Strategic Thinking

Leadership Academy
Working Connections
July 11, 2017

Helen Sullivan
Thinking is fun!

• Energy boosting exercise to start us thinking outside the box
• Why is strategic thinking important?
• Brief video Did You Know – 2017 version
• Overview of strategic and tactical thinking
• Examples of strategic thinking
• Short Ken Robinson video (to get the juices flowing)
• Small and large group exercise
• Individual ideas
• Now what?
Why is strategic thinking important?

• If we do the same thing we did yesterday for the next 365 days, then next year won’t be the same as this year: we’ll be behind the changes that happened during the year.

• We need to understand our environment and the world around us in order the meet these changes – head on – with ideas that will greatly impact our students and classes, departments, colleges and communities.

• The most brilliant ideas come from trying to solve a problem.

• Think about this: Did you know? [video link]
Strategic Thinking

- Strategic versus Tactical
  - How would you describe strategic thinking?
  - Do you know your college’s mission statement?
  - How would you describe tactical thinking?
  - Why is it important to have both?
Strategic Thinking

• According to the online Business Dictionary:
  • Strategic thinking is -
  • The ability to come up with effective plans in line with an organization's objectives within a particular economic situation. Strategic thinking helps business managers (college administrators/trustees):
    ▪ Review policy issues,
    ▪ Perform long-term planning
    ▪ Set goals
    ▪ Determine priorities
    ▪ Identify potential risks and opportunities.
Tactical Planning

• According to the online Business Dictionary:
  • **Tactical Planning is** -
  • A systematic determination and scheduling of the immediate or short-term activities required in achieving the objectives of strategic planning
Breaking down strategic thinking

• Literally: what is the big picture?
• What steps do we need to take to achieve or reach the big picture?

House + bridge + flowers
Real Life Example

• BILT – You’ve been talking about partnering with business leaders.
• In your meetings, they tell you four meetings in a row that they will be hiring technicians with skill X.
• Currently, you don’t teach skill X.
• Should you consider skill X? How would you determine if skill X should be part of your department’s program [i.e., added to existing course(s)]?
• In order to grow your program (to meet industry needs), make improvements to your existing program or create innovative solutions to your classroom/department/college, you’ll have to consider various factors.
Think about this:

- The Community college of today is considered being in the middle of a Renaissance. You want to be part of this exciting time in education, and you are a key piece in making transformation happen. Put your Strategic Thinking hat on!

- [https://www.youtube.com/watch?v=zDZFcDGpL4U](https://www.youtube.com/watch?v=zDZFcDGpL4U)
Developing Strategic Thinking

- Strategic thinking is related to “thinking outside the box.”
- You’re not necessarily born thinking strategically
- Your job may not require you to think strategically – yet
- But you probably already do some strategic thinking...
- Even though we are experts at our jobs, we need to develop our mental muscles to grow our strategic thinking
- Start thinking about what surrounds your current circumstances that impacts them
- Environmental factors have a great bearing on
  - What you do (currently)
  - What you can do (limitations)
  - What you could do (broadened horizons)
Let’s discuss – small groups

• Discuss the following factors that impact your
  • Classroom
  • College department
  • Grant program
• Break into groups of 3
• Mix with administrators and non-administrators, if possible
• Take notes
• Prepare to report to bigger group ideas from each factor
• Take 30 minutes and really discuss and share with each other
Capture ideas of each factor

• Economics:
  • What is the economic situation of your college and community?
  • Healthy?
  • Economically depressed?
  • New businesses popping up in fields that need employees with training?
  • Do your students have access to job opportunities?

• Social:
  • Do you live in an urban area, suburban, rural?
  • What cultural demands or social expectations are put on students? Teachers? College?
  • Do residents commute to work, work close to home, telecommute, have to move away to find jobs?
Capture ideas of each factor

• Political:
  • What kind of local and state government policies shape your college programs, scholarships/loans, tax base, etc.

