

CRT in Facilities Planning

PCC Board Meeting

March 15, 2018

Integrated Framework

Equity Lens
Spatial Theory
Critical Race Theory



Discovery Phase

Invites an opportunity to...

- Expand critical awareness of socio-spatial dimensions of institutional inequity
- Practice critical theories
- Build the capacity of stakeholders and leaders to engage theories as a means to equity and inclusion
- Draw attention to new considerations and questions

Critical Spatial Theory

Acknowledges...

- Space is not neutral
- Built environments, material objects, and spatial arrangements function as mechanisms of socialization
- People perceive and experience space differently based on identity, positionality, and lived experience







6

Jelly

Bread

Asian Foods

Peanut Butter

8

Rice

Soup

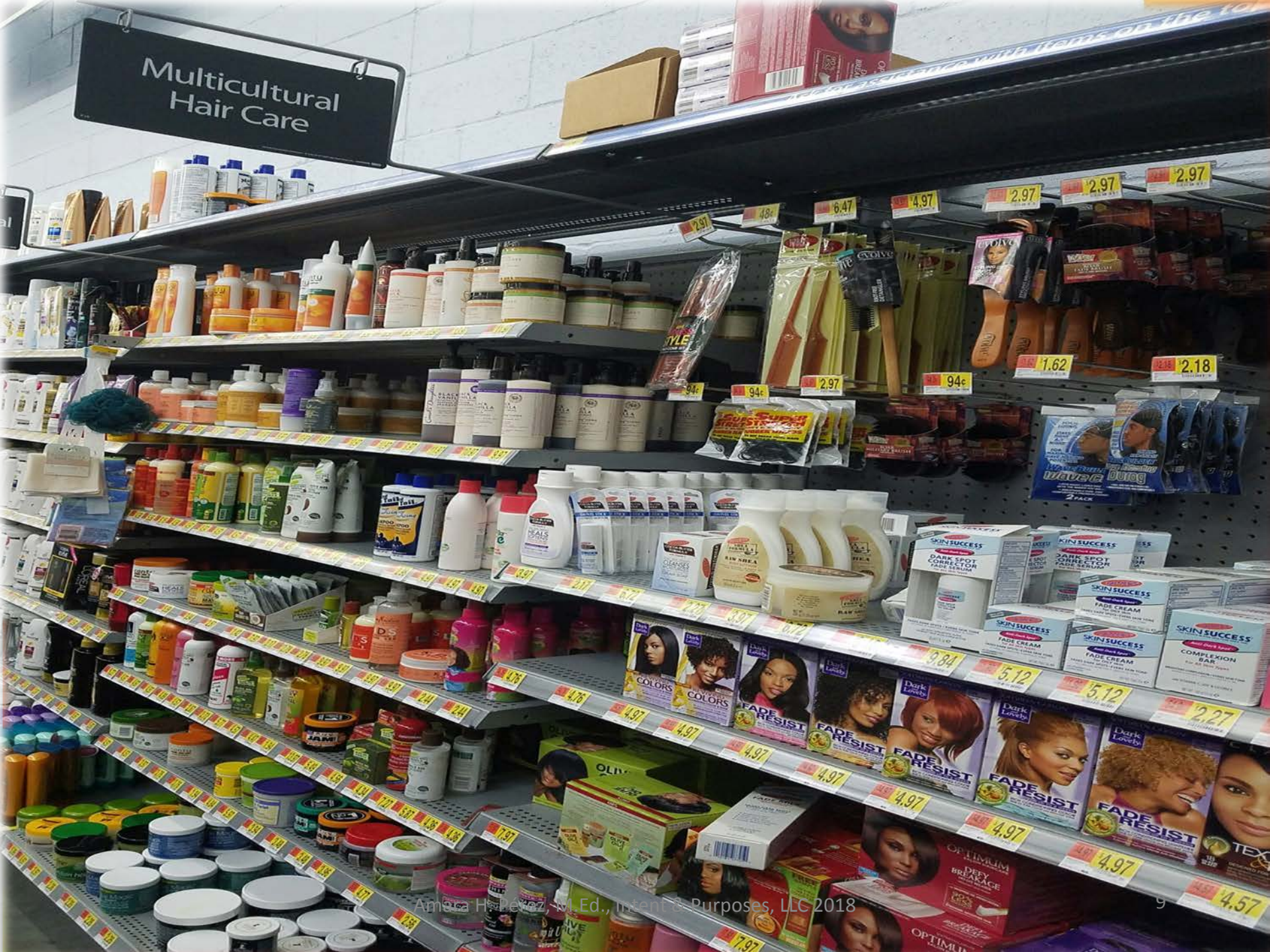
Pasta

