Working Session Notes from Friday Small Group Discussions

Note: This document highlights the small group discussions from the conference’s last session on Friday morning. At the end of each set of small group discussion notes are the notes from the previous day’s table discussions that formed the basis for table’s action agenda topic. For an overview of the conference and conference materials, see the Georgia Tech Serve-Learn-Sustain website: Serve-Learn-Sustain.gatech.edu/Resources/Paths to Social Sustainability Conference Materials.

Incorporate Community Engagement and Equity into Technical Courses and Research

Hosts: Raghu Pucha, Marta Hatzell, Diley Hernandez

Note: This discussion built on ideas from Thursday afternoon discussions at Tables 2, 3, 9, 10. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is

By introducing this in one or two classes, or as supplements/side projects we may suggest that the ideas are not essential to the students. Therefore we thought about the idea of bringing in the ideas of social sustainability and community effectiveness/efficiency into all classes so that by graduation these ideas are ingrained in the students decision making and social science is not forgotten.

Mapping of terminology/“Creating a Language” which is understandable to a broad selection of classes/backgrounds would be crucial. For instance, what metric can we use to measure the sustainability of a community?

2 Actions you can take in a group or sub-groups

Start to interface with already established programs to grow and build off of those practices. For instance at GT there is an already established engagement program which starts in either an freshman/sophomore level class.

There is a strong need to interface with SLS level organization and resources for students and faculty to appreciate community knowledge (defining community partners- table 4)

1 Immediate next step

Answer the question: Should we be implementing social sustainability into core classes, and if so how will we go about assessing the effectiveness of the curriculum changes? Our immediate next step would be answering this question and outline assessment strategies.

Notes:
Idea: How do we implement the ideas surrounding social sustainability and equity into core classes?
- Step 1 - Should we? - How do we answer this question (Joseph)
- A2 - SLS level organization and resources for students and faculty to appreciate community knowledge (defining community partners- table 4)
- A3 - Bring in the idea of community effectiveness/efficiency into classes so that by graduation it is ingrained in student’s decision making and social science is not forgotten
- A4 - Freshman/2nd level class that talks about engagement [2nd year class already?] (Ellen); elevate importance
- A5 - Mapping Terminology
- Temp
  - Social science
  - Getting students and faculty ok with ambiguous “sensors/metrics”
  - Mapping to community
  - Sensors
- 3-Key things about what the idea is
  o Our ideas started with thoughts on how to teach Community Engagement and Equity in a technical course similar to the course I teach on “Energy Economics” to engineering and economics students.
  o Our discussion zeroed in on how present these issues related to thermodynamics which engineers are exposed to in other courses so they might better understand methodologies used to quantify resilience. We discussed using the idea of energy conversion (i.e., a boiler) where thermal efficiency is defined as
  o Thermal Efficiency = 1 - T(L) / T(H) where T(H) is the high temperature in a general thermodynamic cycle and T(L) is the low temperature in the cycle. Could represent heat-equivalent values (i.e., a boiler produces 300 kW of energy for an input of 1000 kW which means the boiler has a thermal efficiency of 30% and 70% of the input energy represents lost work). In our case we need a way to measure energy input and output for work done in community engagement. As useful energy increases the thermal efficiency approaches 100%. In our case, increased impact of community engagement as measured by some metric representing equity could represent community efficiency. We discussed finding ways to measure the temperature of a community to quantify resilience. This idea was one of the key things we discussed.

- 2-Actions you can take in a group or as sub-groups
  o I can’t recall who had action items in our group but we certainly agreed to think about this concept and try to develop a set of slides to discuss social resilience in terms of community efficiency. I will be teaching my course in the spring semester so I can commit to develop a set of slides to present the idea of social resilience and community efficiency and report back to the group after the semester on how this went in the course.