• Technological:
  • What kind of infrastructure supports your area?
  • Plentiful internet access?
  • Do students have readily available access to computers and internet?
Capture ideas of each factor

• Ecological:
  • What are the relationships your community has with your college?
  • Your department?
  • What are the relationships businesses in your area have with your college?
  • Your department?

• Legal:
  • What policies do your college and Board of Trustees have that impact what you do, what you can do and what you could do?
  • What about your state board and accrediting agency?
  • What other groups or associations impact or define what you do.
Capture ideas of each factor

• When discussion time is over, have a representative from each working group put at least three ideas on the board under each factor and briefly explain them.
Discuss these factors:

- Look at the ideas under each factor
- Do you see things that are in common?
- Do these ideas make you consider other thoughts that have not been considered?
- Key trends impacting community colleges
  - Keeping pace with cutting-edge technology
  - Properly assessing readiness for traditional college courses
  - Effectively supporting remedial students
  - Successfully developing job training partnerships with local businesses
  - Absorbing budget cuts
  - Integrating online learning into the curriculum
  - Keeping students on path to completion
Individual:

- Capture the ideas you discussed in your small group and ideas discussed with the entire class.
- What applies to your current situation?
- Consider:
  - How the factors affect the current student population.
  - The potential student population (students to be recruited).
  - How the factors affect faculty.
  - How they affect potential new hires to faculty.
  - Who are the colleges similar to you and do they have similar factors facing them?
  - Do you see them employing strategies to mitigate negative factors?
Individual:

- After thinking through the various factors and potential solutions, what suggestions would you make to address either negative circumstances or areas needing growth or improvement?
- Think about these factors from the mindset of a leader:
  - If you were in charge, how would these factors influence you and what would you do to make changes?
  - Know what the mission statement or stated values of your college are.
    - [http://www.collin.edu/aboutus/missioncorevalues.html](http://www.collin.edu/aboutus/missioncorevalues.html)
  - Speak in a language your boss understands.
  - Who are the thought leaders in your organization? (They do not necessarily hold a management title, but their opinion is always considered.)
What’s next?

• Okay, I’ve got lots of interesting ideas and am officially a strategic thinker – now what?

• Here’s what!:  
  • Are any ideas ones you can use in the classroom, for the department or the grant program?
  • When is your next department meeting? Next teachers’ meeting? Next grant leadership meeting?
  • If you see teams forming to tackle a problem, volunteer.
  • Have a one-on-one meeting with your boss. (Communication tips, tomorrow!)
  • Identify an opinion/thought leader in your group and chat.
• Rich Horwath: What is Strategic Thinking? http://www.strategyskills.com/Articles_Samples/What_is_Strategic_Thinking.pdf

• Eight Important Questions for Eleven Community College Leaders: An Exploration of Community College Issues, Trends & Strategies file:///C:/Users/helen/Desktop/8%20questions%20for%20college%20leaders.pdf

Resources

• *Influence without Authority* – Allan R. Cohen and David L. Bradford
• *Strategic Planning (A Step-by-Step Guide)* – George A. Steiner
• *You Are the President* - Nathan Aaseng (Also, Decision Points at Bush Library)
• *Good Guys & Bad Guys* – Joe Nocera
• *Bad Leadership* – Barbara Kellerman
• *Persuasion* – Charles U. Larson
• *Influence* – Robert B. Cialdini
• *Getting to Yes (Negotiating)* – Roger Fisher and William Ury
Leadership Academy – July 10, 2017

Strategic Thinking – Group Exercise

Discuss factors that impact your:

- Classroom
- College department
- Grant program

INSTRUCTIONS:

1. Form groups of 3
2. Mix administrators with non-administrators, if possible
3. Take notes
4. Prepare to report to bigger group the ideas from each factor
5. Take 30 minutes and really discuss and share with each other
6. When discussion time is over, have a representative from each working group put at least three ideas on the board under each factor and briefly explain them.

Discuss the following factors:

**ECONOMICS** (these are just sample ideas to get discussions started, please add your own)

What is the economic situation of your college and community?

Healthy?

Economically depressed?

New businesses popping up in fields that need employees with training?

