



# SHIFT POWER. SHARE POWER.

An Engagement Framework for Transformational Change  
With and For New Majority Learners

kinetic  seeds

in partnership  
with



Designing for Equity

and

**TIDES** 

A Force for Social Good

## Authors

Christine Flanagan and Jessica Dixon

## Acknowledgements

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## How to Cite

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\*More information about the partners can be found in the [Appendix](#).



**“Sometimes it feels like institutions are not set up for people like me. I feel like I don’t belong here, and often, people invalidate that by just saying, ‘oh, you do belong here.’ Well, it certainly hasn’t felt that way.”**

~ New majority learner



# Executive Summary

## Who has better insight into what new majority learners need and seek from higher education institutions to thrive than students themselves?

Today's majority learners<sup>1</sup> bring a diverse and different array of experiences, needs, and ambitions. However, in many regards, the system of higher education is not designed to holistically support these learners due to deeply embedded forces that drive structural inequities. Evidence of such is demonstrated by the persistence of disparities in student success outcomes across race, ethnicity, socioeconomic status, gender, gender expression, sexual orientation, immigration status, and other aspects of social identity.

To disrupt the root causes of evolving inequities that disproportionately burden and harm new majority learners, many of the systems and institutions of higher education are embarking on an equity-centered transformational change journey. While this action is necessary to achieve a future of higher education where students' race, ethnicity, income, and other dimensions of their identity are not predictors of educational success and opportunity, we must ask whether the approaches taken to engage equity-centered transformational change encourage, or allow, collaboration between new majority learners and higher education professionals?



# Executive Summary (continued)

## A new way to amplify and center new majority learners within institutional transformation approaches.

To realize higher education's claim as the great mobilizer and make good on its social promise, intermediaries from across the country have joined a call to commit to a new approach to equity-centered transformational change that centers power with and for today's new majority learners. A model that:

- Views new majority learners as the experts on their lived experiences.
- Recognizes students' intimate understanding of structural flaws that fuel disparities.
- Welcomes the fresh, inventive, fearless mindsets students possess.

Designed with sponsoring organization Tides, members of Bill & Melinda Gates Foundation's Intermediaries for Scale, and 63 students from across the country, the *Shift Power. Share Power.* framework helps higher education professionals respond to the realities of learners' lived experiences in a holistic and equity-centered manner.

Will you join us as accomplices<sup>1</sup> for equity to alter the design of higher education and create long-lasting change at scale? Let's get started.

1. For more information visit: <https://www.ywcaworks.org/blogs/ywca/tue-12212021-1103/whats-difference-between-ally-and-accomplice>



# Key Terms

**New majority learner-** “learners who identify with one or more of the following: person of color, specifically Black, indigenous, or Latinx; speak English as a second language (is an ESL learner); immigrant to the US, or the child of immigrant parents/caregivers; learners who are undocumented; low income, living in poverty, unhoused, or experiencing basic needs (housing, food) insecurity; enrolled in a higher ed program at 22-years or older; currently or were formerly incarcerated; live with a disability or are neurodivergent; first one in their family to attend a college or university; do not have a high school diploma; can only attend college part-time (due to life or financial circumstances); work part- or full-time; transfer students; financially independent for financial aid purposes; have dependents other than a partner/spouse; veterans or active duty members; and transgender, genderqueer, or gender nonbinary.”<sup>2</sup>

**Power-** “All power is relational, and the different relationships either reinforce or disrupt one another... (A) The ability to name or define. (B) The ability to decide. (C) The ability to set the rule, standard, or policy. (D) The ability to change the rule, standard, or policy to serve your needs, wants, or desires. (E) The ability to influence decision makers to make choices in favor of your cause, issue, or concern. Each of these definitions can manifest on personal, social, institutional, or structural levels.”<sup>3</sup>

**Power shifting-** “in a racial equity context entails, in part, lifting up organizations and leaders of color, alongside replacing white management and governance leadership with leaders of color.”<sup>4</sup>

**Power sharing-** “creating structures (legal and otherwise) and apportioning decision rights that share substantial authority and decision- making control with/to the people we are serving.”<sup>5</sup>

**Transformation-** “the realignment of an institution’s structures, culture, and business model to create a student experience that results in dramatic and equitable increases in outcomes and educational value.”<sup>6</sup>  
Within this document, transformation, redesign, institutional transformation, transformational change are used interchangeably.

2. Education Design Lab, n.d.

3. Racial Equity Tools, n.d.

4. Squire, 2021

5. Ibid

6. Bill & Melinda Gates Foundation, n.d.



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01

# Introduction

Perspectives on shifting and sharing power with new majority learners





**“Show me you are listening and I’ll tell you my story. Make it comfortable, make it feel open, make it feel like a learning experience where people support each other and talk about hard things.”**

~New majority learner



# Transformation for what and who?

Scholars agree that collaboration between all higher education stakeholders and beneficiaries is necessary to transform postsecondary institutions in ways that advance equity.<sup>7</sup> A scan of the higher education ecosystem reveals that there are instances where such collaboration is supporting equity-centered transformational change efforts.

From student advocacy efforts to student government to student-staff partnerships, collaborative action between new majority learners and various higher education stakeholders is occurring to center equity in transformational change. While crucial collaborative work is taking place, it is not happening at scale.

Too often, new majority learners' voices are extracted to only confirm higher education professionals' pre-established decisions, objectives, plans, and actions. This approach lacks authentic listening and understanding of new majority learners' lived experiences. There are few instances of power shifting and power sharing between new majority learners and higher education professionals leading transformation agendas.

So, this raises the questions, who does transformational change genuinely seek to serve and benefit? And how might we elevate the voices of new majority learners and strengthen their engagement in these efforts?

7. Healey et al., 2014; Kezar, 2005



# Three key lessons informed the Framework

01

The assumptions undergirding the current approach to institutional transformation are not designed to encourage, nor allow, collaboration between new majority learners and higher education professionals.

*“You share your thoughts and they [decision-makers] go back and scramble them up however they want. That may look like student engagement, but it’s not.” ~ new majority learner*

02

There are few opportunities for new majority learners to instigate change—either as informants, storytellers, facilitators, teachers, evaluators, partners, leaders, and/or decision makers. In turn, plans for transformational change are designed *for* new majority learners but not *with* new majority learners resulting in change agendas that are misaligned with the realities of students' experiences.

