



GRID IMPACT

Designing for Equity, Inclusion, and Impact

SERVICE DESIGN NETWORK NYC
VIRTUAL WORKSHOP
JULY 14, 2020

Agenda

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

Settling in and connecting

Hi, I'm Alex.

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- Social science researcher and behavioral designer
 - Multi-disciplinary
 - Lived and learned experience
 - Rabble rouser and critic
 - Colorado-based
 - Twitter: @alexfiorillo @grid_impact
-

GRID Impact

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

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

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

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

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Indigenous Land Acknowledgement

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

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

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

Some Organizing

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

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[Dr. Emma J. Rose](#)

[Dr. Shawn Ginwright](#)

[Dr. Godwin Agboka](#)

[Richard Buchanan](#)

Christine Caruso

Dr. Lois Frankel

R. Buckminster Fuller

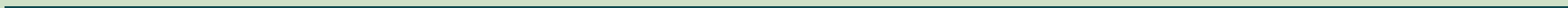
[Sarah Fathallah](#)

[Alba Villamil](#)

[Emily Gorbaty](#)

[Jesse Weaver](#)

[Antionette Carroll](#)



Impromptu Networking

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

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

Impromptu Networking

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Let's learn.

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

Context setting

Design for Diversity™ (D4D) Definitions



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

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

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

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

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

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

Foundations and Antecedents

+ + + + +

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

Let's review what we know.

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- + Everything in the world is 'designed'.
 - + How systems, services, experiences, and products are designed may [intentionally or unintentionally] **exclude** people, places, and things.
 - + How systems, services, experiences, and products are designed may [intentionally or unintentionally] **harm** people, places, and things.
 - + Good intentions do not inherently translate into positive impact.
 - + HCD is not inherently good. (George Aye, 2020)
-

“... designers have a responsibility and obligation to account for the ways in which their work can impact people.”

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

Important questions to be asking.

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- + Who, either intentionally or unintentionally, is being left out?
 - + Who is doing the designing? How are things being designed? What is the impact of this?
 - + How does a research or design process re-enforce existing structures of exclusion and/or power?
 - + What is my role in this system of oppression and exclusion? Can I use my position to shift resources and power to those with the greater need?
-

“Human-centered design is fundamentally an affirmation of human dignity. It is an ongoing search for what can be done to support and strengthen the dignity of human beings as they act out their lives in varied social, economic, political and cultural circumstances.”

Richard Buchanan

Small group discussion

Small group discussion, round 1

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

+

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

Small group discussion, round 1

+++++

Let's learn.

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

Designing for Equity Ideas

Why?

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

Why: Suggestions

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



PROJECT CHARTER

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

[PROJECT NAME](#)

[OVERVIEW](#)

[OBJECTIVES](#)

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

[CONFIDENTIALITY](#)

[OPPORTUNITIES AND INSPIRATION](#)

[RISKS, CONSTRAINTS AND ROADBLOCKS](#)

[MEETINGS AND COMMUNICATIONS](#)

[PROJECT TEAM: ROLES AND RESPONSIBILITIES](#)

[DELIVERABLES AND MILESTONES](#)

PROJECT NAME

- XYZ Project
-

OVERVIEW

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

Who?

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

Who?

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

Who: Suggestions

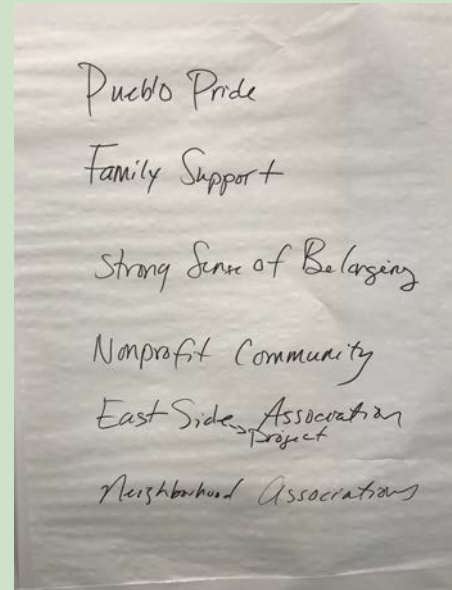
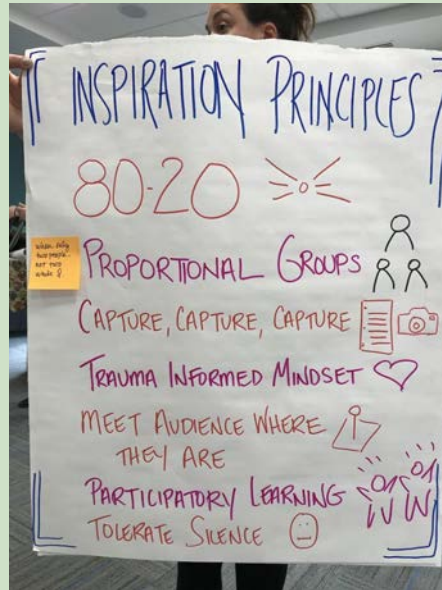
+++++

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

Who: Example

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



What?