Do your students have access to job opportunities?

How do these factors (including budgets) impact your classroom/college department/grant program?

Notes:
Social
Do you live in an urban area, suburban, rural?
What cultural demands or social expectations are put on students? Teachers? College
Do residents commute to work, work close to home, telecommute, have to move away to find jobs?
How do these factors impact your classroom/college department/grant program?

Notes:

Political:
What kind of local and state government policies shape your college programs, scholarships/loans, tax base, etc.?
How do these factors impact your classroom/college department/grant program?

Notes:
**Technological:**

What kind of infrastructure supports your area?

Plentiful internet access?

Do students have readily available access to computers and internet?

How do these factors impact your classroom/college department/grant program?

**Notes:**

**Legal:**

What policies do your college and Board of Trustees have that impact what you do, what you can do and what you could do?

What about your state board and accrediting agency?

What other groups or associations impact or define what you do?

How do these factors impact your classroom/college department/grant program?
Leadership Academy – July 10, 2017

Strategic Thinking – Individual Exercise

Consider factors that impact your:

- Classroom
- College department
- Grant program

INSTRUCTIONS:

1. Capture the ideas you discussed in your small group and ideas discussed with the entire class
2. What applies to your current situation
3. Consider:
   a. How the factors affect the current student population
   b. The potential student population (students to be recruited)
   c. How the factors affect faculty
   d. How they affect potential new hires to faculty positions
   e. Who are the colleges similar to you and do they have similar factors facing them?
   f. Do you see them employing strategies to mitigate negative factors?
   g. For those who are members of the Convergence College Network, note that this can be a good opportunity to network with peer members and brainstorm ideas.
4. What suggestions would you make to address negative circumstances or areas needing growth or improvement (in the context of your class, college department or grant program)?

Notes:
Working Connections: IT Faculty Development Institute Diversity Workshop
July 13th, 2017

Agenda - Thursday
All sessions have time for questions and for the other presenter to offer reaction/comments

8:30 - 8:50  Introductions
Resources:
  1. What is NCWIT (Development One-pager)
8:50 - 9:15  Ice breaker (Pam)
9:15 - 9:45  Why should you care? The national data, getting your data, making connections (Beth)
Resources:
  2. Getting the Data handout
  3. By the Numbers
9:45 - 10:00 Break
10:00 - 10:30 Data Think-Pair-Share on your data
10:30 - 12:00 Now that you care: Here’s how you market (Pam)
Resources:
  4. Diversity Planning template (handout + Word doc)
  5. Top 10 Ways of Recruiting High School Women into Your Computing Classes
  7. Strategic Planning for Recruiting Women into Undergraduate Computing
12:00 - 1:00 Working Lunch
1:00 - 1:30  Data and recruitment share-out
1:30 - 2:15  Social science primer (Beth)
Resources:
  8. Critical Listening Guide (Promo Card and online):
     https://www.ncwit.org/resources/critical-listening-guide
  9. Interrupting Bias in Academic Settings (card), also:
     https://www.ncwit.org/resources/interrupting-bias-academic-settings
 10. Unconscious Bias and Why It Matters For Women and Tech:
 11. Institutional Barriers: https://www.ncwit.org/resources/institutional-barriers-their-effects-how-can-i-talk-colleagues-about-these-issues-1
2:15 - 3:45  Invitational classroom (Pam)
Resources:
  12. (next parts of the Diversity Planning template (handout + Word doc)
  13. Top 10 Ways to Engage Underrepresented Students in Computing
  14. Top 10 Ways You Can Retain Students in Computing
  15. Strategic Planning for Retaining Women in Undergraduate Computing
  16. Collegiate Award Promo Sheet
  17. TECHNOLOChicas Promo Card
  18. Gender Neutral Equivalent Words (Pam bringing)
19. Columbia University Articles - Gender Issues in the College Classroom (Pam Bringing)

20. NCWIT Promising Practices Handout (Pam Bringing)

3:45 - 4:00 break

4:00 - 4:15 And there’s more: Engagement Practices Framework (Beth)