Hispanic Foods

day

Low Price

Multicultural Hair Care





Critical Race Theory (CRT)

Acknowledges...

- Racism is embedded in all aspects of society
- Dominant narratives like, *equal opportunity, meritocracy, and colorblindness*, function to mask causes and consequences of institutional inequity
- The voices & experiences of people of color are essential to understanding and transforming systems of racial inequity

CRT in Facilities Planning: Integrated Approach

- Conduct Trainings and Facilitate Dialogues
- Design *Practical* Tools
- Build a Repository of Resources
- Coordinate Space Matters: Student Voice & Inquiry Project

Practical Tools

CRT and Spatial Analysis in Facilities Planning & Design: Discovery Phase

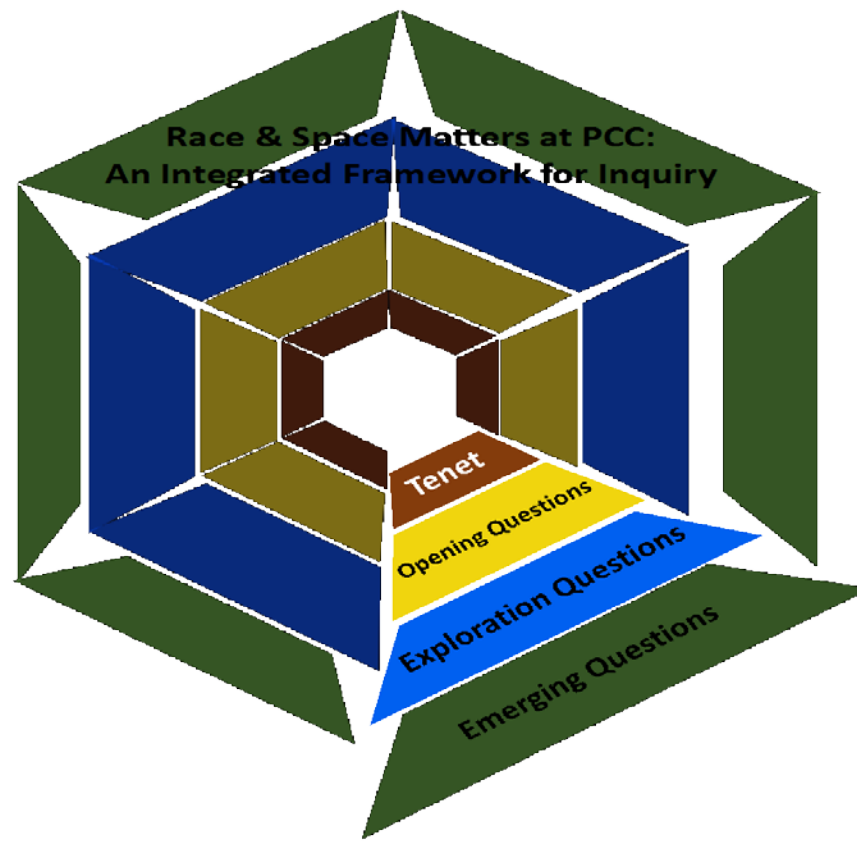
Context

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:

