Design for Equity in Higher Education

By:

KC Culver, Jordan Harper

Contents

While this study is focused on improving conditions for NTTF, we imagine that the model we present can also be usef
other design opportunities in higher education.

This report is organized in the following way. We rst review the framework of liberatory design thinking. Given that
framework is aimed at addressing situations of inequity, we chose to conduct research on how liberatory design thinki
already being used to improve policies and practices for NTTF. We then describe modi cations to the model that were ident
in our research as important when adapting it to college settings. Lastly, we describe two case studies of campuses that
liberatory design thinking processes to modify their policies and practices.

Liberatory Design Thinking

Design thinking, which is de ned as a human-centered and design-focused methodology to solving problems, has ga
traction in business, government, and education as an approach that fosters innovation. While there is some variet
the way that design thinking is conceptualized and practiced (Nakata & Hwang, 2020), Figure 1 presents the way it is
commonly de ned, including the following ve phases: empathize, de ne, ideate, prototype, and test (Interaction Desi
Foundation, 2020).

The liberatory design thinking model (Anaissie and colleagues, 2020; Cli ord & design school X, 2020), created in 20
address the inequities at the root of many problems and to emphasize power sharing in the design thinking process, exp
the original design thinking model with two additional phases: notice and re ect, as shown in Figure 2. These phases f
on **what** designers do to add equity into the process and products of design thinking, while the creators of liberatory des

Figure 2

Liberatory Design Thinking Process

Notice: This phase focuses on you, the designer in order to build a practice of awareness of your values, identity, biases and assumptions and your impact on the user and the context within which you are empathizing. This allows for authentic user centered design, not "you" centered design.

Empathy: This phase of the process is focused on understanding the experiences, emotions and motivations of others. Designers use speci c empathy methods to learn more about the needs of the usersfor whom they are designing.

De ne: This phase of the process is focused on developing a point of view about the needs of your user. During this phase of the process, designers narrow from lots of information to a statement that is inspiring and special.

Ideate: This phase of the process is focused on generating as many solutions to a problem as possible. Once many solutions have been generated, students will select one to move forward to prototyping, for authentic user centered design, not "you" centered design.

Prototype: This phase of the process is an iterative development of tangible artifacts or experiences intended to elicit feedback and answer speci c questions about a concept.

Test: This phase of the process is focused on getting speci c feedback about how ideas can improve. It is important to remember during this phase that prototypes are imperfect but feedback is precious.

Re ect: This phase of the process is on going and transparent throughout the design thinking process. It allows you the time to focus and re ect on your actions, emotions, insights and impact as a designer and human.
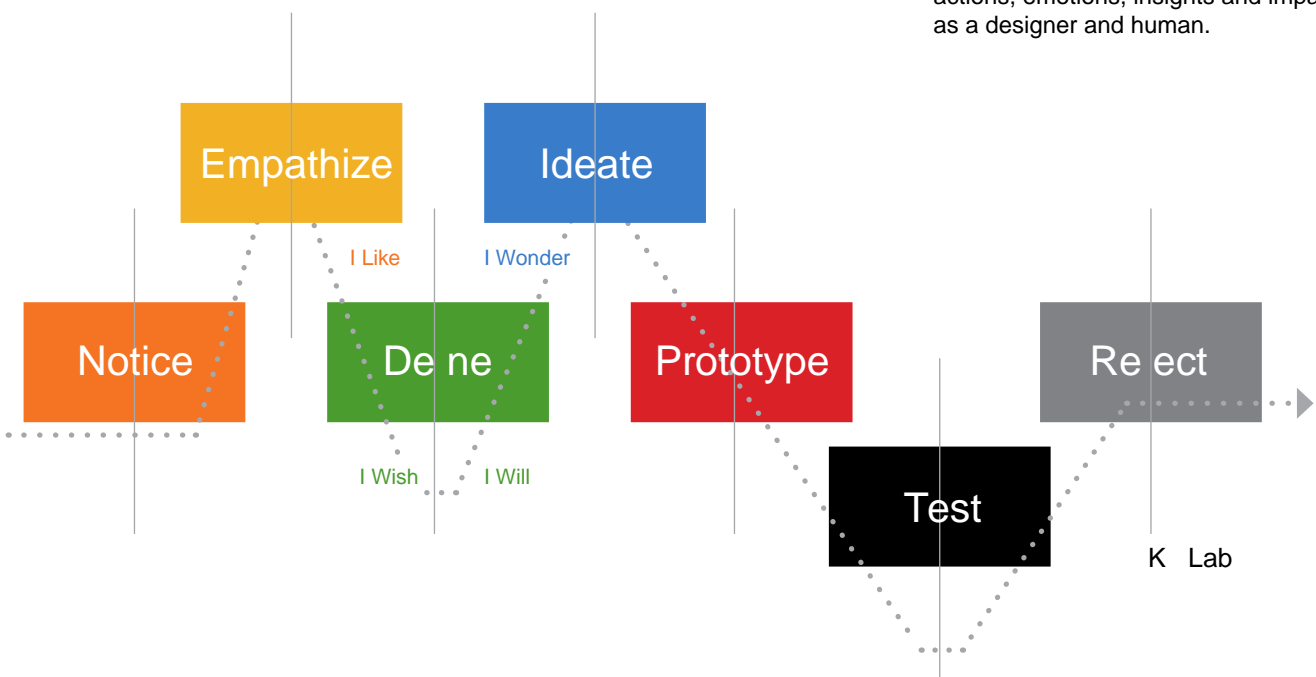
Scholars have taken various positions about the applicability of design thinking for policymaking, from suggesting that are incompatible, to aligned at some stages, to game-changing (Lewis et al., 2020). In policymaking, there are hierarch politics, and constraints that are not always present in corporate design processes, that result in new products or servi These issues can present challenges to the success of design thinking.

