Dear Colleagues,

We are excited to share the ‘Yearbook’ for the 4th annual Design Futures Public Interest Design (PID) Student Leadership Forum. We publish a yearbook each year as a way to 1) provide contact information to help the participants stay in touch as they build their professional and personal networks, 2) to chronicle the activities that occurred in the Forum, and 3) to share the feedback we received in the post-Forum survey from students and faculty participants.

Once again, Design Futures was thrilled to receive an extraordinary cohort of students, teachers, and thought-leader/practitioners, this year at the University of Virginia from May 23rd to May 27th 2016, with eleven Universities sending cohorts of students. Of these eleven universities, 8 were returning participants to Design Futures and three - California College of the Arts, Massachusetts Institute of Technology, and Southern Methodist University – were participating for the first time. This yearbook conveys the new faces brought into the network, the new content shared at the Forum, and reflects on programming explicitly meant to help students better understand the challenges of racial inequity that inform their work.

We hope that collectively, this content conveys the sense of enthusiasm to develop new skills, the commitment to the advancement of designing for equity in our society, the rigorous focus on outcomes and impacts, the opportunities for personal and professional growth, and the enrichment of meeting new people and sharing ideas important to each of us, that marks the five days of Design Futures each year.

As coordinators of the forum our guiding principles remain unchanged— striving to build the next generation of leadership in the emergent PID field; continuing to diversify the ecosystem of PID in terms of discipline, background, race, gender, and scale; elevating the rigor and critical capacity of PID curricula; and curating a national network of thought leadership drawn from contributing universities and practitioner faculty committed to the advancement of the field.

As we do every year, we learned a great deal from the feedback we received in 2015 and made significant alterations to the Forum to ensure that we remain a learning network. After receiving fifty excellent responses to our RFP, we made some hard choices and selected a group of workshop hosts we thought would best speak to the Racial Equity theme of the year. As in previous years we ran two concurrent workshops to keep the number of attendees in each space small, but this year we wanted to have a workshop each day that was attended by the entire group. To do this we worked with Theresa Hwang (of the Dept. of Places), to select a group of workshop hosts – those we saw as conveying...
information too critical to our theme to be missed— to redesign their proposals so they could accommodate the entire set of students. Theresa also worked with these workshop hosts to ensure their content was well prepared to address and support the racial equity framework. After each of these large workshops there were small group reflections designed to create and sustain space for student to reflect amongst each other on the content of each day.

We have already received some thoughtful and helpful feedback on some of these new ideas we piloted in Charlottesville, and we have heard loud and clear from our student leaders that spaces where they are supported to have thoughtful dialogue about the complex and wicked problems of our time and place are much needed. At Design Futures, we are committed to sustaining this space and encouraging critical discourse among the future leaders of our field.

Now, with seventeen committed member universities, over 30 workshops created, 25 degree programs contributing, over 60 academic and practitioner faculty participating and over 230 student alumni over the four years of Design Futures Forums, the program’s impact is already more than we could have dreamed. This would not have happened without the unwavering support of the host institutions, the National Endowment for the Arts, the Autodesk Foundation, and the Surdna Foundation, to whom we are eternally grateful. As the organizing team, we are humbled to be a part of such an inspiring community of students, thought leaders, universities, and funders. We have already met to renew our collective commitment to constant growth and improvement of the Forum, and to begin planning in earnest for Design Futures 5th annual Student Leadership Forum at the University of Minnesota next summer. Please visit the website http://dfstudentforum.org/ for the latest on upcoming events.

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MAY 23

1:00pm-2:00pm  Intro and Welcome, Framing the Week
2:00pm  Leading with your Personal Self
3:30pm  A Brief History of Race and Urban Development
5:00pm  Opening Lecture and Reception

MAY 24

8:30am  Breakfast
9:00am  Morning Workshops:
        Designing for Jobs, Not Just Yours
        Capacity Building for Sustainable Partnerships
12:00pm  Lunch // Faculty Discussion of the PID Field
1:00pm  Afternoon Workshops:
        Human Centered Design
        Tools for Authentic Community Collaborations
3:00pm  Positioning yourself on the Spectrum of Identity, Power, and Privilege
4:30pm  Small Group Reflections

