



NCWIT Academic Alliance Un-Poster Topics

Un-Poster Topics	Brief Description	College/University
1. NCWIT Social Science Advisory Board and Consultation Service	The NCWIT Social Science Advisory Board is a unique intersection of social science and computer science professionals, contributing to NCWIT's mission in the following ways: Supports and guides research staff; Informs NCWIT members about relevant research; Assists NCWIT Alliances and members with taking effective action; Challenges assumptions and organizational decision-making; Offers vision and direction to research on gender and computing. The SSAB also offers a free consultation service. Learn how AA members can use this service.	NCWIT/UCLA
2. Guidance Counselors and Teachers Day	A one-day workshop with area HS guidance counselors & CS teachers to show them the opportunities available in the computer science field so that they will encourage their students to study computer science in college.	University of Pennsylvania
3. Aspirations Award Affiliate	We have created an affiliate of the NCWIT Aspirations Award in the SF Bay Area.	University of California Santa Cruz
4. Inspiring AmbITion	A recruitment DVD targeted at women and under-represented minorities with the explicit goal of persuading and encouraging them to enter four-year CS/IT programs.	Colorado School of Mines
5. ESC's Lesson Learned	Work with your ESC to identify your areas of opportunity and optimize their help to make program improvements that affect retention, recruitment, and culture.	Peak Research and Colorado School of Mines
6. An Interdisciplinary Approach to Increase Interest in Information Technology through an Environmental Project	Creating an interest in computer by bringing GIS software into environmental science classes with an impact on high school students, high school teachers, and graduate students and their graduate program.	Claremont Graduate University
7. Carolinas' Women in Computing Conference	Regional Grace Hopper Celebration in the Carolinas.	Columbia College



Un-Poster Topics	Brief Description	College/University
8. The Emerging Scholars Program (ESP)	The Emerging Scholars Program is a semester-long program with once a week, hour-long workshops. In each workshop, an undergraduate peer leader presents a set of problems from a specific field of Computer Science, and the students work as a group to come up with algorithmic solutions and / or analyses of the problems. The goal of the program is to encourage more students to pursue Computer Science beyond the introductory level and into the major, by creating a program that encourages active participation and discussion of CS-related topics in a more positive, relaxed and open environment.	Columbia University
9. The Private (School) Pathway to Computing	We're building a community of interest within the many private girls' high schools in the Greater Philadelphia area using several of our attractive computing activities.	Villanova University
10. MinneWIC: The First Regional Celebration of Women in Computing in the Upper Midwest	This regional women in computing conference, held for the first time in 2010 and modeled after the Grace Hopper Celebration of Women in Computing, brought together students, faculty, and technology leaders from across Minnesota and neighboring states to discuss the role of women in today's computing and technology fields, share experiences and strategies for success, and explore issues common to women working in these fields.	Carleton College
11. Kentucky Celebration of Women in Computing	First Regional Grace Hopper Celebration in Kentucky	Murray State University
12. Professor	The Colorado Celebration of Women in Computing (CCWIC) is a regional meeting modeled after the highly successful international Grace Hopper Celebration. The goal of CCWIC is to encourage the research and career interests of local women in computing. CCWIC offers an opportunity for students to present their research and to network with leaders from academia, government, and industry. In this way, CCWIC provides a unique opportunity for technical women from Colorado and neighboring states to come together to share experiences and strategies for success.	University of Colorado at Boulder



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13. Breakfast Bytes	The department of Computer Science at UT-Austin invites middle and high school students and their parents to a free monthly Saturday morning Computer Science program. A CS professor gives an interactive lecture, there are activities for the students and we serve bagels.	University of Texas at Austin
14. BS in Web Design and Engineering	The BSWDE program will graduate a new breed of “Web engineers” who are not only prepared to develop and maintain the infrastructure of the World Wide Web, but who also understand the complexities of the Web—how it affects society and how the ways in which it is used create new demands on technology.	Santa Clara University
15. Dancing Robots Introduction to Computer Science	Uses the Lego Mindstorms robots to introduce programming to Women students who have not declared Computer Science as their major.	University of Texas-Pan American
16. Computing Educators Oral History Project	Computing Educators Oral History Project.	Southwestern University
17. FemProf	Advancing Females to the Professoriate in Computing, a NSF BPC Demonstration Grant.	University of Houston Downtown
18. Computation in STEM Education	Computation is playing ever increasing role in the conduct of modern scientific inquiry and experimentation. The goal of this project is to increase the number of STEM students who graduate with discipline-specific computational skills. This project will strengthen existing STEM programs through course enhancement and faculty development, and will lay a solid foundation for cross-disciplinary education and research among STEM disciplines. The project will also promote the use of computation in the teaching of science at the high school level through the involvement of high school teachers and students in year-long activities with project personnel.	Florida A&M University
19. INWIC- Indiana Women in Computing	The goal of the Indiana Celebration of Women in Computing (InWIC) conference is to provide a low cost, regionally-tailored, small conference for women in computing who do not have the opportunity to attend major conferences.	Indiana University/Saint Mary Woods/Rose Hulman