- 1-Immediate next step
  o The immediate next step was to capture our ideas in a set of notes which could be shared between the group to facilitate ongoing discussion to help evolve this idea.
Developing Authentic Community Engagement Processes for Sustainability

Hosts: Linda Wills, Mike Evans, James Field, Djuan Coleon, Tenisio Seanima

Note: This discussion built on ideas from Thursday afternoon discussions at Tables 1, 3, 5, 7, 8. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is

It’s not about solving problems or pre-conceived goals, it’s about building capacity.

Community engagement must be based on and flow from students’ interests, not forced by GT.

We should engage with community historians and help the city, university. Etc. maintain memories of community perspectives/history.

2 Actions you can take in a group or sub-groups

Define a meaningful engagement standard with communities. Explore community based IRB.

Explore a citywide institute for cross-training in community engagement, by community leaders and university community.

1 Immediate next step

Convene and discuss how we will do this!

(Notes for this topic continue on the next page)
Notes on Developing Authentic Community Engagement Processes for Sustainability:

Key Ideas
- Participation is its own reward.
- No pre-ordained outcomes.
- Helping the city and broader institutions to remember.
- Starting with values, then working out logistics.
- It’s not about solving problems; it’s about building capacities.
- There is a need for good facilitation of conversations/meetings.
- Grassroots leaders training research how to engage with communities.
- Healthy communication between researchers and community organizers.
- Institute for training? (EPA Env. Justice leadership)
- Understand community engagement as a relationship move beyond short term 1 on 1 relationships.
- Community based IRB. Formalization of understanding community interests.
- Students have to find opportunities that they resonate with. To the community. Not from Georgia Tech. Authenticity.
- Funding WCA!
- *Define a meaningful engagement standard!*
Achieving Economic Sustainability for Communities

Hosts: Stephanie Amoaning-Yankson, Robert Reed, Carey King

Note: This discussion built on ideas from Thursday afternoon discussions at Tables 5, and 8. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is

- Community Supplemental Transportation Initiative (CSTI)
- Sustainable civic infrastructure
- Economic modeling @ social enterprise

2 Actions you can take in a group or sub-groups

- CSTI Capstone Project
  - Engineering
  - Biz Scheller + Goizueta (Emory) + Clark Atlanta!!
  - Comp science
  - GTRI

- Workshop for Funders and business association on authentic community engagement

1 Immediate next step

- Additional research on CSTI expansion
- Marketing help

Notes:
- Community Supplemental Transportation Initiative
  - MARTA Partnership
  - $ from business
  - Liability @ Laborumo
  - Business plan/transportation to Rev. Hill Northwest Youth Power
  - Doctor/dentist/grocery/can’t get GED because ➔ money for drivers
  
  - 1 time/month have patients
  - Transportation efficient
  - Teaching them how to run this business
  - Vine City Civic Association
  - Westside Business Alliance
  - Northwest Business Association
  - Vine City Civic Association
  - Business Assoc.
  - Conflict of interest?
  - Chamber of commerce?
  - Emerald Corridor

- Sustainable civic infrastructure
  - Govt. Support
  - EPA
  - USDA
  - City Housing
  - ATL Housing Authority
  - HUD
  - Economic modeling @ social enterprise
  - Maximization of asset
  - Micro consumer
    - Competitive
    - Consulting @ business

- Targeting young
How to Think Globally (nationally, regionally) and Act Locally

Hosts: Baabak Ashuri, Sheri Davis-Faulkner
Note: This discussion built on ideas from Thursday afternoon discussions at Table 4. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is

<table>
<thead>
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<th>City Prosperity Index</th>
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<tr>
<td>Accountability</td>
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<td>Local awareness of global impacts and practices</td>
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2 Actions you can take in a group or sub-groups

