Critical Race Theory

In partnership with:
Intent & Purposes LLC
Amara H. Pérez
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“The architecture of school buildings and the organization of school space mediate the experience and aspirations of schooling” (McLeod, Good, Willis, & Darian-Smith, 2016).

**PCC Strategic Vision**

In November of 2014, Portland Community College’s (PCC) Board of Directors approved a strategic vision for the college that has since become a guide for planning and action. The strategic plan, organized into six interconnected themes, articulates PCC’s values and goals.

“PCC seeks to take intentional action that creates a climate of learning where people from all backgrounds and abilities enjoy equal access to the opportunity to teach, learn, work, and serve the community and the world. PCC promotes the success, dignity, and worth of each individual by providing a safe environment where the examination of divergent ideas, experiences and systems of inequality adds depth to the learning experience.”

(Please visit: [https://www.pcc.edu/about/administration/strategic-plan/diversity/](https://www.pcc.edu/about/administration/strategic-plan/diversity/))

Theme five demonstrates PCC’s vision to create a nationally renowned culture for diversity, equity, and inclusion. A strategy for planning and action, PCC’s vision seeks to practice racially conscious systems of analysis, including Critical Race Theory (CRT), to examine and dismantle systems of inequality at the college. Since 2014, PCC has worked in various ways to engage and practice CRT as an approach to equity and inclusion.

To ensure that long-term decision making is strategic, inclusive, and mission-focused, PCC has engaged in facilities planning to provide a comprehensive framework for assessing the campus environment and linking future capital and maintenance needs with PCC’s strategic vision. Through PCC’s Bond Planning Office, the key leadership of facilities planning, including members of the task force, steering committee, and workgroups, work collectively to support and implement PCC’s strategic plan.

In the fall of 2017, in an effort to foreground equity, facilities planning partnered with Amara H. Pérez, M.Ed. of Intent & Purposes, LLC, to design and coordinate a four month initiative to apply CRT as a tool to align planning and design to the colleges’ commitment to equity and inclusion. Pérez was the former PCC Sylvania Multicultural Center Coordinator, Co-Coordinator of Sylvania’s Teaching and Learning Center, and co-founder of the first college-wide CRT initiative, the 2016 Whiteness History Month project. For the last three years Pérez has conducted dozens of trainings on CRT for PCC administrators, faculty, staff, and students. Currently Pérez is a third year doctoral student researching applied CRT as a means of equity and inclusion. This new CRT initiative in facilities planning project was also part of her dissertation study. The aim of the study is to increase knowledge that may help educational leaders and campus planners to align facilities planning and design with institutional values for equity and inclusion. In partnership with Facilities Planning Pérez developed a comprehensive and integrated approach to engage CRT to support the discovery phase of the multi-year project. The intention of this project is to engage and practice CRT in facilities planning as a means of advancing equity and inclusion at PCC.

**Critical Race Theory**

Critical race theory (CRT) offers a theoretical and praxis-oriented framework to draw attention to racism and racial hierarchies. CRT is described as a movement of activists and scholars dedicated to studying and transforming relationships among race, racism, and power (Delgado and Stefancic, 2012). Originating in critical legal studies, CRT has expanded beyond law and obtained relevance in education and other social sciences. Applied to education, CRT offers a way to rethink traditional educational scholarship and persistent problems of racism in schooling (Ladson-Billings and Tate, 1995). Through multifaceted interconnected tenets, CRT invites an acknowledgment of a set of claims that offer profound insight into the maintenance and reproduction of inequity based on race.

