

PSU Living Lab Program: Project Profile Form

FORM INSTRUCTIONS

Please review

- Please maintain the heading structure of this form for accessibility.
 - If you are not already in contact with a member of the Living Lab team, please notify livinglab@pdx.edu with your desire to pitch, participate in, or support a Living Lab project.
 - If you are PSU staff pitching a project, contact livinglab@pdx.edu to begin working with a member of the Living Lab team to complete this profile form. The completed form will be used by the Living Lab team to recruit participants.
 - For faculty and students interested in participating in a project that already has a completed profile: email livinglab@pdx.edu to discuss your interest!
 - Whether you are pitching a project or participating in a project, please review the Disclaimer information below.
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PARTICIPATION DISCLAIMER

By agreeing to participate in a Living Lab project, you (staff, student, or faculty):

1. Grant the Living Lab program at Portland State University (PSU) the non-exclusive right to, without changes to the content, copy, display, and distribute the content created as part of this Living Lab project and to make this work available online.
2. As per PSU policy, consent to being photographed (if your name will not be used in connection with the likeness*). If you do not wish to be photographed, you can choose to opt-out so as not to be within the camera's range.

*If you will be identified, or would like to be, an additional consent/release form is required.

PROJECT OVERVIEW

Briefly describe the vision and purpose of this project.

Project title

Developing an Equity Tool for Transportation & Parking Services

Project overview

Transportation & Parking Services (TAPS) seeks a partner to lead the development of a *program-level intersectional equity evaluation tool*. To develop a tool, this project will likely entail research and review of existing resources as well as discussion and needs assessment with TAPS staff around the topics and intersections of racial equity, anti-racism, social justice, and transportation planning. TAPS will use the tool developed in this project to conduct an internal review of programs as part of a larger and longer-term departmental commitment and set of actions aimed at addressing systemic racism within their work and transforming their programs to best meet the needs of the PSU community.

Intended time period for project and/or date when project pitched

This project is being formulated in Summer 2020, with hopes that it can move forward during the 2020-2021 academic year.

PROJECT PARTNERS

Who is the staff and departmental partner or audience for this project?

Project Contact(s) & Title(s) & Full Department Name(s):

(1) Clint Culpepper, Transportation Options Manager & (2) Delia Burns, Sales & Accounting Manager, both with the Transportation & Parking Services department

Email(s):

(1) clint@pdx.edu; (2) dmburns@pdx.edu

PROJECT INFORMATION

Indicate all themes that apply to this project by placing an X next to reach relevant theme:

Energy Water Purchasing Waste Food Land Use Transportation Climate Action Social
 Community Wellbeing Other: (please describe)

Project Background & Context

What challenge, opportunity, or need does this project relate to or fill? Include or comment on how this project builds on prior work.

PSU's Transportation & Parking Services (TAPS) department offers a variety of programs and services to assist folks in commuting to and accessing the PSU campus. There are a number of factors that drive the design of these programs, such as a desire to incentivize alternative modes of transportation and disincentivize parking. TAPS staff know that the way these programs are currently designed can create burdens or otherwise fail to serve PSU's most vulnerable community members.

TAPS is committed to changing its programs to better align with values of equity, access, and inclusion, and is interested in evaluating its current programs as part of that broader work. After reviewing some existing tools and resources for examining equity in transportation, TAPS staff feel that there isn't one existing tool that meets their needs or captures the context of a transportation department at a higher education institution. And while there has been some work around equity and physical infrastructure in the transportation field broadly, like at the Portland Bureau of Transportation (PBOT) and through organizations like Opal Environmental Justice Oregon, there are not a lot of examples of this work in the higher education transportation realm. This had led to TAPS seeking support from PSU faculty and students through the Living Lab program.

The equity evaluation tool created through this project will help TAPS explore how the application of conventional "best practices" to shape commuting choices and behaviors may be upholding systems of oppression, instead of relieving burden on communities. TAPS staff value the perspective of PSU students and faculty in asking difficult questions and sparking transformative conversations.

Contribution to Sustainability at PSU

Describe how the project supports PSU's and/or your departments' sustainability goals and plans.

