

Social Impact of Building
Social Sustainability Rating System
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Social Impact of Building Project Summary

Social Sustainability Rating System

Yes ? No

Community 6 Points

Credit 1	Social Impact Assessment	1
Credit 2	Community Design Charrette	1
Credit 3	Project Team Diversity, Design and Development	1
Credit 4	Workforce Development Program	1
Credit 5.1	Regional Workforce, Construction	1
Credit 5.2	Regional Workforce, Design	1

6		
	1	
	1	
	1	
	1	
	1	

Quality of Life 5 Points

Prereq 1	Anti-Discrimination Policy, Design and Construction	Required
Credit 1.1	Prevailing Wage	1
Credit 1.2	Benefits	1
Credit 2	Workforce Job Satisfaction Survey	1
Credit 3.1	Jobsite Training, Personal Finance	1
Credit 3.2	Jobsite Training, Business Management	1

5		
Y	X	X
	1	
	1	
	1	
	1	

Project Design 9 Points

Prereq 1	Gentrification Prevention, No Eminent Domain	Required
Credit 1	Enhanced Gentrification Prevention	1 to 3
Credit 2.1	Child and Forced Labor, Material Manufacturing	1
Credit 2.2	Child and Forced Labor, Material Extraction	1
Credit 3	Donated Material	1 to 3
Credit 4	Universal Design	1

9		
Y	X	X
	3	
	1	
	1	
	3	
	1	

Operations 6 Points

Prereq 1	Anti-Discrimination Policy	Required
Credit 1	Green Cleaning, Daytime Custodial Hours	1
Credit 2	Community Access/Resources	1
Credit 3.1	Local Business, Locally Operated	1
Credit 3.2	Local Business, Locally Owned	1
Credit 4	Employee Job Satisfaction Survey	1
Credit 5	Community Focused Organization	1

6		
Y	X	X
	1	
	1	
	1	
	1	
	1	

Advances in Social Equity 2 Points

Credit 1.1	Advancement in Social Equity, Description	1
Credit 1.2	Advancement in Social Equity, Description	1

2		
	1	
	1	

Yes ? No

Point Totals 28 Points

	28	
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Level I: 8-13 points Level II: 14-18 points Level III: 19-23 points Level IV: 24-28 points

Social Impact Assessment

Community Credit 1

1 Point

C | QL | PD | O | A |

Aim

Quantify and understand the impact of a specific project to the larger community and encourage consideration of cultural and social costs as part of overall project cost.

Criteria

Perform a Social Impact Assessment (SIA), and a Community Impact Evaluation (CIE) for the project in accordance with the LUDA Project Guidelines. At a minimum, the indicators studied shall include:

- Population
- Community Structures
- Political Resources
- Individual/Family Change
- Community Resources
- Employment
- Health and Safety

Resources and Guidance

Download a copy of the LUDA Project Guidelines available at www.luda-project.net. Identify resources needed to gather all necessary information on the indicators to be measured. Be sure to measure pre-project and also to project post-project for each indicator. Census data, community forums, door to door, or internet surveys, and driving/walking observations are all possible data gathering strategies.

Community Design Charrette

Community Credit 2

1 Point

C | QL | PD | O | A |

Aim

Increase participation from local residents and business owners in the development of the project.

Criteria

Develop a community feedback and charrette calendar. Include a minimum of 1 public meeting prior to Design Development, and 1 prior to completion of Construction Documents.

Resources and Guidance

Download a copy of the LUDA Project Guidelines available at www.luda-project.net. Use the assessment tool finder to identify the key methods that are appropriate for each project to use during the community charrettes/meetings.

Project Team Diversity Design and Development

Community Credit 3

1 Point

C | QL | PD | O | A |

Aim

Increase racial and gender diversity within decision making process.

Criteria

Develop and implement a decision making policy that provides no more than 50% of one demographic group providing review and approval of each phase of the project at Schematic Design, Design Development, and Project Bidding/Award. Decisions based on direction and feedback received from Community Design Charrettes may be counted towards this requirement.

Resources and Guidance

Download a copy of the LUDA Project Guidelines available at www.luda-project.net. Also refer to the Dow Jones Sustainability Index criteria for Board Diversity.

Workforce Development Program

Community Credit 4

1 Point

C | QL | PD | O | A |

Aim

Increase skills and workforce capacity in the project location through on-site skills training.