At the same time, design thinking o ers an alternative that can address several challenges associated with traditi policymaking processes. For instance, in rational approaches, policymaking teams are comprised solely of policy exp

who often underappreciate the perspective of the citizens or employees they create policies for, thus addressing sur

issues without discovering the root problems (Lewis et al., 2020). Furthermore, in bureaucratic policymaking, a relia

on standard procedures and stability creates risk aversion and prohibits creative solutions (Schuurman & Tõnurist 2
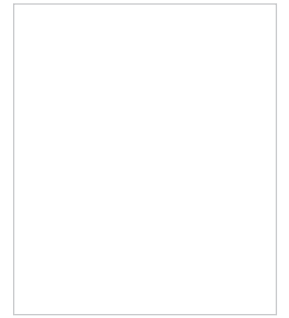
EQUITY MINDED PRACTICE
-

throughout. Additionally, we emphasize the continuous nature of re ection based on the potential for designers to re ne t

design process in the present, rather than informing other e orts in the future. In other words, making equity-mindedness

ongoing practice allows designers to notice and address shifts in team dynamics and in the political environment in orde

re-center intentions and actions around equity, which can further strengthen relational trust among the team. Table 2 (p

presents a list of liberatory mindsets, including a short explanation, and the phases of the DEHE process where they

most visible in our case studies.

Organize: *A Ne Phase*

In policymaking contexts, design teams are often limited to
policy experts who understand the contexts, constraints,
and political will that shape opportunities and constraints
to change (Howlett, 2020). The same is true in traditional
design models, where the functional organization of teams
generally privilege expert designers (Anaissie et al., 2020).
As an alternative to these siloed approaches, design
thinking applied in business contexts encourages the use
of cross-functional teams (Nakata & Hwang, 2020); for instance, the design team might include one representa
from several departments, including human resources, sales, customer service, and marketing.

While the cross-functional approach allows for multiple perspectives on solving design problems, designers are often dis
from the end users they are designing for, limiting their understanding of the actual problem. In contrast, the liberatory des
thinking model emphasizes participatory design, including end users as members of the design team in order to bene t
their rst-hand knowledge of the problem. However, in policymaking contexts, participatory design can result in vast informat
asymmetry, as non-experts often do not have mastery of the wide variety of policy tools that are available (Howlett, 20
and may not have a full understanding of the institutional environment. Furthermore, the legitimacy of the outcome may
more easily challenged in policymaking contexts when the design team is comprised of non-experts (Mintrom & Lutjens, 2

We add organization as a discrete phase of the DEHE model to address two aspects of the design thinking process th
particularly in uenced by the organizational context of higher education: design team formation and the widespread rol
political will in organization.

Team formation re ects why and how design teams are created. For instance, individuals in similar work roles may come tog
informally around a common problem and subsequently organize when a political opportunity presents itself. Alternativ
an administrative leader may identify an issue that needs attention and appoint individuals to a task force. Given the cu
of shared governance in higher education, the design teams we studied re ected intentional consideration of representa
and inclusion when identifying designers, not only by including *colleagues*

Considerations of political will that may vary based on design team organization include authority, objectives, and commitm (Post et al., 2010). For instance, a task force may carry great authority as a result of being established by an administr leader, while a grassroots e ort may have to intentionally foster legitimacy through collaboration. Additionally, the state and unstated objectives of designers often vary and may not always be compatible. In higher education, designers may have