*“So like, when I think about, all the policies and decisions, I don't see a way for students to say anything about it. Like, [decision-makers] just tell you what the policies are and what the decisions they made.” ~ new majority learner*

03

To solve the barriers prohibiting equitable student success outcomes, all higher education stakeholders must interrogate shared assumptions undergirding: What needs to change; how to make change happen; and the interests, priorities, and preferences driving changes. This interrogation must include new majority learners—those most affected by structural flaws.

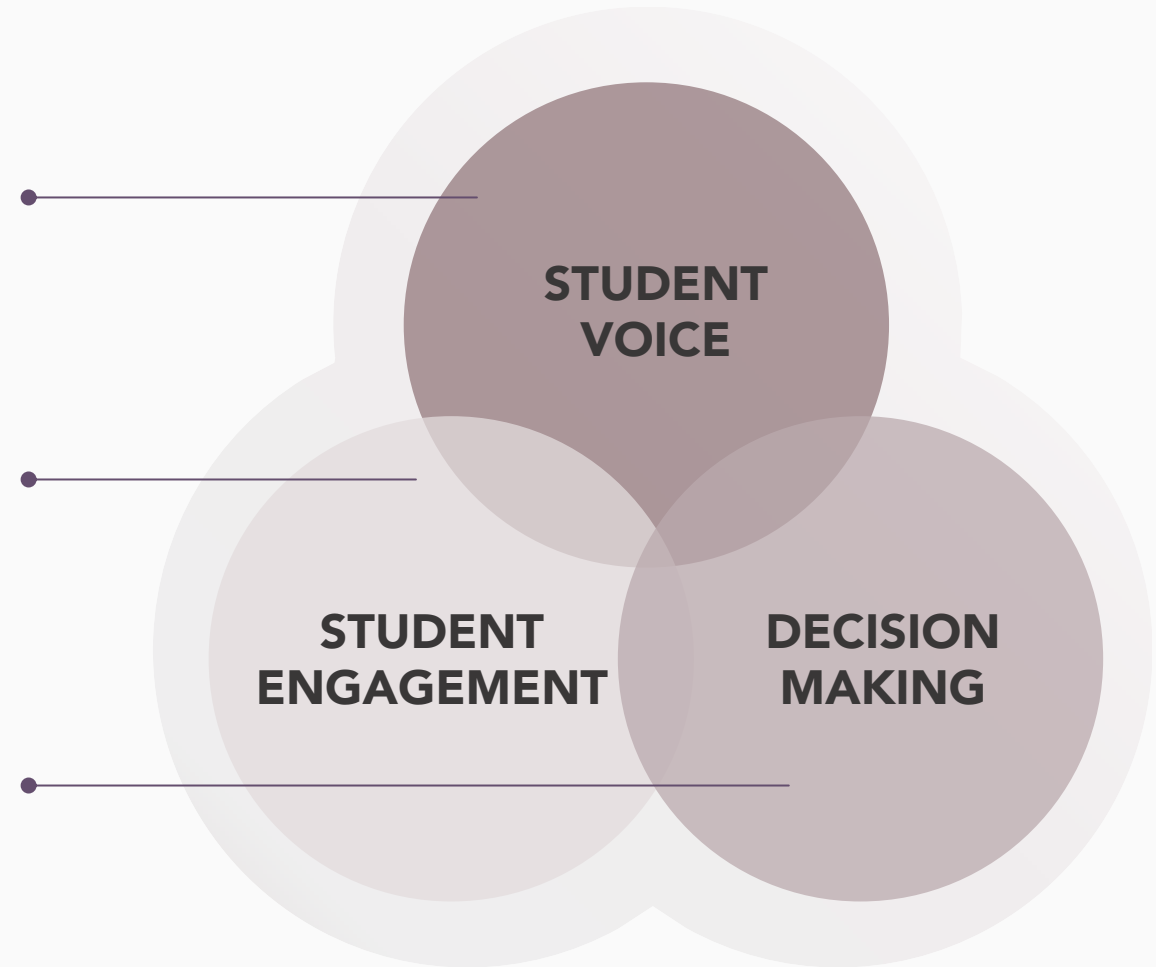
*“I can think of so many faculty and so many staff who really listen to students and if they had the ability to affect things, things would have been happening for sure. But because they don't, ...we all commiserate together about what we all would love to see happen.” ~ new majority learner*

# Three concepts undergirded the Framework

Students' expression of their experiences, opinions, thoughts, ideas, and feedback relating to their educational journey.

In and out of classroom experiences and opportunities that increase learning and development.<sup>8</sup>