Racism is embedded and engrained in all aspects of society and exists as a permanent feature of American life (Bell, 1992; Delgado and Stefancic, 2012). Acknowledging racism as pervasive invites critical and creative strategies for social change. CRT also draws our attention to dominant narratives purporting equal opportunity, meritocracy, and color blindness, that is, tropes that function to conceal systems and structures given to the maintenance of racial inequity (Ladson-Billings and Tate, 1995; Savas, 2014). These serve as the master narratives and social myths that function as a hidden curriculum in the reproduction of racial hierarchies. Exposing broader and institutional narratives that function to justify, normalize, or conceal dimensions of racial inequities is a central tenet of CRT. For example, consider the community college claims of an “open-access” institution. CRT invites an examination to the degree to which “open access” functions as a myth or a reality. It identifies challenges and
exposes obstacles facing students of color entering and navigating academic demands and campus climate. Paying attention to the stories and the histories through which racial privilege obtains validation provides an opportunity to reveal the mechanisms of social reproduction and institutional rationales for racial realities and dominant ideologies (Ladson-Billings and Tate, 1995; Ladson-Billings, 1998).

CRT foregrounds the voices and experiences of people of color. CRT acknowledges people of color as multidimensional and essential in collective efforts to challenge dominant narratives and advance social justice (Delgado and Stefancic, 2012, p. 168). By the nature of multidimensionality and positionality, people of color have “multiple-consciousness” that is, the ability “to perceive something in two or more ways...as a member of his or her group would see it and as a white would” (Delgado and Stefancic, 2012, p. 168). Such an “epistemic advantage” (Narayan, 2004) is critical in the work to reveal and understand institutionalized racism. People of color “can operate with two sets of practices and in two different contexts...this advantage is thought to lead to critical insights because each framework provides a critical perspective on the other” (Narayan, 2004, p. 221). Counter-narratives challenge dominant myths of racism and amplify the voices of those most silenced by racism (Delgado and Stefancic, 2012; Dixson and Rousseau, 2005).

Interest convergence, another tenet of CRT, suggests the advancement of civil rights for people of color is often predicated on the self-interest of those in power and who are also the beneficiary of racial hierarchies (Delgado and Stefancic, 2012). CRT draws attention to deeply embedded ideological, systemic, and structural facets of domination based on race and other social identities, to advance social justice (Ladson-Billings and Tate, 1995; Delgado and Stefancic, 2012).

The scholarship on CRT is expansive. Applied in scores of studies examining patterns of racial inequity, CRT has proven to be an invaluable analytical tool. Applied CRT has served as a means to expose patterns of whiteness in teacher education programs (Katsarou, 2009; Brown, 2014); in the context of student affairs, CRT has served as a guide to examine practices on college and universities campuses (Patton, McEwen, Rendón, & Howard-Hamilton, 2007); micro aggressions on college campuses (Solórzano, Miguel, & Yosso, 2000); to transform classroom dynamics and practices (Knaus, 2009; Garcia, 2015); to analyze and disrupt color-blind frameworks in education (Garces and Gordon da Cruz, 2017); and as a tool to evaluate qualitative research methodologies and epistemologies (Parker and Lynn, 2002). Less research exists however, on applied CRT in facilities planning within educational settings. This project offers an approach to applied CRT as a strategy to create specific, concrete, institutional, and transformative change in facilities planning in a community college in service to educational equity and inclusion.

**CRT in Facilities Planning: An Integrated Approach**

Guided by an integrated theoretical and praxis-oriented framework that draws upon the scholarship of CRT and spatial theory, the initiative aimed to explore socio-spatial dimensions of race and the PCC built environment. Activities included: training and discussion groups for college leaders, campus planners, and architects; a student participatory research project, the design of pedagogical tools, and an online repository of resources on race, space, and equity. Situated as an “exploratory phase” of a larger project, an integrated framework served as a tool to reveal new questions and considerations for aligning PCC facilities with college values of equity and inclusion.

**Daylong Training Session**

In December of 2017 a daylong CRT training was offered to college leaders, campus planners, and architects. Through a series of activities participants were introduced to CRT and spatial theory, invited to practice the application of theories to analyzing everyday spaces, and work collaboratively to consider how an integrated lens might reveal unexamined facets of the PCC spaces. Through the practice of engaging theories, emphasis was made on revealing new considerations and questions, not problem solving or “fixing” issues that emerged.

Over 50 participants attended. Overall evaluations indicated the training was useful and contributed to a deeper understanding of the guiding theories of the project. Evaluations indicated the need for more opportunities to apply and practice theories.