In addition to embracing the diversity of people and their experiences, liberatory design thinking requires designers to prac
self-awareness and focus on human values when hearing users' stories. These mindsets require recognizing privilege, s
aside judgments, challenging assumptions, listening from a place of love, and honoring the stories people share (Anaissie
2020). Practicing these skills may be more di cult in institutional cultures where hierarchies and marginalization are the nor

Empathizing in Higher Education

As a result of our research, we found that designers in the empathize stage went beyond the use of observation and inter
to get a holistic understanding of their colleagues. Teams used existing institutional data and/or collected survey data to give
them a wider view of the institutional population. Additionally, the designers we studied also consulted scholarly literatu
to understand what was known about the topic more broadly and to learn about di erent perspectives; an approach wh
also gave them the ideas and language that supported later phases of the process. This emphasis on a "wide net" approa
learning is not always considered in traditional policymaking processes, suggesting that the DEHE model can o er improvem
to traditional processes. In addition, designers often took time to learn more about the institutional landscape, includi
structure, priorities, and funding, to better understand the experiences of colleagues holistically. In our cases, designe
them a wider 398w of the inst

Using an equity lens, it is critical for designers to notice who participates in the process of narrowing choices and how "best" solution is de ned. At the same time, the practice of considering radical ideas in the ideate phase may lead a des team to choose more creative solutions than would have been considered otherwise. Thus, it is important for designe recognize and name oppression especially while choosing solutions to prototype to ensure an inclusive team process a consider the unintended consequences that may result from di erent solutions (Anaissie et al., 2020).

Our study suggests that iterating between ideation and prototyping is far more constrained in higher education than in private sector. Designers were aware that they would need to get a buy-in for their solutions, and so they considered feasibility and the likely responses of colleagues and key stakeholders when choosing which ideas to prototype. As a resul we found that designers sometimes found it di cult to be decisive within the team, instead moving several potential solutio forward into prototyping. Designers also revealed nuances in the equity-mindedness required in this phase. They emphas the importance of addressing the emotional aspects of choosing as well as practicing self-awareness to let go of ego attachment. Additionally, the design teams we studied were keenly aware that the solutions they chose would have far-read impact beyond their colleagues, especially considering how chosen solutions may a ect equity and inclusion more broa among the institutional community.

Prototype

During the prototype phase, the design team developed outlines and/or mockups, developing the solution as they build it. In design thinking, because of the expectation of iteration, rapid prototyping is key; rather than spending a lot of time and energy to fully develop a solution before testing it, designers quickly sketch out the solution in order to experiment with it. Prototyping is thus a form of thinking and learning by creating; as designers build out the speci cs of ai8.7 (ained in h0arsi51g745.2 (op a s02 Tc -0.023

Prototyping in Higher Education

In general, higher education is a risk-averse environment, and our empirical data suggests that maintaining a prototyp
mindset was challenging for designers. This challenge resulted, in part, from the notion that key stakeholders often expec
be presented with a complete, polished solution that is ready to be implemented, rather than engaging in an iterative proc
with many "rough drafts." As a result, designers tended to build multiple prototypes simultaneously, rather than iterative
providing options to increase their likelihood of success. Furthermore, when teams began sharing prototypes, they real
the importance of including key stakeholders in conversations before sharing out solutions more widely. In order to ach
liberatory collaboration, designers focused on transparency and storytelling to inform others about the rede ned proble
and their proposed solution. Especially because of the information asymmetry that is inherent in loosely-coupled organiza
designers crafted narratives of the rede ned problem and solution as well as the design process to share alongside t
prototypes, drawing especially from information gathered about colleagues in the empathy phase, in order to justify t
proposed solution and to make their process transparent.

Get Buy-In: *A Ne Phase*

Scholars have noted that design thinking doesn't acknowledge the practical need to navigate contentious policymaking activ
(Clarke & Craft, 2018; Lewis et al., 2020). We have added getting buy-in as a discrete phase of the process of designi
equity in higher education. In policy contexts, a great deal of negotiation occurs between the proposal and implementa
of a solution, work that is steeped in political considerations. While corporate design teams may have the autonomy to s
a prototype for testing, environments like higher education often require approval from multiple key stakeholders, includi
administrative leaders, members of shared governance, unions, and/or even institutional trustees.

As a result, the design teams we studied engaged in complex work to move solutions into implementation and testing.
liberatory mindsets de ned by Anassie and colleagues (2020) were critical in the buy-in phase: share, don't sell; and emb
complexity. As designers shared their problem-and-solution narrative, they connected their story to institutional objectives
related to accreditation, strategic planning, and student
success to inform and persuade various key stakeholders.
Designers also acknowledged emotional challenges
related to the liberatory practice of non-attachment,
as they had to let go of some solutions and compromise
on others to get buy-in. They did so, in part, because they

Scale and Test (Evaluate and Refine)

After buy-in has occurred, the solution can be implemented. In traditional design processes, designers iteratively re ne prototypes internally, developing a "perfect" solution before taking it to scale. Design thinking contrasts that model by encouraging designers to pilot solutions that meet minimum standards, knowing that user testing will reveal further issues that need to be resolved. User testing also improves users' satisfaction, as they feel like they've been included in the design process. Thus, designers often observe usage and collect user experiences through interviews and talk-alouds to garner feedback on the process. Additionally, the testing and evaluation pr may help designers identify new challenges that need to be addressed.