Un-Poster Topics	Brief Description	College/University
20. Plan to Achieve Gender Parity	A strategic plan for a small college to encourage women in computing. The current and planned activities of the College of St. Scholastica's CIS/CS Department will be shown, demonstrating how enrollment of women has increased from 16% in 2004 to 31% in 2009 and a projected enrollment of 50% in 2017.	College of St. Scholastica
21. Ohio Celebration of Women in Computing	Regional Grace Hopper celebration in Ohio	Bowling Green State University Firelands
22. Midwest Women in Computing - Regional Conference	Two-day conference geared to women computing students in Midwest region. Poster & lightning talk presentation opportunities; careers panel; graduate school panel.	Saint Xavier University
23. Grace Hopper Regional Consortium: Cultural Change through Regional Reform	The vision of the Grace Hopper Regional Consortium is to bring the positive impact of national platforms to diversity-rich local populations by creating self sustaining communities (e.g. ACM-W's regional conferences and ACM-W student chapters) that feed into the larger events, both building local momentum and creating a two way flow of information between regional and existing national infrastructures (the Anita Borg Institute and the National Center for Women & IT)	DePauw University
24. Girl Empowerment and Mentoring (GEM)	The Girl Empowerment and Mentoring (GEM) for Computing Project aims to inspire middle and high school girls towards computing in post-secondary education by (1) empowering them with skills and interest for IT, and (2) mentoring them to improve their self-efficacy and motivation for a career in IT. Specifically, we will establish a comprehensive state-wide writing program and contest where 1. Secondary school girls collaborate to create learning material on the use of computing in real-world applications, 2. Female students at our Computer Science and Engineering (CSE) Department will be recruited to serve as big sisters to mentor the participants throughout the writing process, 3. CSE faculty will be recruited to judge the learning material entries, and the winners will be awarded scholarships to attend the University of Nebraska-Lincoln (UNL) to study CS	University of Nebraska



Un-Poster Topics	Brief Description	College/University
25. Digital Backpack Storytelling	Partnership with the local Girl Scout council. A three-session workshop was developed to introduce the girl scouts to the art of digital storytelling. This training involved learning how to capture key moments in time using digital media. Through the use of pictures, movies, and sound the girls learned how to create a digital story.	Waukesha County Technical College
26. Disciplinary Commons for Computing Educators (DCCE)	DCCE is aimed at developing a statewide community of computing educators, who hold common interests in computing education and goals of making innovations in computing education.	Georgia Institute of Technology
27. Assessing Inclusive Computing Classroom and Lab Environments	A follow-up survey to students withdrawing from CS/Informatics classes revealed that 7% indicated that lab environment was one contributing factor to their decision to leave. By comparison, it was a factor for 33% of the women. This Un-Poster will describe a TA training and lab observation rubric that was used as an intervention to improve climate in lab environments. The rubric is applicable to classrooms too.	Indiana University
28. AAUW Report: "Why So Few? Women in Science, Technology, Engineering and Mathematics	Drawing on a large and diverse body of research, this new AAUW report presents eight recent research findings that shed light on the reasons behind the underrepresentation of women in science and engineering. The findings are organized into three areas: social and environmental factors shaping girls' achievements and interest in math and science; the college environment; and the continuing importance of bias, often operating at an unconscious level, as an obstacle to women's success in science, technology, engineering and mathematics	University of Virginia



