

**National CTC Diversity Summit Quarterly
March 21, 2017**

Attendees:

CTC: Ann Beheler, Mark Dempsey, Christina Titus, Debbie Miller, Tricia Conner, Amy Garrison
El Centro: Belicia Alborno-Miraval, Hal Spiegel, Jonathan Parker, Linda Savage
Kirkwood: Brenda Steinke, Stephanie Ferguson, Dan Tuuri
Lake Washington: Andrew Fischer
Lansing: Jason Mitchell, Sarah Garcia-Linz
Marshalltown: Patrick Kennedy, Savitha Pinnepali, Valerie Ruiz
North Arkansas: Laura Berry, Janet McMurrin
San Jacinto: Brittney Fowler, Roger Watkins, Pam Betts
Tallahassee: Stephen Dunnivant
UNT: David Keathly, Kathryn Beasley
Volunteer State: Anita Rives, Patty Anderson, George Pimentel, Greg Burgess
Collin College: Michael Coffman, Mike Harsh
SME guest speaker: Laura Nicholas

Next Quarterly Meeting: TBD pending Doodle Poll likely June
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Roll Call

Recap February 9-10 Event

Very positive feedback from post-event surveys.

* 100% of attendees “agreed” or “strongly agreed” to these statements:

The Diversity Summit was an appropriate length.

The handouts and resources provided are valuable.

My time at the Diversity Summit was well spent.

The content of the Diversity Summit was relevant to what we want to accomplish at our institution.

I feel equipped to take action on recruiting/retaining the population we've targeted in our action plan.

* Looking at the self-reporting of expertise levels (Thursday morning vs Friday afternoon), a majority experienced jump in expertise:

72% jumped one or two levels in expertise - Knowledge of best practices for recruiting and retaining under-served populations

69% jumped one or two levels in expertise - Knowledge of how to develop and implement an action plan for recruiting and retaining underserved populations

69% jumped one or two levels in expertise - Knowledge of how to collect evidence to measure impact of an action plan for recruiting and retaining underserved populations

Status of Action Plans

Everyone's turned in an action plan draft, so now we are in revision phase. We are sending out questions/comments via email and scheduling phone calls to revise the action plans. Five revisions received so far – two are pretty close to going to Ann for her final approval.

Action plans will be attached as an addendum to the school contract and form the basis for the quarterly report template. This is why the CTC is insisting on specificity and clarity with the action plans.

Once CTC and school agree on action plan, it will be converted into contract.

The process has taken longer than we expected – Ann’s been out with her shoulder surgery, spring break is interrupting schedules. But we hope to ramp it all back up soon.

Ann: You can start charging expenses in arrears. The contract will be backdated to March 1.

What we have learned

- * Detail and clarity are essential - help us understand your thinking - Explain the rationale
Individual phone conversations have been clear, but in many cases that clarity isn’t on the page – in the action plan, be thorough and really “hold our hand” to walk us through the plan and the justifications.
- * Showing growth as a percentage might be more compelling than a number (although you do need to show both – not just %s)
Show the pie slice is getting larger, not just the pie. Example: “We want to grow female IT enrollment from 15% (2016: 3 women, 20 total) to 26% (2017: 6 women, 23 total).”
- * Clearly answer this question: “If you implement this plan as described and do it well, has your administrator agreed that the evidence will be compelling enough to ask to sustain part of it?”
- * Goals must include metrics.
- * “Elevator pitch” must include your goals and your target population. This is your thesis statement.
- * For every event, we need specifics on:
 - The purpose of the event (and how many events)
 - Who’s being invited and how were the invitees selected
 - How you will measure the success/impact of the event (surveys, tracking)
 - This goes back to the NSF “so what?” question – you had an event, but what did it do for you?
 - Remember Serita Acker’s “party with a purpose.” How will you track success after the event is over?
 - The key is likely enrollment numbers – showing the transfer from attending an event to enrolling in classes.
- * Quarterly budgets – need details on estimated hours and pay rates.
- * If serving food, must be a “working lunch.”
- * Only printed promotional materials allowed. No T-shirts, no giveaways, no radio/TV ad time.
- * The activities must represent a new strategy or approach. We don’t want to continue the status quo.
Spell this out for CTC staff – what were you doing in the past, why it didn’t work, and how this new approach will be better.
Ann: You cannot buy giveaways under federal money. The usual way around this with larger grants is to use indirect money through the school to pay for those items. But these smaller Diversity Summit contracts will not have that indirect element.
- * Must include specific baseline numbers that you will be comparing in February 2018.
- * Use role models (e.g. your student ambassadors and guest lecturers should be female) and say so in the action plan.
If you’re including this element – which was pushed by Pam Silvers and Beth Quinn in February – be clear that you’re doing so.

Next Steps

1. Contract drafts – refine the action plans and convert that into service contracts.

2. Quarterly reports and invoices

March 1-May 31 Report/invoice due June 5

June 1- Aug 31 Report/invoice due Sept 4

Sept 1-Nov 30 Report/invoice due Dec 4

Dec 1-Feb 28 Report/invoice due Mar 5

Final report due Mar 30

Format of the reporting remains pending. The CTC will make sure they're not onerous – make it as simple as possible.

