
  - + What are the boundaries of the work? How was the scope defined?
  - + Do you *really* need to ask that question?
  - + What are you doing to protect the participants' privacy and data?
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# What: Suggestions

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- + Take a “healing centered” approach (as opposed to a trauma-informed approach). [\(Read this.\)](#)
  - + Don’t ask more than is necessary!
  - + Communicate using local language, not jargon.
  - + Focus on research and design activities that feel accessible and appropriate. Don’t use a method just because you feel like you should.
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# Where and When?

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- + Where will you be conducting research and design activities? Are participants safe? Is their privacy protected?
  - + Do the participants have to travel to engage in the process?
  - + Is the location politicized in any way? Can you find a neutral location?
  - + What time of day / evening are you conducting activities? How long are you keeping participants?
-

# Where and When: Suggestions

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- + Go to where your participants are. Ask them where they feel safest to meet and talk openly.
  - + Remain flexible and adaptable to your participants' schedules and responsibilities.
  - + Provide child care. Provide food. Provide transportation money.
  - + If the participant wants to do the activity remotely, make it happen.
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# Where and When: Example

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- + **Community ideation workshop:** In one particular case, we hosted a fully bilingual community-wide ideation workshop with child care and two meals provided (breakfast and lunch). The workshop was held in a community library where the more excluded population felt comfortable. In order to be flexible, we had to design the agenda so adults could come and go as needed. A local Latinx caterer provided the Mexican lunch and we provided translators at every table in case Latinx or Anglo participants wanted support. Everything moved more slowly but feedback was that it felt like the most inclusive, representative community meeting ever held in the region.
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# How?

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- + What tools and methods are most appropriate for your participants?
  - + Have you built a diverse and accessible set of methods?
  - + Who will be facilitating the activities and what is their role in the local system?
  - + Considerations for: Literacy? Language? Class? Culture?
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# How: Suggestions

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- + Develop a diverse set of activities and methods to use during your work so you can give options and have backups.
  - + Give ample time for reflection and listening. This might mean scheduling multiple conversations so participants can take time to process.
  - + If the activities need to happen in other languages, make sure the facilitator is fluent and can conduct the session without translation. Train the facilitator.
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# How: Examples

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- + During a workshop to co-create a housing program for refugee women, we engaged 2 refugee women co-facilitators from the community.
  - + During an interview with two teen girls about sexual health, we had to forgo all planned activities because they wanted to share stories about their childhood traumas. Our job was to create a safe space and listen (while also providing referral resources) rather than attempt to conduct our planned interview.
  - + Bilingual artefacts and assets in the workshop room so all participants can access the materials.
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# Critical elements of designing for equity

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- + Acknowledging and naming power and privilege.
  - + Understanding the motivations behind the work.
  - + Eliminating barriers and inequities.
  - + Actively creating space for excluded people and communities to participate.
  - + Intentionally designing process and methods to **include** excluded individuals and communities.
  - + Ceding and repositioning power.
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# Small group discussions

# Small group discussion, round 2

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How might we create a sense of participant agency and influence over the research and/or design process?

How might I extend my power and privilege to the participants in my research and/or design process?

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# Small group discussion, round 2

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Let's learn.

Please share some of your reflections from your small group discussion by either raising your hand and sharing verbally or typing in the Zoom chat.

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# Final thoughts



# More Resources

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- + [Design Justice Network](#) (Slack)
  - + [Designers Group 4 Good](#) (Slack)
  - + [Design to Divest](#) (Slack)
  - + [Where are the Black Designers?](#) (Slack)
  - + [Design as Advocacy](#)
  - + [Mismatch: How Inclusion Shapes Design](#)
  - + [Design Leadership: Now What?](#)
  - + [Design Justice: Community-Led Practices to Build the Worlds We Need](#)
  - + [Everyday People: Enabling User Expertise in Socially Responsible Design](#)
  - + [Human Dignity and Human Rights: Thoughts on the Principles of Human-Centered Design](#)
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# More Resources

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- + [Colloqate](#)
  - + [Design for Diversity Framework](#)
  - + [The Designer's Critical Alphabet](#)
  - + [Creative Reaction Lab](#)
  - + [AORTA](#)
  - + [equityXdesign](#)
  - + [Project Inkblot](#)
  - + [yLabs: Power & Equity in Design](#)
  - + [Anti-Racism Design Resources](#)
  - + [Racial Equity & Design Resources](#)
  - + [Design has an empathy problem: white men can't design for everyone](#)
  - + [An Incomplete List of Resources for the Equity-Centered Designer](#)
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# Alba N. Villamil - Research Plan Harm Assessment



File Edit View Insert Format Data Tools Add-ons Help



100%

View only



fx

	A	B	C	D	E	F	G	H	I	J
1	Outline your team's research plan in the <b>Research Plan</b> column. Using the drop down menus in the middle column <b>Estimated Participant Harm</b> , estimate the amount of harm ( <b>Low</b> , <b>Moderate</b> , <b>High</b> ) each component of this research plan could expose participants to. In the last column <b>Suggestions</b> , jot down changes you can make to the research plan that could minimize those harms. <b>Creator: Alba N. Villamil © Last updated: 07/05/20 (Twitter, LinkedIn)</b>									
2	<b>Research Plan</b>	<b>Estimated Participant Harm</b>					<b>Suggestions</b>			
3		<b>Psychological</b>	<b>Social</b>	<b>Physical</b>	<b>Economic</b>	<b>Legal</b>				
4	<b>Identifying Research Opportunity</b>									
5										
6										
7	<b>Choosing Research Methods &amp; Tools</b>									
8										
9										
10	<b>Picking Research Team</b>									
11										
12										
13	<b>Recruiting &amp; Compensating Participants</b>									
14										
15										
16	<b>Seeking Consent</b>									
17										
18										
19	<b>Collecting Data &amp; Conducting Fieldwork</b>									
20										
21										
22	<b>Managing Data</b>									
23										
24										
25	<b>Analyzing &amp; Interpreting Data</b>									
26										

# Thank you

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