See APPENDIX A: CRT Training Evaluations

**Work Sessions**

In February and March 2018, workgroups met to continue the discussion on CRT and spatial theory as tools for equity and inclusion. As a follow up to the daylong training, workgroup sessions served to clarify CRT tenets, deepen an understanding of the integrated framework and explore possibilities for facilities
planning. In service to exploration, dedicated time with individual work groups offered a unique opportunity to generate ideas on ways to apply CRT on specific projects or related to upcoming phases of planning and design. For example, the Sustainability workgroup imagined an opportunity to apply CRT to campus-based learning gardens. The Information Technology workgroup applied CRT to examine the issue of campus-wide Wi-Fi access in relation to institutional equity and inclusion.

**Space Matters: A Student Voice & Inquiry Project**

Space Matters was a student engagement and inquiry project. Through training and practical experience, Space Matters aimed to introduce a cohort of PCC students of color to CRT and spatial theory as a means to consider their own socio-spatial experiences, to analyze PCC spaces, and to design a college-wide inquiry tool to learn from other students about their perceptions of the PCC environment.

In order to recruit a cohort of students of color from across the four campuses, a comprehensive multimedia plan was designed to support a college-wide outreach effort. To help get the word out, face-to-face meetings were conducted with resource center coordinators, personalized emails were sent to faculty and staff, and an information flyer sent across the college. An outreach website was developed and a short video was produced to offer an overview of the project and generate excitement over this unique opportunity to work with other students of color to explore race and space at PCC. The website now functions as an archive and includes a project overview, profiles of student participants, a photo gallery of pictures, and a link to resources: [www.spacemattersatpcc.com](http://www.spacemattersatpcc.com).

See **APPENDIX B**: Space Matters Outreach Video Image

The video was part of an outreach website created for the project that invited students to submit interest forms. Nearly 60 interest forms were submitted from PCC students of color across the district and served to reveal the diversity of multiple identities represented among students of color. Demographic information is included in the four data charts. See **APPENDIX C**: Interest Form Data (by Campus, Gender, Credit Hours, Race)

In addition, of the 58 submitted interest forms:

- 53% First Generation College Student
- 26% LGBT
- 10% Veterans
- 10% Disability
- Undocumented, survivor, refugee, immigrant, criminal record

Space Matters was a five-week participatory action research project. Students participated in 3 daylong workshops, conducted research activities in between workshop sessions to further college-wide inquiry project (ex: taking photos, talking to peers, conducting surveys), and organized a community forum to share insights and recommendations for institutional change. Through training and practical experience, Space Matters invited students to apply CRT and spatial theory as a means to explore their individual and collective socio-spatial experiences, to identify and catalog spaces on campus, and design and disseminate a survey to learn from other students about their perceptions of the college environment.

On March 16th student participants organized a Community Forum titled: *How Space Matters: Reflections from a Student Inquiry Project on Race, Space and the PCC Landscape*. Over 60 people attended this two-hour student-led program on CRT, spatial theory, and key project reflections. See **APPENDIX D**: Space Matters Community Forum Program March 2018

Students invited PCC staff in Facilities Planning, educational leaders, architectural design consultants, and other stakeholders to consider a set of reflections when conceiving and designing educational space. These insights emerged from student’s lived experiences as students of color, spatial field notes, and a student survey conducted across PCC campuses. See **APPENDIX E**: Space Matters Student Reflections and Insights

As an inquiry project designed to explore students’ insights and questions invited more questions and the need for further research. Moving forward, students recommended opportunities for student-led research to be able to continue this important work to further benefit the experiences of students of color at PCC specifically and in academic spaces in general.