MAY 25

8:30am  Breakfast
9:00am  Morning Workshops:
        Partnership vs. Charity Models of Community
        Engagement: Participatory Action Research Practices
        Applied to Public Interest Design
        Building Community: Methodology of Practice
12:00pm  Lunch // International Panel
1:00pm  Afternoon Workshops:
        Making Choices: Critical Thinking and Visualization for
        Decision-Making with Interdisciplinary Groups
        The Why and How of Measuring Impact
3:00pm  Centering the Human in Human Centered Design
4:30pm  Small Group Reflections
MAY 26

8:00am-8:30am  Breakfast
8:30am       History of Race and Place in Charlottesville Panel
10:00am      Morning Workshops:
              The Equity Transect
              Advanced Design Research Methods for Social Impact
1:00pm       Picnic lunch and tour of the UVa Lawn
2:00pm       Self-guided walking tour of Charlottesville
4:00pm       Race and Place in Charlottesville Panel
5:30pm       Reception

JUNE 2

8:30am       Breakfast
9:00am       Student-Led Open Mic
10:30am      Reflections and Leading Forward
WORKSHOPS

DAVID PERKES + JULIE KUKLINSKI // DESIGNING FOR JOBS, NOT JUST YOURS

Living-wage jobs have become the most challenging shortage of our time. Without a doubt the economics of the US labor market are impossibly complex, knowingly obscure, and tangled in counter-productive politics, leaving an increasing number of people unable to find a job that pays enough to support their household. What is more, the job shortage challenge is an equity issue, with obvious disadvantages based on race and gender. The national trend is truly worrisome. Nevertheless, such overwhelming complexity is not reason to think that Public Interest Design can’t work on this serious problem.

The workshop leaders will frame the topic by explaining a productive partnership between the Gulf Coast Community Design Studio and Women in Construction. For the past eight years Women in Construction has trained and helped over 200 low-income women get jobs in the Gulf Coast building construction and ship building industry. The program impacts the lives of its female students through job training and empowers women by helping them gain their GED, get out of abusive relationships and create cross-cultural bonds. 70% of the women have gained employment that provides self-sufficient wages.

KRISTINA DRURY + GRACE MOORE // CAPACITY BUILDING FOR SUSTAINABLE PARTNERSHIPS

In an interactive session, TYTHEdesign will take students from theory to practice to highlight how design can be used as a tool for empowerment and social impact. Drawing on case studies from our own practice, we will demystify human-centered design and introduce adaptable strategies, skills and tools for problem solving. Using a hands-on case study (How can libraries be an institution for equity and diversity in the 21st century?), students will dive into a community driven challenge and use this approach to build empathy, identify ideas and turn those ideas into sustainable opportunities.
FRAMING THE WEEK

To create an intentional space for dialogue to critically engage in topics related to Public Interest Design, Design Futures included small group reflections, all-student workshops, and closed with a student-led reflection.

To set the tone, the week led off with Community Agreements to ensure supportive space. Collectively, the group agreed to:

1. Speak for yourself and represent your own ideas using “I” statements.
2. Listen actively and compassionately, to understand others before trying to be understood.
3. Every voice is important
4. Self-moderate. Step up to be included or step back to make space for others
5. Invest in yourself and invest in others. Respect our shared space.
6. Think beyond binaries and try to hold multiple perspectives at once.

Small group reflections provided space for students to further explore topics of discussion with a faculty mentor. It was a time to build awareness around their own leadership strengths, personalize concepts from workshops, and articulate difficult topics in a supportive environment. Small groups were led by the following faculty members: David Perkes, Jess Zimbabwe, Dan Etheridge, Sarah Wu, Liz Ogbu, Christine Gaspar, Shalini Agrawal, Stephen Goldsmith. Coordinated by Theresa Hwang.
ALL-STUDENT WORKSHOPS

All-student workshops fostered a collective atmosphere to focus on important topics that transect disciplines and are critical in the field of Public Interest Design. Workshops included:

- Dan Pitera: Leading with your Personal Self
- Jess Zimbabwe and Jerrilyn Black: The ABCs of the History of Race and Urban Development
- Shalini Agrawal and Megan Clark: Positioning yourself on the spectrum of identity, power, and privilege
- Sue Mobley and Stephen Goldsmith: Centering the Human in Human-centered Design

Design Futures ended with a closing circle where each participant shared:

I am:
My next steps are:
Our future is:
Real estate mantra tells us that three factors determine the market value of a home: location, location and location. The same could be said about the factors that determine “the good life” and people’s access to it in urban America. Place matters. Neighborhood counts. The zip code where one is born heavily influences access to decent housing, safe neighborhoods, good schools, useful contacts and other assets. Understanding the geography of opportunity in the United States today requires an understanding of the history of plans, policies, programs, and social practices that advanced, perpetuated, and reinforced racial identities and segregation throughout American history.