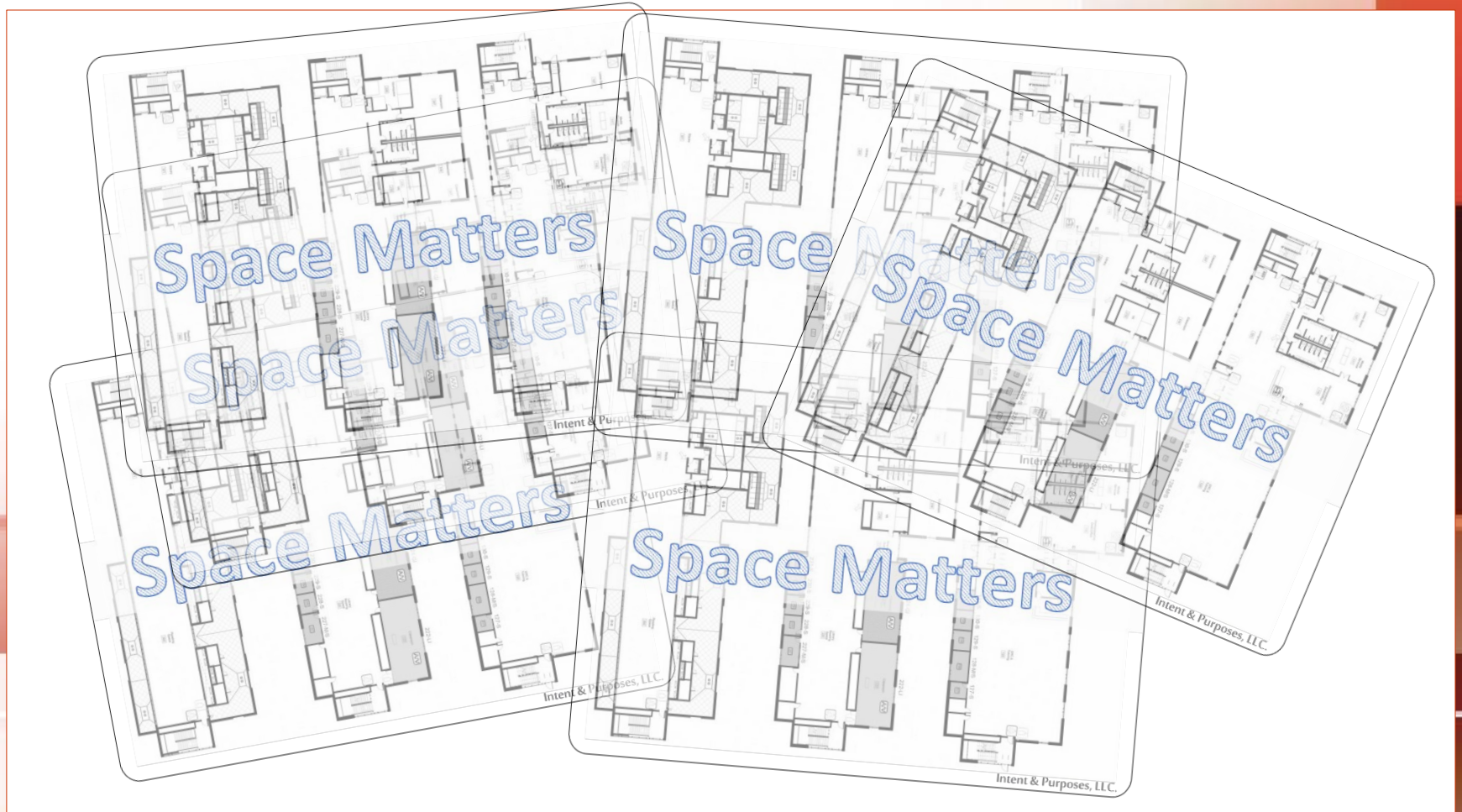
1. Space is not neutral (Soja, 2010).
2. Material objects, spatial arrangements, and built environments are cultural artifacts (Tuhiwai Smith, 2013).
3. Space communicates messages that teach and normalize social hierarchies and dominant belief systems (Costello, 2001).
4. Messages function to reproduce 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).



