Welcome to the BILT: Business & Industry Leadership Team

University of North Texas
and
Others in the ATE Community

Dr. Ann Beheler, Principal Investigator
National Convergence Technology Center
AGENDA

• Explain BILT as it relates to educational programs
• Set context for how BILT model came into being
• Highlight Benefits for Students, Faculty, and BILT members
• Explain absolute essentials of the BILT
• Clarify differences between BILT model and Business Advisory Council in the words of a BILT chair
• Identify how the BILT is being built
• Discuss why you were recruited and how you can help
• Introduce how to do the analysis of the Knowledge, Skills, and Abilities
• Introduce how faculty will use the KSAs to determine curriculum
• “Hear” from the Chairman of the CTC BILT
• Begin a conversation for continuing/building strong business/education engagement
96 percent of college and university chief academic officers said they are extremely or somewhat confident in their institution’s ability to prepare students for success in the workforce.

11 percent of business leaders strongly agree today’s college graduates have the skills and competencies that their business needs.

John M. Eger, “Business and Education Executives Just Don’t See Eye to Eye,” Huffington Post, 04/12/2014; originally presented by John Colburn, Director, Skills for America’s Future, Aspen Institute, 01/20/15
EDUCATION MISMATCH

42 percent of business leaders agree

72 percent of educators believe their graduates are ready for work in an entry-level job

MAJOR GOAL FOR ALL HIGHER EDUCATION PROGRAMS

- STUDENTS complete certificates and degrees and are well-qualified for ready employment or transfer

- EMPLOYERS are highly engaged and want to hire students

Implementing the Business & Industry Leadership Team (BILT) Model helps to meet both goals, and it’s proven effective.
Hired as Dean at Collin College to grow Information Technology (IT) and Engineering Technology (ET) enrollments just after 9/11 in 2001.

Then, the “Dot Com” BUST caused 70-100K workers to be laid off in these industries in North Texas, similar to the nation.

Enrollment declined and continued to decline precipitously.

Dilemma – how to grow enrollments.
CHOICES FOR A NEW DEAN

• Essentially give up and wait out the downturn
  • Downsize programs and faculty associated with them

• Keep trying to recruit students as usual (wouldn’t have worked)

• Plan for the future with strong employer involvement
OTHER CONTRIBUTING FACTORS

• Collin College had a small NSF project grant and had a good reputation with the NSF program officers

• At least half of the Community and Technical Colleges in the nation were facing similar issues and needed transformative steps

• My previous experience indicated
  • When IT and ET employment goes down, the industries have always come back, but they come back with requirements for different skills
  • In education, we have had to scramble to respond to changing curricular needs
OUR OPPORTUNITY – NSF REGIONAL CENTER

• Work with regional business & industry to predict technical skills that would be needed when the downturn reversed and hiring began again

• Work with colleges regionally (and eventually nationally) to address
  • Employer predictions of technical skills required
  • Creation of curriculum to meet those needs
OUR APPROACH IN THE BEGINNING

• Call to action with Community Colleges and Major University in region
  • Face-to-face meetings, discussing our common enrollment decline

• Call to action with over a dozen business leaders in region
  • Phone calls asking for help, not money
  • Focus groups met, discussing their willingness and commitment to design the future

• Talks with the NSF Program Officer
  • Business Advisory Committee (BAC) seen as “rubber stamp” group
  • BILT approach was formulated based on prior work with employers
  • Regional Center proposed and funded
CTC RESULT AS AN EXAMPLE

• National CTC BILT now leads 76+ universities and colleges nationally including UNT

• Local institutions have their own local or regional BILTs leading their programs that determine applicability of national information to the local college

• ALL CTC program work depends on foundational knowledge from the businesses

Note:

• Name for the employer team really should be different from “Advisory” to distinguish that employers lead!
THE BILT APPROACH BENEFITS