**Pedagogical Tools**

To support on-going opportunities to practice and internalize CRT and spatial theory, two pedagogical tools were developed and introduced to stakeholders: an inquiry framework and Space Cards. Pedagogical tools are designed to facilitate learning and application. In service to applied CRT, pedagogical tools for this project served as a means to engage and practice CRT in the area of facilities planning, that is, opportunities to apply CRT to explore socio-spatial dimensions of PCC’s built environment.
The inquiry framework aligned tenets of CRT to critical questions as a guide for spatial inquiry. Workgroups were invited to identify and engage tenets and questions in specific project areas to explore under-examined facets of the college environment and inspire new questions to investigate.

See APPENDIX F: CRT Inquiry Framework

Space Cards is a pedagogical tool comprised of words and images on “flashcards” that invite reflective perceptions of space and critical interpretations of built environments. Flashcards displaying words invite people to identify and explore spaces that come to mind when distinct spatial categories are named. Flashcards can be used to identify spaces at PCC, in Portland, or more broadly from early childhood experience. Flashcards displaying images invite people to reveal and examine socializing messages embedded in built environments. Image flashcards invite participants to expose hidden socializing messages in a range of built environments that potentially teach about race, class, gender, authority, or dominant values. This process invites storytelling and critical discussion.

Both sets of flashcards aim to raise critical awareness on how space matters across educational and everyday spaces. Exploring socio-spatial experiences serves as an entry point into deeper discussions on culture, power, equity, and inclusion. The intention of the Space Cards is to open possibilities to increase spatial awareness and practice spatial analysis as a means to reveal under examined facets of the built environment. Collectively revealing under examined dimensions of the built environment may support institutional efforts to align educational settings to values of equity and inclusion.

See APPENDIX G: Space Cards Image

Repository
To support professional development and capacity building among stakeholders and the college at large, the project developed a new online repository of resources on race, space, and equity. In partnership with the college library, the purpose of the repository is to share information and resources for teaching, learning, and practicing Critical Race Theory (CRT). This collection of resources was compiled in the context of facilities planning:

https://guides.pcc.edu/CRTinEducation

CRT as Tool for Change
CRT and spatial analysis offered exploratory questions as a means to increase awareness, to inspire further inquiries, and to imagine what else is possible in facilities planning. By drawing attention to un- and under-examined aspects of race, space, and equity, CRT and spatial analysis offered an integrated lens to critically “read” material objects, spatial arrangements, and built environments. A work in progress, this collaborative process aimed to develop the experiences, skills, and practices of PCC leaders and campus planners to apply CRT in facilities planning and design. While the exploratory phase of this multi-year project is transitioning to other phases, the college remains committed to CRT as a tool for institutional change in service to equity and inclusion.
References


# APPENDIX A: CRT Training Evaluations

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand more about the CRT Initiative in Facilities Planning and Design.</td>
<td>65%</td>
<td>35%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop expanded my knowledge of an equity lens.</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop expanded my knowledge of critical spatial inquiry.</td>
<td>65%</td>
<td>35%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop expanded my knowledge of CRT.</td>
<td>85%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop offered a balance of theory and application.</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop helped me to imagine ways of applying CRT to support phases of Facilities Planning and Design.</td>
<td>45%</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>This workshop supported relationship building and collaboration among colleagues.</td>
<td>63%</td>
<td>37%</td>
<td>0%</td>
</tr>
<tr>
<td>The learning environment was inclusive and fostered an open exchange of ideas and questions.</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>The workshop design (curriculum, content, activities, flow, and pace) fostered meaningful and cooperative learning.</td>
<td>83%</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>
APPENDIX B: Space Matters Outreach Video Image
APPENDIX C: Interest Form Data by Campus

Primary campus winter term

- Cascade: 19
- Rock Creek: 9
- South East: 18
- Sylvania: 23
Racial/Ethnic identity

- Somali: 2
- Native American: 2
- Latin/Mexican/Salvadorian: 21
- Black/White: 1
- Black, White, and Native American: 1
- Black, Panamanian, Native American, White and a lot of other things: 1
- Black and Russian: 1
- Black and Native American: 1
- Black and Arab: 1
- Asian: 8
- Afro Caribbean and American: 1
- African American and Hispanic: 1
- African American/Black: 16
a project of PCC Facilities Planning

SPACe MATTERS

Race, Equity, and the PCC Landscape

Project Coordinator: Amara Pérez

**About**

- a student engagement and inquiry project to explore the relationship between space and race.
- 3 daylong workshops, a survey, mini research and spatial field notes.
- part of a dissertation study to increase leaders and campus planners knowledge to plan and design for equity and inclusion.