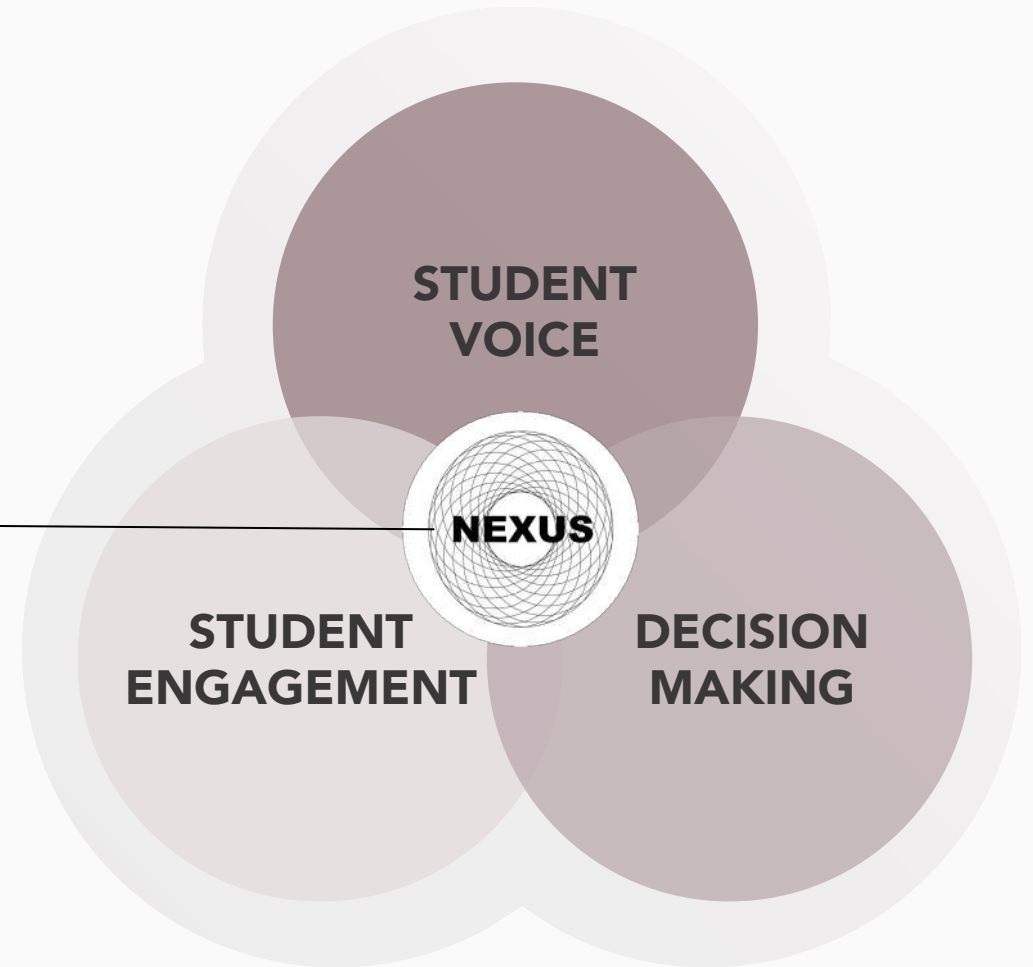
Institutional transformation is the product of decision-making, which is guided by (in)formal, explicit and implicit values, preferences, and priorities.<sup>9</sup> The process involves multiple stakeholders gathering information, assessing options, and selecting a course of action.



8. Kuh, 2009; Lawson & Lawson, 2013  
9. Posselt et al., 2020

# Giving rise to our opportunity nexus

To strengthen student voice and engagement in service of institutional transformation, higher education professionals must **shift power by intentionally collaborating and power sharing with students**, so that together they can learn, interrogate, examine, design, decide, and implement changes that advance equity and student success.<sup>10</sup> This cannot be an “add-on” to existing strategies. It must be a throughline in all approaches to institutional transformation.





02

# Shift Power. Share Power.

An Engagement Framework for Transformational Change With  
and For Today's New Majority Learners

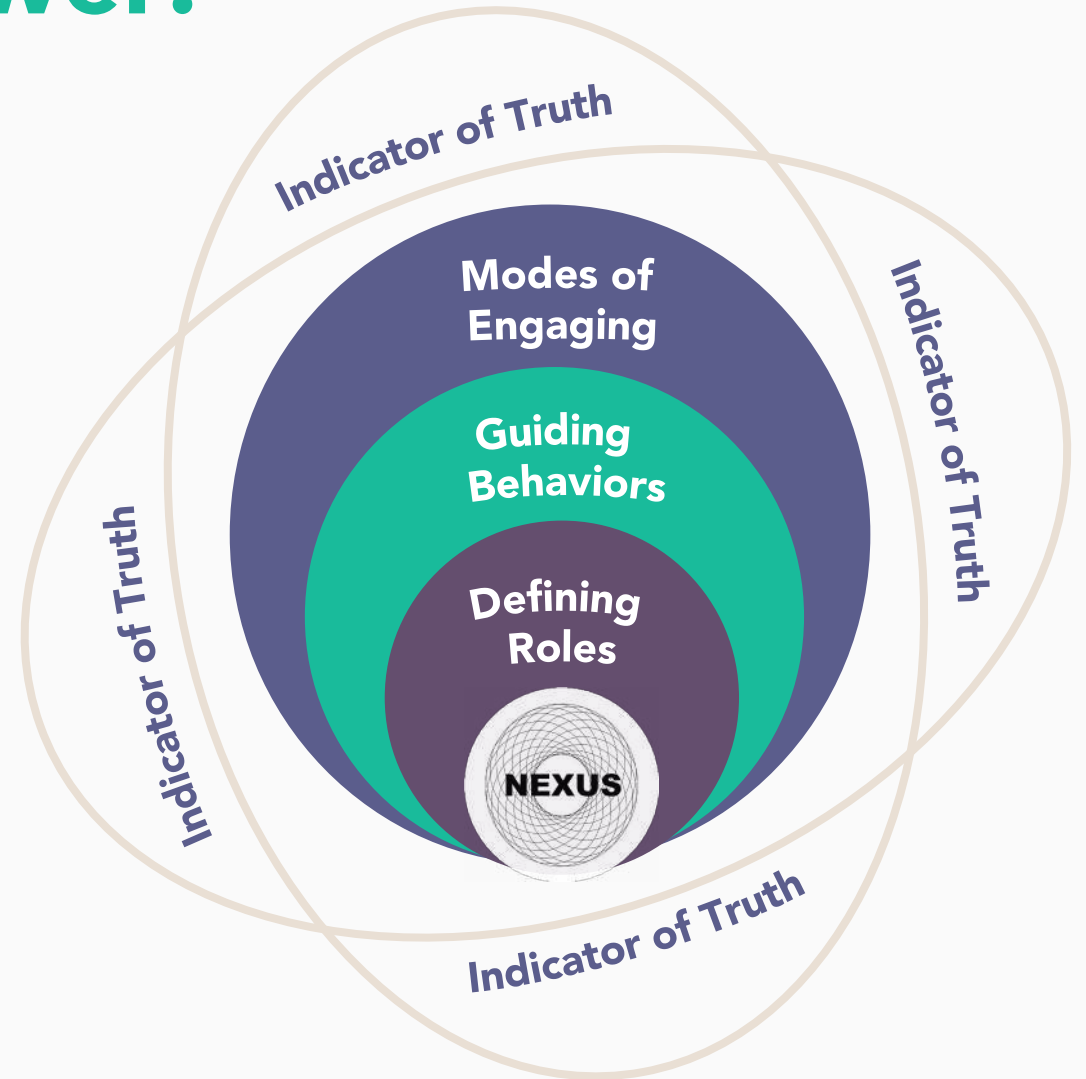


**"Sometimes students feel that pressure where they worry about the repercussions they could face because of just talking. It can be overwhelming."**

~New majority learner

# Shift Power. Share Power.

A shared philosophy and approach to strengthening student voice and engagement in service of transformational change.