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

What: Suggestions

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

Where and When?

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

Where and When: Suggestions

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

Where and When: Example

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

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

How: Suggestions

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

How: Examples

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



Meet Hadiza

16 years old
Graduated secondary school



"I am successful because my
hardwork and a great if



LAURA
OWNS MOBILE HOME.
RENTS PAD
HOUSEHOLD SIZE: 3

LIFE NOTES

- 30 years old
- Separated, with 2 children
- Works as full-time cleaner in hotel
- Bought mobile home 4 years ago and rents pad in mobile home park
- Born in US to Guatemalan immigrant parents who have both moved back home

INTERESTS & HOBBIES

- Spending time with her kids
- Taking her kids to the library
- Going out dancing
- Cooking food "like mom used to make"

DIMENSIONES

HOUSING	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FACILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

COMMUTE: 13 MILES EACH WAY BY BUS OR CARPOOL WITH FRIENDS
LIVES IN APPLE TREE MOBILE HOME PARK
NEAREST TOWN: NEWCASTLE
WORKS IN GLENWOOD SPRINGS



SAVINGS AND ASPIRATIONS

- Saving up for a trip to Guatemala to visit family next year
- Saving up for her own car

IDEAL HOME: Would like to own the land beneath her mobile home, or move into a small house of her own



LAURA
POSEE SU CASA MÓVIL.
ALQUILA LA TIERRA.
TAMAÑO DEL HOGAR: 3

DETALLES DE VIDA

- Tiene 30 años
- Está separada, con 2 hijos
- Trabaja como limpiadora de tiempo completo en un hotel
- Compró una casa móvil hace 4 años y alquila la tierra en el parqueadero de casas móviles
- Nació en EE. UU. de padres inmigrantes guatemaltecos que se han mudado de regreso a su país

INTERES Y PASATIEMPOS

- Pasar tiempo con sus hijos
- Llevar a sus hijos a la biblioteca
- Salir a bailar
- Cocinar comida "como mamá solía hacer"

DIMENSIONES

VIVIENDA	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FACILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

VIAJE AL TRABAJO: 18 MILLAS DE LÍNEA POR AUTOS O ESCOR DE AMIGA
VIVE EN EL PARQUEADERO DE CASAS MÓVILES "APPLE TREE"
CIUDAD MÁS CERCANA: NEWCASTLE
TRABAJA EN GLENWOOD SPRINGS



ANHOROS Y ASPIRACIONES

- Ahorrando para un viaje a Guatemala para visitar a la familia, el próximo año
- Ahorrando para su propio auto

CASA IDEAL: Le gustaría ver fuera de la tierra debajo de su casa móvil y comprar una casa pequeña



DAN
RENTS APARTMENT
HOUSEHOLD SIZE: 2

LIFE NOTES

- 57 years old
- Married, 2 kids, 10-year-old son
- Works as a janitor in a small company
- Celebrating his 25th anniversary in his current job
- Born in the US to Mexican immigrant parents

INTERES Y HOBBIES

- Spending time with his wife
- Watching game shows
- Reading magazines
- Watching his son play sports

DIMENSIONES

VIVIENDA	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FACILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

COMMUTE: 3 MILES BY TRAIL
LIVES IN A MOBILE HOME PARK IN NEW CASTLE



ANHOROS Y ASPIRACIONES

- Has ahorra dinero para ir a un viaje que ha planeado hacer con su esposa y su hijo
- Saving for retirement for his wife



DAN
RENTS AN APARTMENT
HOUSEHOLD SIZE: 2

LIFE NOTES

- 57 years old
- Married, 2 kids, 10-year-old son
- Works as a janitor in a small company
- Celebrating his 25th anniversary in his current job
- Born in the US to Mexican immigrant parents