A special thanks to Malesa Billmoe for all her help and support!

**Student cohort**

**Left to right**

First row: Alagao, Derrick McDonald, Mollie Ternon

Second row: Brenda Proctor, Kaye Lee, Delta Torres-Enciso, Cesar Santiago, Mohammad Sattar, Erika Villanueva

Third row: Nguo Nguyen, Geovann Rodriguez, Chyristy Avila, Aidae Model Diaz, Gary Gillotte, Lulu Lopez

**Gina Rodriguez**
My name is Gina Rodriguez. My major is Psychology. I am going to be a junior this fall, and look forward to my first year at school. I ammajoring in psychology because I have always been interested in how people function and react in different situations. I am also interested in the science behind it. I am currently taking a child development class and I am enjoying it a lot. I plan on pursuing a career in the field of psychology. I am looking forward to this year and all the challenges it will bring.

**Christy Avila**
My name is Christy Avila. I am a Senior, Business Management major. My major is Business Management. I enjoy working with people and helping them reach their goals. I am currently working on a senior project for my business management class. I am also enrolled in a course on entrepreneurship. I have always been interested in starting my own business and I plan on pursuing that in the future.

**Delta Torres-Enciso**
I am a Senior and a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Anita Lopez**
My name is Anita Lopez. I am a Senior and a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Erika Villanueva**
My name is Erika Villanueva. I am a Senior and a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Brenda Proctor**
My name is Brenda Proctor. I am a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Gary Gillotte**
My name is Gary Gillotte. I am a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Lulu Lopez**
My name is Lulu Lopez. I am a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Derrick McDonald**
My name is Derrick McDonald. I am a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Mollie Ternon**
My name is Mollie Ternon. I am a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Kaye Lee**
My name is Kaye Lee. I am a Junior and a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

**Geovann Rodriguez**
My name is Geovann Rodriguez. I am a Junior and a Business Management major. I am currently working on my capstone project and I am excited about it. My goal is to help other people achieve their goals and I plan on pursuing a career in business.

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My name is Christy Avila. I am a Senior, Business Management major.

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**Gary Gillotte**
My name is Gary Gillotte. I am a Senior, Business Management major.

**Lulu Lopez**
My name is Lulu Lopez. I am a Senior, Business Management major.
How Space Matters: Reflections from a Student Inquiry Project on Race, Space & the PCC Landscape

Reflections: Lived Experience

- Knowledge-building is a collaborative effort.
- The perceptions of people of color regarding race and space, while valid, are often not considered.
- While some patterns emerged, students of color were not homogenous in their responses to questions regarding space.
- There is a lack of education about CRT among PCC community members.
- People of color are more complex than just our racial and ethnic identities.
- People of color are under-represented in PCC spaces, curriculum, artwork, faculty, administration, and other dimensions of educational environments.
- When conceptualizing campus spaces there are opportunities to create platforms where dominant narratives, that perpetuate historical injustices, are addressed through design.
- White supremacy prevails in society through norms, traditions, and beliefs that manifest in built environments, dissolving the integrity of humanity.
- A colorful space does not necessarily communicate an inclusive environment to people of color.
- Normative built environments reinforce and conceal “the white gaze,” which alienates some students of color from PCC spaces, and inhibits the confidence to engage fully in learning experiences without self-censorship.

Questions to Consider...

- How will the spatial arrangements, such as efficiency and safety, reproduce racial inequities in built environments?
- How do built environments provide points of connection and access to resources for community college students who spend limited time on campus beyond classes?
- How will the spatial arrangements of material objects within built environments that you plan to implement in campus design?
- How might rationales for spatial arrangements, such as efficiency and safety, reproduce racial inequities in built environments?
- How do built environments provide points of connection and access to resources for community college students who spend limited time on campus beyond classes?
- How will the spatial arrangements of material objects within built environments that you plan to implement in campus design?