Practical Tools

CRT Tenets <i>(Delgado & Stefancic, 2017)</i>					
Racism/white supremacy is embedded and ingrained in all aspects of society	Multidimensionality of oppression exists	Dominant narratives mask racism/white supremacy	Voice, storytelling, counter-narratives, and experiential knowledge are necessary for institutional change	Interest convergence is a determining factor in racial justice	Dismantling racism/white supremacy advances social justice
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 <i>read</i> the PCC landscape*?					
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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)? 	<ul style="list-style-type: none"> How might the PCC landscape function to communicate dominant narratives like: color-blindness, meritocracy, and equal opportunity? How might the PCC landscape explicitly/implicitly mask, conceal, or justify racism/white supremacy? How does the PCC landscape counter dominant narratives? 	<ul style="list-style-type: none"> What role might space play in amplifying/silencing the voices and experiences of PCC students of color? How might the perceptions and experiences of PCC students of color inform campus design to communicate safety and belonging? How might counter-narratives illuminate spatial needs of PCC students of color? 	<ul style="list-style-type: none"> In what ways might a more inclusive and equitable landscape converge/conflict with institutional interests of PCC? 	<ul style="list-style-type: none"> 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 CRT advance/limit equity and inclusion in PCC facilities planning and design?
What new questions do CRT tenets generate for PCC facilities planning and design?					

Practical Tools

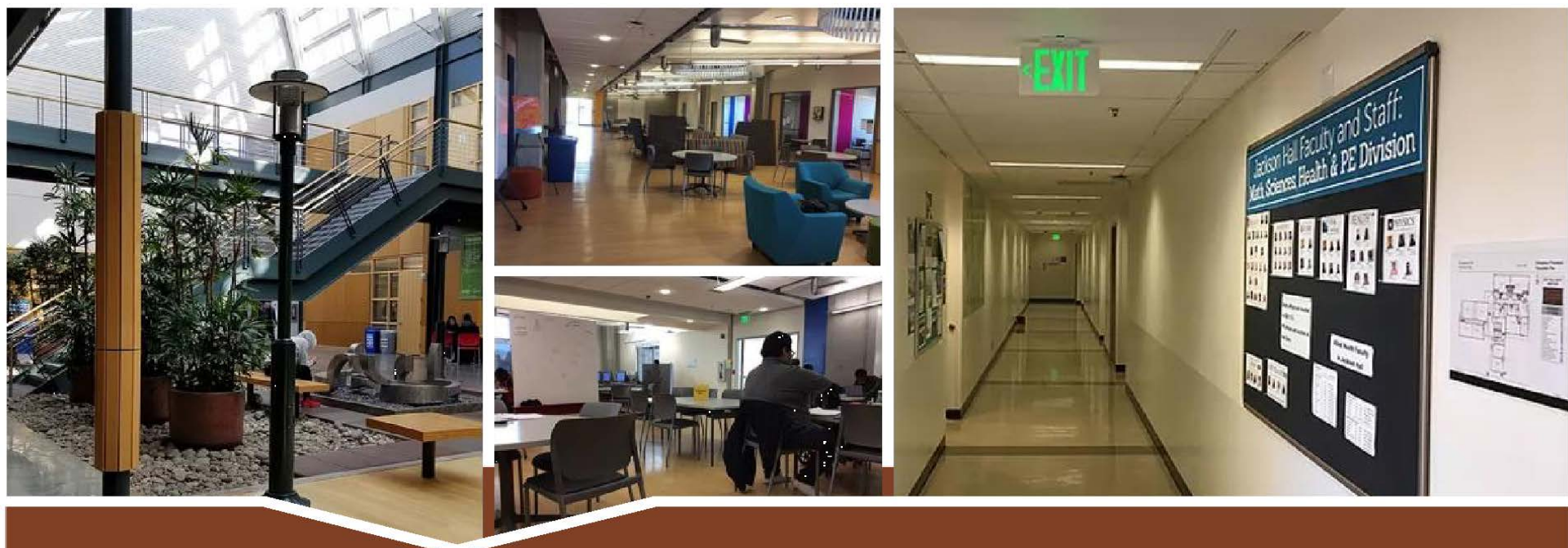


Critical Race Theory in Education

- [PCC Repository](#)

Space Matters: Student Voice & Inquiry Project





Please join us for the **Space Matters Community Forum!**

Friday, March 16 | 11:00 am to 1:00 pm

PCC Sylvania Campus

CC Building | Room 233 A/B

A light lunch will be served

Amara H. Pérez, M.Ed., Intent & Purposes, LLC 2018

- Space Matters