This 1.5-hour workshop will explore racial disparities between cities and suburbs, and racial segregation in general, persist as dominant features of metropolitan areas. Topics covered will include: redlining, restrictive covenants, blockbusting and steering, urban renewal, and exclusionary zoning.

When designers engage with communities, it is essential they understand their identity, power and position of privilege before starting the work. This self-reflective technique is meant to bring a better understanding to the challenges of power imbalances when engaging with under-served communities, and begins to develop the mindset of the design practitioner. Design practitioners are asked to place themselves in a spectrum that identifies various societal privileges, and to help bring an awareness of their role as outsiders working in communities.
She is a born leader... When we hear or use a phrase like this, we suggest that there is a predetermined set of personal traits that make up a successful leader and if some people do not have those traits they might as well settle for being very good followers. This workshop will establish the position that though leadership is intensely personal, there is no recipe of characteristics that make an authentic leader.

The workshop will explore leadership types and establish this essential formula: LQ=f(SQ)... [just kidding]...this essential statement: The quality of leadership is a function of the quality of oneself. (Kouzes and Posner) Following a brief presentation discussing in more detail the above statements, the workshop will guide the participant through a series of exercises that will generate a personal vision statement for each person. They will begin by working through a selection process, which will end with three core values—these are the things that we would choose to live and lead by. We will loosely rank these values and move to transform the three words into a one-sentence vision statement. The workshop will end with another brief presentation that connects their statement to the ecology of leadership.

In our work, we often see community conflated as a mass entity, a collective other to be engaged as a mass, often in collective settings. We posit that a key feature of working within communities with integrity arises from recognizing differentiation and identity to find points connection and exercise one’s empathy “muscles” through differentiating one’s own multiple identities, a core concept in social sciences that is too often lacking in design education.

By refocusing on those areas of identity that are less visible than race or gender, we hope to both highlight the salience of those particular identifiers in shaping lived experiences, and the arbitrariness of those identifiers as representing whole people or groups of people. Our goals are in complicating the discourse of with rather than for as actively seeking a common humanity through points of shared experience and identity and teaching those with relative privilege to build the connections and understanding necessary to work as allies.
LIZ OGBU // HUMAN CENTERED DESIGN

How might we have meaningful conversations with community members? How might we engage people in the process of design? How might we develop empathic designs that can tackle wicked social problems? The path to social impact design requires being able to address these questions. Human Centered Design (HCD) is a process through which people’s needs and desires can be discovered and articulated in meaningful ways that can foster creative community engagement and innovative (and contextual) solutions. Through her work with Public Architecture, IDEO.org, and her own consulting practice, Liz Ogbu has extensive experience using human-centered design to collaborate on social impact projects in diverse communities globally, from San Francisco to London to Nairobi. In this workshop, she will show the basic tools of HCD methodology and give participants an opportunity to put some of those learnings into practice through an active design exercise that engages Friendship Court, a local redevelopment project that she is involved in.

CHRISTINE GASPAR + OSCAR NUÑEZ // TOOLS FOR AUTHENTIC COMMUNITY COLLABORATIONS

This workshop will help participants understand how to effectively identify real community needs and successfully develop collaborations with community-based partners. The Center for Urban Pedagogy will share case studies from their own interdisciplinary work using the “resource ally” model in which they create visual explanations of complex policy and planning issues for and with community partners. We will explore what works and what doesn’t work when it comes to partnering with grassroots organizations; help participants to identify authentic, community-driven need for social impact projects; understand how to analyze the landscape of an issue you are interested in; and explore what effective partnerships looks like.
LEVANA SAXON // PARTNERSHIP VS. CHARITY MODELS OF ENGAGEMENT: PARTICIPATORY ACTION RESEARCH PRACTICES APPLIED TO PUBLIC INTEREST DESIGN