   Resources:
   21. EngageCSEdu Poster
   22. NCWIT EngageCSEdu (Promo Card)

4:15 - 4:45 Evaluation (Beth)

   Resources:
   23. NCWIT Evaluation Tool: https://www.ncwit.org/resources/evaluation-tools

4:45 - 5:00 Wrap-up & Suggestions for preparing for Friday (Pam, Beth)

**Agenda - Friday**

**WHEN:** 8:30 to 12:30

**WHAT:** participants working on action plans on any material covered over the entire week
Broadening Participation in Computing

Recruitment and Retention Plan

College/Program: 

<table>
<thead>
<tr>
<th>Section 1: Focusing your Efforts</th>
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<tbody>
<tr>
<td>What CIS program(s), major(s), and/or certificate(s) are you targeting for your broadening participation initiatives?</td>
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<table>
<thead>
<tr>
<th>Section 2: Institutional Statistics</th>
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<tbody>
<tr>
<td>(e.g., gender, race/ethnicity for school overall; enrollment and graduation rates by targeted major(s) by gender, race/ethnicity, and other relevant statistics) For more information, refer to the <em>Getting the Data</em> handout.</td>
</tr>
</tbody>
</table>

Briefly describe what you know about the participation of women and minorities in your targeted programs or majors relative to your college’s demographics. What data have you collected so far?

What data do you still need to collect? Briefly describe the data and what questions the data would answer.
<table>
<thead>
<tr>
<th>Who is engaged in collecting these data? Who else could help collect these data?</th>
<th>Who should you report these data to? Who needs to know this information?</th>
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</thead>
<tbody>
<tr>
<td>Data changes over time and you’ll need to repeatedly collect it to assess your efforts. What can you do to streamline this process and make it easier to collect this data in the future (e.g., using Google docs, create archive of emails and other requests to use again, building relationships with key people)?</td>
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<tr>
<td>Other notes about data</td>
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</table>
## Section 3a. Building Your Recruitment Initiatives

Brainstorm 4 possible recruitment initiatives, list the advantages and disadvantages of each, and then rank order them by how promising they appear to be. We’ve provided an example.

<table>
<thead>
<tr>
<th>Potential Recruitment Initiative</th>
<th>List advantages and challenges</th>
<th>Rank</th>
</tr>
</thead>
</table>
| Example: Visit high school computer classes to recruit students to our CIT program. | Advantages  
- Large pool of students, including girls and targeted minority students  
- Lots of local schools, including minority serving  
- Helps people understand what we offer and how to take advantage of it  
Challenges  
- Suspect that HS CS classes don’t have a lot of girls enrolled.  
- Do not have relationships w/schools; don’t know who to contact  
- Time to develop and implement  
- Can’t easily identify someone to do it | #2 |
Section 3b: Flesh out the recruitment initiative that was ranked #1.

List the top ranked initiative from 2a:
*Example: Visit high school **math** classes to recruit students to our program.*

What are the key tasks, your timeline, and costs for implementing this initiative? (Be specific)
*Example: Summer 2017 - Finalize initial plan and put together our team. Fall '17 -- Reach out to at least 4 high schools. Work with marketing to create brochure & budget for printing. Spring '18- Visit at least 2 high schools’ math classes. Repeat in 2018-19. **COST:** Printing brochure is covered by marketing/PR. Mileage?*

<table>
<thead>
<tr>
<th>Who should be involved?</th>
<th>Position</th>
<th>Their role in this initiative</th>
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<tbody>
<tr>
<td><em>Example: Jane Jones</em></td>
<td>Career counselor at our college</td>
<td>Help make initial contacts with local high schools and identify key players</td>
</tr>
<tr>
<td><em>Example: [unknown]</em></td>
<td>High school guidance counselor at XX high school</td>
<td>Can set up meeting with career tech teachers and facilitate our visits</td>
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</table>
Section 3c: Flesh out the plans for items that were ranked #2.

