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This year, the University of Detroit Mercy and the Detroit Collaborative Design Center hosted an amazing convening and truly cared for the group. So many people were critical during the week, and in particular we would like to thank Rebecca Bucky Willis, Toni Henry, Dan Pitera, Dean Will Wittig, and all the volunteers that made the week a welcoming place for learning, connecting, and growth.

We welcomed 56 students and 41 faculty and practitioners for five days of shared learning from May 21 to May 25th, 2018. Of the 11 schools, 2 participated for the first time. This yearbook reflects the faces that made the Forum a critical place of shared learning and reflection on the practice of community-engaged design.

This year, we piloted a core curriculum- courses that we thought were vital in practicing community-engaged design. The core consisted of a History of Oppression in Detroit, Oppression 101, and Power and Privilege, all within the context of the field of design and the built environment. We chose these topics because one cannot practice community-engaged design without deeply reflecting on these issues and how they show up in projects- we see these topics as what differentiates community design from conventional design.

In the post-forum survey, there was overwhelming response that the space to meet, connect with, and find like-minded peers, faculty, and practitioners were one of the most valuable aspects of the week. Additionally, local day, a glimpse into the transformative work on the ground in Detroit was a highlight and an experiential way to see the work of community-driven design in action. There was wide support for the introduction of the core curriculum- many attendees agreed that the topics were important to address and wanted to dive even more deeply into the issues of oppression, privilege, and how they show up in the work but how to also leverage and disrupt these components. Nearly all survey respondents said that they would recommend Design Futures to their colleagues. As we continue to refine and shape the curriculum, we will continue to examine and test the core curriculum, include

From the Program Director

Dear alumni, colleagues, friends, and supporters,

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new elective workshops that focus on the practice of community design and how emerging designers can find their place in the field.

In addition to the weeklong Forum, Design Futures was expanded to include alumni networking events to engage former students from the Forum and continue a platform for exchange and convening. In June, we celebrated the release of Design Futures co-founder Barbara Brown Wilson book Resilience for All: Striving for equity through community-driven design, hosted by Leroy Street Studios in New York City. It was a wonderful event that highlighted Paths to Pier 24; a project showcased in the book, and brought together community members and design team to celebrate the project.

As Design Futures continues to transform and expand, I am excited to be a part of the change. As I transition into the role of Program Director, I am in gratitude for the leadership of Dan Etheridge and Barbara Brown Wilson, as they both transition out of their roles as Program Director and Advisory Board member, respectively. As the co-founders of Design Futures (along with current Advisory Board member Sarah Wu), their vision for a space of critical dialog that elevates and challenges the field of Public Interest Design has grown and will continue to evolve. I am excited to build upon their dedicated efforts to ignite and support this field.

Finally, as the Design Futures network continues to grow and expand, it becomes important for us all to question our role designing a more just and equitable world. How can we strive for Resilience for all? It is only possible with the participation of all, what is your role? I look forward to continuing our conversation.

Sincerely,

Theresa Hwang
Program Director
We at the Detroit Collaborative Design Center get most excited about spending quality time with people who share a passion for design justice.

You are our kindred spirits and family. The honor of hosting the 2018 Design Futures PID Student Leadership Forum at the University of Detroit Mercy School of Architecture allowed us to share many of the great treasures of Detroit. As people who truly cherish the diverse cultures found throughout the city, we did our best to bring small pieces to campus each day through food, music, and guests speakers.

Ingrained in our design sensibilities, we could not miss an opportunity to celebrate Detroit in all its glory and honesty throughout the details of the conference. Motown favorites were played throughout the day as inspiration and to keep everyone upbeat. The importance of sharing food was not taken lightly! Each selection of caterers and chefs was carefully selected to represent as much of the cities diverse cultures as possible and to feature people of color and woman-owned business. The joy and love for food came through in each of the meals they provided. But more importantly, it was very moving to have each of them share with everyone their stories of struggles and achievements. With the foundation set with good food, good music, and amazing people, conversation flourished.