<table>
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<tr>
<td>Teaching: Increase student exposure to practices in other cultures. Increase student awareness of the global impact of local practices</td>
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<tr>
<td>Research: Focus research towards developing a City Prosperity Index (that acknowledges local with global context)</td>
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<tr>
<td>Practices: With SLS, identify community partner(s) to work with to look at global practices and impacts</td>
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1 Immediate next step

| Research to develop City Prosperity Index |

Notes:
- Genuine Productivity Index (strategies and tactics)
- Pedagogical Approach
  - Increase student (and faculty) Exposure to Practices in other cultures
  - Increase awareness of how local practices have global impacts
  - Research to develop City Prosperity Index
  - Practice
Decision Making Process Metrics and Processes for Social Sustainability

Hosts: Mary Lynn Realff, Valerie Rawls

Note: This discussion built on ideas from Thursday afternoon discussions at Tables 7, 11. Notes from those discussions can be found in the Appendix at the end of this document.

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1. Immediate next step

More discussion:
- Survey of what exists now
- Education of advocates and others

2. Actions you can take in a group or sub-groups

To develop the process to self-define what social sustainability means to a community and for the community to be able to evaluate social sustainability through metrics

3. Key things about what the idea is

Community must be involved in this effort

Notes:
- Evaluation of the Process
  - How social sustainability has metrics associated with the decision making.
- Stakeholder/relationships
- Local Decision making metrics
  - Process improvement
  - Metrics: Outcomes vs Process
- Community Goals:
  - For social sustainability
1. Evaluate the process
2. Local decision making process metrics (community engagement)
- The right project
- Metrics
  - Using metrics is new. The people using the metrics properly/understanding or the data by decision makers
- Scale
- Distrust of the planning/models
- Help guide the data capture and outcomes/impact
- Pathway to community stability
Incorporate Social Sustainability (broader context) into k-12 Sustainability Curricula

Hosts: Sabrina Grossman

Note: This discussion built on ideas from Thursday afternoon discussions at Table 9. Notes from those discussions can be found in the Appendix at the end of this document.

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3  Key things about what the idea is

- Healthy Communities, Healthy Schools
- Students as environmental stewards
- Social sustainability education network

2  Actions you can take in a group or sub-groups

- Proctor Creek as a living/learning laboratory
- Community/School assessment

1  Immediate next step

- Engaging partners to build network in Douglas High school feeder pattern

Notes:
Issues:
- Lack of enrollment
- Bringing families to community
- Schools class
- Students attend schools outside of community
- Lots of renters
- Charter schools
- New families (noninvestment)
- One teacher engages/teacher turnover
- Need to identify champions
- Business support
- Flooding/pollution
- Healthy homes
- Administrator support
- Climate change
- Equity
- High performance healthy schools

3. Creating a social sustainability in education community (network)
   a. Defining social sustainability
      i. Enough for all forever
   b. Connecting “Why” to students
   c. Promoting investment

   --- --- ---

- Focus on investment in community
- Rent to own
- Sharing practice of sharing responsibility
  - Community owners
  - Move forward together
  - Creating social sustainability community
- Healthy Community
- Basic skills
  - Beautification projects
  - Family oriented
  - Outreach communication
  - Case/studies/problem based learning
  - What is social sustainability
    - Enough for all forever
    - Proctor Creek – Living/learning lab
    - Which development is appropriate
  - Green Infrastructure
    - YELL
    - Students as environmental stewards
Role of Experts in Community Deliberation Processes

Hosts: Bob Kirkman

Note: This discussion built on ideas from Thursday afternoon discussions at Table 4. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is
- Take beyond academic… to Research, IRI’s
  - Convos with Steve Cross. Steve Swant (Liurg Building)

2 Actions you can take in a group or sub-groups
- Cross-sector working group to explore and filter up.

1 Immediate next step
- Vet the Idea and present it in Bob’s ethics class

Notes:
- Open discussion in the GT community of values and principles in engaging communities as an expert.
- GT Culture/ Teaching and formation of young professionals
  - Attitudes around this type of expertise/problem solving
  - The role, limits of role and complimentary and contrary expertise
  - Your role as a professional, combined with others to solve problems
  - Emphasize in Bob’s ethics classes the role of engineers in community/nation/int’l problem solving

Cross Cutting Questions
- When/why do experts engage?
- Who defines the problem?
- Who owns the problem?
  - Lifestyle considerations
    - Operations
    - Maintenance
    - 20 yrs. later
    - This is an ethical issue!
    - What’s the big picture?