Scaling and Testing in Higher Education

While some design solutions in higher education may result in pilot testing, implementation of the negotiated solution at s is far more common. At the same time, the policy context creates expectations aligned with design thinking that evalua and re nement would be ongoing. Indeed, our case studies indicated that implementation of new policies and practices re on multiple key stakeholders, so solutions were often further shaped and developed while they were being implemente scale. To promote delity, designers continued to share their problem-and-solution narrative, especially to shape the valic of their recommendations for implementation. Such exibility in implementation allows for improvement, but may also re e slippage. Furthermore, given the turnover of individuals in varying positions, implementation and evaluation requires enga in ongoing negotiation for buy-in. In our case studies where evaluation was ongoing, assessments were often conduct key stakeholders rather than by the design team.

Case Study:
Harper College

Harper Community College noted that they utilized a design thinking model to develop a new professional development pro
for part-time non-tenure track faculty (adjuncts) through their newly formed Academy for Teaching Excellence.

Organize

In 2016, Harper College embarked on a process of re ecting on and designing a professional development program for adju
called the Level II Adjunct Faculty Engagement Program. They had previously redesigned the faculty evaluation process s
the process better contributed to faculty members' professional growth. As a result, there was increased visibility and va
associated with adjunct faculty and they realized the need for more robust professional development that adjuncts could ac

This awareness led the head of the Academy to work with the adjunct faculty union and the provost to negotiate the exist
of a program that would formalize adjuncts' development of expertise in teaching and associate excellence with incenti
and these details were integrated into the adjunct faculty contract. In particular, this program would be open to adjuncts w
had taught for four consecutive semesters, and adjuncts who earn the Level II designation receive increased compensa
priority course assignment, and a guaranteed phone interview for full-time faculty positions for which they are quali ed.

In order to design the structure and process of the program itself, they convened a design team in 2017 that included
Academy sta members, a member of the adjunct union, and one adjunct from each division of the college. They called
team the adjunct faculty advisory group.

Politics surfaced during the organizing phase. In order to navigate the politics, the advisory group intentionally reached o
academic leaders and the union to obtain initial buy-in with the hopes of making program implementation easy and succes

Empathize

In the empathize stage, they shared college-level data about adjunct faculty
to help everyone develop a common understanding about their experiences,
motivations to teach, type of adjuncts that are teaching (freelancers, freeway
 yers, aspiring academics), length of service at the college, and basic
information so everyone was more or less on the same page. Adjuncts in
the advisory gr design thu (v2 (ed)0.5 (co10.3 (own(xperi2nces,)-17 (24.6 ((standing pec seme2 (v)s.the a.005 Tc 11.

As a result of the empathy phase, the advisory group realized that it's ha
to have just a few adjuncts to represent all of them because they h
so many di erent perspectives, including non-teaching adjuncts such
librarians. As one person noted, "It was so important to have adjun
from every division; it was eye opening to hear the di erent experienc
of the di erent groups. Obviously one adjunct can't necessarily be t
representative for the entire college, but there was a real disconne
between an experience of one adjunct from a certain division and
adjunct from another division." This design process has impacted fut
e orts where they bring in a much more diverse voice among adjun
and do not try to have a few people represent the diversity of voice

It was so important to have adjuncts

Empathizing did not just happen at the beginning but throughout t
process. For example, from the de ne through the prototype stages, th
individuals on the adjunct faculty advisory group were made point peo
for anyone to raise concerns to during the planning process so t
the process (and its design) could be changed and ensure appropria
feedback loops.

(Re)Define

After getting a better understanding of the vast array of adjunct experiences, the advisory group wrestled with the reality
the program would need to be designed to accommodate multiple set of faculty interests and concerns as well as servin
the di erent types of adjuncts and their needs. Discussions related to de ning the problem in the context of serving a v
diverse population were sometimes hard because the adjunct faculty members had very di erent experiences within
institution and had di culty coalescing around what the problems were and what a way forward might be. There was als
lot of frustration about their poor working conditions and discussions sometimes shifted in other directions, suggesting ot
design issues in need of attention. It was critical to document these issues for future design processes, but also to refocu
discussion around this particular practice.

