QEM INCLUDES
Design & Development
Launch Pilot (DDLP) Project
in Partnership with HBCUs and TCUs

National Science Foundation Award # 1649095
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Quality Education for Minorities (QEM) Network

Co-Principal Investigators and Core Partners:
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Office of the Provost, Morgan State University

Leander (Russ) McDonald, President
United Tribes Technical College

Althea Burns, Associate, QEM Network
Major partners and their organizations/institutions

- Myra Burnett, Interim Provost/VP for Academic Affairs, Spelman College
- Anita Frederick, President, Tribal Nations Research Group
- Scott Friskics, Director of Special Programs, Aaniiih Nakoda College
- Jeremy Guinn, Chair, Environmental Science Department, United Tribes Technical College
- Shaik Jeelani, VP for Research and Dean of Graduate Studies, Tuskegee University
- Bryant Marks, Director, Program for Research on Black Male Achievement, Morehouse College
Additional partners and their organizations/institutions

• Bruce Crawford, Vice President for Instructional Services
  Lawson State Community College

• Chad Waukechon, Dean of Community Programs
  College of Menominee Nation

• Nader Vadiee, Faculty/Coordinator, Engineering and Engineering Technology Programs
  Southwestern Indian Polytechnic Institute (SIPI)

Currently recruiting industry/affinity partners
How the partnership will use social innovation frameworks (e.g., collective impact) to achieve project goals:

The Core Partners:

• Meet monthly via teleconference
• Adopted the project’s Goals and Objectives
• Agreed to the Project’s Evaluation Plan
• Participated (100 percent) in research surveys re: broadening participation in STEM at their institutions
• Serve as sites for REU and faculty development pilots
Area of STEM Launch Pilot addresses:

- Undergraduate STEM education – first two years
- STEM faculty professional development in evidence-based, data-driven research, education, and mentoring for their students.

Underrepresented audiences Launch Pilot addresses:

- African Americans and Native Americans at HBCUs and TCUs, particularly males and persons with disabilities
Broadening participation challenge that our Launch Pilot is addressing:

• To leverage prior success and strong potential of HBCUs and TCUs to broaden the participation of students in STEM and contribute significantly to the Nation’s STEM enterprise.

• To increase STEM research and faculty development resources at HBCUs and TCUs.

• To catalyze synergy among QEM D&DLP Partners with QEM’s unique engagement with HBCUs and TCUs.
The scope and scale of our project:

- The Washington, District of Columbia-based QEM D&DLP project is nationally-focused on HBCUs (Southeast) and TCUs (West)

FOCUS

- STEM undergraduate students in their first two years at HBCUs and TCUs
The QEM D&DLP Launch Pilot:

WHO WILL BENEFIT

- **Students**, from a research-based REU experience tailored to their culture and context to engage them in STEM
- **STEM faculty** at HBCUs and TCUs, from professional development

EXPECTED OUTCOMES:

- A cadre of students from HBCUs and TCUs will persist and succeed in STEM
- Partner institutions’ faculty will receive evidence-based specific training for REU leadership and mentoring for their early-year STEM undergraduate students
- Partner HBCUs and TCUs will increase their teaching and research capacity in STEM
The work of the QEM Launch Pilot will begin to solve the following problem:

- To increase the contribution of HBCUs and TCUs to the diversify of the Nation’s STEM workforce and leadership at National scale

The QEM Launch Pilot model is based on goals and objectives that recognize synergy among HBCUs and TCUs, current research regarding broadening participation in STEM for African and Native Americans, with a special focus on males and persons with disabilities, and QEM’s unique and long-term relationships with HBCUs and TCUs.
The strategic plan to address the BP challenge(s):

Our strategic plan calls for early research synthesis specific to these groups, design and implementation of REUs and faculty development at partner sites in 2017, rigorous assessment of these activities, and development of new research questions based on outcomes from project activities.

The outcomes from the project’s pilot and partnership activities will inform next steps for an expanded research agenda and revisions to REU and faculty development efforts for STEM inclusion for the QEM HBCU/TCU NSF INCLUDES Alliance.
Building capacity for collective leadership among all QEM D&DLP partners

- All core partners are engaged in decision-making regarding project adaptation and implementation. Summer REU sites will include HBCUs and TCU sites, with all partners invited to recruit participants. Faculty development for STEM faculty at their institutions will build education, education research, and research capacity for these institutions
Sharing project activities and outcomes with the communities of practice

- Core partners’ STEM faculty/staff will be encouraged to identify STEM broadening participation project experiences for publication. The QEM D&DLP project staff also will pursue dissemination opportunities through conferences and workshops as well as enhance the QEM D&DLP website.

Project Evaluation:

- As shown in our companion poster on project evaluation, a logic model will undergird an ongoing process of assessment for proposed activities and their outcomes, under the guidance of Dr. Emorcia Hill, the project’s Independent External Evaluator.
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