Methods
- Whose interests are being served…?
- Are experts “disinterested”? “Pure researcher”
- Defining and narrowing the “WE”
- Between experts and the public
- Truly listening… about what exists
- Greetings considerate and acknowledge
- Communication
  - Across domains/ Styles

Attitude
- Acknowledge other kinds of expertise “room”- Arrogance vs. Humility
- Providing substantive knowledge:
- What manner
- Considering you limits of knowledge
  - Considering cross-discipline solutions
- One idea:
  - Deliver options and implications
  - Microscopic thinking

Scope
- Education
- Community Service/Outreach
- Corporate Partnerships
  - What is their motivation and will our students/researchers be able to maintain new “Role of Expert” as we are attempting to define?
- On Campus Community
Strengthening University/Community Partnerships for the Westside

Hosts: Karen Rose, Tom Fuller, Marilyn Metzler

Note: This discussion built on ideas from Thursday afternoon discussions at Tables 1, and 6. Notes from those discussions can be found in the Appendix at the end of this document.

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3 Key things about what the idea is

- Equity “lens” must be central in process and goals.
- Needs assessment and capacity/strengths assessment for:
  - Community
  - Georgia Tech - clarification and articulation of priorities and goals
  - Academic side lead – SLS
  - ID community leads

2 Actions you can take in a group or sub-groups

- Create task force through SLS
  - 1st step education around equity “lens”
- Define community and ID community leaders

1 Immediate next step

- 

Notes:

- SLS- academic lead Equity “lens” – process and goal
  - Community first in partnership
  - Community desires “talent”
    - Expertise
  - Development of agreement
    - Principles of Participation
  - Needs assessment
    - Led by community grassroots
    - Includes GT
- Develop relationship and trust and capacity assessment
  - Community 1st skills
  - ID community:
    - School cluster?
    - Emerald Corridor?
  - Accessible
    - # meetings, time, resource (food, child care)
  - Support for GT side
  - Identification of GT as neighbor
Defining and Measuring Sociophilic Cities

**Hosts:** Adjo Amekudzi-Kennedy, Kari Watkins

Note: This discussion built on ideas from Thursday afternoon discussions at Table 10. Notes from those discussions can be found in the Appendix at the end of this document.

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1. **Immediate next step**
   - Working group to research best practices, Meet to discuss UEC application

2. **Actions you can take in a group or sub-groups**
   - Best (and worst) practices assembled
   - Development of metrics
   - Application with urban ecology program to Sociophilic principles and biophilic

3. **Key things about what the idea is**
   - Sociophilic:
     - Communities and Person
     - Neighbors, Social Cohesion and conflict resolution, Broken link, Decision Process, Ecology (natural environment), Built Environment (Housing), Wealth (jobs), time, public health
   - Connectedness:
     - What does it look like in diff. communities?
     - Best and Worst practices, How can we measure/value/implement?

Notes for this topic continue on the next page.
Notes on Defining and Measuring Sociophilic Cities:

- **Biophilic**: great idea but we want to focus on **People Assets**
  - Institutional Assets
  - How do we catalog?
  - How do we track?
  - Sociophilic is bigger
  - Social sustainable priorities differ depending on community priorities

- **Sociophilic**
  - How to measure?
  - How to track?
  - Progress without displacement
  - $ is metric → doesn’t reflect life
  - Take “philic” with a grain of salt
    - What about urban conflict? Conflict Resolution
  - Social JUST(ice) sustainability
  - Emerald corridor
    - Tragedy of the commons
    - Linked to autonomy
  - Maslow’s Hierarchy of Basic Needs

- **Social Networks are critical to info sharing and support**
  - People care about nature, music, etc. just as much even if people don’t have “basic needs” met
  - Adverse use impacts GA rural leg

---

- **Coming into community**
  1) Interest?
  2) What’s in common?
  3) How do we build together?