# Framework Elements

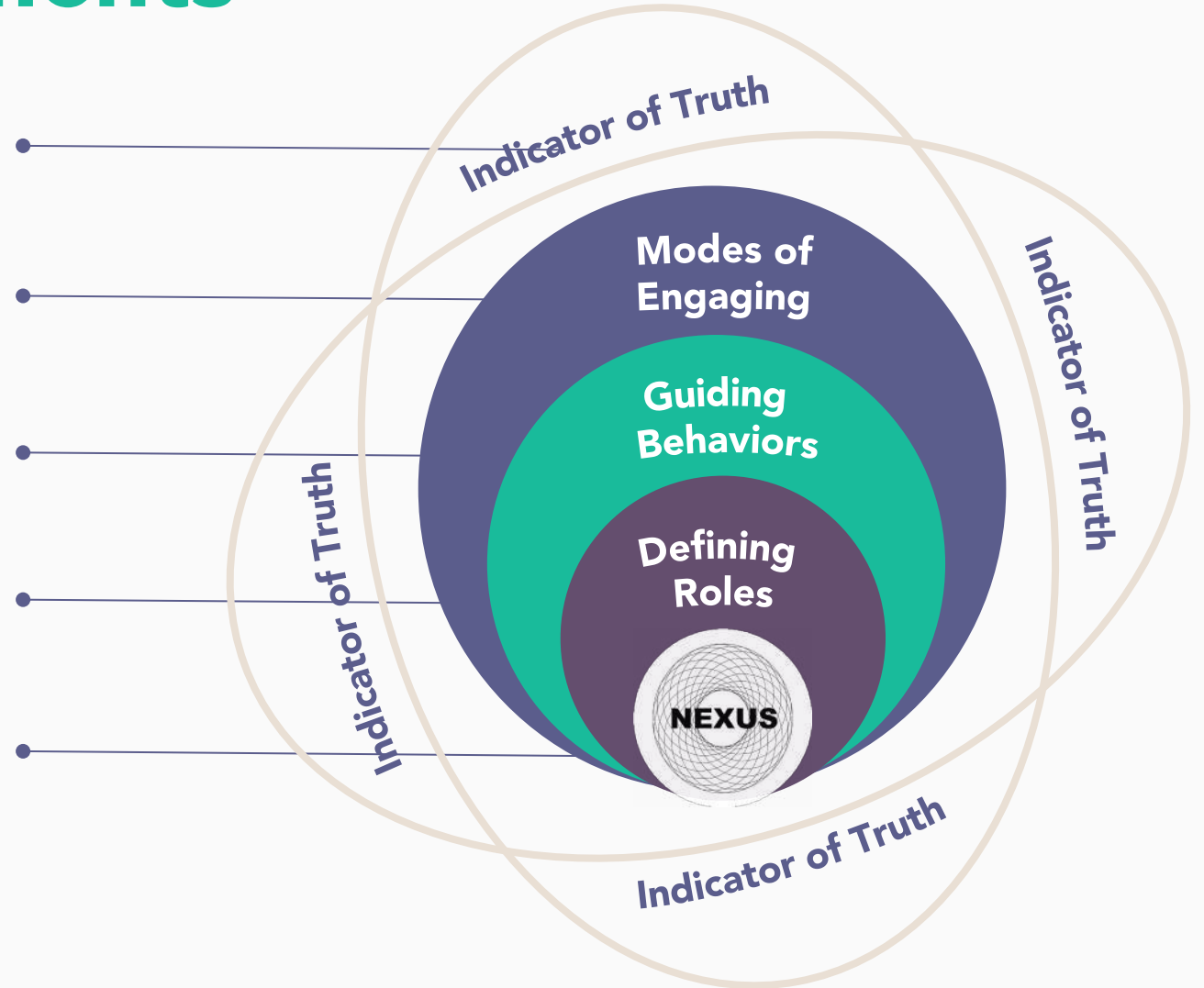
**Indicators of Truth** showcase what students should experience or takeaway from their engagement within transformation efforts.

**Modes of Engaging** offer opportunities for students to collaborate and share power in decision-making processes.

**Guiding Behaviors** offer expectations and provide a directional force for trustworthy coordination of student voice and engagement activities.