Un-Poster Topics	Brief Description	College/University
29. Gender and Computing Conference Papers	<p>More than 40 years of data on authors of ACM conference papers describe women's contribution to this important aspect of computing professional life. The data show that women's authorship increased substantially over time, and that relative to their representation in the likely pool of ACM conference paper authors, women Ph.D.s were especially productive. We also see that variation in women's authorship across conferences was associated with conference topic and paper acceptance rates. This first description of women's participation as ACM conference paper authors raises questions about publication productivity and conditions that affect diversity in computing, and opens several interesting avenues for future research.</p>	University of Virginia
30. Networking Networking Women	<p>N2 Women is the first Networking Networking Women Workshop. This Workshop will be co-located with MobiCom/Hoc, will bring the career and research interests of women in networking and communications to the forefront.</p>	Colorado School of Mines

Social Science Advisory Board

Jane Margolis and Stephanie Hamilton



Social Science Advisory Board (SSAB)

Mission: Advise and Inform the NCWIT Leadership Team
Co-Chairs: Jane Margolis, UCLA; Margaret Eisenhart, University of Colorado

The SSAB offers foundational support for NCWIT's mission:

- » Supports and guides research staff
- » Informs NCWIT members about relevant research findings
- » Assists NCWIT Alliances and members with taking effective action
- » Challenges assumptions and organizational decision-making
- » Offers vision and direction to research on gender and computing

Create a National Community of Practitioners
Build and empower national leaders at all stages of the pipeline: research, practice, and education.

Broaden the Conversation
Serve as a national advocate for the issues of women and IT through social, media, and blog networks.

Target Key Policy and Opportunities
Emphasize the power of diverse thought in computer science and innovation in other areas.

Social Science Research

Unique intersection of social science and computer science professionals

Social Science Research

Model now replicated at CAHSI (Computing Alliance for Hispanic-Serving Institutions)



Selected Social Science Advisory Board Accomplishments

Selected Activities	Impact
Image of Computing Task Force reviews	<ul style="list-style-type: none"> » Nuanced data collection and interpretation » Messaging suitable for attracting diverse groups
"Shortage of scientists" rhetoric, offshoring, & negative side of CS work, all put into context	<ul style="list-style-type: none"> » "By the Numbers" and "Scorecard" offered realistic portrayals of computing professions and opportunities
Joint meetings with Alliances	<ul style="list-style-type: none"> » Member understanding of issues improved; SSAB understanding of member concerns improved
Program evaluation consulting	<ul style="list-style-type: none"> » More effective assessment of conditions and outcomes in member organizations
NCWIT resources evaluated	<ul style="list-style-type: none"> » Improved quality and clarity of resources produced by Social Science team
Talking Points Series card creation, English and Spanish versions	<ul style="list-style-type: none"> » Content, translation, and photo choices influenced

Social Science Advisory Board Consultation Service

NCWIT offers a consultation service in which Alliance members can discuss their specific plans and programs one-on-one with a member of the SSAB. The service, funded by the National Science Foundation, is free to NCWIT Alliance members and supports several hours of telephone consultation. Broad areas of consultation reflect the wide range of expertise among SSAB members.

If you are interested, please contact Stephanie Hamilton, NCWIT Program Manager, who will match you: Stephanie.Hamilton@colorado.edu

Examples of Consultation Topics

Research and Assessment Design and Implementation evaluation planning; survey development (e.g., exit surveys); program/event evaluation and assessment, instruments, associated costs; diversity assessment

Recruitment and Outreach developing a focused strategic plan for recruitment; recruitment material development; developing outreach programs; targeted hiring of faculty

Data and Research on Women in Computing statistical data on women in sciences, computing, and related disciplines; pedagogical research; gender as related to work and promotions; research on women and technology entrepreneurship

Examples of Consultations relevant to AA Members:

- Rose Marra consulted with Meghan Genovese of University of Michigan on a survey for students enrolled in the new informatics major.
- Lecia Barker worked with Andrew Williams of Spellman on evaluation needs for a BPC project for which he is a PI.
- Sylvia Beyer reviewed a pre-/post-attitudinal survey for a Girl Scout workshop run by Barbara Ericson of Georgia Tech.
- Sarah Kuhn consulted with Tiffany Grady of UT-Austin on new outreach and diversity programs.
- Sylvia Beyer gave Sharon Mason of Rochester Institute of Technology assistance in measuring results of several college initiatives.
- Sylvia Beyer gave Michele Grab of University of Pennsylvania direction in analyzing AWE survey results.
- Brown University's Artemis Project received assistance in creating a plan to assess its program impacts.
- Gondy Leroy of Claremont Graduate University received help in designing a questionnaire for a high school outreach program.