• STUDENTS

• FACULTY

• BILT MEMBERS
BILT BENEFITS STUDENTS

• BILT members feel ownership of courses, certificates, and degrees and are likely to seek your graduates

• BILT members engaged; students in the program are first to be considered for opportunities such as internships even before they complete

• BILT members mentor students

• BILT members help with events
  • Interview skills, updates on “a day in the life”, etc.
BILT BENEFITS FACULTY

• Faculty have assurance they are teaching what businesses want
• BILT members available to be guest speakers and assist with recruitment events, on-campus and off
• BILT alerts faculty members of trends in time for curriculum adjustment
• BILT members often provide free or reduced-cost professional development for faculty
• BILT members often provide externships
• Their pipeline of “workforce ready” job candidates is increased (no “rubber stamp”)
• They develop professional relationships with other BILT members and with the college
• They get to give back to their community in a way that makes a real difference (many ways beyond just serving on the BILT)
• They know that their time is valued
ESSENTIAL ELEMENTS OF BILT MODEL

• Businesses must co-lead programs (not whole departments or divisions)
  • Prioritize Knowledge, Skills and Abilities (KSAs) they want graduates to have 12-36 months into the future
  • Predict Labor Market Demand
  • Predict trends

• Faculty must
  • Cross reference KSAs to existing curriculum
  • Update curriculum to address KSAs needed by businesses
  • Provide businesses with feedback regarding implementation
Employers report they are more likely to hire graduates from programs for which they have curricular leadership responsibility.

Employers report they will assume this role (and more) if:

- Their time is respected
- There is a method for ensuring that their input is consistently and seriously considered by the faculty members
- They consistently receive feedback on their recommendations
YOUR ADVISORY COUNCIL

• Are employers highly-engaged?
  • Co-lead the program or just advise?
  • Prioritize Knowledge, Skills and Abilities they want graduates to have 12-36 months into the future by voting using a structured process?
  • Predict Labor Market Demand?
  • Predict trends?

• Do faculty
  • Cross reference KSAs to existing curriculum?
  • Update curriculum to address KSAs needed by business?
  • Provide feedback to businesses regarding implementation?

• Alignment of curriculum and engagement improves with BILT
• One meeting Face-to-Face Annually to prioritize KSAs (2-6 hours annually – more detail later)

• 2-3 other meetings annually, usually web meetings (1-1.5 hours)
  • Employers highlight upcoming industry trends
  • College provides faculty feedback regarding prioritized KSAs
  • Faculty can ask for advice
  • Opportunities for optional involvement are discussed

• Estimated 8-10 hours per year of member time for minimum commitment; other opportunities optional and take additional time
MULTIPLE MEETINGS

• Why hold more than two meetings annually?

• Relationships take time to build

• Consider how strong your relationships are with those whom you see only twice annually

• Out of sight, out of mind can prevail
Which disciplines can use the BILT model?

- BILT model has been implemented for widely different disciplines
- Approach applies to any technical degree or certificate
- Can also be used for an academic program
IDEAL BILT MAKE-UP

• Key people on the BILT
  • High-level technical executives
  • First-line hiring managers
  • Technicians
• HR representatives, usually not the sole reps for a company
• Faculty are ex-officio members; they listen and ask questions
BUILDING THE BILT

• Locating more new members

• Ask appropriate existing Business Advisory members and professional contacts

• Ask BAC members to recommend others who should be engaged.

• Also work with university administrators and Board member as well as Chambers, Economic Development Corporations, and Associations

• Invite members via printed letters with phone calls to follow up
• The basics of employer co-ownership for curriculum alignment

• Process originated in the training organizations of the United State Air Force

• Begins with a pro forma KSA list that
  • Fuels the discussion with employers
  • Has 20-30 items per hour of meeting time, maybe less
  • Employers may add, subtract, or modify items on the list
  • Often largely a knowledge area list
Pro forma KSA list may be obtained from multiple sources such as relevant associations, NICE/NIST, Bureau of Labor Statistics. Recognize that all existing lists may be outdated by 18 months or more.