**Defining Roles** represent the functions we must serve as students are engaged in transformation efforts.

**The Nexus** is the center of intention for strengthening student voice and engagement in service of transformation.



# Framework Utility

**01**

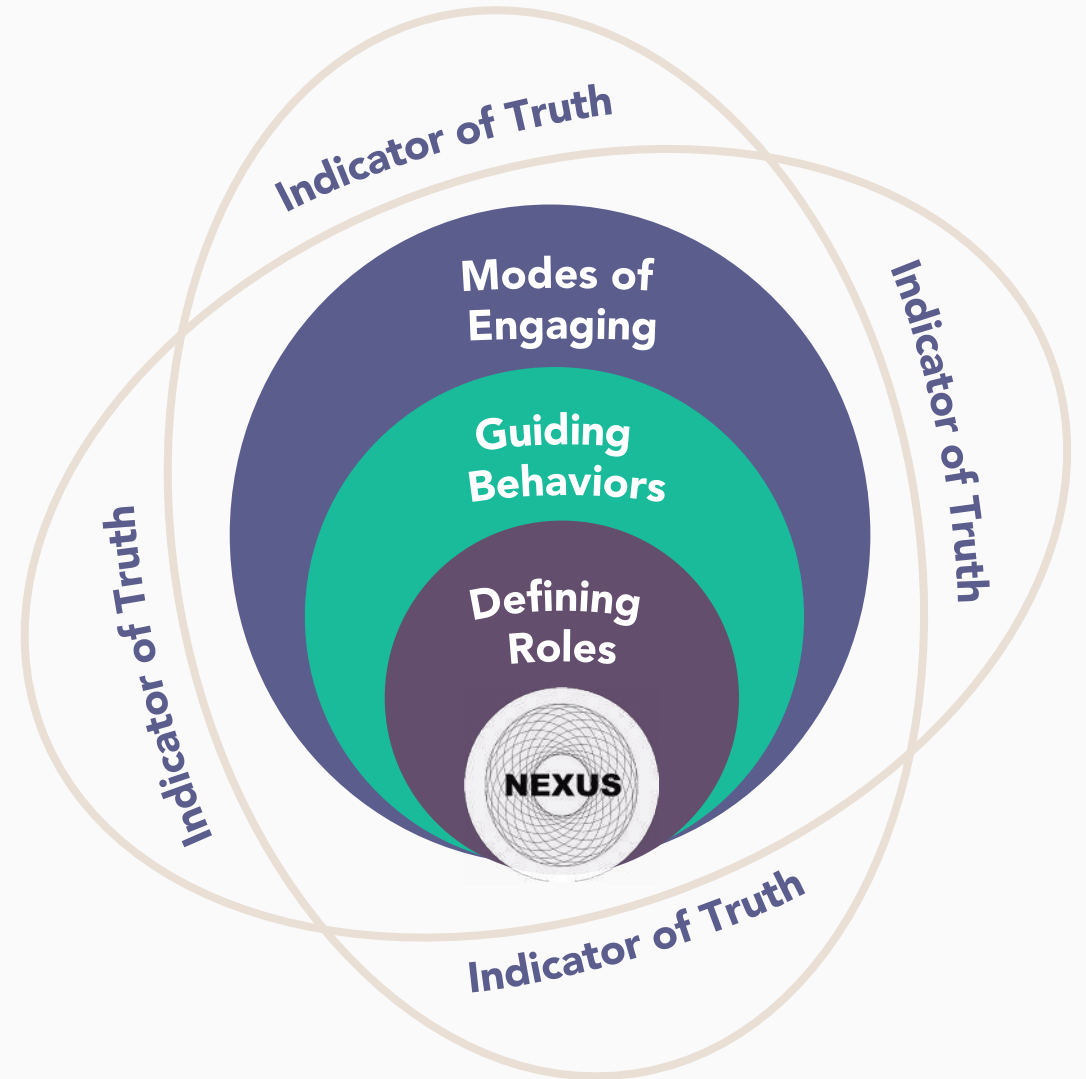
Use it to hone your capacity to support the implementation of transformational change efforts that respond to the realities of learners' lived experiences in a holistic and equity-centered manner.

**02**

Use it as a guidepost for the intentional integration of student voice and engagement.

**03**

Use it to position higher education professionals and students as equal decision-making partners in the transformation process.





# Opportunity Nexus

The center of intention for strengthening student voice and engagement in service of transformation.

To strengthen student voice and engagement in service of institutional transformation, higher education professionals must **shift power by intentionally collaborating and power sharing with students**, so that together they can learn, interrogate, examine, design, decide, and implement changes that advance equity and student success.<sup>10</sup> This cannot be an “add-on” to existing strategies. It must be a throughline in all approaches to institutional transformation.

10. Cook-Sather, 2002



# Indicators of Truth

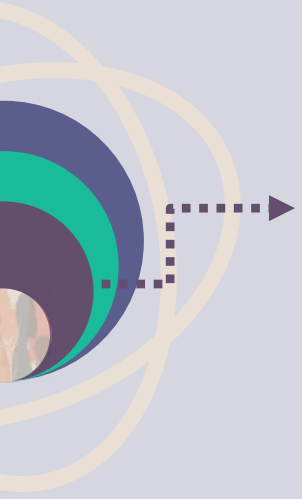
Showcase what students should experience or takeaway from their engagement within transformation efforts.

**Culturally appropriate and accessible opportunities** that meet students where they are at, are sensitive to their values, acknowledge safety concerns, and encourage participation in a variety of formats/modalities.

**Increased agency, autonomy, and authority** in decision-making processes that affect their student experience.

**Fair compensation that is both monetary and supports the development of new skills and competencies** that fosters students' ability to become change-agents in the world.

**Amplified sense of belonging** that generates feelings of security and support such that students can bring their authentic selves to this effort of transformation.



# Defining Roles

Portray the functions we must all serve as students are engaged in transformation efforts.

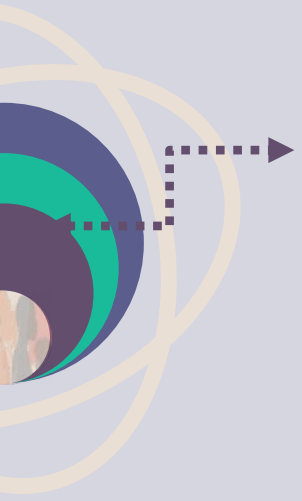
**Responsible Co-creator** acknowledges that while students should play a profound role in transformation efforts, they are not responsible for the outcome. That burden is shouldered by us.

**Tireless Seeker** recognizes that the lived experience of students is vibrant and alive with stories. We ask humbly, take only what is given to us, and use it with the utmost care and respect.

**Privilege Deconstructor** leads with equity-mindedness.<sup>11</sup> We question social structures that aim to preserve a hierarchy of human value, reflect upon processes that produce inequities, and take action to disrupt the status quo.

**Conscientious Change-Agent** tames the inclination to act with urgency, by incorporating initiative, responsibility, vigilance, and love into our practice to end the harm educational systems have caused systematically marginalized students.

11. For more information visit: <https://cue.usc.edu/equity/equity-mindedness/>



# Guiding Behaviors

Offer the expectations and provide a directional force for trustworthy coordination of student voice and engagement activities.

**Make time** to reconsider our own organizational design and professional capacity to create opportunities—in all shapes and sizes—for strengthening student voice and engagement in transformational change.

**Expose our intentions and actions transparently** because we know that engaging directly with decision-makers bears risk for some students and that their act of sharing takes courage and vulnerability.

**De-escalate patterns of harm** with the understanding that this is not an extraction process to validate our own privileged thinking, but rather a demonstration of mutual reciprocity where we offer our open-hearted selves to learn from—and grow with—today's majority learners.

**Acknowledge and embrace the discomfort** that naturally arises from critique and challenge—while welcoming the gift that students are presenting—as we dare to try something new.



