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Title of Proposed QEP:

[What a great IDEA! Inclusion, Diversity, Equity, and Access](#)

What a great IDEA! Inclusion, Diversity, Equity and Access

This is a transformative topic identified through our ongoing, comprehensive planning and evaluation processes. It has the broad-based support of institutional constituencies, such as the IDEA Book Club, the Diversity Programs in The Office of Student Life, and the DEI Committee. The focus will be on improving the campus experience for all our students in all their diversity. Additional resources for peer mentors in the Student Success Center will provide the means to improve The W's students in terms of their knowledge, skills, behaviors, and values about inclusion, diversity, equity, and access to campus resources.

Overview of QEP concept

To demonstrate how this proposal topic is related to our current Strategic Priorities, I offer the Diversity, Equity & Inclusion Priority for 2021:

“The W is on a mission to create a welcoming, diverse, equitable, and inclusive campus climate for all. As the university strives to reach the highest levels of academic excellence, it is also essential that the university foster an environment where all members of the campus community can flourish. Diversity recognizes the value of varied perspectives, which helps drive innovative solutions to an ever-changing world.”

Congruency with University Mission and Strategic Plan

Since The W has made Diversity, Equity & Inclusion a priority for 2021, institutional support for “What a great IDEA!” has already begun. The Priorities came from a committee review process. Still from The W website: “In understanding the needs of the campus community, we will work to connect

communities to one another to create a sense of belonging, trust, and credibility for all groups, including internal and external stakeholders of The W family.”

The W has already made these three statements part of their priorities:

“Promote affinity groups on campus.

Educate vendors about bidding opportunities.

Connect students with alumni.”

The stated goals from The W’s website on Priorities could be used for this QEP:

“GOAL: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE REFLECTIVE OF THE GROWING DIVERSITY IN OUR COMMUNITIES, STATE, AND NATION;

GOAL: COMMUNICATE MISSION AND OR VISION STATEMENT ON INCLUSIVE VALUES;

GOAL: CONNECT INTERNAL AND EXTERNAL CONSTITUENCIES TO OPPORTUNITIES AT THE UNIVERSITY;

GOAL: CAPTURE, PROMOTE, AND ENHANCE OVERALL CURRICULUM AND PROGRAMMING THAT ENHANCES MULTICULTURAL AWARENESS AND UNDERSTANDING”

Student Learning Outcomes

Students will be able to

- Create a welcoming campus climate
- Discuss varied perspectives, orally or in writing. This may be a measurable objective, such as: At least 80% of the UN 101 students each semester will write an essay that discusses varied perspectives.
- Connect with a mentor from our alumni

Proposed QEP Design Timeline:

Year One:

- Choose a suitable research article/book for the Common Reading Initiative. The discussions in the UN 101 classes will address one of the steps for The W’s website: “We will work to create an environment in which all campus community members, including those who are underrepresented, are welcomed and supported, and differing perspectives and contributions are sought out and valued.”

- Work with the DEI Committee and other stakeholders, such as the IDEA Book Club and the Diversity Programs in the Office of Student Life, to develop the first university-wide climate survey. (See note in the Assessment Plan.)
- Develop a toolkit for guiding search committees, for continuing use.
- “Develop or locate central diversity, equity and inclusion education and training resources for faculty [and peer mentors] . . . , designed to develop skills and behaviors that ultimately will enhance our campus climate.” I suggest that we seek permission from United Way of Central Iowa 21-Day Equity Challenge to use their materials in a slower fashion. If we took one of their days to do each academic month, these videos, podcasts, and informational articles will give us more than two years of readily available trainings. We can set up discussion sessions using their discussion guides, set up joint viewing of the videos and/or podcasts, or share our responses to their journal questions.
- Create a tab off The W’s homepage showcasing the QEP “What a great IDEA!” and feature it in promotions about The W.
- Create diversity video from President Miller.
- Explore “academic and cultural programming, internally and externally;” bring to campus relevant programs, in connection with Student Life, Housing & Residence Life, the Student Success Center, Campus Recreation, etc.
- “Cross reference themes and education in the classroom and/or programming, where appropriate.”
- Work with the Alumni Association to find willing mentors.
- Add additional peer mentors to those already working for the Student Success Center.

Year Two:

- Choose a suitable research article or book for the Common Reading Initiative and discuss it in the UN 101 classes.
- Conduct the first university-wide climate survey.
- “Develop or locate central diversity, equity and inclusion education and training resources for . . . [peer mentors] and students designed to develop skills and behaviors that ultimately will enhance our campus climate.”
- Continue promotion of the QEP.
- Have the “academic and cultural programming” scheduled for the academic year.
- “Cross reference themes and education in the classroom and/or programming, where appropriate.”
- Work with the Alumni Association to match W students with alumni mentors.
- Decide if additional peer mentors are needed, and add them, if so, to those already working for the Student Success Center.