INTERES Y PASATIEMPOS

- Spending time with his wife
- Watching game shows
- Reading magazines
- Watching his son play sports



ANTONIO
ALQUILA UN APARTAMENTO
TAMAÑO DE HOGAR: 4

- DETALLES DE VIDA**
- Tiene 43 años
 - Está casado, con 2 hijos adolescentes
 - Trabaja para una empresa constructora
 - Trabajo para una compañía petrolera en Parachute hasta que fue despedido
 - Tiene un complejo de apartamentos que está pensando en comprarlo

DIMENSIONES

VIVIENDA	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FACILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

VIAJE AL TRABAJO: 54 MILLAS DE VIAJE EN COCHE
LIVES IN PARACHUTE
TRABAJA EN ASPEN



ANHOROS Y ASPIRACIONES

- Ha ahorrado lo suficiente como para hacer una oferta por una casa, pero la documentación se hizo difícil debido a su estado de desempleo
- Está pensando en comprar un complejo de apartamentos con otros 30 pero no sabe cómo hacerlo



ANTONIO
RENTS APARTMENT
HOUSEHOLD SIZE: 4

LIFE NOTES

- 43 years old
- Married, with 2 teenagers
- Works for a construction company
- Parachute used to be his job but he was laid off
- Lives in run-down apartment
- Complex that he can't find alternative companies that can't find alternative companies from El Estadio, who have DACA status

INTERES Y HOBBIES

- Spending time with his family
- Watching soccer with friends
- Working on repair projects at home

DIMENSIONES

HOUSING	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FÁCILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

COMMUTE: 54 MILES EACH WAY BY CAR
LIVES IN PARACHUTE
WORKS IN ASPEN



SAVINGS AND ASPIRATIONS

- Has enough saved up to make an offer on a house, but financing has been difficult because of his unemployment status
- He and his wife dream of owning their own business one day
- Saving for his kids to go to college

IDEAL HOME: Own a home large enough to host friends and family, and thought grandkids was a goal



KERRY
POSEE UN CONDOMINIO
TAMAÑO DE HOGAR: 4

DETALLES DE VIDA

- Tiene 40 años
- Está casado con 2 hijos
- Trabaja como ingeniero de software
- Proprietario de un negocio de venta de productos orgánicos y productos hechos en casa
- Tiene un negocio de venta de productos orgánicos y productos hechos en casa
- Tiene un negocio de venta de productos orgánicos y productos hechos en casa

INTERES Y PASATIEMPOS

- Llevar a sus hijos a la universidad
- Viajar con su familia
- Trabajar en proyectos de construcción

DIMENSIONES

VIVIENDA	TRABAJO
ECONOMICO	CAPAZ DE CUBRIR COSTOS DE VIDA
ESTABILIDAD	ESTABILIDAD
CONVENIENCIA	FÁCILIDAD DEL VIAJE
SATISFACCION	SATISFACCION

VIAJE AL TRABAJO: 18 MILLAS POR EN COCHE
LIVES IN GLENWOOD SPRINGS



ANHOROS Y ASPIRACIONES

- Ahorrando para ir a un viaje que ha planeado hacer con su esposa y su hijo
- Saving for retirement for his wife

CASA IDEAL: Ha pensado en comprar un complejo de apartamentos con otros 30 pero no sabe cómo hacerlo



KERRY
POSEE UN CONDOMINIO
TAMAÑO DE HOGAR: 4

LIFE NOTES

- 40 years old
- Married, 2 kids
- Works as a software engineer
- Owns a business selling organic and homemade products
- Owns a business selling organic and homemade products
- Owns a business selling organic and homemade products

INTERES Y HOBBIES

- Taking his kids to university
- Traveling with his family
- Working on construction projects

IDEAL HOME: Has pensado en comprar un complejo de apartamentos con otros 30 pero no sabe cómo hacerlo

SWISS

Critical elements of designing for equity

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

Small group discussions

Small group discussion, round 2

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

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

Small group discussion, round 2

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Let's learn.