# Modes of Engaging

Pose opportunities for students to collaborate and share power in decision-making processes in ways students deem fit.

**Informative participation** means we make decisions based on an understanding of the lived experience of new majority learners gleaned both qualitatively and quantitatively.

**Co-creative participation** means we engage students fully as partners playing an active and collaborative role in the development and testing of new ideas and strategies.

**Student-led participation** means we proactively put students in the driver's seat of change-making efforts as academic and administrative level expertise become resources for students to draw upon.

**Decision-maker participation** means students have a recognized and formalized role in decision-making.



03

# **Starter tools to put the Framework into practice**





**“I feel like a lot of the higher ups in higher education are so far removed that they don't really understand why students are pushing for these reforms. And that's why things don't really go through.”**

~ New majority learner



# Ways to Think

Inward, Outward, Forward

To strengthen student voice and engagement in transformational change, it is necessary higher education professionals employ equity-minded thinking to analyze their individual and organizational readiness and commitment to power sharing with new majority learners in redesign efforts. The following tool is designed to support reflection and dialogue.



## Think Inward

to assess the forces that undergird an organization's approach to collaboration and transformation and how these forces undermine or prioritize new majority learners.



## Think Outward

to interrogate how, if at all, routinized decision-making policies, processes, and practices reify, advance, or challenge (in)equitable social structures.



## Think Forward

to imagine a future where the voices of new majority learners and their engagement in transformation efforts are institutionalized.



# Think Inward

Think inward to assess the forces that undergird an organization's approach to institutional transformation. This includes an ongoing critical assessment of organizational history and culture (e.g., shared and embodied meanings, values, norms, assumptions, priorities, preferences) and their connection to (in)equitable social structures. By thinking inward, it renders a deeper understanding of the ways in which taken-for-granted forces operate through an organization in seemingly neutral ways that undermine or prioritize new majority learners in redesign efforts.

## Questions to Spark Reflection

1. *Within your organization, what is the dominant view of the role of students in institutional transformation?*
2. *Who does your organization identify as a change leader? What are the criteria for inclusion and exclusion, whether implicit or explicit?*
3. *Historically, how has your organization responded to new majority learners' calls for change?*
4. *What action has your organization taken to develop a trusting relationship with new majority learners? How does your organization act in trustworthy ways to demonstrate authentic concern and care for students' holistic wellbeing? How are actions perceived by new majority learners?*
5. *What values and assumptions serve as the foundation for your organization's approach to relationship building, collaboration, and engagement? Are values and assumptions in alignment with the organization's equity commitments?*



# Think Outward

Think outward to interrogate routinized decision-making policies, processes, and practices. This includes assessing how decision-making, and the structures designed to support such, reinforces or disrupts a hierarchy of human value, (de)values certain forms of expertise, and/or conceptualizes/challenges existing power imbalances. As a result of thinking outward, it unveils the opportunities available for new majority learners and higher education professionals to engage in power sharing and collaborative decision-making.

## Questions to Spark Reflection

1. *What criteria serves as the basis for transformational change decision-making? To what extent do decision-making criteria center the interests of new majority learners?*
2. *What opportunities are available for new majority learners to enact their agency and influence decision-making associated with redesign efforts? To what extent are all students aware of these opportunities? Do opportunities meet students where they are and align with the ways learners want to participate?*
3. *How are students compensated for their contributions to redesign efforts?*
4. *What formalized policies encourage students' involvement in decision-making and protect their interests in transformational change goals and objectives?*
5. *What approaches need to be made routine in order to uplift and preserve student voice in institutional transformation decision-making?*



# Think Forward

Think forward to imagine a future where the voices of new majority learners and their engagement in transformation efforts are institutionalized. This includes reinventing and/or creating formalized structures that instigate a collaborative approach to redesign—where new majority learners can enact their agency and drive change on a consistent basis in collaboration with higher education professionals.

## Questions to Spark Reflection

1. *What if we had equity checkpoints in place that ensure the voices of new majority learners are valued, uplifted, and safeguarded, and were embedded in decision-making?<sup>12</sup> What would those checkpoints look like?*
2. *What if we recognized and celebrated the actions students take to advance transformational change?*
3. *What if feedback loops existed that opened on-going communication between new majority learners and higher education professionals involved in redesign efforts?*
4. *What if formalized accountability structures required students most impacted by structural inequities be meaningfully included in decision-making?*
5. *Where might you encounter pushback or resistance to strengthening student voice and engagement in redesign efforts? What levers can you draw on for support and accountability?*



Tool

# Ways to Set the Tone

- Land Acknowledgment
- Labor Acknowledgment
- Community Agreement
- Promise of Transparency

Being intentional about setting the tone for your efforts to strengthen student voice and engagement in transformational change efforts is critical. It's a way of showing recognition and respect. It can inspire ongoing engagement. It can help create broader awareness of important histories.

In this section, we offer four ways to begin to establish an atmosphere and environment where students may feel at ease with giving their input on any given topic and begin to build trust in the invitation you offer.



# Land Acknowledgement

A Land Acknowledgement is a formal statement that recognizes and respects Native peoples as traditional stewards of lands. The statement highlights the enduring relationship between Native peoples and their traditional territories.

Guides for creating Land Acknowledgments:

[Tomaqua Museum](#)

[Amnesty International](#)

To find out what tribal land you live on visit [Native Land Digital](#)

## Example from [Brown University](#)

*"Brown University is located in Providence, Rhode Island, on lands that are within the ancestral homelands of the Narragansett Indian Tribe. We acknowledge that beginning with colonization and continuing for centuries the Narragansett Indian Tribe have been dispossessed of most of their ancestral lands in Rhode Island by the actions of individuals and institutions. We acknowledge our responsibility to understand and respond to those actions. The Narragansett Indian Tribe, whose ancestors stewarded these lands with great care, continues as a sovereign nation today. We commit to working together to honor our past and build our future with truth."*



# Labor Acknowledgement

A labor acknowledgement is a statement that recognizes that much of the economic progress and development in a geographic area or industry resulted from the unpaid labor and forced servitude of People of Color - specifically enslaved African labor. They are one way to "honor and remember the violent histories and legacies of settler colonialism" ... and to "collectively begin to acknowledge the historical labor that has allowed our society to get and be where it is today, then we will continue to struggle to reconcile and redress those histories and legacies." -- [Terah TJ Stewart](#)