Ideate

They spent six months identifying several characteristics of the program that they thought were important and looked
number of models from other institutions to inform their thinking. During the ideate stage they emphasized how understand
the di erent adjunct faculty experiences through the empathize and rede ne stage was absolutely critical to being al
to design the program to meet the needs of so many di erent adjuncts. They debated prescriptive and more open-en
approaches to the program.

Choose

After consideration of several models, they decided on creating the program to be similar to a model they had looked at in
ideate phase. They noted how it was extremely challenging to make nal decisions about the design and that it was sh
by many di erent interests and some very emotional responses. For instance, they considered whether it was better to l
the program hosted internally or whether to use an outside organization that specializes in faculty development. They
had to navigate individuals who wanted a more prescriptive approach and those who wanted to provide options for adju
to learn and demonstrate professionalism around teaching. They ended up choosing a program that could be facilitate
the Academy sta and that was more open ended by being sensitive to and addressing concerns that were voiced.

Prototype

The advisory group then developed a prototype that included an online
learning community hosted within their learning management system each
summer, with participants creating an ePortfolio demonstrating re ective
and evidence-based teaching. Adjuncts who completed all of the program
requirements woulting ivo.03226(vi22 Tm [i)s 0 deaseadnts espoose w25.1 ed1 (ora)0.5 (Le w25.1e)10l IIam

each of these di erent groups about their concerns and helped allay their fears. It was at these moments that the idea t this was just a "trial" helped convince some to move forward.

The planning team admitted that it would have been easier to exclusively develop the program fully within the team and put i the union contract so that there would not be any negotiations required, but they think this process served the adjuncts be in the end. As a result, they also designed evaluation and revision into the program itself. They noted, "Because we knew [a set practice and policy] was not going to be a good idea, we developed a test process, and we left the door open to eva it every October to make improvements. Each year we knew we were going to have to put in this renewal process in plac

Scale and Test

Once the advisory group completed their design work, the process of getting buy-in and implementing the program t about year, with the rst Level II cohort participating in the learning community during the summer of 2018. They conduc a training with the dean's council, who would be responsible for reviewing applications and recommending adjuncts for Level II program. Some deans felt they had been left out of the planning process, even though they had been invited to part of the process early. The deans also wanted more input on who received the Level II designation, even though they in

The Academy has made some changes based on implementation issues. In particular, they had to create more det
instructions about the process, because they learned from the implementation that some of the faculty members a
department chairs were not sure of the process. For instance, some adjuncts believed that they would receive the Le
designation automatically and were very disappointed when they completed the program but the committee decided t
their ePortfolio did not re ect the necessary level of development. In addition, some participants were surprised to nd o

on the feelings that emerged and acknowledged their experiences rst
The re ection on the many voices that were communicated allowe
them to create a program that meets the needs of lots of di eren
adjuncts and an ongoing approach to program evaluation and re nin
that captures the many voices they heard in this open time of re ecting

Collaborate

Liberatory collaboration was present throughout their design proces
particularly as they organized the design team to be inclusive of ma
di erent adjunct faculty voices, including non-instructional adjuncts
like librarians. The struggle to broadly represent the distinctive adjunct

> **Just having really clear, consistent communications that help adjuncts, because they do feel very disconnected.**

faculty on the advisory group was a commitment to a liberatory collaborative process. And there was also a concerted e
to partner with the adjunct faculty union to make sure that voice was included in the conversation.

As certain key stakeholders were considered, the group had to navigate power conditions, especially in terms of evalua
of Level II candidates. For instance, they addressed the potential for power dynamics and relationships to determine w
adjuncts received the Level II designation if the dean was the sole person responsible for deciding. They imagined pot
problems from the adjuncts' perspective: "If they didn't have a relationship with the dean or if the Dean had some bad experi
involving them and they had a misperception or something." So, the advisory group wrestled with power conditions that m
sti e career advancement and decided instead on a more collaborative model of evaluation, where having a committee re
and make decisions would result in a more just process.

They also recognized that adjunct faculty collaboration is a struggle as adjuncts are often isolated from campuses, so
needed to work hard to make sure adjuncts felt included. They noted the importance of "Just having really clear, consis
communications that help adjuncts, because they do feel very disconnected. They work at multiple schools."

Policymaking and Politics

In addition to empathizing being present throughout their process, they described how navigating politics was core to t
process, a major consideration at all times. For example, above we described the need for buy-in from the dean's cou
concern about deans' involvement in the planning, the need to work closely with the union and the like are all instances w
politics came into play. The organizing, choose, and buy-in for prototyping represented key times where they navigated po
more intently. But as shown throughout this case study, navigation of di erent interests is inherent in design processe
higher education.

