

# 2012 Advancing the STEM Agenda in Education, the Workplace and Society Conference

**July 16-17 at UW-Stout**

Co-sponsored by the ASQ Education Division and the University of Wisconsin-Stout on the University of Wisconsin-Stout campus in Menomonie, WI

## Call for Abstracts and Papers

### Conference Focus Areas

#### College-Ready in STEM and Transition to College

- Preparing high school students to be STEM college-ready
- Partnering between K12 and Colleges for student success
- STEM High Schools: Case studies of successes and challenges
- Teaching teachers to teach STEM
- Using Continuous Improvement Tools in K-12 classrooms
- Recognizing the unique role of technical colleges in bridging STEM education
- Preparing instructors for technical colleges

#### The STEM Gap: Representation and Access in STEM

- K-12 outreach Programs: Engaging girls and minorities
- K-12 STEM curriculum innovations, including Technology and Engineering
- Continuous improvement and the STEM pathways
- “Changing the Conversation” case studies
- Disabilities and STEM Access and Retention



## Higher Education STEM- Improved Learning through Teaching and Communities

- Using high impact teaching practices such as active learning, inquiry thinking, experiential and problem based learning in STEM classrooms
- STEM student retention best practices-- innovative learning communities, bridge programs, and integrated STEM education.
- Continuous Improvement through Evidence-Based practices
- Systems thinking for STEM retention- including PDSA and the Baldrige Education Criteria
- Using student feedback to continually improve the academic success of STEM students
- Student learning centers: Special considerations for STEM mentoring and tutoring

## Industry Partnerships Improve STEM Education

- Connecting industry with STEM students through internships and joint partnerships
- Transition to a STEM career: problems and best practices
- Partnering to Develop 21st century global leaders in STEM careers
- Recognizing the unique role of technical colleges in growing STEM workers
- Models for STEM learning: Partnerships in the community



## Abstract and Paper Required to Present at Conference

All conference presentations require a paper. First, abstracts are reviewed and accepted. Then for all accepted abstracts, a paper will be peer-reviewed. A paper may be either a 2-page extended abstract paper or a full paper. A paper may be accepted as is, may be rejected or a revision may be requested. All accepted papers will be published in the conference's online

proceedings and the papers will be accessible from the ASQ Education Division online library. Presentations may also be included in the online proceedings and library.

## **Abstracts Due February 15**

- 500 words or less
- Due by February 15, 2012
- Notification of Acceptance by February 25.
- For accepted abstract, papers are due April 18

The abstracts will be reviewed on the basis of applicability to the conference theme and call for papers topics, a broad appeal to conference participants and readability. Abstracts from doctoral students may be submitted.

## **Submission of Abstract**

Email the abstract to Dr. Cindy Veenstra at [Conference@asqedu.org](mailto:Conference@asqedu.org) in a Word document with the following information:

- Abstract title
- Relevant call for paper focus area
- Authors' names, affiliation, title, email address, and phone numbers
- Willing to be a reviewer for the conference papers (yes/no)?
- Abstract

**Questions? Contact [conference@asqedu.org](mailto:conference@asqedu.org)**