Criteria

Provide opportunities for state, county, or city workforce development courses to be incorporated into the projects construction.

Resources and Guidance

Research local Workforce Development programs that are present in the project area. Many City, County, and State agencies provide free Workforce Development training for skilled labor such as asbestos abatement. To become gainfully employed in these fields, many employers require field experience. By incorporating local workforce development programs into the construction of the project, the participants increase their real world field experience. Contact directors of these programs to identify potential opportunities for on-site training and to incorporate Workforce Development classes in the project's construction.

Regional Workforce Construction

Community Credit 5.1

1 Point

C | QL | PD | O | A

Aim

Increase demand for construction management and labor forces within the region, thereby supporting the regional economy, spurring workforce opportunities for the local communities and reducing environmental impacts resulting from transportation.

Criteria

Use a minimum of 95% of all employed for the construction of the project that live within a radius of 50 miles. Those employed are to include management, supervisors and labors for the length of the building and fit out process.

Provide a list of developers and contractors, both prime and sub, and the office address from which the work is being accomplished with a calculation that shows the distance from the project to the office. Provide a letter, signed by the manager or foreman from each development and contracting organization, declaring that those employed to perform work on the project live within 50 miles of the project.

Resources and Guidance

Develop a project goal for locally sourcing contractors and developers to perform the work on the project. Contact local contractor associations or trade unions for potential contractors. During construction ensure that those goals are maintained.

Design Build organizations may qualify towards both Regional Workforce Credits. Teams should be broken out between Design and Construction. Construction Mangers will fall under this Credit.

Regional Workforce Design

Community Credit 5.2

1 Point

C | QL | PD | O | A

Aim

Increase demand for design services within the region, thereby supporting the regional economy, spurring workforce opportunities for the local communities and reducing environmental impacts resulting from transportation. Increase the potential for community oriented design.

Criteria

Use a minimum of 95% of all employed for the design of the project that live within a radius of 50 miles. Those employed are to include management, supervisors and interns for the length of the building and fit out design process. Services, if applicable, are to include: planning, geotechnical, architecture, engineering, interior design and other specialty consultants.

Provide a list of all consultant organizations, the office address from which the work is being accomplished and a calculation that shows the distance from the project to the office. Provide a letter, signed by the manager or supervisor from each consultant organization, declaring that those employed to perform work on the project live within 50 miles of the project.

Resources and Guidance

Develop a project goal for locally sourcing consultants to design the work on the project. Contact local chapters of professional associations, such as the USGBC, AIA, APA, ASLA, ASCE, ASME, IIDA, NCSEA, and the SEGDC for potential consultants. During design ensure that those goals are maintained.

Design Build organizations may qualify towards both Regional Workforce Credits. Teams should be broken out between Design and Construction.

Anti-Discrimination Policy Design and Construction

Quality of Life Prerequisite 1

Required

C | **QL** | PD | O | A |**Aim**

Eliminate discrimination of all kinds at the office and on the job-site.

Criteria

In the absence of State or other jurisdictions' anti-discrimination laws, develop an anti-discrimination policy that prohibits workplace discrimination and harassment for each major design, engineering, and construction firm involved in the project.

Resources and Guidance

Many states have anti-discrimination and anti-harassment laws that prohibit workplace discrimination. In the absence of these local requirements, project teams should reference anti-discrimination policies of the US Department of Labor and the Equal Employment Opportunity Commission (EEOC).

Prevailing Wage

Quality of Life Credit 1.1

1 Point

C | **QL** | PD | O | A

Aim

To ensure that all contractors and laborers working on the project receive adequate and fair payment for labor provided, because people will not prioritize caring for the natural world if they cannot provide care for their own families first.

Criteria

Submit a Rate Schedule from all general and sub-contractors working on the job in compliance with or above locally adopted prevailing wage rates.

Resources and Guidance

Include the State's Prevailing Wage Schedule in the contract bid documents and require a rate schedule as part of the submittals. Refer to the US Department of Labor and the Davis-Bacon Wage Determinations.

Benefits

1 Point

Quality of Life Credit 1.2

C | **QL** | PD | O | A

Aim

Ensure that all contractors and laborers working on the project receive adequate and fair healthcare coverage and retirement benefits, because people will not prioritize caring for the natural world if they cannot provide care for their own families first.

Criteria

All general and sub-contractors working on the project must provide optional health care for employees and their families, and must also provide the option for a secure retirement plan through the firm for all employees.

