WALDEN UNIVERSITY
A higher degree. A higher purpose.

Core Faculty and Leaders in the School of Counseling, Drs. Stephanie J.W. Ford and Jason Patton, were challenged with finding a safe environment for faculty and students to discuss Diversity & Inclusion. Enter POPin.

MORE **EFFECTIVE DIVERSITY&INCLUSION** INITIATIVES

BUY IN AROUND DIVERSITY & INCLUSION **ACTIONS** FROM **SAFE** CONVERSATIONS

Use Cases

POPin for Improvement

"Please rate (1-5) the level to which you feel safe addressing student, faculty and/or staff issues related to diversity and inclusion in the SoC (1-not safe at all; 3- somewhat safe; 5-extremely safe). After you identify your number please explain how we can create a safe environment for people to address diversity and inclusion in the SoC."

Background

The Walden University School of Counseling (SoC) places a high value on diversity and inclusion (D&I). One of their primary goals is to foster a safe environment for faculty and students to discuss D&I. They decided to use POPin due to its anonymity and the ability to review, reply, and/or endorse other participants' responses on such a sensitive topic.

Solution

Drs. Stephanie J.W. Ford and Jason Patton, Core Faculty and Leaders in the SoC, rolled out POPin. They sought to understand faculty perceptions regarding how safe the environment is and gain insights into real actions they could take to improve it. "POPin seemed like the perfect venue to host the discussion given that we were asking how faculty members felt about safety," Dr. Patton commented. "So anonymity was imperative to receive honest feedback."

Through a series of POPin questions, Drs. Ford and Patton identified actions they could take within the school to better foster a D&I environment, leveraging POPin to:

• Discover ways to proactively support students dealing with D&I issues

• Source ideas for making it a safe environment to discuss D&I

• Uncover ways to improve D&I in faculty engagement with students

Result

At the onset, Drs. Ford and Patton defined success as a combination of participation (goal of 50%) and feedback quality. Following the sessions, they were excited to see they had at least 85% participation in every POPin, giving them confidence that they truly learned what the crowd thinks. This also demonstrated the importance of this topic to the faculty at the school.

Regarding quality of feedback, Drs. Ford and Patton were excited by the honest and constructive feedback they received. The team provided the SoC the insights needed to drive effective D&I initiatives. They are working with school leadership to review results and promote D&I in the school. They have also been armed with valuable information they are sharing to inform university-level D&I initiatives. As a result, they have successfully laid the groundwork for engaging faculty and driving a diverse and inclusive environment.