We shared with you some of the most grassroots and innovative projects in the city. They became quotable moments that sparked a small change in each of you. That spark will join the fire that fuels your passion. That passion will change the spaces and people around you for the better. That is what makes spending time with people like you a reason to celebrate. Being able to spend precious time in the city we call home with all of you, made the week a truly special and joyous occasion that we treasure.
2018 Sponsors

2018 Consortium

California College of the Arts
Pennsylvania State University
Tulane University
University of California, Berkeley
University of Detroit Mercy
University of Michigan
University of Minnesota
University of Texas at Austin
University of Utah
University of Virginia
Washington University in St Louis
Schedule

**MAY 21**

2:00 pm  Intro and Welcome

3:30 pm  History

5:30 pm  Respectful Design

7:00 pm  Opening Reception

**MAY 22**

9:00 am  **Power and Privilege**  
**Oppression 101**

11:30 am  **Designing “Magic Strategies” for the Sorted out City**  
**Centering Careas Driver for Design & Research**

2:00 pm  **Black and Brown in the Workplace**  
**Designing a Culture of Entrepreneurship**  
**Acknowledgement to Action**

6:00 pm  **#Charlottesville**  
Leading with Diversity & Inclusion in Community Engaged Practice

**MAY 23**

9:00 am  **Power and Privilege**  
**Oppression 101**

11:30 am  **How to Talk People: Facilitating for Design**  
**Ethical Ethnography in Marginalized Communities, Globally**

2:00 pm  **Design as Protest: Developing Student-Led Organizing on Campus**  
**Community Audited Public Spaces**
MAY 21  9:00 am  Equitable Community Development

12:00 pm  Local Day

MAY 22  9:00 am  Mindful Conversations

10:30 am  Reflections
Describing the perspective of Indigenous ideology in visual communication is very challenging—especially to an audience who does not understand the harm of cultural appropriation. Indigenous sensitivity to appropriation is not taken into consideration when designing for representational material or identifying a traditional presence in the common world. Native Americans rely on stereotypes to distinguish themselves from other cultures. The struggle to display an accurate tribal identity derives from oppression and historical trauma through western education. American Indian boarding schools erased the traditional image of a Native American that left tribal students uncertain of who they were as people.

As Indigenous peoples progress from the American Indian Boarding School era, the urge to distinct tribes from Pan-Indianism forces a greater responsibility from indigenous designers to visually communicate sovereignty. The role of an indigenous visual communicator requires the practice of visual sovereignty, or decolonizing the stereotypical representation into a traditional image for cultural education. Indigenous visual communicators have the power to give Native Americans a respected-face in the world by revealing tribal visual languages in visual communication. The rising movement of visual sovereignty in indigenous visual communication has revolutionized a new fight against stereotypes and continues to revitalize an honorable image away from the subordinate portrayal of indigenous peoples.
Core Workshops

**History**

*How did we get here and how has the built environment played a role?*

Harley Etienne

This lecture and discussion will highlight the history of injustice and oppression, and how it has been codified in the built environment. Examples will be framed on a national and policy level, while also using place-specific examples in Detroit to contextualize and concretize how injustice has manifested in neighborhoods while also providing programs, efforts, and campaigns that have successfully addressed and negotiated these oppressions.

**Oppression 101**

*What are the components of the systems of oppression impacting the context that we’re working in?*

Kiara Nagel

This training will be a platform to create a shared definition and understanding around the concepts of oppression including racism, sexism, ableism, classism, (etc) and how these methods of oppression intersect with each other and appear in everyday life from personal experiences to institutionalized examples. Participants will be able to identify how these oppressions manifest in the built environment and community-engaged design, and discuss tools to dismantle and address these issues to move towards justice and equity as outcomes.

**Privilege and power**

*How do we understand our own positionality and self-work in the context of these issues?*

Christine Gaspar, Oscar Nuñez, Liz Ogbu

This workshop will outline and collectively explore concepts of privilege and power and how these important ideas exist in community-engaged design. Participants will reflect on their own positionality, including their fragility and their privilege, and understand how these are fluid and complex in projects. Students will workshop tools around personal agency and how to leverage their power but also learn to identify fragility and how this can also impede projects.
Elective Workshops

Cities in the United States have been repeatedly sorted by race and class through federal, state and local policies. Drs. Mindy Fullilove and Rodrick Wallace have called this process “Serial Forced Displacement.” Serial Forced Displacement has caused deep injuries to the nation’s urban ecosystem, and is embedded in many of the systems we use every day. Policies of serial forced displacement include redlining, deindustrialization and planned shrinkage (illustrated in the graphic on page 2 of this proposal). We’ll explore the manifestation of these policies in the built environment. Drs. Fullilove and Wallace teach us that we need “magic strategies” to stabilize the sorted out city and protect the health of the residents. Magic strategies work at multiple levels of scale to reweave social networks, reconnect physical spaces, and promote equity throughout. In this workshop we will review a variety of community based design projects, share core principles of equitable urban design, and identify areas of “fracture” as foci for transformative interventions. This interactive workshop will be led by Molly Rose Kaufman and Aubrey Murdock, co-executive directors of the University of Orange, a free people’s urbanism school committed to education for equitable cities.