List the 2nd ranked initiative from 2a:

What are the key tasks, your timeline, and costs for implementing this initiative? (Be specific)

<table>
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<tr>
<th>Who should be involved?</th>
<th>Position</th>
<th>Their role in this initiative</th>
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</table>
### Section 4. Evaluation of Your Recruitment Initiatives

How will you know if your recruitment strategies have made a difference?

<table>
<thead>
<tr>
<th>How will you measure short term success?</th>
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<tbody>
<tr>
<td><em>Example:</em> 1) Count total students and how many female and Hispanic students are at each HS visit. 2) Give short survey at end of visit to all students. Ask how interested they are in enrolling in our program, and demographics (gender, ethnicity, graduation date).</td>
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<table>
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<tr>
<th>How will you measure long term success?</th>
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<tr>
<td><em>Example:</em> 1) Give short version of NCWIT Entry Survey to students in CS1 course. Ask what high school they went to and if they saw our presentation. Also ask demographics at end of survey to assess differences across groups.</td>
</tr>
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<table>
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<tr>
<th>What opportunities might there be to share your techniques and successes? With whom?</th>
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<td><em>Example:</em> Take pictures of teachers/our team presenting. Put short story w/pics on department webpage.</td>
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<table>
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<tr>
<th>What other details/to do’s are associated with this initiative?</th>
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</table>
### Section 5a. Building Your Retention Initiatives

Brainstorm 3 initiatives that can help RETAIN diverse students in your targeted major or program. Consider issues including pedagogy, curriculum, climate, social support, and preparation. List the advantages and disadvantages of each, and then rank order them by how promising they appear to be. We’ve provided an example.

<table>
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<th>Potential Recruitment Initiative</th>
<th>List advantages and challenges</th>
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| Example: Train and support instructors in key intro courses on how to effectively implement pair programming. | Advantages  
- Research suggests that if well implemented, pair programming can build positive student community and team work. This can lead to better retention of women and minorities.  
- EngageCSEdu has resources we can use to train and support instructors  
- Leadership at our college is open to pedagogical innovation  
Challenges  
- There is high turnover in the adjunct population who teach these courses. Will have to train continuously.  
- Will require changing the shared syllabus – who and when will we do this? | #2 |
|                                  |                                |      |
Section 5b: Flesh out plans for retention initiative that was ranked #1.

List the top ranked retention initiative from 5a:

What are the key tasks, your timeline, and costs for implementing this initiative? (Be specific)

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Section 5c: Flesh out plans for retention initiative that was ranked #2.

List the 2nd ranked retention initiative from 5a:

What are the key tasks, your timeline, and costs for implementing this initiative? (Be specific)

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<thead>
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<th>Who should be involved? (name)</th>
<th>Position</th>
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## Section 6. Evaluation of Recruitment Initiatives

**How will you know your retention initiatives have made a difference?**

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Sharpen your recruitment & retention strategies to increase diversity & strengthen your programs

July 13, 2017

SKILLED WORKERS GET JOBS 2.0
APPALACHIAN IMPACT
ncwit.org
GOALS

• Improve your ability to recruit a diverse population of students into your programs

• Learn ways to create an engaged, inclusive classrooms

• Understand how to gather compelling evidence of your recruiting & retention success to request administrative support & funding
An organization of “member organizations” committed to increasing women’s meaningful participation in computing.
How does NCWIT work?

CONVENE

EQUIP

UNITE

“change leaders”
(that’s YOU!)
Membership for Community Colleges
like all non-profit academic institutions
is FREE

YES, your departments should join!
*It’s easy—and worth it.*
NCWIT Resources

https://www.ncwit.org/resources
icebreaker
Why does NCWIT exist?
The number of CIS degrees is on the rise (again)

Graph shows data from 1987 to 2014

But women’s participation has decreased. The graph shows data from 1987 to 2014.

Computing is an anomaly
What Happened To Women In Computer Science?