Allows BILT to add, change, and delete items after discussion.

Focus is on the KSAs businesses want workforce-ready graduates to possess 12-36 months into the future.

Voting is 1-4 with 4 being highest.
• Rating Criteria considers
  • Importance
  • Level of proficiency
  • Time Spent doing the skill
  • Difficulty – how difficult is the skill to learn?

• Ranking is 1-4 with 4 highest

• Discussion is extremely important
SAMPLE KSA EXCERPTS

• Ranked skills
• Ranked certifications
• Faculty cross-reference
• Items with avg. of 3.0 or above are usually included in curriculum

• Faculty will “map” the skills/knowledge areas to existing courses

• Gaps will be identified, and a curriculum strategy will be implemented for filling gaps

• Results and follow up will be reported back to the BILT
# Originally Ranked Skills

## CTC Business and Industry Leadership Team for Convergence Technologies and related disciplines

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### FACULTY MAP TO IDENTIFY GAPS

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• Face to face or synchronous online meeting with discussion; NOT email
• Typically does have a web-meeting component to involve those who cannot attend face-to-face
• Relies on full engagement by employers
• Recognizes that no educational program can train for a specific employer’s needs
PROVIDING FEEDBACK TO BILT

• Minutes of each BILT meeting are sent out within two weeks
• Schedule the next meeting during each meeting
  • For both face to face or online
  • No more than 2 - 3 months after the KSA meeting
• BILT members’ feedback includes faculty telling them
  • The course cross-reference to existing curriculum based on their prioritized KSAs
  • How you plan to change the certificates and degrees to align with their needs
  • Which high-priority KSAs are covered by the new certificates and degrees
  • How the certificates stack

And, if BILT members want changes the university/college cannot make, discuss reasons - to see if barriers can be removed
Business Advisory Councils often have the connotation of being rubber-stamp groups that merely review curriculum plans in a quick meeting.

BILT requires employers to LEAD the work.

Good to change the name from advisory to BILT to emphasize co-leadership responsibility.
FROM A BILT LEADER

Matt Glover

• CTO, Le-Vel
• Chair of the National BILT for Networking and Data Communication for National CTC
Differentiators between a business advisory council vs. BILT

**ADVISORY**

- Industry Advised
- Suggested KSA
- Business is suggesting enhancements to curriculum
- Business is not vested in long-term success of programs
- Ignored advice erodes business commitment

**BUSINESS LED**

- Industry Led
- Required KSA
- Curriculum must be recognized by the BILT
- Business has “skin-in-the-game”
- Business has the opportunity to reduce OJT (On-the-Job-Training)
- Business has the ability to “Give Back” to the community in a multi-generational life changing way
SERVING ON BILT – DRIVING VALUE

We are in the business of employing the future of America.

BILT - What is in it for me?

**STUDENT**
- Delivering relevant, industry sought after skills
- Students more prepared to enter the workforce
- Early business engagement exposes students with business perspective & taxonomy (Mentoring, internships, externships and business graded capstone courses)

**PROFESSOR**

**BUSINESS LEADER**
- Entry-level employees with “hit-the-ground-running” skills
- Ability to tangibly give back to the community
- Ability to tap eager talent in transitioning to the workforce
- Time value realized and appreciated
BILT OFTEN HELPS IN OTHER WAYS

• Guest speakers
• Co-authoring whitepapers
• Evaluation of capstone presentations
• Participation in panels at conferences
• Hiring of graduates
• And more!
QUESTIONS?

BILT resources from the National Convergence Technology Center on “Business tab”

http://connectedtech.org

- 60-minute “BILT Basics” webinar  bit.ly/BILTbasic
- 10-minute “Job Skills Validation Vote” webinar  bit.ly/jobskillsvote
- 16-page PDF “Implementing the BILT Model”  bit.ly/BILT-toolkit
- “An Inside Look at the BILT” brochure  bit.ly/BILTinside

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