Resources and Guidance

Refer to the US Department of Labor for guidance on Health Plans and Benefits.

Workforce Job Satisfaction Survey

Quality of Life Credit 2

1 Point

C | **QL** | PD | O | A

Aim

Provide for the assessment of workforce job satisfaction and to make the data accessible.

Criteria

Perform a Workforce Job Satisfaction Survey for the project modeled after the U.S. Department of Labor's Office of the Assistant Secretary for Administration and Management's Annual Employee Survey. This survey is to be open to all construction personnel on the project site. At a minimum, those surveyed shall represent, at a minimum, 75% of the total of construction personnel. The survey shall be offered during the key milestones to ensure that all trades are represented. The updated survey results are to be posted in plain view. The survey shall include sections relating to:

- Personal Work Experiences
- Recruitment, Development, and Retention
- Performance Culture
- Leadership
- Job Satisfaction
- Performance Assessment Accountability Tool Questions

Resources and Guidance

Develop a survey modeled after the U.S. Department of Labor's Office of the Assistant Secretary for Administration and Management's Annual Employee Survey. This survey can be found at http://www.dol.gov/oasam/info_about_oasam/EmployeeSurvey2007.htm Identify resources needed to gather all necessary information on the indicators to be measured.

Use the US Department of Labor Annual Employee Survey as a guide. Utilize an independent third party source to ensure confidentiality and honest survey results.

Jobsite Training Personal Finance

Quality of Life Credit 3.1

1 Point

C | **QL** | PD | O | A |**Aim**

Assist in the personal finance education of jobsite workforce personnel.

Criteria

Perform a Jobsite Training Program which focuses education on personal finances. These sessions will be hosted outside regular working hours and shall be made available to all construction personnel. These regularly scheduled sessions shall rotate to ensure availability of all trades throughout the building process. At a minimum, the personal financial topics taught shall include:

- Managing Debt: Including credit cards, check cashing, and loans
- Using a savings account
- Owning a home
- Saving/Paying for education
- Planning for retirement
- Safeguarding against fraud and scams

Resources and Guidance

While this is not intended to be a comprehensive financial education, general principles and strategies should be conveyed. Resources can be found at the U.S. Financial Literacy and Education Commission's website at <http://www.mymoney.gov/>

Jobsite Training Business Management

Quality of Life Credit 3.2

1 Point

C | **QL** | PD | O | A**Aim**

Assist in the business management education of jobsite workforce personnel.

Criteria

Perform a Jobsite Training Program which focuses education on business management and career advancement. These sessions will be hosted outside regular working hours and shall be made available to all construction personnel. These regularly scheduled sessions shall rotate to ensure availability of all trades throughout the building process. At a minimum, the business management topics taught shall include:

- Managing personnel
- Analyzing income and expenses
- Understanding Contracts
- Understanding the bidding and proposal process
- Engaging recruitment
- Marketing

Resources and Guidance

While this is not intended to be a comprehensive business education, general principles and strategies should be conveyed. Resources can be found at the U.S. Small Business Administration's website at <http://www.sba.gov/services/index.html>.

Gentrification Protection No Eminent Domain

Project Design Prerequisite

Required

C | QL | **PD** | O | A

Aim

Prevent displacement of low income, or otherwise disadvantaged residents, or businesses, as a result of project work by prohibiting the use of eminent domain or other aggressive tactics.

Criteria

For Brownfield projects, locate development in previously un-occupied, or un-used sites.

-Or-

If previously occupied, the property must be obtained through a fair and open transfer, not through use of eminent domain, or other aggressive, or secretive negotiation.

Resources and Guidance

Including local business owners, tenants, and land owners during the pre-design and schematic design phases of a project increases the opportunity for incorporating their business or home into the project and encourages a collaborative negotiation rather than a confrontational one.

Enhanced Gentrification Protection

1 to 3 Points

Project Design Credit 1

C | QL | **PD** | O | A

Aim

Prevent displacement of low income, or otherwise disadvantaged residents, or businesses, as a result of project work.

Criteria

Develop affordable rental and for sale commercial or residential property for 10% (1pt), 20% (2pt), or 30% (3pt), of project square footage.

Resources and Guidance

Including local business owners, tenants, and land owners during the pre-design and schematic design phases of a project increases the opportunity for incorporating their business or home into the project and encourages a collaborative negotiation rather than a confrontational one. Make incorporation of existing business and tenants a goal from the beginning and work with those local owners during the design process to ensure they remain at the project location after completion.