Reflections: Spatial Field Notes

- Challenging the status quo and disrupting dominant narratives requires innovation.
- Students of color should participate in all stages of the design process for PCC spaces.
- Space invokes feelings according to lived experience, which shapes our approach to social interactions; this illuminates a major concern for design, especially in educational settings.
- There are places with resources for “marginalized” people but they are out of the way and inconvenient; personal adherence to internalized narratives can cause negative feelings about asking for help and discourages some students of color from seeking out and accessing resources.
- Students of color are eager to be part of the planning process, but lack the institutional power and tools to improve the conditions we critique.
- If the point of design is to facilitate human life and human life is centered around connection, then good design ought to provide channels for humans to connect.
- Planning can frequently follow a linear trajectory and emphasize binary thinking; CRT re-directs this focus towards non-linear narratives and life-stories, which can lead to a more organic design process.
- Spaces that promote a common sense of belonging and empathy may support engagement in uncomfortable but necessary conversations to understand our differences and further cooperative learning.

Questions to Consider...

- How will you amplify the voices of people most affected by inequity so their concerns are implemented in campus design?
- How have stakeholders studied and practiced critical race theory?
- How does the diversity of stakeholders reflect the PCC student body?
- How will the environments you create condition the people that inhabit and travel PCC campuses?
- How might design maintain or disrupt the status quo?
- How do the interests and experiences of stakeholders inform design decisions?

Space Matters was a student inquiry project and part of an innovative critical race theory (CRT) initiative in Facilities Planning at Portland Community College (PCC). During winter term 2018, as part of a “discovery” phase in planning, PCC students of color spent five weeks exploring dimensions of race, space, and educational settings, to reveal new insights and examine critical questions about inclusion.

As participants in this project, we invite PCC staff in Facilities Planning, educational leaders, architectural design consultants, and other stakeholders to consider the following reflections when conceiving and designing educational space. These insights emerged from our collective lived experiences as students of color, spatial field notes we collected, and a student survey we conducted across PCC campuses.

As an inquiry project designed to explore, our insights and questions invite more questions and the need for further research. Moving forward, we recommend opportunities for student-led research. We hope to be able to continue this important work in order to further benefit the experiences of students of color at PCC specifically and in academic spaces in general.
Reflections: Student Survey

On conducting surveys on space:
- We found the survey difficult to plan, design, and execute comprehensively due to time and resource constraints.
- As an informal inquiry project much of what we learned is inconclusive.
- Participant awareness of terminology regarding spatial categories was a barrier to responses.
- Findings help illuminate direction for more formal research in the future.

Out of 138 students of color surveyed across the district, the following observations were made:
- 36% said they did not feel that spaces in the PCC environment represented them.
- Student suggestions indicated three potential contributions to spaces that would feel more inclusive:
  - artwork and visual representation,
  - forums that allow students to talk about concerns and issues,
  - spaces which encourage connection and collaboration.
- Three potentially significant reasons students provided for avoiding spaces include:
  - a lack of representation,
  - crowedness,
  - access to/distance from spaces.
- 44% of student responses claimed resource centers came to mind as “intersectional-space”
- 72% of student responses claimed resource centers came to mind as “under resourced-space”

About Space Matters

Space Matters was a project of PCC Facilities Planning as a means to align built environments with PCC’s strategic vision for equity and inclusion. Through training and practical experience, Space Matters invited students to explore CRT and spatial theories as a means to design campus-based inquiry projects that seek to explore relationships between race and space at PCC. Students participate in 3 daylong workshops, conduct activities in between workshop sessions to further campus-based inquiry projects (ex: taking photos, talking to peers, conducting research), and present project insights and reflections to the PCC community.