Guidance Counselors and Teachers Day for Computer Science Rita Powell, University of Pennsylvania

Program Goals: Show High School Guidance Counselors and Teachers the opportunities available in computer science so that they can encourage high school girls to study computer science in college.

Who was invited to participate?

Guidance Counselors and Computer Science Teachers from 76 area high schools

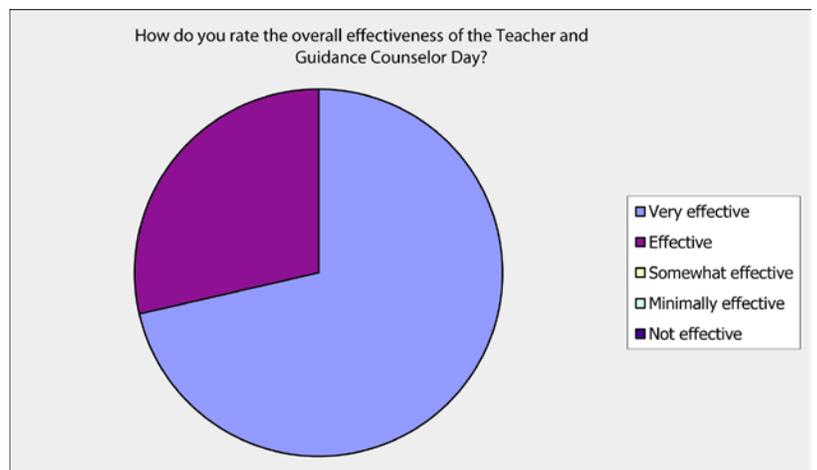
Who attended?

15 Guidance Counselors and 15 Computer Science Teachers from 22 Philadelphia and suburban high schools, including public, parochial, independent and catholic academies

Program Agenda: November 6, 2009

8:30-9am	Breakfast and Registration
9-10:15	Welcome What is Computer Science? Why should women want to be computer scientists?
10:15-11	Admissions Requirements
11-12	Tours of the world renowned Robotics and Graphics Labs
12-1	Lunch and Student Panel
1-1:30	Computer Science Curriculum - Penn faculty
1:30-2	What are the career opportunities in CS?--Penn Computer Science Alumni
2-2:30	What can Penn Engineering do for you? How can we help?
2:30	Dessert and Coffee Reception

Program Evaluation: surveys administered at the end of the program



Lessons Learned: grow program by expanding reach to more high schools; provide opportunity for hands on activities and discussion.

Program made possible by an NCWIT/Microsoft Research Seed Grant

This page can be viewed online at:

<http://www.upenn.edu/almanac/volumes/v56/n04/engineering.html>

Penn Advancing Women in Engineering Program to Attract Young Women to Field of Computer Science through Microsoft Grant

 [Print Issue](#)

September 22, 2009, Volume 56, No. 04

The University of Pennsylvania's Advancing Women in Engineering Program has received a grant funded by Microsoft Research and administered by the National Center for Women & Information Technology, NCWIT, to support "Guidance Counselor and Teacher Computer Science Day," a program designed to bring high school guidance counselors and teachers to the Penn campus for a day-long workshop on how to better recruit women's participation in computer science.

Counselors and teachers will learn how to talk about the field of computer science, what admissions officers look for and ways to identify and encourage student interest.

This initiative builds on the success of Penn's "Women in Computer Science High School Day," also supported by a 2007 NCWIT grant, which brought high school women to the Penn campus for a day of tours, classes, meetings with faculty and students, and information about studying computer science. For more information on this program, visit www.cis.upenn.edu/ugrad/hs-outreach.shtml.

"Women who study engineering or computer science consistently report that one of the leading factors that brought them to the field is being encouraged by a teacher or guidance counselor," says Michele Grab, director of Penn's Advancing Women in Engineering Program. "Educating these gatekeepers to recognize potential computer science and engineering students, make them aware of job opportunities and what a computer scientist or engineer actually does will potentially impact future generations of students."

NCWIT is a national coalition of over 170 prominent corporations, academic institutions, government agencies and non-profits bringing together more than 80 representatives from computer science and information technology departments to strengthen the computing workforce and cultivate technology innovation by increasing the participation of women and increasing diversity in computing higher education. The organization connects efforts to increase women's participation in technology along the entire pipeline, from K-12 and higher education through industry, academic, and entrepreneurial careers.