Designing “magic strategies” for the sorted out city
Molly Kaufman and Aubrey Murdock, University of Orange

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Centering Care in Design and Research
Isaac Cohen and Arijit Sen

When we approach design problems our first instinct is to identify and solve a problem. It is a process that is engrained in our education with the project “brief” and the structure of our work. If we start from this impulse, we can overlook the positive aspects of the places we work and the practices of the communities we work with. This collaborative workshop, developed and presented by Prof. Arijit Sen and Isaac Cohen, seeks to alter this paradigm and center care as a primary focus of design research in the built environment.

If we understand what an individual or community cares about, we can more deeply value their daily lives and acts of producing, presenting, and preserving their built environments. While care practices in disciplines such as nursing might suggest acts by which a care-giver meets the needs of dependent and vulnerable individuals, our use of the term refers to sustaining a built environment that responds to our collective needs. It reflects community building, preservation of tangible and intangible heritage, and the stewardship of an equitable environment.

The workshop will take the form of short lectures on how we have identified aspects of caring in the built environment and interactive activities that interrogate care and its consequences, positive and negative. We will look across scales and reflect on our own acts of caring and the acts of care both visible and invisible in the environments we inhabit. Together we will create a lexicon of care by individuals, communities, and institutions and a method to document and share our investigation.

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In public interest design, many practitioners are interested in addressing historical injustices against black and brown communities, yet few share the lived experience of these community members. As a result, practitioners of color are looked to within firms and in their field to apply knowledge and insight from their personal life into their professional work. While these contributions often add significant cultural and historical context to projects, these invaluable skills are often unacknowledged in performance reviews and unaccounted for in salary negotiations. As a practitioner of color, what does it mean to be prepared for this disconnect? How can we shift this power dynamic, and change this imbalance in the workplace? How do we communicate the value of these skills in salary negotiations? The Black and Brown in the Workplace workshop will provide professional development skills to future practitioners of color emphasizing the inherent value and strength of our identities, which can be leveraged for our own advantage. Through mock role playing and other hands on exercises, students will explore topics such as career goals, salary negotiations, code switching and microaggressions. This 3-hour workshop will center around the learned experiences and voices of black and brown practitioners; and is open to those who self-identify as persons of color, a term coined by reproductive justice leader Loretta Ross as a unifying expression that addresses shared political and social issues.

Black and Brown in the workplace
(This is a People of Color (POC)-Centered space, POC only please)
Ebony Dumas and Atianna Cordova

Community Audited Public Spaces
Community-Led Data Gathering Process
Omar Hakeen, bcWorkshop

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Community Audited Public Spaces
Community-Led Data Gathering Process
Omar Hakeen, bcWorkshop

Historical design and planning decisions can help explain how our communities became what they are today. The impact of these decisions on current neighborhood conditions can be explored through an analytical tool that leverages community expertise with aspirations for the future of the neighborhood. Placing the resident in the driver’s seat of data collection and priority setting shifts power from the traditional city-led planning model. Rather than being told what their community should want, members of the community can collect data, prioritize needs and advocate for what they want based on quantitative and qualitative evidence.

This workshop explores how to identify, measure, analyze, and articulate community needs so that action can be taken to address them. We will use [bc]’s Community Audited Public Space methods as a base for developing public space audit tools. Drawing on personal experience and knowledge, students will work in groups to develop their own tools to record both the visible (mechanical and electrical infrastructure, public furniture, other urban relics) and invisible systems (including ableism, planning policy, accessibility, sense of feeling) that all contribute to shaping the public realm. They will use different mediums of representation, including drawing, photography, writing, and mapping, to represent the information they collect and to capture the essence of place from a built environment perspective.
Historically, local government economic development policies and programs have not benefited all populations, and in many cases have particularly neglected or even shortchanged people of color, immigrants, and low-income communities. There is a need for cities to be intentional about targeting their economic development programs, funding and policies at the specific populations and neighborhoods that are increasingly distance from economic growth.