In this highly interactive training, we will begin by situating ourselves in some of the historical roots of land acquisition and the struggle to retain community-control of land. We will then look at the roots of charity, the “White Savior Complex”, and modernist (as opposed to systems) thinking, and how these show up today in the designs of well meaning architects and advocates seeking to engage the communities they intend to serve. We’ll then delve into a partnership model of community engagement based in the principles and practices of Participatory Action Research (PAR). This partnership model of community engagement brings people together to: Define for themselves what changes they want in their community; identify strategies for implementing those changes through talking with and gathering information from their peers; and implement those strategies in an accountable way, partnering with technical experts as needed. It’s a model of community engagement that builds the capacity of people on the front-line of a problem to take leadership in creating the change they want. Through generative dialogue and Theatre of the Oppressed exercises, participants will have the opportunity to explore how they might apply this model to their own work.

ISAAC COHEN + THOR ERICKSON // BUILDING COMMUNITY: METHODOLOGY OF PRACTICE

buildingcommunityWORKSHOP will highlight and share the six methods of work we use – Analyzing, Activating, Informing, Mapping, Making, & Storytelling – which, woven together through community engagement and design, form our practice. We believe that it is imperative that those working in community-engaged design develop and evolve tools to help address the challenges identified with communities.

The [bc] methods will be illustrated through specific examples from our work such as RAPIDO Disaster Recovery Housing, sustainABLEhouse, Community Audited Public Space, POP Neighborhood Map, Race & the Control of Public Space, and others. Through these examples, we will demonstrate how each of these methods, whether used independently or in concert, as a designer or community’s capacity grows, is vital to a community-engaged design practice. The methods, from Making (which is part of our design and construction work, such as the Congo Street Initiative) to Storytelling (which is part of our filmmaking and oral history work, such as Out of Deepwood) are applicable to a wide range of student backgrounds and skill levels.
WORKSHOPS

JOHN QUALE+SERGE MARTINEZ+ERIC FIELD // MAKING CHOICES: CRITICAL THINKING AND VISUALIZATION FOR DECISION-MAKING WITH INTERDISCIPLINARY GROUPS

This session will take on the complex challenge of community-based and interdisciplinary decision-making about design. After a brief overview by the speakers about various methods of making decisions in groups, the speakers will lead a series of small team exercises that allow the participants to test methods of collaborative decision-making for interdisciplinary teams. The session will include an opportunity to utilize the ecoMOD Decision Analysis Tool (ecoMOD DAT), a web-based method of visualizing priorities for groups that can assist in the process of making choices informed by the values of the participants in the group.

ZOE BEZPALKO // THE WHY AND HOW OF MEASURING IMPACT

This interactive session will address the need for better tools to demonstrate the long-term impact of design projects and initiatives. You’ll learn about existing systems and examples of how organizations are evaluating and reporting on the impact of design. Based on real-world examples from the Autodesk Foundation portfolio of grantees, you’ll build a theory of change for a specific organization and an action plan to model and track impacts with transparency and rigor. Through this workshop, you’ll help these organizations creatively think about impact modeling and provide guidance on how the Autodesk Foundation can best support your proposed approach.
Charlottesville Virginia has the benefits of a small city, including walkable neighborhoods, an active downtown, a research University and economic and cultural amenities within its city limits. It also has many of the problems of a big city: segregated neighborhoods, lack of opportunities and housing for lower income households and a lack of opportunities for a low skilled workforce. Using Friendship Court Apartments as a focal point we will walk from city hall through the downtown mall through into the low income housing complex and through burgeoning commercial center to a new proposed greenway. This transect will reveal opportunities and challenges for providing opportunity, connecting people, reimagining housing and testing strategies for health (both physical and ecological), wellness and job creation.

