**LOGIC MODEL FOR THE I-CUBED PROGRAM**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INPUTS** |  | **CONTEXTUAL MEDIATORS** |  | **I-CUBEDACTIVITIES** |  | **I-CUBED OUTCOMES** |  | **SYSTEMIC IMPACTS** |

Existing organizational structure

**INSTITUTIONAL INFRASTRUCTURE**

**INTERVENTIONS**

* Databases
* Tracking tools
* Data analysis
* Use of data
* Information Dissemination
* Councils and advisory groups
* Joint procedures
* Partnership Procedures
* Change P & T policies

**FACULTY IMPACTS**

* Strengthened STEM faculty

Existing social capital/trust

relationships

Existing EHR/NSF awards

Institutional

health (stability, turnover) and economic pressures

**INSTITUTIONAL INTEGRATION AND INNOVATION**

* Shared vision and expectations
* New formal and informal alliances
* New norms of behavior
* New incentives, policies and procedures
* New technologies to support STEM learning
* Integrated procedures and practices to support STEM programs
* New organizational structures
* New approaches and ideas

**STEM LEARNING AND LITERACY**

* More diverse and broadened workforce
* More prepared STEM learners and teachers
* Enhanced institutional capacity to promote and support learning

Other related awards

and institutional initiatives

I-cubed program strategy

* What?
* Who?
* Where?

**PROGRAMMATIC INTERVENTIONS**

**Target group**

* K-12 students
* Undergraduates
* Graduates
* Faculty

**Practices/Focus**

* From existing programs
* New

**Partners**

* Within colleges and institutions
* Across colleges and institutions
* Outside colleges and institutions

Existing institutional policies, procedures, and behavioral/cultural norms (e.g., identity vis a vis org.location, prof life cycle,

discipline

I-cubed award monies and requirements regarding role of Chief Academic Officer

**STUDENT IMPACTS**

* Increased involvement and success in STEM programs and careers

External political,

Geo-political, and economic context