Child and Forced Labor Material Manufacturing

Project Design Credit 2.1

1 Point

C | QL | **PD** | O | A

Aim

Eliminate use of products and supplies manufactured through documented or suspected forced or child labor.

Criteria

Provide documentation for the manufacturing sites of all products or supplies used in the project documenting that employees and workers manufacturing the product are employed through free will, and complying with the UN Millennium Development goals for universal primary education for children.

Resources and Guidance

Refer to the Federal Trade Commission's website for countries suspected of using child or forced labor and avoid purchasing products manufactured in these regions. Also look for third party certifications for products where they exist such as the Rugmark Foundation, TransFairUSA, FSC International, or the AFL-CIO.

Child and Forced Labor Material Extraction

Project Design Credit 2.2

1 Point

C | QL | **PD** | O | A

Aim

Eliminate use of products and supplies for which the raw materials were extracted through documented or suspected forced or child labor.

Criteria

Provide documentation for the extraction sites of all raw materials making up products or supplies used in the project documenting that employees and workers manufacturing the product are employed through free will, and complying with the UN Millennium Development goals for universal primary education for children.

Resources and Guidance

Refer to the Federal Trade Commission's website for countries suspected of using child or forced labor and avoid purchasing products manufactured in these regions. Also look for third party certifications for products where they exist such as the Rugmark Foundation, TransFairUSA, FSC International, or the AFL-CIO.

Donated Material

1 to 3 Points

Project Design Credit 3

C | QL | **PD** | O | A

Aim

Encourage and reward project teams who work closely with community organizations within the region to incorporate donated material into the projects construction.

Criteria

Incorporate donated construction materials for 10% (1pt), 15% (2pts), or 20% (3pts) of the projects construction value. Provide documentation that shows the value of the materials being donated and the organization or individual making the donation.

Resources and Guidance

Donation of material to projects increases the Social Capital of a community because ties between organizations are formed and strengthened. Work with local non-profits and universities to research opportunities for donated material.

Universal Design

1 Point

Project Design Credit 4

C | QL | **PD** | O | A

Aim

Ensure that all can experience the totality of the building or project, and eliminate the segregation of the ambulatory from the non-ambulatory.

Criteria

The design of the project must meet the requirements of The Principles of Universal Design Version 2.0. These Principles can be located at: http://design.ncsu.edu/cud/about_ud/udprinciplestext.htm.

Designate an individual to be the Universal Design Advocate (UDA). The UDA may be on staff of one of the design consultants, but not be directly responsible for the design of the project. The UDA will perform a Universal Design audit throughout the schematic design, design development and construction documentation phases.

Resources and Guidance

Develop a comprehensive approach during pre-design which states the projects goals toward universal design. This credit applies only to the building and site design. Furniture and product specifications are not included. Resources may be found at the Center for Universal Design's website at: http://design.ncsu.edu/cud/about_ud/udresourcepage.htm.

Anti-Discrimination Policy

Required

Operations Prerequisite 1

C | QL | PD | **O** | A

Aim

Eliminate discrimination of all kinds throughout the life and use of the project.

Criteria

In the absence of State or other jurisdictions' anti-discrimination laws, develop an anti-discrimination policy that prohibits discrimination and harassment for the specific use of the project (fair housing if residential, workplace discrimination if commercial, etc.)

Resources and Guidance

Many states have anti-discrimination and anti-harassment laws that prohibit discrimination. In the absence of these local requirements, project teams should reference anti-discrimination policies of the US Department of Labor and the Equal Employment Opportunity Commission (EEOC) and the Fair Housing Act of 1968.

Green Cleaning Daytime Custodial Hours

Operations Credit 1

1 Point

C | QL | PD | **O** | A

Aim

Eliminate class barriers between building occupants and cleaning/maintenance staff by shifting custodial hours to coincide with business hours.

Criteria

Develop a cleaning/maintenance policy that provides for business hour cleaning and regularly scheduled maintenance work.

Resources and Guidance

The use of business cleaning hours cuts down on energy use as well as increases interaction between cleaning staff and building users. This interaction improves communication and decreases the number of complaints. Daytime cleaning hours also allow custodial staff to maintain regular hours with families and children that attend school and other functions.

Community Access and Resources

1 Point

Operations Credit 2

C | QL | PD | **O** | A

Aim

Reward and encourage projects that will become cornerstones of their community through use or through resources provided.