We will form teams, each representing the interests of a constituency in the city from teenagers to economic development officials, existing neighbors and others. Walking along this transect we will speak to the real players in the city. The assignment will involve presenting the interests of each group to the development team and try to work out a feasible development plan acceptable the widest possible constituency, but first and foremost of benefit to the current residents.
WORKSHOPS

KATE CANALES // ADVANCED DESIGN RESEARCH METHODS FOR SOCIAL IMPACT

Particularly in public impact work, designers are required to have deliberate and sensitive interactions with the humans for whom they are designing. Through a series of outside-the-classroom activities, this workshop will introduce a basic framework for design research, and quickly immerse participants in methods aimed at discovering the type of data required for authentic insight. Because design research values stories as data, we will ask, “How can we elicit rich stories from strangers in a meaningful and perceptive manner?” and “How best can we capture those stories for delicate retelling?” In three hours we will practice two to three methods by leaving the classroom and engaging with the world outside. Participants should have a camera and a little bit of courage. (A camera phone is perfectly sufficient.) We will choose a topic, then hit the “streets” to capture data from the field without the help of a professional recruit or formal interview protocol. After covering the formal lessons in the classrooms, this workshop will have a guerilla quality that will allow students to feel comfortable grabbing “just enough” design research data to inform a project in any circumstance. In particular, we will examine how to use photography to capture research data while still maintaining anonymity and respect for your research subjects. Finally, we will review the research together to extract insight from the field.
FEEDBACK

An online post-Forum survey indicated that while all participants had a positive experience, 22% of faculty and 31% of students described Design Futures as “transformational.” Below we included a few of the responses that reflected the larger sentiments expressed in the surveys.

The most beneficial aspects of this forum to my professional development/education were:

Student responses:
- Talking with professionals and hearing about their professional career paths and how they have aligned with their passions (or not) and how to work within the constraints of an industry not usually on point with public interest design.
- Getting to meet other women of color in the design community was of immeasurable value to me. It was also valuable, as an undergraduate, to get exposure to graduate students in my field. There was some talk of separating the graduate and undergraduate students in the future, but I highly disagree. Some of the best connections I made at the conference were with people from different age groups.
- Having professionals in my area of interest allowed me to network. Also, the fact that everything is provided (food, and accommodation) allowed me to be totally present in what was being said.

Faculty responses:
- Finding support in a larger network of faculty engaging in PID.
- I always grow from my colleague’s work. This year learning more about empathy, its limits and opportunities to expand the way we empathy can inform action.
- Understanding how other schools and programs are addressing public interest design in their work.

The least beneficial aspects of this forum to my professional development/education were:

Student responses:
- I would have liked to have a more thorough description of the sessions available so I could have made wiser choices about content that would be applicable. And while the networking was very beneficial, I would have liked to have gotten an overview of all the presenters/faculty at the beginning to know better who to seek out to talk with.
- I wish that there was more of a variety of people from different professions. I was the only illustrator at the conference, and as such, sometimes I had trouble connecting to the many architects at the forum.
- A little too much hands-on learning. After about the second time, it felt gimmicky. The heavy emphasis on privilege without following up on the implications.

Faculty responses:
- Faculty being turned away from sessions that would be beneficial for them.
- [The forum was] pretty architecture heavy and I think this conversation (about how to use design and other frameworks for public interest) is happening in earnest in other fields, but we aren’t connected to that conversation in a deep way.
- While I was able to collect some business cards and interact with individuals, I would appreciate more explicit and concerted networking efforts for faculty.
What did we not talk about in enough length, and what topic did we give too much time?

**student responses:**
- I think we gave too much time to racism or prejudices, when it could have been a much larger conversation around privilege.
- I wish there was more time scheduled with our groups to talk. I learned the most, I think, during that time. I thought we talked a lot about race, talking about diversity in many areas would be more beneficial.
- I wish that we spoke more about women in design. I really appreciated the lecture on Women’s Build, but other than that, that wasn’t really a conversation that I had.
- I would have loved to hear more about other countries’ practices.

**faculty responses:**
- I felt there should be more discussion of international community engagement.
- Not sure what you gave too much time to, but I would have appreciated more tools for listening to community members, and more of a critical analysis of the problematic results of not listening to community members.
- Some sessions were very theoretical, which I enjoyed since it’s such a change from my daily work. But for those students looking for practical applications of design skills and approaches, maybe less on the theory and more on what this looks like on the ground and applied to problems.
- Race played a role throughout which was good, but the conversation was not nuanced and felt at times like a “white mans burden” type of conversation.