---

- **Community has plans and needs**
  - Developer must understand those

- **Research Goal:**
  - How does community share their plans and needs?
  - Master Plan is great but funding and implementation lacks

- **Mesh city goals and community goals**

- **Community sovereignty**
  - How to ensure?

- **How is community represented in decision making?**
  - Can we measure it?

- **Metric for perceived representation**

- **Metric of funding/action/execution**

- **Social cohesion**
  - Goal vs. Realization metric

- **How do these apply to all cities?**
  - Do urban/rural differ?
  - Do industrial etc. differ?
  - Inherent values

- **Sociophilic**
  - Event centric?
  - Doing things together less frequent

- **Goal that’s not a solution**

- **Need places where social interaction occurs**

---

- **Basic infrastructure still needed**
  - Clean water, sidewalks

- **Cities we <3**
  - Barcelona
    - Wide pedestrian walking
    - Older people, children gathering
  - Culture here (ATL) tells us don’t interact
    - Gotten away from neighborhoods
    - People go to school out of zone
    - How many neighbors do you know?
  - Time
    - Families working too much
    - Goes beyond community
    - Inman Park
      - People out and engaged
      - Look within ATL
  - Role of public safety is huge
  - Neighborhood school as asset/focus
  - Design orientation
    - Places are physical manifestation of values
    - People centered design

- **How to integrate into work?**
  - Best practices?
  - Milwaukee Urban Ecology Resource Center
  - Boone and Low-key (Education on water quality and soil quality and farming)
  - Metrics?
    - Investment in youth
    - Youth understanding connection to ecology
  - Regenesis Project
    - Harold Mitchell, Spartanburg. Big grants, now state rep

- **Knowledge Communities**
  - Future opportunities in life
  - Action in community
  - Farming
  - Water Quality
  - Design/Construction
  - Safe, decent affordable Housing is basic need
    - = (House Price/Rent)/Living wage
    - How to measure safe?

- **Common Themes**
  - Unnatural causes
  - Systemic approach holistic
  - Turning underserved communities into working class
  - Economic sufficiency
    - Rethinking economic relationships
  - Minimum standards and policies
    - Community safety net
  - Minimum for infrastructure
  - Recuperating businesses
Appendix: Notes from Thursday Group Discussions

Table 1
Participants:

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Notes:
- How do we benefit the community through the schools as a portal?
- How does a public institution manage the politics of community engagement?
- Low quality states → high quality states, How?
- Teach humility. Be humble.
- Develop quantitative approach to identify risk indicators
- Identify fundamental underlying principles
- Conduct forward – looking analysis, i.e. design for the 7th gen
- Contrast b/t GT and local community
- Conduct vulnerability analysis to show in resilience
- Maintenance of systems through activities that maintain standards and invoke improvements.
- Chronicle the history of the community
- Focus on implementation
- Educate the “upstream” community
- Extend the GT mental, physical, cultural boundaries of our community.

Table 2
Participants, including those joining from Table 9:

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Notes:
- Local/regional social aspects – not 1 cohesive unit
- Bring social justice into research/ teaching
- Process can reinforce inequity
- “Wow, I never knew…” (Westside)
- Lots of social inequality here!
- Plan meetings when people can’t get there
- Class/poverty
- Progress without displacement
- Sustainable education: bring social/EJ to make it more relevant to student’s everyday lives
- “Back to the Future” – learn from past
• West Highlands is not = cult artifact
• Displaced refugees (resilient)

Ideas
Use ATL research and course
x- systems- tie to consequences

1) A. Energy and economics: change
   • How to bring in equity as this plays out in everyday life?
   • * ride-man \rightarrow less cars, less vegs
   • work through civic infrastructure
B. (Faith- based engagement) (Ok @Tech?!) C. Understand culture
D. Policies/ processes nuts and bolts
E. Metrics?
F. Marta Hatzell