Case Study:

California State University, Dominguez Hills

In fall 2017, increasing faculty-student ratios at California State University, Dominguez Hills, along with increasing num
of non-tenure-track faculty (lecturers) compared to tenure-line faculty created a heightened level of stress on the faculty.
As a result, the president of Dominguez Hills and the chair of the academic senate jointly decided to create a task for
examine working conditions of lecturers. Lecturers make up nearly 70% of instructional faculty at Dominguez Hills, and
of lecturers are part-time. The task force members described using aspects of the design thinking process to identify wa

and the California Faculty Association Lecturer Representatives. They also met with the chairs council of ve colleges
conducted in-depth interviews with deans.

The task force engaged in sense-making activities to rede ne their understanding of the problem. For instance, one act
they conducted was to write the issues they had identi ed on post-it notes so that they could classify them into di ere
categories. Their use of literature and external partners also facilitated comparative sense-making, allowing them to m
clearly identify where the institution was doing well and where there were opportunities for improvement. In talking dire
to academic leaders at Dominguez Hills, task force members were able to understand what policies and practices shou
changed within the Dominguez Hills context. While literature can provide general ideas, campus context matters and tal
to department chairs and deans helped team members to identify speci c, local needs and issues.

The consideration of political will in the organizing phase helped them put together a diverse and well networked commi
which gave them access to the right information. Task force members described how it was bene cial to have people on
committee that had multiple levels of experience and in multiple roles, which bene tted them throughout their design thinki
process. In the (re)de ne stage, in particular, the fact that some members had connections to the central o ce and oth
institutions facilitated their use of liberatory collaboration. In addition, using literature and their networks allowed the tea
to situate the issues they identi ed within a larger and ongoing conversation, re ecting politically savvy that likely bene tte
them during the buy-in phase.

Ideate

Because of the data collection approaches used by the
task force, there was a good deal of overlap between the
empathy, re(de ne), and ideate stages. The literature they
reviewed, data they collected, and conversations they had
all included some attention to recommendations for best
practice. For instance, their survey asked lecturers about
their perceptions of being valued as well as suggestions for
ways the institution could be more supportive.

One person said, "Having the ideas generated before coming to a de nition is sometimes helpful in the way that we think a
being able to implement some kind of new system." Task force members therefore found themselves in an ongoing sta
brainstorming ideas as they kept identifying new issues that needed to be addressed. They talked about how important it
for them to list as many ideas as possible before narrowing down what they wanted to implement.

Their approach proved to be advantageous as they got to learn about others' ideas for improvement from a group that represe
a wide diversity of perspectives. This information was pivotal for their ability to imagine potential solutions.

Choose

Moving from the ideate phase into the choose phase proved to be a di cult process for Dominguez Hills. With so many st
ideas owing from key stakeholders and the task force, they had a hard time narrowing down which ideas to initiate
perhaps which ones to put on hold. Additionally, because the task force had been charged with recommending best prac
for lecturers, they were able to include a wide variety of suggestions in their report.

At the same time, they did work to hone their list of recommendations by considering many factors, including time, resour
and necessity. Task force members were also very conscious of feasibility and political will. One member said, "A lot c
things that non-tenure-track faculty need don't cost money, but it requires political will."

They also acknowledged that political will changes in di erent environments, such as the larger institutional level vers
the departmental level. For instance, there is no cost associated with advertising tenure-track jobs to lecturers or makir
conscious e ort to include lecturers in departmental faculty meetings, and both practices can help lecturers feel like th
belong, but very di erent types of political will are necessary to implement each practice.

Prototype

The recommendations outlined in the report of the task forep86.1 (e157 scnc)0.5 (l4cult pr)25.2T.1 (ce, the)5.1 (y hwer

Get Buy-In

Task force members ackn[...]
force was formed and co-s[...]
the academic senate, so a[...]
recommendations was al[...]
force made choices that [...]
phases of their process, such as including members of the
academic senate in their empathy work and using scholarship
as evidence in their report. At the same time, the task force
also needed the approval and support of other senior level
administrators who controlled resources needed to implement
some recommendations put forth by the task force.

For instance, the task force met with the provost and went through the recommendations, line-by-line, to assess wh[...]
would take to implement each recommendation and to explore where needed funding might come from. In another insta[...]
in 2019, members of the academic senate attended a conference on shared governance, including some who were on th[...]
force, and so they invited along a few members of the provost's o ce. One of the biggest takeaways from the conference[...]
that non-tenure-track faculty cannot have a voice if they are not represented in shared governance. The message reso[...]
with the academic leaders who attended and they brought the idea back to campus with them, paving the way for be[...]
representation of lecturers in the academic senate.