The most enjoyable aspects of this experience were:

**student responses:**
- The time spent getting to know other students in this field! I’m glad to know there’s a community around this topic, and once I graduate, I won’t be in it alone.
- Hearing about the tools and cases professionals at the forefront of the field are using to get work done.
- Being able to immerse myself within the design world. I knew little about community design practices before this experience, so it was nice to be exposed to a wide variety of PID initiatives.
- Students and faculty participating on the same task, sharing their idea and values.
- Each workshop brought a very well thought out and curated experience. I also loved the variety from “theory” discussions to practical tools I can use tomorrow if I were to lead a PID discussion or workshop.

**faculty responses:**
- Watching the way the students build meaningful connections. I sense that they realize they are part of a movement, undefined as it may be.
- The camaraderie of the faculty and the reinforcing of values and passion that it brings. It is an intense week with the balance of sessions and personal time for conversation and relationship building.
- Tapping in to the energy of the students and faculty to re-energize myself.
- Moments when faculty and students had a chance to interact informally.
FEEDBACK

What were the most beneficial aspects of the local day?

student responses:

• The self-guided walking tour was a good way of approaching local landmarks, I enjoyed the way that we could explore the areas that interested us and our group. Also, the panel was amazing and on point!
• Being able to break out of the isolation of the UVA campus was necessary. I think as students we are all familiar with being cloistered on a campus, so walking around- having a panel in a different, important local space was one of my favorite parts of the week - and was a good way to end the interactive workshop portion of the week.
• The way it made everyone think for the rest of the day, and talk about whether it was good or bad. I loved that.

faculty responses:

• Hearing the vice mayor talk about black people not as victims or problems to solve, but about issues of the black middle class and professionals in addition to issues of governance
• Learning about PID in context of the location.
• It’s helpful to think of the overarching topics of the conference in the context of a real on the ground issues, expressed by people living and working there.

What were the least beneficial aspects of the local day?

student responses:

• I participated in the IX workshop, and while it was interesting to see the space, I think that it wasn’t maybe a the best example of a public interest project. I think it was beneficial, however, that alot of the students asked the IX team some really great(hard) questions about their business model, that recieved weak answers.
• The lunchtime speaker was very problematic , and while he probably had good intentions, ended up turning a lot of people off by the words he was choosing to use and his patronizing demeanor.
• Not having any background knowledge of the school or the history of it. I wanted to see more of the city with professionals giving us information.

faculty responses:

• Some of the site visits contradicted the learnings of the conference.
• It’s hard to fit in everything, so things sometimes feel packed in. Don’t know that there’s really any way to alleviate that as there’s always too much good stuff to see /learn
• Some of the morning speakers were an odd choice. [Louis Nelson] and [Claudrena Harold] were great!
How did the small group reflections impact your experience? Should this be continued for Design Futures? Why?

Student responses:
- It gave me insight in how other students were experiencing the week, and what they were taking away, which helped me reflect on my experience more broadly. YES. Definitely continue small groups.
- It helped us connect and seek to understand each other in a respectful way. gave a way to connect with others on a deeper level.
- I was not a huge fan of the small group reflections. On one hand, having an older mentor to guide the conversation helped a bit. On the other hand, people would clam up and be more reserved about what they were saying around the older mentors. It didn’t feel like a totally free conversation.

Faculty responses:
- These small cohorts are vital I believe. Less outspoken students can find their voices and we can find patterns of info that can inform future forum content
- I think the groups were a great addition. They may have been able to benefit from a little more scaffolding for the first session (e.g., a prompt or two) and a way to more clearly articulate the intention to the students. I do think it’s a valuable enough exercise that we should tinker with it and try again.
- They were so varied depending on the facilitator. Maybe give facilitators more of a “playbook”

What resources do you wish you had to support your growth in the field going forward? (students only)
- Recruitment funding to financially support designers who identify with minority group(s) in graduate level programs
- I would love to have the slideshows to review and revisit from the sessions, especially the sessions I missed out on. If there was a collective reading list, or project precedent list to review that would be great. Create a PID library!
- Having contacts of people already doing work - people who are willing to answer the questions that will inevitably come up as I try to move forward in this field.
- Similar type of conference for practicing professionals

Would you recommend this experience to your peers/empower your institutions to continue participating? 100% say yes.
- It was a wonderful experience overall. As a graduate student, I would probably rank it as THE most awesome experience I have had in the academic world.
- Yes, so much. I’m having the hardest time communicating how special this week was.
- I would recommend this definitely to undergrads, maybe to Masters.
FEEDBACK

Will you take any specific lessons from Design Futures back to your home institution/organization? If so, what/how? (faculty only)

- Yes! Always! Our faculty reflections on the week led me to find ways to make space for staff reflection.
- My company and other international development practitioners need to look to public interest design as a source of talent and skills/expertise to get our work done.
- We conduct a shorter version practice-based workshop for students (Active Listening, Privilege Spectrum, Power Dynamics). We are in the process of offering for faculty.
- The degree to which this cohort of students demand curriculum change.

