Baldrige, STEM Engagement & Learning Communities

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UW-Stout and ASQ Advancing the STEM Agenda 2012

UW-Stout

- 2001 – Recipient of Baldrige National Quality Award
- 2002 to present – Participation in the Academic Quality Improvement Program (AQIP)
- 2007 – Creation of UW-Stout STEM College to include all STEM-related programs
- Baldrige, AQIP and UW-Stout share similar values and quality criteria
Baldrige * AQIP * UW-Stout Values

- Academic excellence
- Commitment to students and stakeholders
- Diversity of people and ideas; respect and inclusion
- Innovation, technology and sustainability
- Collaboration, competence and continuous improvement;
- Systems perspective
- Management by fact
- Focus on results and creating value
- Values reflected in all programs and services

Learning Communities at UW-Stout

- Combine classroom, residence hall and community experiences
- Led by faculty members in collaboration with student services staff members
- Developed according to needs and interests of students
- Participation leads to increased student retention and satisfaction
Fall 2012 Learning Communities

- **Interest/Theme Based**
  - Environmental Justice
  - Living OUT Loud
  - Social Justice and Civic Engagement
  - Theater
  - World Travelers

- **Major Related - including STEM**
  - **Applied Science**
  - Art and Design
  - Engineering
  - Entertainment Design
  - Vocational Rehabilitation

- **Honors**
  - Bridge, Stoutward Bound and ASPIRE

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**Applied Science Living and Learning Community**

- Classroom experiences
- Peer mentoring
- Diversity awareness/Inclusive Excellence
- Student development
- Continuous improvement model
  - Collect data, review data, implement changes
Diversity and Inclusion:

“Inclusive Excellence (IE)”

Applied skills dominate rankings of knowledge and skills expected to increase in importance over next five years.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Basic knowledge and applied skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical Thinking/Problem Solving</td>
</tr>
<tr>
<td>2</td>
<td>Information Technology Application</td>
</tr>
<tr>
<td>3</td>
<td>Teamwork/Collaboration</td>
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<td>4</td>
<td>Creativity/Innovation</td>
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<tr>
<td>5</td>
<td>Diversity</td>
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<td>6</td>
<td>Leadership</td>
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<td>7</td>
<td>Oral Communications</td>
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<td>8</td>
<td>Professionalism/Work Ethic</td>
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<tr>
<td>9</td>
<td>Ethics/Social Responsibility</td>
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<td>10</td>
<td>Written Communications</td>
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<tr>
<td>11</td>
<td>Lifelong Learning/Self Direction</td>
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<tr>
<td>12</td>
<td>Foreign Languages</td>
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<td>13</td>
<td>Mathematics</td>
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<tr>
<td>14</td>
<td>Writing in English</td>
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<tr>
<td>15</td>
<td>Reading Comprehension</td>
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<td>16</td>
<td>Science</td>
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<tr>
<td>17</td>
<td>English Language</td>
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<tr>
<td>18</td>
<td>Government/Economics</td>
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<tr>
<td>19</td>
<td>History/Geography</td>
</tr>
<tr>
<td>20</td>
<td>Humanities/Arts</td>
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</tbody>
</table>

*Indicates an applied skill

Number of respondents varied for each question, ranging from 398 to 424. Percent calculated out of total number of respondents electing “increase” in importance over the next five years.

**Diversity:** Individual differences that can be engaged in the service of learning.

**Inclusion:** The active, intentional, on-going engagement with diversity:

- People
- Curriculum
- Co-curriculum
- Communities

In ways that increase one’s awareness, cognitive sophistication, knowledge & empathetic understanding of the ways people engage within institutions and systems.

Source: Association of American Colleges & Universities, 2005
Vital Connection to the Educational Process

Individual
- Enhanced critical thinking skills
- Stronger leadership skills
- Higher rates of educational persistence

Institutional
- More inclusive and diverse course offerings
- Greater use of student-centered teaching & learning approaches

Business
- Improved problem-solving skills
- Greater cross-cultural competence
- Increased ability to attract the best talent available

Societal
- More informed citizenry
- Greater equity in society
- Higher levels of civic participation

Guiding Principles
Inclusive Excellence

- Shared Responsibility—everyone has a role to play
- Diversity sits at the center of institutional life, not the periphery
- There is a place at the table for everyone
- True excellence is measured by equity and inclusion as well as superior performance
- Different students require different forms of support
- Implementation matters as much as strategy

Everyone in the academic community is responsible for encouraging a diverse and inclusive university.
“Inclusive Excellence (IE)”

Learning Community Applications

Diversity awareness education in a freshmen seminar course, Applied Science Profession I (APSC 101)

First incorporated fall 2009 (James and Carlson 2012).
You try to learn about student characteristics in order to improve class instruction

You vary your teaching methods to allow for the multiple ways students learn

The classroom atmosphere encourages the active participation of all students

Students feel empowered in their learning

You evaluate student learning using multiple techniques

You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs

Students gain an understanding of how course topics connect to societal problems or issues

Students develop skills necessary to work effectively with people from various backgrounds

The course content covers contributions to the field by people from multiple cultures

You emphasize using multiple approaches to understand problems

You explore your own cultural and intellectual limitations as part of class preparation

You address your potential biases about course-related issues during class
“Inclusive Excellence (IE)”
across campus

What part can you play? (IE Tool Kit)