Work with youth = change, and seniors = knowledge
2) • How to design K-12 sustainability curricula related to bigger issues
• Sabrina Grossman

Table 3

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Notes:
Issue
• How do you create a sustainable network for community engagement/projects to advocate community agenda?
• How to build and nurture trusting relationships
• How do we create institutes where community stakeholders “train” interested partners
• How to communicate collaborations
  • Host: Tenisio Seanima

Issue
• How do we get GT students to value working to improve their surrounding communities?
  • Host: Diley Hernandez

Big Themes
1. Professionals need community knowledge
2. How can we use all stakeholder resources to change the power dynamics of collaboration and have truly effective community engagement?
3. Community engagement starts with relationship building (genuine)
4. Research results need to be shared with the community and translated into actions to advance the community’s agenda
5. Lack of community knowledge is prevalent on college campuses and must be addressed. (Communication silos exist \rightarrow strategies must be developed to break down)
6. Important to identify institutions that already exist within communities establish relationships with them in order to gain trust
7. Important to build relationship with communities prior to the time when relationships are needed migrant proposal writing.
8. Important to show respect for stakeholders in how university professionals approach them, time expectations. And other important factors that affect relationship/ trust
9. Build real relationship to create these
10. Community develop engagement institutes/ workshops for faculty/ students who want to work with communities
11. How do we get GT students to value working to improve their surrounding communities?
12. Develop dearing house with community engagement contacts/ other resources/ best practices. (How do you create a sustainable network for community engagement/projects to advance community agenda?)

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Notes:
- What are the appropriate roles of experts in public deliberation within communities?
  - Particularly experts affiliated with public colleges and universities
- When looking at local community issues, how do you widen the lens to include the regional, national, and global context?
  - Topic motivated by reality of global deterioration and climate change – “The Earth does not negotiate.”
- How do you look both at the burden on women in a local context and the possibility that their role may be a crucial part of solutions?

Table 5

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Notes:
- More work in scenario/forecasting the “what ifs”
  - Particularly in the social dimension
- Thinking at different scales
- Context analysis @ 3 or 4 spaces
  - Outcomes and Measures change
- Sustainability is very subject to interpretation not to be taken for granted
- How do we learn from the community of how to move forward?
- Think are sustainable practices embodied in the community?
  - Cultural, historical, etc. – how community interprets it?
    - Mike Evans
  - Producer/consumer dynamics are vulnerable
    - Balance environmental, job-person-fit/scale of jobs
- Balancing market and business pressure against these “social sustainability” initiatives.
- Distribution of labor improvement
- Early childhood education/interventions
- How to allow/enable communities to be fully participating in an economy?
- Social sustainability = self-sufficiency (Net Zero concepts?) AND Alternative economic operations of stability
  - Carey King
Don’t prioritize policies that work against social sustainability

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</tbody>
</table>

Notes:
- University/Community partnerships for sustainable, equitable and resilient Westside
  - Karen Rose, Marilyn Metzler
- Biophilic Cities through an equity lens
  - Marcela Moreno and Deepti Silwal
- Initial Impressions:
  - Suzanne
    - Economic implications of resiliency
    - Lack of communication of Westside
  - Iris
    - Impact of infrastructure of developing communities
    - Building within community (Westside) or will people come from the outside shifting convo, fatigue
  - Deepti
    - System to connect people solving the same problem
    - Network for people trying to do something
    - Socially determined health and social sustainability parallels
    - Equity
  - Nancy
    - 2009 Westside plan funded by Invest ATL
    - Things have worsened and nothing done… no comm/eco dev dept. within Invest ATL. University led economic dev. (Penn State + Howard Uni examples)
  - Cicely
    - Stadium as a barrier to world congress center
    - Equity as central issue, along with a profitable outcome = resilience and joyous

Table 7
Participants:

<table>
<thead>
<tr>
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</tbody>
</table>