Guide for creating Labor Acknowledgments:  
[Understanding Land and Labor Acknowledgements](#)

## Example from [Paramount Theater](#)

*We recognize that the United States as we know it was built at the often-fatal expense of forcefully enslaved Black people. We must acknowledge that much of what we know of this country today, including its culture, economic growth, and development has been made possible by the labor of enslaved Africans and their descendants who suffered the horror of the transatlantic trafficking, chattel slavery, and, later on, dehumanization through segregation and Jim Crow laws.*

*We acknowledge and remember those who did not survive the Middle Passage, those who were beaten and lynched at the hands of White Americans, and those who are still suffering while fighting for their freedom. We remember those who toiled the ground where many theatres have been built and resurrected.*

*We are indebted to their labor and their unwilling sacrifice, and we must acknowledge the tremors of that violence throughout the generations and the resulting impact and generational trauma is still felt and witnessed today.*





# Community Agreement

Community agreements are created to establish a mutual understanding or make a set of expectations for all members of a community to abide by. They can be based on many things, such as how to support each community member, make everyone feel included, call out hierarchy, uplift human value, or affirm everyone's brilliance in the community.

See ways to create your own community agreement at [Seeds for Change](#) or the [National Equity Project](#).

## Example from [The Aspen Institute](#)

*At the heart of the Institute's community is a fundamental commitment to mutual respect and trust, regardless of whether engagement is in-person or in a virtual setting. Those who engage in our community will not always agree with one another. Many will have strong viewpoints, opinions, and convictions that often lead to dynamic discussion and vigorous debate. Accordingly, we expect all community members to:*

- 1. Be kind and respectful of one another, even when there's disagreement;*
- 2. Approach discussions constructively and avoid personal, disparaging, or abusive attacks;*
- 3. Actively listen and try to account for full context;*
- 4. Recognize and observe others' personal boundaries, physical or otherwise;*
- 5. Be open to hearing how your words and actions affect others; and*
- 6. While we all make mistakes, be willing to right wrongs and learn from them.*

*The Institute is committed to being an anti-racist organization and taking steps to address structural and systemic barriers. That calls on all of us to continue listening, learning, and working to improve our standards over time to be more inclusive, equitable, and welcoming of others and to foster a greater sense of belonging.*



# Community Agreement

## Example from Kinetic Seeds

*Kinetic Seeds calls this agreement their “safe harbor promise statement to students.”*

- 1. We believe you hold the answers to much of what needs fixing within the system of higher education.*
- 2. We welcome multiple viewpoints and experiences and respect everyone who comes to share their personal insight and wisdom in service of the greater good.*
- 3. We acknowledge that you are but one voice who does not represent the whole of your race or culture and that more voices are needed.*
- 4. We use our space to recognize and investigate our privileges (for example: race, class, gender, sexual orientation, and ability.)*
- 5. We use our energy to listen to what is said before thinking about how to respond. When appropriate, we challenge each other with care and a willingness to have our minds changed.*
- 6. We lean into discomfort because change rarely happens without taking risks. And we lean into comfort, because sometimes the contributions we make require extra nurturing.*



# Promise of Transparency

Transparency within a group, community, organization or network is imperative for building the trust needed for openly communicating, sharing, and collaborating. Transparency is the practice of being open and honest with others, no matter how challenging it might be. It helps to avoid the pitfalls of misinformation. It helps to instill trust.

For an excellent framework on how to be intentional with transparency, visit the [OECD's policy response to COVID-19](#).

## Example from [The Open Government Partnership](#)

*We acknowledge that people all around the world are demanding more openness in government. They are calling for greater civic participation in public affairs, and seeking ways to make their governments more transparent, responsive, accountable, and effective.*

*We recognize that countries are at different stages in their efforts to promote openness in government, and that each of us pursues an approach consistent with our national priorities and circumstances and the aspirations of our citizens.*

*We accept responsibility for seizing this moment to strengthen our commitments to promote transparency, fight corruption, empower citizens, and harness the power of new technologies to make government more effective and accountable.*

*We uphold the value of openness in our engagement with citizens to improve services, manage public resources, promote innovation, and create safer communities. We embrace principles of transparency and open government with a view toward achieving greater prosperity, well-being, and human dignity in our own countries and in an increasingly interconnected world.*

See more of this promise statement [here](#).




05

# Concluding Call to Action



**“[Student engagement] shouldn’t be passive like a soccer game you come to watch. It should be like a soccer game you get to play in.”**

~ New majority learner



# An Appeal to Shift and Share Power with New Majority Learners

American higher education is currently situated at a pivotal moment in time where its next steps towards promoting equity through transformational change will determine the future state of students, communities, the field, and society.

The nation's concurrent pandemics, COVID-19 and ongoing racial violence, have only heightened pleas for higher education to evolve into an equity-advancing space. We simply must challenge the patterns of injustice which seek to serve the dominant culture at the expense of new majority learners.

Will you join us to realize higher education's claim as the great mobilizer and make good on its social good promise? Will you take up new majority learners' charge for equity-centered transformational change? Will you work to disrupt current power structures and commit to a new a model of power sharing with and for today's new majority learners?

The way out of chronic inequities in higher education is clear. If we view new majority learners as the experts on their lived experiences, recognize students' intimate understanding of structural flaws that fuel disparities, and welcome the fresh, inventive, fearless mindsets students possess, everyone will benefit. The time is now.



06

# Appendix

1. Student Research  
Methodology and Insights
2. Research and Design  
Collaborators and  
Supporters
3. References



# Framework Development Process

Co-designed by today's learners and members of Intermediaries for Scale, human-centered design and equity-driven innovation methods/tools were employed throughout the development process.

## The Challenge

What might happen if higher education deliberately sought to engage students fully in higher ed transformation? What effect would this have on student success? Institutional success? Equity?