Year Three:

- Choose a suitable research article or book for the Common Reading Initiative and discuss it in the UN 101 classes.
- Conduct the second university-wide climate survey.
- “Develop or locate central diversity, equity and inclusion education and training resources for . . . staff and [peer mentors]. . . designed to develop skills and behaviors that ultimately will enhance our campus climate.”
- Continue promotion of the QEP.
- Have the “academic and cultural programming” scheduled for the academic year.
- “Cross reference themes and education in the classroom and/or programming, where appropriate.”
- Work with the Alumni Association to match W students with alumni mentors.
- Decide if additional peer mentors are needed, and add them, if so, to those already working for the Student Success Center.

Year Four:

- Choose a suitable research article or book for the Common Reading Initiative and discuss it in the UN 101 classes.
- Conduct the third university-wide climate survey.
- Continue DEI education and training sessions as appropriate (perhaps included in the Convocation events for new faculty, or part of the orientation events for students)
- Continue promotion of the QEP.
- Have the “academic and cultural programming” scheduled for the academic year.
- “Cross reference themes and education in the classroom and/or programming, where appropriate.”
- Work with the Alumni Association to match W students with alumni mentors.
- Decide if additional peer mentors are needed, and add them, if so, to those already working for the Student Success Center.

Year Five:

- Choose a suitable research article or book for the Common Reading Initiative and discuss it in the UN 101 classes.
- Conduct the fourth university-wide climate survey.
- Analyze the results from the climate surveys, looking for areas of improvement and areas that are still problematic.
- Continue DEI education and training sessions as appropriate.
- Continue promotion of the QEP.

- Have the “academic and cultural programming” scheduled for the academic year.
- “Cross reference themes and education in the classroom and/or programming, where appropriate.”
- Work with the Alumni Association to match W students with alumni mentors.
- Decide if additional peer mentors are needed, and add them, if so, to those already working for the Student Success Center.

Current State of the Issue

The W has made IDEA one of our strategic priorities. There is an overwhelming amount of research information about IDEA from which to work.

Assessment Plan

Some of the items will be assessed by yes/no checkoffs:

- Was the Common Reading Initiative book or article appropriate for IDEA?
- Was the climate survey developed?
- Was the climate survey administered?

Some of the items will be assessed by a listing of the activities covered:

- List the education and training sessions held each year.
- List the academic and cultural programming scheduled each year.
- List the alumni and their mentees.

Some of the items will have to be self-reported via Qualtrics, such as:

- Classroom themes that match IDEA (gather the professor and the class, perhaps the date of the class)
- The UN 101 instructors will report the number of students who completed the writing assignment(s) about varied perspectives that correlated to the CRI book.
- Assess the outcome of peer mentoring by comparing the pass rate of the students who used the peer mentors with the pass rate of the students who did not. (Look for growth in the pass rate as an indicator that peer mentoring is effective, and that additional peer mentors would be useful.)

Note: I belong to the Equity and Social Justice Working Group of the Association of Mathematics Teacher Educators. Dorothy Y. White and Bettye P. Smith (2013) developed a Multicultural Mathematics Dispositions Questionnaire. Dr. Smith passed away five years ago. Dr. White (at 5:21 p.m. Sunday) gave her approval to me to rewrite their questions for a general campus audience. Harvard has a self-assessment on implicit bias, and they are disseminating the results as they analyze the data. Many of the items included with the United Way of Central Iowa 21-Day Equity Challenge are self-assessments. Perhaps those could be used.

Estimated Budget

Create QEP banners.

We can use Qualtrics for the questionnaires, including the collection of data from the professors about their UN 101 students, or about the IDEA-related education in various classes around campus, so there is no additional cost there. There might be funds needed for the analyses of the results.

Money for additional peer mentors would be needed, beyond the current budget of the Student Success Center. This may increase through the years if needed.

Money will need to be budgeted for academic and cultural programming. Other offices around campus might share in these costs as appropriate. Years 2-5 will need programming funds.

I would suggest that, in addition to providing funds to bring programming to campus for the students, faculty, and staff to attend, additional travel funds be made available to faculty or students who wish to attend a suitable IDEA conference elsewhere.

References

<https://www.muw.edu/priorities/diversity> accessed 1/31/22

United Way of Central Iowa 21-Day Equity Challenge

Historical Foundations of Race from the National Museum of African American History and Culture.

Systemic Racism Explained from act.tv

Seeing White podcast: Season 2, Episode 2 *How Race was Made*

Cognitive Biases: What They Are and How They Affect You

Let's Talk Bias from PBS Learning Media

Project Implicit's Hidden Bias tests

Americans don't see me, or Ahmaud Arbery, running down the road—they see their fear by Ibram X Kendi

What is Privilege on BuzzFeed

Hello Privilege. It's Me, Chelsea The View Netflix documentary

Self-assessment by BuzzFeed

Cultural Competence Continuum from Bill Deans

Cultural Competence Self-Assessment from the Greater Vancouver Island Multicultural Society

Cultural Competence or Cultural Humility? Moving Beyond the Debate by Ella Greene-Moton and Meredith Minkler

Intercultural Development Inventory

One Economy Report

How America Created its Shameful Wealth Gap

Prosperity Now

Center for American Progress

And that's just through Day 6 of the United Way of Central Iowa's 21-Day Challenge.

AMTE Community Circle: Anti-Racist Teaching Practices in Mathematics Education