


The Alverno Story



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PKAL/QuIRK Workshop
October 8 – 10, 2010


Session Overview

- About Alverno
- Making a case: QL across the curriculum
- Faculty Buy-in
- Sustainability
- Visibility



Alverno College

- Demographics
- Philosophy
- Brief history of QL
(See criteria page 67)



Making our case

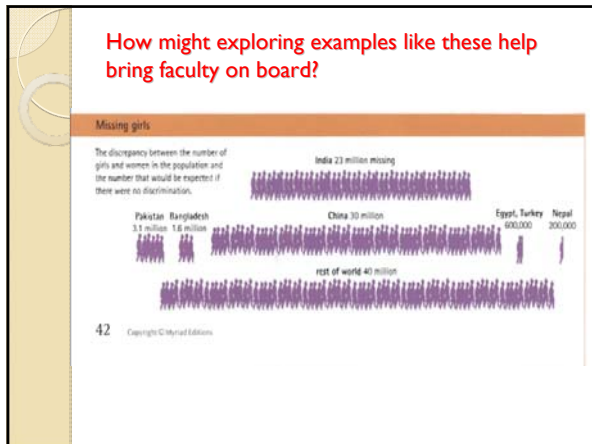
- Transferability concerns from faculty
- Anecdotal evidence from outside
- Limited graduation requirement
- Survey of graduates (see page 78)
- **What evidence do you have/could you gather to show need at your institution?**

Faculty Buy – in

- Recruit faculty → show QL strengthens student learning → able to pay an initial group to attend training and develop materials
- Address faculty math anxiety & possible deficits → provide resources and support
- Show relevance to their field → broaden perception of QL

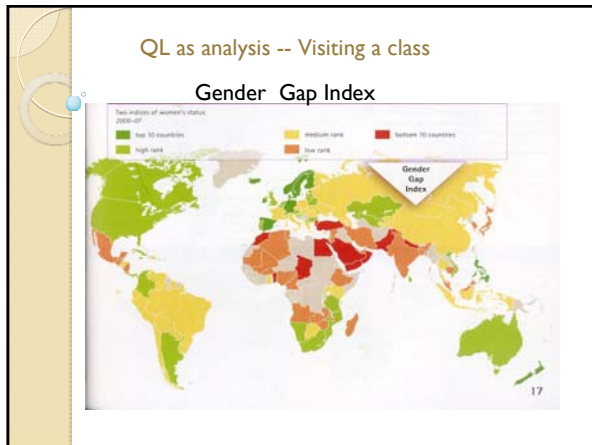
Faculty's taste of Quant Lit

- Scan the activity that uses data on pages 69 - 70 and the provided data from the CIA World Factbook. (Another activity on page 72)
- Scan the faculty response sheet "The Story Behind the Numbers" on page 73.
- **How might this bring faculty on board?**



Faculty Buy-in

- Show meaningful vs. trivial/central vs. tangential use of QL in their courses → highlight tool for analysis
- Get faculty to take ownership of QL → target key faculty, model use, purposefully cross barriers



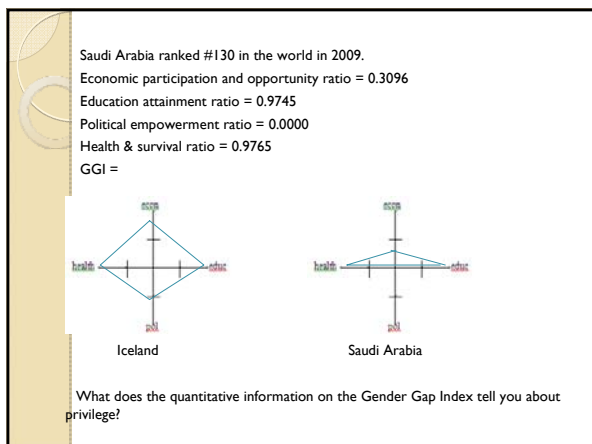
“Everywhere, boys tend to be privileged over girls.” (Seager, p. 42)

This is a bold statement that may not stand up well on its own. Whether you agree or disagree with this statement, supporting your position with quantitative evidence, gives it legs. Quantitative support helps to define privilege, convince readers of the existence or lack of existence of that privilege, and show the magnitude of that privilege if it exists. *The Penguin Atlas of Women in the World* contains a wealth of information on which to base that support.

Page 17: Gender Gap Index (GGI) = percent of gender gap closed

Examples (*The Gender Gap Report*, World Economic Forum, 2009)

Iceland ranked #1 in the world in 2009.
 Economic participation and opportunity ratio = 0.7502
 Education attainment ratio = 1.0000
 Political empowerment ratio = 0.5905
 Health & survival ratio = 0.9697
 GGI =



Sustainability

- Train new/new to QL faculty – see QL through the levels on pages 76 - 77
- Gather faculty feedback & follow-up – see survey on page 79
- Create ongoing opportunity for cross-disciplinary conversation
- Continue to help non-math/science faculty see QL as a communication tool.

Faculty Buy-in

- **What strategies can you use to bring your faculty on board?**

Sustainability

- **Maintain visibility**
 - AC 309 Mid-Program Assessment –see pages 74 – 75
 - Research Center for Women Project – see page 71
 - Gen Ed conference

Sustainability

- **Provide resources/examples**
 Creating a virtual QL resource center here.

Productivity Resources	Teaching Resources	College Resources
Accessing Tools Alverno Website Datalab DNP Educator IOL Library Outlook Web Access	Integrating Abilities Ability Portal Experiential Learning	Developing Faculty Academic Affairs
Using Technology Computer Equipment/Room Request Forms	Connecting Disciplines Collaborations in Teaching/Learning	Orienting New Faculty Before You Begin First Week of Class

Sustainability

- **How can you make your project visible at your Institution?**
- **What are other sustainability strategies?**