% Of Women Majors, By Field

- Medical School
- Law School
- Physical Sciences
- Computer science

Source: National Science Foundation, American Bar Association, American Association of Medical Colleges
Credit: Quoctrung Bui/NPR
It starts early….

e.g., AP Course Taking

In 2015, girls took…

- 60% of all AP Biology
- 49% of all AP Calculus AB
- 42% of all AP Calculus BC
- 48% of all AP Chemistry
- 55% of all AP Environmental Science
- 40% of all AP Physics 1
- 52% of all AP Statistics

But girls only took…

- 22% of all AP CS A
- 32% of all AP Physics 2
- 24% of all AP Physics Electricity/Magnetism
- 27% of all AP Physics Mechanics

AP Program Participation and Performance Data 2015 (collegeboard.org)
Women hold a majority of professional occupations in the US but...
Why diversity is important to computing

- Enhances Innovation
- Expands the Qualified Employee Pool
- Improves the Bottom Line
- Promotes Equality
DIVERSITY BENEFITS CREATIVITY

Groups with greater diversity solve complex problems better and faster than homogenous groups.

www.ncwit.org/businesscase

The presence of women increase a group’s “collective intelligence.”
NCWIT RESOURCE

By the Numbers

- 57% of professional occupations in the 2005 U.S. workforce held by women
- 26% of professional computing occupations in the 2005 U.S. workforce held by women
- 20% of Fortune 100 chief information officer (CIO) positions held by women in 2005

1.1 million
Number of U.S. computing-related job openings expected by 2004

- 45% of these jobs that could be filled by U.S. computing bachelor’s degree recipients by 2024

56% of Advanced Placement (AP) test-takers in 2006 who were female

61% of 2006 Intel Science and Engineering Fair (ISEF) finalists in Biology categories who were female

32% of 2005 ISEF finalists in Mathematics who were female

31% of 2006 ISEF finalists in Computing categories who were female

57% of 2005 bachelor’s degree recipients who were women

18% of 2005 Computer and Information Sciences bachelor’s degree recipients who were women

16% of 2005 Computer Science bachelor’s degree recipients at major research universities who were women

37% of 1985 Computer Science bachelor’s degree recipients who were women

21% increase in the percentage of first-year undergraduate women interested in majoring in Computer Science between 2000 and 2005

57% of computing workforce who were women in 2005

3% of computing workforce who were African-American women in 2005

5% of computing workforce who were Asian women in 2005

2% of computing workforce who were Hispanic women in 2005

ncwit.org
Getting Started
Getting to Know You

- Write down 3 things about yourself that you are willing to share with others
- DO NOT put your name on the paper
- Make an airplane
- Await further instructions
Step 1: Orient the template with the “UP” arrow at the top of the page.

Step 2: Flip the paper over onto its backside so that you cannot see the fold lines. Write down 3 things about yourself others might not know.

Step 3: Pull the top right corner down toward you until fold line 1 is visible and crease along the dotted line. Repeat with the top left corner.

Step 4: Fold the right side over again and crease along fold line 2. Repeat with the left side.

Step 5: Fold the tip down toward you and crease along fold line 3.

Step 6: Now, flip the paper over. Then, fold the left side over onto the right side and crease along fold line 4 so that the outside edges of the wings line up.

Step 7: Fold the wings down along fold lines 5. Partially open the folds you just created so that the wings stick out straight. The wings will have a slight “V” shape when viewed from the front.
Fly Planes Until Told to Stop
Identify Person on Plane You Have

- You MAY NOT ask if it is the person
  - Is this your plane

- You should ask a question specific to one item
  - For example *Do you like pizza?*
  - If the person answers *Yes*, you can ask the next question

- When you have identified the person make sure you get their name

- Remember, when you have identified your person, someone might still be looking for you - ask and answer questions
Introduce the Person You Identified

➢ Introduce the person you identified
➢ Share the 3 things they wrote about themselves
Icebreaker Guidelines

- What is your goal
- Students who aren’t sure if they “belong” worry about talking or drawing attention to themselves
- Allow “low” risk interaction
- Laughter/movement is great
Benchmarking & Evaluating

“If you don’t know where you are... How do get to where you want to go?”
BQ [4]1  add graphic
Beth Quinn, 7/11/2017
Benchmarking: What is it?