We plan to begin the workshop with a review of these traditional tools and modes of practice, with a discussion about how they do and do not promote equitable outcomes in neighborhoods. Following that general discussion, we will provide several examples of how some cities are leading a new approach to developing different tools, programs, funding methods, and policies that are focused on more equitable approaches.

Then, we will hear from the city of Louisville providing students the opportunity to plan and design with an equity lens the revitalization of two distressed neighborhoods in West Louisville. The project manager from Louisville Forward will be part of the session, and will describe the Parkland and Russell neighborhoods, including demographics, economic conditions, as well as the specific toolkit of programs and funding the City has at present. Topics covered will include: equity, community engagement, social justice, economic development, commercial corridors, entrepreneurship, urban renewal, zoning, place-based efforts. Finally, after report-backs from the small group exercise, we will conclude the workshop with a discussion of how designers, planners, organizers, and advocates might apply any of these techniques in their own community.

Designers are uniquely poised to contribute to an equitable and just future. This workshop will highlight the intersectionality of the community design profession and how transdisciplinary work that partners outside of the design field strengthens outcomes and more effectively gets to the root of systemic social issues. We will share traditions of movement building and community organizing as well as facilitation tools to support effective multi-stakeholder engagement in design process. We will discuss issues of outreach and how to organize direct actions. We will share powerful precedents that intersect social justice and cultural work and discuss how this can inform our design practices. We will work on tangible tools that you can implement in the field and on campus. Students will become equipped with new engagement skills so that the new generation of design leadership can partner with larger struggles for social justice more effectively and critically push forward the social justice agenda of Public Interest Design.
Any effort to make positive change and up-end systems of oppression requires having conversations with people, and guiding people with different opinions, experiences, and backgrounds through these conversations. In one-on-one conversations, meetings, or group process, the fundamental skills of good facilitation can help expose peoples’ motivations, needs, fears, and dreams of the future, framing design projects that are in service of the people they impact most. In this workshop, participants will practice core facilitation skills through situations that designers and their collaborators frequently encounter: exploring an opportunity, evaluating a proposed intervention, and envisioning a distant future. Participants will practice three core skills of facilitation: (1) eliciting responses through deep listening and exploration of a topic; (2) digging into the reaction to an idea to understand the why; and (3) visualizing ideas and probing the implications of these visions. Each participant will practice facilitating around one of these core skills, leading a small group for 10 minutes through a crafted scenario, selecting the methods they will use and reflecting on the successes and challenges of those methods. Along the way, participants will test out the practical elements of facilitation, including planning, improvising, and using different tools, as well as experience how strong facilitation can empower and project voices and perspectives that would not otherwise be heard. This workshop would be applicable to faculty and students.

Ethical Ethnography in Marginalized Communities, Globally

Rajan Hoyle

What does it mean to employ ethnographic and other action-research strategies in disadvantaged communities around the world? Does this conversation change dependent upon which side of the equator one is working in, and more pointedly, should it? Might a funding source make one's target population suspicious of ulterior motives? Would a community be naïve to assume political neutrality in the work of researchers and practitioners? These are a selection of questions that underpin Ethical Ethnography in Marginalized Communities, Globally.

Ethnography is a time-tested methodology that is often used to represent the qualitative lived experiences of those who are excluded from mainstream society. Whereas this research was once recorded exclusively with pen and pad, with the emergence of new media, there are countless ways to add new voices to old conversations and amplify voices of those who have been systematically silenced. Zora Neale Hurston is quoted as saying: “If you are silent about your pain, they’ll kill you and say you enjoyed it.” Though usually not an immediate nor personal matter of life or death, communities around the globe are dying to hegemonic political, social and economic practices with no documented record of resistance. This workshop explores how community engaged designers might help vulnerable populations see themselves more clearly while producing tools for multi-scalar organizing and advocacy.