## With 63 students from across the nation, we explored

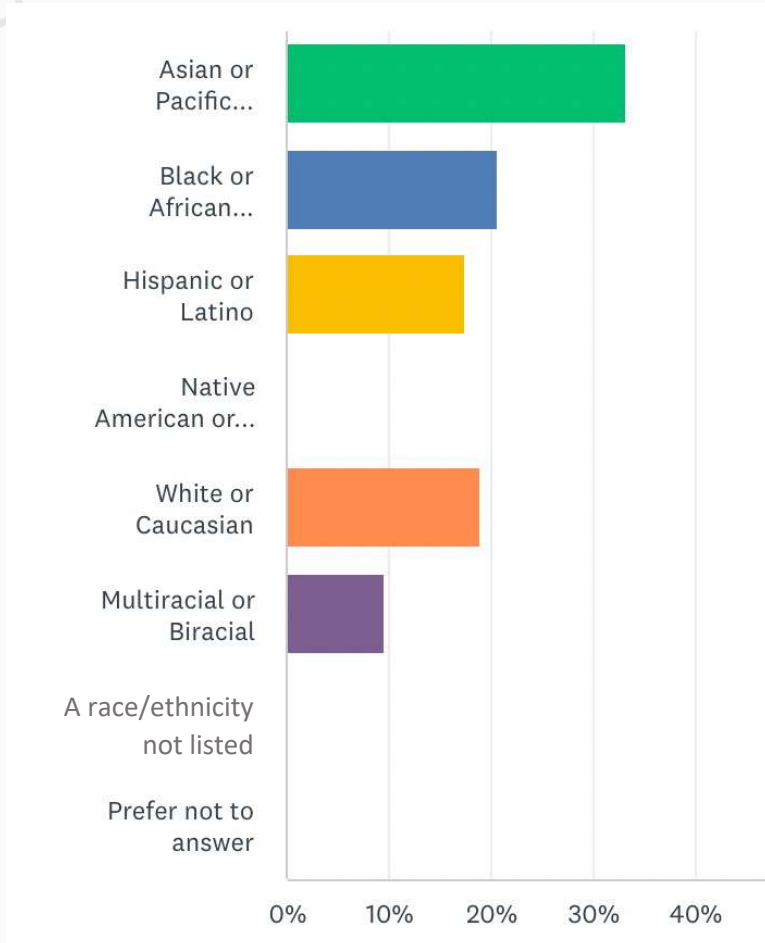
How students currently experience (or not), feel valued (or not) and participate (or not) in currently offered student voice and engagement activities.

## All in service of creating

A shared philosophy and approach to student voice and engagement that supports the creation of more equity-driven and student-centered campuses.

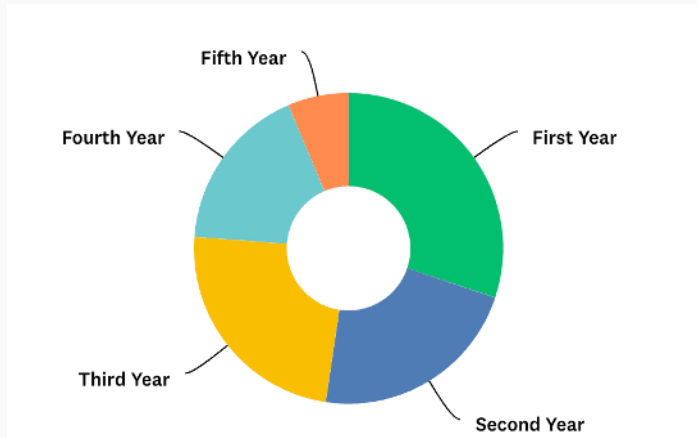


# Student Methodology and Makeup



## We began the journey with 63 students

90% of students between 18 and 24  
90% have declared major  
63% work for pay



## Students were engaged in three stages:

1. Survey
2. 1-hour 1:1 Interviews
3. 2 ½ hour participatory design workshop with IFS members and students working together

# Participating colleges and universities



SACRAMENTO  
STATE



Northwestern  
University



PRAIRIE VIEW  
A&M UNIVERSITY



Penn  
UNIVERSITY of PENNSYLVANIA



University of  
Pittsburgh

UC San Diego



UNIVERSITY OF HOUSTON



Mountain View College  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT



TEXAS  
The University of Texas at Austin



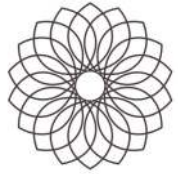
UNIVERSITY  
OF MINNESOTA

UC DAVIS

# Participating set of engaged intermediaries with significant reach in the ecosystem



# Design Partners



## kinetic seeds

Working at the intersection of innovation and behavior change, Kinetic Seeds is a design consultancy tackling complex educational challenges. Woven into our DNA is the belief that students' voices can be instruments of meaningful, lasting change.

Our approach constructs new spaces within which we (students, learners, educators, advocates, leaders, policymakers and others) can make meaning together. Where we can be attentive and open with one another in ways that encourage our mutual responsibility for the quality and dignity of our lives.

We purposefully seek out and work with partners who believe diversity is part of our unique social fabric and key to human flourishing and who are committed to rolling up their sleeves to consciously "design out" the inequities baked into our systems and structures.

[www.kineticseeds.com](http://www.kineticseeds.com)



We believe that underserved learners are the experts on their lived experiences and possess the perspectives needed to transform higher education into a student-ready space. Thus, their voices and ideas should drive equity-centered transformational change within higher education.

Our mission is to transform higher education by engaging underserved students as leaders in the design and improvement of postsecondary education. Our customized technical assistance services support university, state, national, non-profit, and other higher education stakeholders in forming strong coalitions that engage collaboratively with underserved learners to address inequities by redesigning postsecondary education.

<https://www.linkedin.com/company/designing-for-equity/>

# Sponsoring Organization



Tides is a philanthropic partner and nonprofit accelerator dedicated to building a world of shared prosperity and social justice. Tides works at the nexus of funders, changemakers, and policy to solve society's toughest problems: equity and human rights; sustainable environment; healthy individuals and communities; and quality education.

Tides impact solutions include philanthropic giving and grantmaking, impact investing, fiscal sponsorship for social ventures, collaborative workspaces, and policy initiatives. Our extensive tools and know-how give our partners the freedom to hit the ground running and drive change faster than they can on their own.

[www.tides.org](http://www.tides.org)



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