3. SME mentoring

Be thinking of questions to ask your SME mentor

4. Follow-ups

* Monthly check-in with CTC staff (Mark, Debbie, Ann)

* Quarterly check-in with SME – mentoring contracts pending with them

* Quarterly cohort web meeting

Doodle Poll to set time

At least one team member must attend

Laura Nicholas presentation

Building on Laura's talk in February and starting to think of ways to frame messaging. Teams can talk to Laura offline about specific issues/questions – just let the CTC know. We don't want you to spend time on messaging that isn't effective.

Think of leveraging current events (i.e. March is National Women's History Month and MIT referenced that national event in March Twitter/Facebook posts) to springboard off and reach your audience. Another idea: student testimonials and success stories (i.e. Springfield Technical CC – quotes, text, video) can be a lot of work, but it is effective. There are ways to streamline student success articles – send everyone the same few questions, which you can then quickly turn into a story with photos.

A quick brainstorm of possible messages:

** Seeking a new challenge? Come to our information session and check out certification programs to launch a brand new career in information technology or advance in your current role.*

** Transitioning back to work or looking for a career change? Learn about high-growth, high-paying jobs in networking and technology ad certification programs that will get you hired.*

** A four-year college isn't only a path to a high-paying career. Learn about certification programs in information technology that will get you hired fast.*

Consider possible roadblocks in your audience and then address those through messaging (both in social media posts and webpage content).

Websites need a "take action" link on every page. Springfield Technical CC offers three choices depending on where in the journey a student may be: sign up for information session, make appointment with counselor, enroll now. This also helps collect names and emails to start building a database.

Ann: Women students often want a career in which they can help someone. How might that work?

Laura: I can't write rework one of those ideas now, but I could send some ideas after this call.

One campaign ran with tag of "IT's the future" where "it" was IT. The point being that these messages can be simple.

Getting high school students to show up at an event. One strategy: use parent role models to create buzz – maybe a parent works in IT and could be an ambassador. Another strategy: target existing high school clubs or organizations (math club, science fair). Challenge is drawing line between education and a career for high school students who aren't thinking that way yet. At your event, consider some kind of intriguing visual element to pull them in (like a robot controlled by Raspberry Pi). Social media posts supporting the event (including photos) are useful because high school students are using social media, but this should be integrated with other efforts and not put a single-purpose social media channel.

David Keathly: We're offering a coupon to waive registration fee as an incentive to attend an event.

Laura likes that idea – even a \$50 application fee can be a lot of money to some students and could be a roadblock. You may want to put a deadline on the coupon.

Ann and Mark: Anyone have a marketing plan strategy or message you'd like to share?

Messaging is two things: the imagery you use and the way you appeal to the target audience. If you're altering your message, think about ways to adjust the "kicker" in attracting their attention. It's also possible your materials are where they need to be and all you need to do is more work on the outreach to the audience.

Ann: Remember also to join NCWIT. Academic Alliance members can get free marketing materials from NCWIT. You can staple your business cards to them.

Jason Mitchell: We have an open house this Thursday and I'm working on marketing materials. What I've taken away from the Diversity Summit is to use the "Do you like working in teams?" and "Do you like helping people solve problems?" approach. Less focus on the pay.

Laura: Are you creating something new or revising existing material?

Jason: What I have found that's available now has an implicit bias so I'm creating from scratch.

Maybe there's an opportunity to do a "second level" event for those who show interest at the main event. Maybe the six who showed interest at the main event get to go to campus and meet a Hispanic woman professor and take a personal tour and get more information. Or maybe those six get to meet a current student or a graduate (who fits the same demographic as your target) to have a sit-down meeting and provide their perspective on the program.

Mark: There was one school that was using that kind of two-level event model.

Laura: You want role models for your target market – someone who is like them.

Ann: You can find those kinds of role models through the local Chamber of Commerce. If you tell them what you're doing, they can help connect you. The issue of diversity – gender and ethnicity – is a big focus in

industry across the board. They would welcome your request. It's easier to believe a recruitment statement from someone who looks like you and who has made it.

Laura: Career centers may also know where graduates land in industry with that first job. Do colleges capture that?

Ann: In general, we don't have the staff to do very much of that kind of tracking.

Laura: Professors might know anecdotally.

Mark: One of our CCN schools makes students join the school alumni LinkedIn account as part of a class assignment. That way, the school can always follow their professional progress.

Laura: That could help Jason with his work – go to the alumni page and see who's at which company. It's helpful for students or new graduates to network with and talk to someone who's early in their career. Students listening to an older Hispanic CEO may not be as effective. It's harder to make a connection with someone so far away from the student in age.

Corporate world uses similar approach to the student mentor/ambassador strategy – putting experienced workers with new hires to help with transition and mentor.