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

Final thoughts

Potential Roles for Designers “With Power”

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- + Partner with designers from the community and offer your support. *Here is what I have to offer. Is any of it valuable to you and your process?*
 - + Focus on building and creating tools for communities to use.
 - + Invest in capacity building and skills building of community members.
 - + Adopt simple language that all community members can access.
 - + Ask the community about what has worked for them previously and what might work in their specific context. Adapt to *that*.
 - + Cede control of the chosen process and final designs. *The final designs might not meet your design aesthetic but resonate deeply within community.*
-

More Resources

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

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



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

Thank you

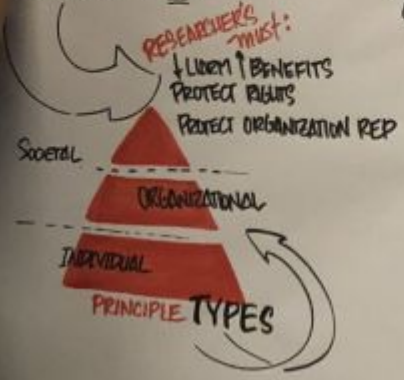
THE ETHICAL RESEARCHER'S

ALBA N. VILLAMIL

Checklist

WHAT ELSE CAN WE DO AS RESEARCHERS?
LEARN FROM OUR MISTAKES & SHARE TO AVOID REPEATS.

ARE...
LINKS?
CONCEPTS
PRINCIPLES
GUIDE HOW WE ACT!



PRINCIPLES

1 WELLBEING

IF YOUR PARTICIPANTS
CONSIDER THE RISKS,
CULTURAL NORMS, ENVIRONMENTAL
FACTORS, INCENTIVES, PHYSICAL / PSYCH
LIMITS, & ANY MANDATORY REPORTING
OR EMERGENCY PROTOCOLS.

2 AUTONOMY

PROVIDE ENOUGH INFORMATION
TO YOUR PARTICIPANTS SO THAT THEY
CAN DECIDE: FULL DISCLOSURE,
CONSENT FORMS, AIDS & COMPREHENSION
TESTS, CONTEXT-APPROPRIATE INCENTIVES,
& ESCAPE HATCHES !!!

3 PRIVACY & SECURITY

CHOOSE DATA WISELY!
SCOPE, EVALUATION,
COMPLIANCE, POLICIES
& LIMITS ON ACCESS.

4 INTEGRITY

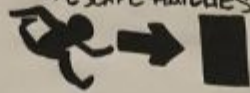
HONE YOUR CRAFT

5 ACCOUNTABILITY

HOLD SELF TO STANDARD
EVEN AS WE'VE YET TO FULLY DISCOVER

6 VALUE

...WHAT VALUE
DO WE PROVIDE?
...WHAT ARE WE DOING...
...WITH THE STUDIES?
...WHAT IS THE ROI...
...OF THEIR INVESTMENT



Emancipatory Research

The processes of **research** which both in the data collection and in the analysis generate ways to change the social dynamics of given situations or circumstances

The questions that are chosen for research and the ways that research is conducted and used can have significant effects on inequality.

If people are structurally excluded from democratic engagement with research practice, they are precluded from assessing its validity in an informed manner. They are effectively disenfranchised from controlling the generation and dissemination of knowledge about themselves and/or the institutions within which they live and work. This issue is especially acute for marginalised groups and communities who are the subjects of so much social scientific research. Such research is frequently undertaken without the involvement of the groups or communities in question. The ownership of data gives researchers and policy-makers power over the groups which may add to their marginalisation; there are now people who can claim to know you better than you know yourself. Without democratic engagement therefore, there is a real danger that research knowledge can be used for manipulation and control rather than challenging the injustices experienced.
(Kathleen Lynch, University College Dublin)

Left to our own devices—and without thinking critically about **who we are, how we create, and who we are creating for**—we can make some major mistakes.

Core question #1: What's the worst-case scenario, and on whom?

Core question 2: How do the identities within your team influence and impact your design decisions?

Core question #3: Who might you be excluding?

Core question #4: How will you engage the people you want to reach within your design process, equitably?

Core question #5: Is the ongoing process of improving your product/service informed by The Source?

<https://thecreativeindependent.com/guides/how-to-begin-designing-for-diversity/>

Most people think of their impact as their intention, but those two things are actually quite different. Here's how:

- Intention is personal to you and your team, and what you hope to achieve.
- Impact is how what you make is lived and experienced in the real world in actual communities.
- Intent does not undo impact!

“Now more than ever, designers need to confront the actual economic and social systems we work within. We need to confront our privileged ability to capture leaders’ attentions, and acknowledge that most people don’t have that power. We need to use our comprehension of intentionally exclusive codes, policies, and economic models for inclusion, translating the complex language for those marginalized from the very systems we help coordinate. We need to ask, quite literally, whom do we work for, because social justice no longer has an advocate at the top.”—**Garrett Jacobs, executive director, Open Architecture Collaborative**