The collection and use of comparative data to describe and/or measure change (hopefully progress) over time.
add graphic of a "benchmark"

Beth Quinn, 7/11/2017
RESOURCES

- Getting the Numbers handout
- Section 2 of the Recruitment and Retention Plan handout
Why Benchmark?

- To set attainable strategic goals
- To gauge the efficacy of your efforts over time, and pivot, if needed
- To make a compelling case to leadership, constituents (e.g., faculty), and funders
Key data points for diversifying your program

- Enrollment in core courses
- Enrollment in key certificates or majors
- Number of students attaining the targeted major

BY GENDER, RACE/ETHNICITY...
BQ1  Add graphic of a "handout"
Beth Quinn, 7/11/2017
What are you comparing to?

- your program(s)
- general college demographics
- comparable programs
- national data (IPEDS, NSF, CRA)
- state data (?)

ACROSS TIME...
Limitations of benchmarking

- The what ("head counts") but not the WHY or HOW
- Cultural change requires MANY INDICATORS
- Data & benchmarking should tell a STORY

- We’ll learn more later in the section on EVALUATION
What data do you have? What do you need to get?

- What story does your data tell?
- What is missing? What more do you need to know?
Now that you care
How Can You Market Your Programs to ALL Students

Pamela Silvers
Asheville-Buncombe Technical Community College
NSF ATE Grant (History)

- Skilled Workers Get Jobs: Recruiting Women and Retaining ALL Students (2012-2015) -- $199,896
- Skilled Workers Get Jobs 2.0: Appalachian Impact (2015-2018) -- $900,000
Results from First Grant

- Female enrollment increased from 39 to 75 women (12 - 20%)
- Male enrollment increased
If what you are doing is working for you . . . then continue doing it
The definition of insanity is doing the same thing over and over again, but expecting different results

Albert Einstein
(or Mark Twain or Benjamin Franklin)
Strategies for Marketing Academic Programs
Our Goal For Students

... a sense of belonging
Belonging Where?

- Recruiting
- Campus
- Program
- Other students
- Faculty
Starting Disclaimers

• Our focus has been on increasing female enrollment in traditionally male programs

• We are looking at the 30,000 foot view - so broader generalizations
SO WHAT CAN WE DO?
When you think computer professional, who comes to mind?
Ads

- Verizon Commercial
- GoldieBlox
Look at the issue differently
Traditional

5 + 4 = 9
Instead

9 =
Underlying Facts

• Marketing points - salary, job potential and the technology - tend to appeal to males

• Women do not see themselves in many STEM professions
Skills that Appeal

- Help others
- Work in teams
- Solve problems
Adapt Your Message to HOW Students Choose Careers

- Men ➔ Salary, job potential and the technology
- Women ➔ Help others, work in teams and solve problems
Marketing
Consider YOUR message for someone unfamiliar with the career.
Civil Engineering (BEFORE)

A course of study that prepares students to use basic engineering principles and technical skills to carry out planning, documenting and supervising tasks in sustainable land development and public works and facilities projects. Includes instruction in the communication and computational skills required for materials testing, structural testing, field and laboratory testing, site analysis, estimating, project management, plan preparation, hydraulics, environmental technology, and surveying.
The Civil Engineering Technology curriculum trains future technicians to help make our community a better place. Civil Engineering Technicians ensure clean rivers and streams, design efficient and sustainable buildings (often retrofitting old ones), improve safety on roads to help reduce accidents, develop mass transit alternatives, ensure safe drinking water, preserve natural ecosystems for wildlife, and design infrastructure that saves lives.
Marketing Materials
Theme - Picture Yourself

• Display board
• Posters
  • Notable women
  • Technology posters
• Bulletin boards
• Bookmarks
PICTURE YOURSELF IN TECHNOLOGY

PICTURE YOURSELF IN A TECHNOLOGY CAREER

THESE WOMEN DID

[Images of women professionals in technology fields]

[Logos and additional text]

[Note on funding support by the National Science Foundation]
NOTABLE PEOPLE IN TECHNOLOGY

JENNY GREER

"When I began college 16 years ago, I couldn't even turn on the computer. My education taught me design principles, how to figure things out on my own under pressure, and how to critique and sell my ideas and designs. Now, I'm developing full-scale branding and marketing campaigns for companies nationally and designing mobile and e-commerce web sites. Best of all, I've been a business owner for the past 8 years. A career in technology allows you the ability to work remotely. My education gave me the confidence to pursue my dreams. The sky is the limit!"