Space Matters is also part of a dissertation study. The aim of the study is to increase knowledge that may help educational leaders and campus planners to align facilities planning and design with institutional values for equity and inclusion. The experiences and perceptions of PCC students of color provide valuable insight into ways in which CRT may open possibilities for equity and inclusion in facilities planning and design at a community college. For more information about Space Matters contact Amara H. Pérez, amparerez@uncg.edu.
CRT and Spatial Analysis open possibilities for institutional change in service to equity and inclusion. This integrated framework offers exploratory questions as a means to increase awareness, to inspire further inquiries, and to imagine what else is possible. By drawing attention to un- and under-examined aspects of race, space, and equity, CRT and spatial analysis offer an integrated lens to “read” critically material objects, spatial arrangements, and built environments. A work in progress, this collaborative process aims to develop the experience, skills, and practice of PCC leaders and campus planners to apply CRT in facilities planning and design.

**Context**

CRT and spatial analysis open possibilities for institutional change in service to equity and inclusion. This integrated framework offers exploratory questions as a means to increase awareness, to inspire further inquiries, and to imagine what else is possible. By drawing attention to un- and under-examined aspects of race, space, and equity, CRT and spatial analysis offer an integrated lens to “read” critically material objects, spatial arrangements, and built environments. A work in progress, this collaborative process aims to develop the experience, skills, and practice of PCC leaders and campus planners to apply CRT in facilities planning and design.

**Space**

Guided by critical spatial analysis, this framework is based on the following assumptions:

1. Space is not neutral (Soja, 2010).
2. Material objects, spatial arrangements, and built environments are cultural artifacts (Tuhiwai Smith, 2013).
3. Space communicates messages that teach and normalize social hierarchies and dominant belief systems (Costello, 2001).
4. Messages function to reproduce inequity in ways that are often unacknowledged, concealed, invisible, under-examined (Friedman & van Ingen, 2011).
5. Socializing messages communicated through material objects, spatial arrangements, and built environments shape our worldview (Costello, 2001).
6. Space is central to the construction of race and race is central to the unfolding of spatialities (Delany, 2002).
## CRT Tenets *(Delgado & Stefancic, 2017)*

<table>
<thead>
<tr>
<th>Racism/white supremacy is embedded and ingrained in all aspects of society</th>
<th>Multidimensionality of oppression exists</th>
<th>Dominant narratives mask racism/white supremacy</th>
<th>Voice, storytelling, counter-narratives, and experiential knowledge are necessary for institutional change</th>
<th>Interest convergence is a determining factor in racial justice</th>
<th>Dismantling racism/white supremacy advances social justice</th>
</tr>
</thead>
</table>

### What does this tenet invite us to acknowledge or examine?

**What does this tenet draw our attention to?** 
**How might this tenet help us to read the PCC landscape*?**

- **How is racism/white supremacy embedded in the PCC landscape?**
- **How might the PCC landscape explicitly/implicitly ignore, neglect, or exclude communities of color?**
- **How are diverse cultures reflected in the PCC landscape?**

- **How might the PCC landscape acknowledge/deny the intersectionality of racialized, gendered, and classed experiences of people of color?**
- **How might people of color read and experience the PCC landscape differently based on other social identities (ex: class, gender, ability)?**

- **How might the PCC landscape function to communicate dominant narratives like: color-blindness, meritocracy, and equal opportunity?**
- **How does the PCC landscape counter dominant narratives?**

- **What role might space play in amplifying/silencing the voices and experiences of PCC students of color?**
- **What might the perceptions and experiences of PCC students of color inform campus design to communicate safety and belonging?**

- **In what ways might a more inclusive and equitable landscape converge/conflict with institutional interests of PCC?**
- **In what ways might centering the perceptions and experiences of PCC students of color contribute to the design of a more inclusive college landscape?**

- **How might the PCC landscape explicitly/implicitly mask, conceal, or justify racism/white supremacy?**
- **How might counter-narratives illuminate spatial needs of PCC students of color?**

### What new questions do CRT tenets generate for PCC facilities planning and design?

* Landscape refers to: material objects, spatial arrangements, and built environments

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Pedagogical Tool: Space Cards