The task force thus worked to get buy-in using relational approaches, working more at the level of key stakeholders than[...]
coalitions. In addition, the evidence from this case suggests that the team worked throughout the design process to cr[...]
buy-in. In fact, their proactive approaches to rede ning the problem by talking with so many lecturers, department chai[...]
and deans also probably contributed to their success, as these e orts made these stakeholders feel included and heard[...]

One of the largest lessons the task force learned was that buy-in and support from senior leadership matters in orde[...]
navigate the challenges of resources and priority setting. The initiatives, policies, and practices that were implemented [...]
a result of being able to persuade senior leadership to make these issues priorities for the campus.

Test at Scale

After the task force presented the report, the academic senate began to implement a number of recommendations. Som[...]
the recommendations put forth in the task force report that have been implemented at scale include inviting eligible lectur[...]
to apply for tenure-track positions, providing compensation for lecturers who participate in the academic senate, and creat[...]
an onboarding handbook for lecturers.

Evaluate and Refine

While many of these recommendations have been implemented without any major aws or backlash, policies and practices are also being evaluated and re ned in an ongoing fashion.

One issue that has been hotly contested relates to the representation of faculty in the senate. While lecturers now have more representation on the senate, some feel that the senate will only represent them when the makeup of the senate re ects the faculty population, which would double the number of seats on the senate. Other faculty do not believe it is equitable or even necessary to double the size of the senate. As an alternative, the academic senate crea lecturer advisory board, which allows lecturers to have a greater voice and provides compensation for advisory board mem without changing the size of the senate.

Another policy that re ects the iteration of prototyping, getting buy-in, testing, and re ning relates to compensating lecturers fo serving as senators. Initially, these lecturers were compensated at the equivalent to one course, based on the recommend of the task force. However, the reality is that this was cost-prohibitive in the long run and that no other CSU o ered such compensation. This new policy has gone through about six rounds of revisions between the senate and the provost's o it re ects decreased compensation but also a dedicated source of funding from the provost to ensure continuity.

Thus, the task force's design thinking process showcased many examples where, after testing and assessing, policie practices change accordingly. This prototyping mindset, in fact, is one of the bene ts of design thinking.

Keeping Equity in Mind

Notice

Having task force members from di erent backgrounds, including lecturers and others who were familiar with the culture lecturers, was extremely helpful in thinking through the policy and practice changes needed to build a more equitable fac culture at Dominguez Hills. Team members noticed power and acknowledged that their work was seen as valuable in because of the way the task force was initiated by the president and chair of the academic senate.

There was also awareness of power within the team. One lecturer said, "I am always a little uneasy about participating i kind of group and that comes from being a non-tenure-track faculty." Even though the team included a mix of lecturers senior administrators, members noticed positionality and treated one another with respect.

This equity work in the team came in part from centering the voice of lecturers in order to understand the issues. Lectu provided testimonies regarding their unfair treatment during the focus groups. One lecturer talked about being excluded f department meetings for three years, while another lecturer shared that many of their part-time faculty colleagues do not

invited to faculty happy hours or acknowledged in the hallway by their tenure-track/tenured peers. In noticing the experienc

some areas in which Dominguez Hills excelled and others where there were opportunities for improvement. Their work he

solidify many collaborative relationships, which can continue to be a bene cial resource for guidance and collaboration

future e orts.

Policymaking and Politics

Task force members demonstrated awareness of power and leveraged political opportunities throughout the design thin

Table 1: Design for Equity in Higher Education. Notes on Differences.

Phase	Higher Education Context
Equity-Minded Practice	Equity underlies all of the phases, especially as a level of participatory design and a culture of shared governance.
Organize	We add this phase to account for the ways a design team are organized and the role of political will.
Empathize	Design teams went beyond inquiries and observation, learning more about the institution and their colleagues through institutional data and scholarship.
(Re)Define	Because teams are all formed around a perceived problem, this phase focuses on redefining the problem as a level of learning through empathy.
Ideate	Idea generation was more contained. Teams used scholarship and model to foster innovative solutions.
Choose	We add this phase to identify that feasibility is central in the choice process and that teams chose multiple solutions rather than one.
Prototype	The prototyping mindset is difficult to maintain. Because of the risk-averse nature of higher education, teams built multiple prototypes simultaneously and also developed a problem-and-solution or to have one.
Get Buy-in	We add this phase to acknowledge the inherent work of negotiation, collaboration, and compromise required to get buy-in for the solution, as well as the complex environment, the multiple coalition contribute to approval of the solution. Teams have the problem-and-solution idea.
Test, Evaluate, and Refine	This mode often occurs at scale. Teams continue having the problem-and-solution to facilitate implementation. Evaluation and feedback occurs more publicly through collaboration, and is often ongoing.