Notes:
1. How do we build a value system that leads to doing the right things leading to social sustainability?
   - Common language (education)
   - Code of conduct
- Process/plan (clear)
- Getting people to bring their best
- Doing the right research and developing the right tool and technologies.
  - Linda Wills

2. What is social sustainability?
   - How do we measure it?
   - How do we make great decisions about what to do when?
     - Metrics to assess the impacts of our decisions
     - Mary Lynn Realff, Valerie Rawls

**Table 8**

*Participants:*

<table>
<thead>
<tr>
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**Notes:**

1)  
   - Linking social benefits and negative externalities into our econ. Sys.  
   - Solutions for self-sustainably small comm./businesses  
     - Stephanie Amoaning-Yankson (Robert Reed)

2)  
   - What does a standard for authentic community engagement look like?  
   - Every person in organization involved → authenticity  
     - Valued → authenticity  
     - Holistic
       - Djuan Coleon

**Action Items**

- Transformation vs just “bouncing back”
- Transformation of physical systems (more flexible)
- Is what is better for society necessarily better for the environment
- Self-sustaining small community vs. economy of scale
- Creation, wealth identification, wealth retention
- Holistic engagement of stakeholders (community, govt., workforce)(create connections)
- Holistic vision
  - Instill pride/larger perspective value
- Create holistic value systems in decision-makers
- Birmingham Project- LED lights
  - Understand trust equity to achieve positive outcomes
- City of Atlanta Sustainability office
  - Addressing social aspect makes projects more successful
- Repurpose vs. tear down (respect embodied energy and sweat equity)
- Systems perspective – how to shape?
- Create systems that are socio-technical in nature so communities thrive
- Expand design and ethics process to focus on social benefit
- Flexibility
- Visioning
  - At multiple scales
- Community Process as important as result/outcome
- Holistic stakeholder engagement
- Solutions for self-sustaining small communities/businesses
- Linking social benefits and negative externalities into our economic system
- Balancing changing technology with changing society to create socio-technical systems

**Table 9**

*This group combined with Table 2 on the Thursday, please refer to that section for shared notes.*

**Table 10**

**Participants:**

<table>
<thead>
<tr>
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</table>

**Notes:**

- **SLS Role:**
  1. Raghu Pucha
     - Research/Teaching & students need to address social understanding
     - Community Input
  2. Beril Toktay
     - How can we engage the business community by making the case that social sustainability is good for business?
  3. Sociophilic Cities – Adjo/Kari
     - How do we define?
     - How do we measure?

**Table 11**

**Participants:**

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**Notes:**

What really stood out to you these 2 days?

1. Mix of people – academia, practice community
2. What about the rural dimension? Racial and socio-economic
   - urban vs rural/urban vs rural connections
3. Community identity
   - Progress without displacement
4. Growing local leadership and governance
   - Civic infrastructure
5. Scale of decisions – impacts over time → unintended consequences
6. What strategies do we need to maintain community?
   - (civic leadership, economic, …)
7. How do we assess community priorities in a holistic (TBL) manner?
8. How do we identify/which community assets serve as focal points for social sustainability?
9. How do we bridge the divide – this is a city-wide issue
10. Continue to advance the concept of social sustainability
11. How to promote biophilic design? (and get it right)

Themes?
A. Need to evaluate unintended consequences. (tally/vote-2)
B. How to build effective civic infrastructure? Within neighborhoods {engagement techniques} among common/academia/practice
C. What scales should we work at? What are the linkages that sustain community? (tally/vote-5)
D. How to keep community cohesion when the place is no longer viable?
E. What does S.S. mean in different communities? How do we protect comm. Cohesion? (tally/vote-3)

1. Molly Mahaney
   • How do we plan progress w/o unintended consequences (e.g. Displacement)? (destroy cohesion)

2. Liz Kramer
   • How do we understand and define civic infrastructure?
     o Scale
     o Connections
     o Actors