EDUCATION: B.F.A. in Visual Communications from Auburn University.

OCCUPATION: Small Business Owner, Creative Director, Branding Consultant, Project Director, Graphic Designer, Illustrator, Artist, Information Architect at Sound Mind Creative in the River Arts District in Asheville, NC.

NOTABLE WNC PEOPLE IN TECHNOLOGY

Dr. Sally Ride

"Our country needs a new generation of visionary scientists and innovators to ensure our future prosperity."

EDUCATION: Bachelor degrees in physics and English, master's degree in physics all from Stanford University.

OCCUPATION: Acclaimed NASA astronaut, President, CEO of Sally Ride Science, and Professor (Emeritus), University of California, San Diego. Best known as America's first woman in space aboard the Space Shuttle Challenger in 1983. Founded Sally Ride Science, a science education organization that empowers girls to pursue careers in science, math and technology.

This material is based on work supported by the National Science Foundation under Grant Numbers 1204737.
NOTABLE GRADUATES
FROM A-B TECH

KELLIE WHITTEMORE

"A-B Tech helped me make the leap from an administrative assistant to a specialist in technology. The level of support A-B Tech offers to students is wonderful, from top-notch technology, mentoring, and placement services, to the communication between students, faculty and staff. I wouldn’t be in the career I’m in today without my degree from A-B Tech."

EDUCATION: A.A.S. in Information Technology from Asheville-Buncombe Technical Community College.

OCCUPATION: Information Technology Coordinator II at the Greater Asheville Regional Airport Authority.

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NOTABLE GRADUATES
From A-B Tech

GAIL FITZGERALD

"It’s never too late to Educate!"

EDUCATION: Associate of Applied Science in Electrical Systems Technology from Asheville-Buncombe Technical Community College in 2012; Associate of Arts from Brevard Community College, Melbourne, Florida in 1977.


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BOOKMARKS

16.9 MILLION
Number of technology/engineering jobs in the United States.

70% Higher wages for technology workers than non-technology workers.

18% Expected growth of technology and engineering careers by 2022.

63% U.S. jobs that require some form of postsecondary education or training.

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PICTURE YOURSELF
WORKING IN TEAMS
FINDING SOLUTIONS
HELPING OTHERS

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HELPING OTHERS

WEB TECHNOLOGIES

Southwestern
COMMUNITY COLLEGE

Southwestern
COMMUNITY COLLEGE

Southwestern
COMMUNITY COLLEGE
Recruiting
Determine YOUR Goal

- Career awareness
- Recruiting
Career Awareness

- Middle school career days
- ESTEAM event (great PR)
- Women in History Month
High Schools

- Check the data
- Students vs. personnel
  - Innovative Expo
Recruiting: Go Where the Students ARE

• Displaced and unemployed worker programs
• GED students
• Undeclared majors (nursing)
• Job Link
• Admissions and counseling staff

Wherever you have NON-Traditional Students
Increased Role Models and Inclusive Environments Entice Women into STEM Fields

Surveys find women are more likely to pursue classes taught by women.

by Meghan Bogardus Cortez

Meghan is an associate editor with EdTech: Focus on Higher Education. She enjoys following all the ways technology is constantly changing our world.

The gender gap in science, math, technology, and engineering fields has been discussed a lot in recent years, and for good reason.
Resources

• National Center for Women and Information Technology (ncwit.org)
• Institute for Women in Trades, Technology and Science (iwitts.org)
Questions?
Lunch break and then planning