

Call for Submission to the MAA Notes Volume on Diverse Equitable and Inclusive Issues in Calculus Programs

Rationale

In the MAA's Notes Volume stemming from the *Characteristics of Successful Programs in College Calculus (CSPCC)*, called "Insights and Recommendations", seven main characteristics are highlighted as being related to successful calculus programs. These seven traits were present among the collection of five PhD granting universities studied as part of the grant, and were: robust GTA teaching preparation, coordination of courses, support of active learning, comprehensive placement strategies, collection and attention to local data, abundant student supports, and rigorous content. Hagman (2019) points out that the five universities studied to identify these characteristics are predominantly white or Asian institutions that disproportionately serve men or disproportionately have women switch out of the calculus sequence. Because of these inequities within the universities and their calculus programs, it is potentially problematic to take these characteristics as they are without explicitly attending to diversity, equity, and inclusion within each of them. In this MAA Notes Volume, we seek to illustrate various ways programs have done this or are working to do so.

Scope

The MAA Notes Volume on Diverse Equitable and Inclusive (DEI) Issues in Calculus Programs encourages a broad array of submissions that highlight issues of DEI in introductory mathematics programs with special attention to precalculus, differential calculus, and integral calculus and surrounding departmental programs to support students in these courses. For this volume we are soliciting "illustrative case studies" that showcase ways in which departments and instructors are attending to promoting diverse introductory mathematics programs, achieving or monitoring equitable student outcomes and experiences, and promoting inclusive teaching practices. Achieving and promoting DEI issues in introductory mathematics programs is not an easy undertaking so we encourage submissions of models in progress, discussions of potential obstacles, challenges, and what departments/instructors have done to overcome barriers to address these issues. We also encourage collaborations between mathematics department members and people outside the department involved in programs, such as individuals in administrative positions or working with student support centers.

Submissions might address (but are not limited to) the following topics:

- How coordination can support fairness and also justness
- How placement procedures can value multiple ways to demonstrate readiness
- How professional development (for faculty, instructors, and GTAs) can address DEI
- How changes to the curriculum respond to an increasingly diverse student population
- How departments/universities collect and use data to inform changes related to DEI
- How centers or programs operate to support inclusion and student success in STEM

Expressions of Interest via submission of extended abstracts (approx 500 words)

Due February 22, 2020; Submit extended abstracts <https://tinyurl.com/DEINotes2020>

Extended abstract should include (each will be prompted in the proposal submission form):

- Title | Author (s) | Key Words.
- Description of the issue and how a need for improvement was identified
- Description of the initiative or program and who it is intended to support
- How the issue or program addresses Diversity, Equity or Inclusion
- Discussion of possible obstacles, barriers, and recommendations for overcoming these.
- Other recommendations for departmental and institutional adoption.

Accepted abstracts will be invited to submit a full paper (2000 words) for inclusion in the Notes Volume. Accepted submissions will then be grouped into related themes and wrapped for cross-cutting themes and recommendations into a chapter led by an invited author.

Timeline

This MAA Notes volume will be published 2021. Please email Jess Ellis Hagman (jess.ellis@colostate.edu) if there are any questions about submissions.

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| February 22, 2020 | Submission of extended abstracts. Editors will consider suitability of abstracts and invite accepted authors by March 1, 2020 to submit a full paper. |
| April 15, 2020 | Submission of full papers describing the “illustrative case study” |
| July 15, 2020 | Chapters submitted for review |
| Nov 1, 2020 | Final submission of chapters |
| January 1, 2021 | Publication by MAA |

Editors

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References

Jessica Ellis Hagman (2019) The Eighth Characteristic for Successful Calculus Programs:

Diversity, Equity, & Inclusion Practices, PRIMUS, DOI: [10.1080/10511970.2019.1629555](https://doi.org/10.1080/10511970.2019.1629555)