Who was missing from our faculty spectrum (names of specific people, disciplines engaged, etc)? (faculty only)

- Product design, IT design -- very different than the built environment and place based approaches, but same framework for design thinking.
- Continue inviting/encouraging non-Architecture folks! And, invite students to conduct workshops and highlight what they know/do/want to share.
- More multi-disciplinary perspective would be great, especially from social sciences, humanities.

How has this experience altered the way you will engage with your future work? (students only)

- It gave me a frame to have in mind as I continue trying to do work “in the public interest”. I think of it as a training-a very important training- that I received that I now must apply to everything I do.
- It changes the way I see myself designing for other people, but also starts to change my intentions for doing things. Is this me trying to improve myself, or am I trying to celebrate the relationship with this person. That week has really helped me position myself in the world.
- I am currently working with my principal to integrate community design principles in our firm. I’m hoping to give a presentation of what I learned to our firm in the next little bit..

What other offerings/programs should we develop for practical and university DF faculty? (faculty only)

- I think it’ll be helpful to continue to nurture the growth and robustness of the faculty retreat as a place to share and transfer skills. It seems like the biggest opportunities are for learning to become more comfortable sophisticated in talking about these issues as well as learning how to teach them and hold space for them to be discussed.
- Teaching materials, bibliography, model curricula etc.
- I would love to be part of a discussion about planning the workshop in the future. I believe this occurred with faculty in the past, but I think that would be extremely helpful for me.
- Other networking events, rotating blog entries, other types of virtual community of practice approaches to using the DF website.
If you were going to pass along three resources (include weblinks or full citations) to the student alumni, what would they be?

- “Pedagogy of the Oppressed” Paolo Friere
- Ta-nehisi Coates article in the Atlantic about the ‘case for reparations’
- PDF of David Orr’s address titled “The Designer’s Challenge”
- http://www.peoplesdesignlibrary.com/
- Privilege, Power and Difference by Allan Johnson
- http://www.downtoearth.org.in/india
- http://urbandesigncollective.org/
“THE WALK”
written and performed by Thom Browne
Design Futures Final Reflection 2016

One foot at a time,
Start walking my friends.

One journey over another begins,
Loaded with luggage,
This moment ends.

Garnett:
an urban journeyman,
Trying to make cartography creative,
Making maps that are emotionnally
innovative,
A new type of data past the qualitative.
You can read books on equity
Watch a million TED talks,
But if you want to understand, you have to take a walk.

Step by step,
Start walking my friends.
The past:
Future obsessed future designers
Craving high tech equity and robotic technology
But forced to eat our vegetables by mentors and faculty.
Fill up our plate with the lessons of history.

Thank you.
Moment by moment,
start walking my friends.

Small groups:
First impressions
To instant familial ties,
Walking away with tears in eyes
Taking to the skies on intellectual highs.
I made brothers and sisters in collective conversation
Witnessed at least one hundred enlightened situations.
Saw people feel safe to ask questions about skin, music, and hair,
I saw people respond with grace and care,
I saw assumptions voiced and words of comfort shared.

Roots of the islands and nations
African,
Armenian, Michigan, and Bearded white men,
Breathing and walking in connected understand
Thought in thought, hand in hand.

Action by action,
Start walking my friends.

So we all have questions,
Leaving without answers,
Hoping and wishing to be a part of the solution.
Yearning to know how we can be the final puzzle piece.

But when the hero narratives drop,
We find answers in the walk,
Find meaning in the people,
Find light in ourselves.
We find empathy isn’t magic,
Design thinking not a solution.
World fixing through a diagram is seen for its delusion.
We know love’s the real answer,
We know love’s the silver bullet.
We know love, love, love can reboot us.

So walk by walk,
Start loving my friends.

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