Table 2: Liberatory Design Thinking Mindsets & Complementary Phases

Liberatory mindset	Description	Most relevant phases of DEHE
Practice self-awareness	We design from who we are. So we need a clear mirror to be able see how who we are shapes what we see, how we relate, and how we design.	Organize Empathize
Focus on human values	Seek as many ways as possible to get to know our end users including immersion, observation, and co-design.	Empathize Choose
Recognize oppression	Our designs depend on how we frame a challenge. So we need a clear window to see how oppression may be at play in our context.	Redefine Choose
Embrace complexity	When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.	Empathize Choose
Seek liberatory collaboration	Recognize difference in power and identity. Design with instead of for.	Ongoing
Build relational trust	Intentionally invest in relationships, especially across difference. Honor stories and listen for emotions.	Empathize Get Buy-in
Bias towards experimentation	The complexity of oppression requires courageous action. Build to think and learn.	Prototype
Share, don't sell	Practice transparency of process and non-attachment to ideas.	Get Buy-In Test and Evaluate
Attend to healing	Doing equity work includes on-going healing from the effects of oppression to increase our agency for liberatory design.	Ongoing
Exercise your creative courage	Each human has the capacity to be creative. Before the inner confidence, the inner courage required to navigate self-doubt and creative fragility.	Ideate Prototype
Catalyze opportunities to transform power	Inequity thrives in situations of power imbalance. Look for ways to transform power so inequities and experience liberatory collaboration. Move away from power over or to power with and design to address power with and within to interrupt the reproduction of power dynamics.	Empathize Ideate Test and Evaluate
Work with our fear and discomfort	Fear and discomfort are anticipated parts of this work. This includes feelings related to the situation, as well as those arising up for our as designers given who we are. Identifying sources of the fear and discomfort allows us to advance our design work if good or address it if harmful.	Ideate Prototype

Note: The liberatory mindsets and descriptions were copied from the Liberatory Design Card Deck developed by Anaissie et al. (2020).

Project Team

Adrianna Kezar, Director and Principal Investigator

Adrianna Kezar is the Dean's Professor for Higher Education Leadership at the University of Southern California and dire

About the Pullias Center for Higher Education

The world's leading research center on student access and success in higher education, the Pullias Center for Higher Edu advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the perform of postsecondary institutions. The Pullias Center is located within the USC Rossier School of Education, one of the w premier centers for graduate study in urban education.

Since 1995, the mission of the Pullias Center for Higher Education is to bring a multidisciplinary perspective to complex s political, and economic issues in higher education. Our work is devoted to the key issues of college access, retention accountability for underserved students—and the e ectiveness of the colleges and universities that serve them. Both dire and through our research, we engage with institutional leaders, policymakers and the community at large to address the n challenges in educational equity today. For more information, please visit: **https://pullias.usc.edu**

Funding

Howlett, M. (2020). Challenges in applying design thinking to public policy: Dealing with the varieties of policy formulation and their vicissitudes. *Policy & Politics*, 48(1), 49-65.

Interaction Design Foundation. (2020). *5 stages in the design thinking process*.
https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

Kolko, J. (2010). Abductive thinking and sensemaking: The drivers of design synthesis. *Design Issues*, 26(1), 15-28

Kolko, J. (2018) The divisiveness of design thinking. *Interactions*, 25(3), 28-34 **https://doi.org/10.1145/3194313**

Lewis, J. M., McGann, M., & Blomkamp, E. (2020). When design meets power:
Design thinking, public sector innovation and the politics of policymaking. *Policy & Politics, 48*(1), 111-130.

Micheli, P., Wilner, S. J., Bhatti, S. H., Mura, M., & Beverland, M. B. (2019). Doing design thinking: Conceptual review, synthesis, and research agenda. *Journal of Product Innovation Management, 36*(2), 124-148.

Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. *Australian Journal of Public Administration, 75*(3), 391-402.

Nakata, C., & Hwang, J. (2020). Design thinking for innovation: Composition, consequence, and contingency. *Journal of Business Research, 118*, 117-128.

Post, L. A., Raile, A. N., & Raile, E. D. (2010). De ning political will. *Politics & Policy, 38*(4), 653-676. Project Fellows. (2020). "How might we" questions. Stanford d-school. **https://dschool.stanford.edu/resources/how-might-we-questions**

Schuurman, D., & Tõnurist, P. (2017). Innovation in the public sector: Exploring the characteristics and potential of living labs and innovation labs. *Technology Innovation Management Review, 7*(1), 7–14.

Sørensen, E., Waldor, S. B. (2014) Collaborative policy innovation: problems and potential.
The Innovation Journal, 19(3), 1.