Criteria

Projects that are designed to make space available for public use (i.e. conference rooms available for community organizations) are eligible to receive this credit if the space is made available for use free of charge and if the project is designed for this use. Projects that provide resources such as books, digital media, recording and broadcasting equipment, etc. are also eligible for this credit.

Resources and Guidance

Consider contacting local non-profit organizations to offer use of the project or the resources when the project is complete. If possible, design the project to accommodate as many different functions for as many community groups as possible, and include representatives from these organizations in early discussions to ensure the facility will function appropriately for the expected use.

Local Business Locally Operated

Operations Credit 3.1

1 Point

C | QL | PD | **O** | A

Aim

Encourage and reward projects that are built and used by locally owned and operated organizations, thereby strengthening the community and Social Capital around the project.

Criteria

Organizations occupying or using the project must be headquartered within 50 miles of the project site.

Resources and Guidance

Projects that seek to keep existing business during the Community Charrette process will have a better chance of achieving this credit. Efforts to keep and maintain local business and local organizations as part of the project should be incorporated into the design process early on, and the key stakeholders should be invited to participate as a steering committee for the project.

Local Business Locally Owned

Operations Credit 3.2

1 Point

C | QL | PD | **O** | A**Aim**

Encourage and reward projects that are built and used by locally owned and operated organizations, thereby strengthening the community and Social Capital around the project.

Criteria

Organizations occupying or using the project must be headquartered within 50 miles of the project site. AND more than 75% of stock-holders, owners, or partners must report to that headquarters for functions at least twice per week.

Resources and Guidance

Projects that seek to keep existing business during the Community Charrette process will have a better chance of achieving this credit. Efforts to keep and maintain local business and local organizations as part of the project should be incorporated into the design process early on, and the key stakeholders should be invited to participate as a steering committee for the project.

Employee Job Satisfaction Survey

1 Point

Operations Credit 4

C | QL | PD | **O** | A

Aim

Provide for the assessment of employee job satisfaction and to make the data accessible.

Criteria

Perform an Annual Employee Job Satisfaction Survey modeled after the U.S. Department of Labor's Office of the Assistant Secretary for Administration and Management's Annual Employee Survey. This survey is to be open to all employees. At a minimum, those surveyed shall represent, at a minimum, 75% of the total full and part-time personnel. The updated survey results are to be posted in plain view. The survey shall include sections relating to:

- Personal Work Experiences
- Recruitment, Development, and Retention
- Performance Culture
- Leadership
- Job Satisfaction
- Performance Assessment Accountability Tool Questions

Resources and Guidance

Develop a survey modeled after the U.S. Department of Labor's Office of the Assistant Secretary for Administration and Management's Annual Employee Survey. This survey can be found at http://www.dol.gov/oasam/info_about_oasam/EmployeeSurvey2007.htm Identify resources needed to gather all necessary information on the indicators to be measured.

Use the US Department of Labor Annual Employee Survey as a guide. Utilize an independent third party source to ensure confidentiality and honest survey results.

Community Focused Organization

1 Point

Operations Credit 5

C | QL | PD | | A

Aim

Encourage and recognize organizations that are providing for the advancement of their community.

Criteria

Provide a letter signed by the public leader of the organization stating that the organization provides 100% free goods, services or shelter to the public. The letter shall describe the donation, the broad level of recipients and the funding sources or mechanisms. The organization may not charge for any goods, services or shelter. For instance, an art museum that offers complementary admission due to an endowment may qualify. If that art museum charges for special exhibits, retail goods or concessions, then it will not qualify.

Resources and Guidance

Non-profit organizations are able to take advantage of the tax structure and may be more suited for this credit. Organizations with an endowment or a continuous flow of donations, such as with a synagogue, church or mosque, will have advantages. The organization must make commitments to provide all their goods, services and shelter free of charge.

Advancement in Social Equity

Advancement Credits 1.1-2

1 Point Per Credit

C | QL | PD | O | **A**

Aim

Provide project teams the opportunity to be awarded points for exceptional or innovative performance in Socially Sustainable strategies not specifically addressed by this Rating System.

Criteria

Identify the intent, requirements for compliance, submittals, and design approach or strategies that might be used for the proposed credit.

Resources and Guidance

Substantially exceed a Social Impact of Building performance credit such as access to green space or gentrification prevention.