A holistic definition of sustainability centers racial equity and social justice. At PSU, we have been slow to move from an environmentally-focused notion of sustainability to one that recognizes and seeks to dismantle systems that uphold systemic racism. This project contributes to a racial equity-centered notion of sustainability on campus and in the community by helping TAPS evaluate its programs and identify opportunities to uplift vulnerable communities on campus and move towards a more accessible set of transportation offerings.

Outline of Project Details

Describe tasks and activities involved in the project. Common tasks include research or literature review; data collection; design, proposal, and recommendations development, and more.

Given that TAPS has been unable to identify an existing tool to meet their needs for program equity reviews at this time, this project should be framed within the context of TAPS' needs. At the same time, students and faculty are encouraged to draw from existing resources and best practices to inform the tool they develop for TAPS.

This project will likely involve the following:

- *Research & literature review* around two major themes: (1) intersection of transportation and racial equity; and (2) review of existing equity toolkits and lenses for organizational and programmatic applications.
- *Tool development*: using lessons learned from research and literature reviews, and based on TAPS' needs, develop an equity tool that TAPS can apply to its programs. The tool can take a variety of forms and may include qualitative and quantitative elements to it.

TAPS project partners and a liaison from the Living Lab team will support the project through at least three main meetings or class visits with students and faculty:

- *Project launch*: an opportunity for students and faculty to meet TAPS staff, learn about TAPS and its programs, get familiar with the project, and discuss/collaborate on getting the project started
- *Mid-project check-in*: depending on the pace of the project, the mid-project check-in is an opportunity for students to report-out initial findings, designs, proposals, and/or to gather additional information from TAPS to guide the remainder of project work, research, and strategy
- *Project wrap-up*: typically presentations from students or a workshop-style time for students to share the results of their project work, pass on deliverables, and provide recommendations

Additional details for this project will be determined in partnership with students and faculty.

Anticipated Outcomes

Describe the desired outcomes of this project, including qualitative and quantitative outcomes.

The main anticipated outcomes of this project are:

- A draft racial equity tool and set of recommendations that TAPS can apply to its programs
- Growth in understanding about the intersections of social justice, racial equity, and transportation for students and faculty working on this project and for TAPS employees
- A better sense of the landscape of organizational and programmatic equity toolkits available

Required Deliverables

Indicate specific deliverables, such as photographs; prototypes; etc. All Living Lab projects require a written and verbal form of communicating project process and outcomes.

TAPS would like to receive a final report and draft equity tool as deliverables for this project. A final presentation and/or workshop for TAPS employees is also requested. If this project is done in a class setting with individual or small group contributions, the final report should offer a comprehensive summary of what was discovered among individual students and separate groups. In addition, to enable long-term learning and possible future Living Lab projects, key resources and research notes should be included in the deliverables. All of these deliverables should be compiled and organized in the shared Google project folder, which will be made available at the project launch.

Ideal Project Start and Completion Date

Indicate the optimal timeline for the project, including any time-sensitive aspects.

Fall 2020, or at any point during the 2020-2021 school year. There is nothing specifically time-sensitive, but TAPS is enthusiastic and ready to launch this project with students and faculty.

Special Considerations

List special equipment, liability considerations, access restrictions, etc.

This project is well-suited to remote learning and does not require any access to the physical campus.

Potential Information Sources

Specify documents, links, literature, contacts or other sources to inform project work.

Racial equity lens & toolkit resources:

- Zapatam M. (2017) [Creating an Equity Lens at Institutions for Higher Education](#)
- Local and Regional Government Alliance on Race & Equity (GARE) (2016). [Racial Equity Toolkit: An Opportunity to Operationalize Equity](#)
- Coalition of Communities of Color & All Hands Raised. (2014) [Tool for Organizational Self-Assessment Related to Racial Equity](#)
- Additional tools from [Multnomah County](#) and [City of Portland](#)

Information about TAPS can be found on their [website](#).

Student & Faculty Qualifications

Describe desired experience, background and skills that project participants should have in order to successfully complete the project.

- Interest and passion for anti-racism, racial equity, social justice and intersections with transportation and higher education
- Prior experience with and knowledge of equity and transportation concepts desired, but not necessary

TAPS is open to partnering with students and faculty from any academic discipline.

Budget & funding (if any)

List known funding sources, and/or projected resource needs for the project.

At this time, there is no budget planned for this project.