How to Talk to People
Facilitating for Design

Alix Gerber, Liz Kramer, and Annemarie Spitz

Any effort to make positive change and up-end systems of oppression requires having conversations with people, and guiding people with different opinions, experiences, and backgrounds through these conversations. In one-on-one conversations, meetings, or group process, the fundamental skills of good facilitation can help expose peoples’ motivations, needs, fears, and dreams of the future, framing design projects that are in service of the people they impact most. In this workshop, participants will practice core facilitation skills through situations that designers and their collaborators frequently encounter: exploring an opportunity, evaluating a proposed intervention, and envisioning a distant future. Participants will practice three core skills of facilitation: (1) eliciting responses through deep listening and exploration of a topic; (2) digging into the reaction to an idea to understand the why; and (3) visualizing ideas and probing the implications of these visions. Each participant will practice facilitating around one of these core skills, leading a small group for 10 minutes through a crafted scenario, selecting the methods they will use and reflecting on the successes and challenges of those methods. Along the way, participants will test out the practical elements of facilitation, including planning, improvising, and using different tools, as well as experience how strong facilitation can empower and project voices and perspectives that would not otherwise be heard. This workshop would be applicable to faculty and students.

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Acknowledgement to Action

Moving from Identifying Systems of Oppression to Designing Community-Led Interventions and Systems Change

Lauren Elachi and Naria Kiani, Kounkuey Design Initiative

How can we move beyond recognizing how oppressions manifest in our built environments to actually dismantling them? This workshop gives participants – whether designers, planners, engineers, policymakers or organizers – concrete tools to intercept inequity through the participatory design process that Kounkuey Design Initiative (KDI) successfully employs in rural, urban and informal settlements. As case studies, we will examine our Play Streets program, which transforms streets in park-poor Los Angeles neighborhoods into spaces for recreation, and the Kibera Public Space Project (KPSP), a network of multipurpose community hubs in one of Africa’s largest informal settlements.

The workshop consists of four parts. First, we will give an overview of KDI’s “participatory practice”. Using the KPSP and Play Streets projects as precedents, we will explore what sustained, meaningful community participation in design can look like in diverse settings. Second, we will split participants into groups to explore how the built environment can pose challenges to different individuals through decision-making activities and discussion. Third, the groups will engage in a mock community workshop to design integrated built solutions that ameliorate these issues and advance equity in a holistic way. Each group will present proposals back to workshop participants and brainstorm practicable pathways to implementation. Finally, we will discuss how community-led design interventions can serve as a lever or catalyst for scaled community-led change in planning and policy.
Charlottesville was forced to confront issues of white supremacy, woven into the built environment, in the wake of August 11th and 12th, 2017 (A11 and A12). Although these two days were the major events on the internet and other media outlets, the citizens of Charlottesville have had to reconcile the realities of such a traumatic event. What does this type of event mean for institutions? For various collectives? For the individual? This workshop will address the concepts of narrative and representation. We invite a discussion about #Charlottesville and the University of Virginia to understand how this narrative has been disseminated and dispersed by institutions, and, more importantly, from the perspectives of collectives and individuals. We will introduce efforts from students and faculty at the University of Virginia’s School of Architecture to react to this series of events as a both topic for discussion, and as a jumping point for a new set of questions.

We want to ask: How can design education correct what is already embedded in the streets and structures of the US? What strategies already exist? What strategies need to be invented? What commitments do we need to make?

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**Tuesday Discussions**

**Leading with Diversity and Inclusion in Community-Engaged Practice with Women of Color**

*This is a Women of Color (WOC)-centered space, WOC only, please*

Shalini Agrawal

Community engaged practice is often exists outside of traditional academic and professional practices and engages a diversity of creative practitioners with a strong desire to do something different. How do we support practitioners who are positioned outside of traditional models of leadership, but are hungry to be the change-makers of our society? These are practitioners who are exploring new models of engaged practice, driven by personal values and moving beyond the status quo. How do we hold space for emerging thought-leaders that is inclusive, diverse and equitable?

We recognize the value of convening as a catalyst to shift the constructs of traditional leadership, and aim to generate a path for meaningful and sustainable practice. How might we behold our lived experiences to build community with ourselves? We will focus on celebrating diversity, sharing lived experiences around identities, building trust and identifying areas of need and capacity-building. Though recognizing our allies that are committed to advancing diversity and equity in the field of public interest design, this gathering will hold space for women of color (students and faculty).

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**#Charlottesville**

_Narratives, Education, and Moves Towards Equity_

Elgin Cleckley and My-Anh Nguyen

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IDENTIFY, DEVELOP, + UTILIZE A WIDER NETWORK TO IDENTIFY IMMEDIATE (I VIEW) OPPORTUNITIES IN OUR LOCAL COMMUNITIES, (AND COUNTRIES) + CONTRIBUTE THROUGH VOLUNTEER + BUSINESS EFFORTS.