The NCWIT Academic Alliance Seed Fund provides academic institutions with start-up funds to develop and implement initiatives for recruiting and retaining women in computer science and information technology fields of study. The Seed Fund was initiated in 2007 with start-up funding from Microsoft Research and to-date has awarded \$220,450 in funding.

For more information on Penn's department of computer and information science and efforts to encourage young women to consider engineering as a field of study, visit www.seas.upenn.edu/awe.

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Bay Area Affiliate

Contact Information

bayareaaward@ncwit.org
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www.ncwit.org/award

Affiliate Members

Anita Borg Institute for
Women and Technology

Apple

Baskin School of
Engineering
UC Santa Cruz

ETR Associates

Girls Inc. of the Island City

Google

Intel Corporation

Microsoft

MOUSE Squad Student
Tech

NSBE Alumni Extension
Silicon Valley Chapter

Palo Alto Unified School
District

San José State University

SDForum Tech Women's
Program

Techbridge

NCWIT Award for Aspirations in Computing Bay Area Affiliate

What? – Outreach to high school age young women and girls.

What You Get

- Great networking between industry, community organizations, high schools, and universities.
- Mailing list of potential majors.
- Visibility.

What They Get – Recognition, \$\$\$, tech gifts, positive reinforcement, and opportunities to connect with other tech-savvy young women and girls.

TimeLine

- 5 months from first full planning meeting to award event
- late spring (what we ended up with) is probably suboptimal
- We will probably plan for a March or April event next year.

Support

- NCWIT (i.e. Ruthe Farmer) has put together a great support package with templates for everything from press releases to award announcement letters.
- It is only going to get easier as the affiliates refine their processes and share their modifications to the templates from NCWIT central.
- Online system for collection of applications, reviewers, and managing the review process is easy to use.

Bay Area Affiliate Details

- 3 person starter team (two corporate, one university)
- 20 person full planning team
- prize package including \$250 in cash with a total value of more than \$500
- 68 volunteer reviewers
- open to 11 counties in California surrounding Silicon Valley
- received completed applications from
 - 38 young women
 - representing 23 different schools
 - Despite our low numbers, the quality was extremely high.

Next Time

- Leverage publicity from this year's event to increase applications
- Move to an earlier time frame
- Refine/increase our outreach to schools and youth organizations
- Include a high school girl/young women on the planning team to improve outreach



Inspiring AmbITion

A DVD project to recruit women, non-traditional age groups, and underrepresented minorities into four-year CS/IT programs. The video clips feature a diversity of (1) life choices made by those interviewed and (2) opportunities available to those who pursue CS/IT studies.



A regional collaboration of three Colorado universities (The Women's College of the University of Denver, Colorado School of Mines, and the University of Colorado at Boulder) coordinated by the Colorado Coalition for Gender and IT.

DVD Evaluation Results

"A career in computing interests me."

Pre-test: 64% disagree
Post-test: 27% disagree

"I can find a good job that combines my personal interests with computing."

Pre-test: 0% strongly agree; 55% agree
Post-test: 45% strongly agree; 36% agree

Contact: Deborah Keyek-Franssen <deblkf@colorado.edu>
Tracy Camp <tcamp@mines.edu>

NCWIT Annual Meeting UnPoster Session: Working with your ESC to Recruit, Retain & Graduate More Women

May 18, 2010

By Michelle Slattery, ESC and President of Peak Research, and Tracy Camp, ESC Client and Professor, Colorado School of Mines

Changing IT Today

ESC Highlights

- Diversity Committees Formed
- Institutional Research Tracking Tool Data Submitted
- Academic Advisors Surveyed
- Faculty Interviews and Student Focus Groups Conducted
- Student Experience of the Major (SEM) Surveys Administered
- Baseline Reports Completed
- Strategic Planning Started

Inside this issue:

Free Evaluation Services **1**

Lessons Learned **1**

Putting Evaluation to Work for You **2**

NCWIT Offers No Cost Evaluation Services to Academic Alliance Members

In May 2008, at the NCWIT meeting at the University of Illinois, Academic Alliance members were introduced to the first set of professional evaluators assigned to provide no cost consulting services to help undergraduate computer science programs understand and address their challenges with enrollment, retention, and graduation of women.

Thirty-six member institutions signed up for the program and free services.

The first set of professional evaluators found that many institutions wanted the free services, but were too busy to take advantage of the targeted efforts that might have helped them better understand their programs and create solutions to iden-

tified problems.

This mini-newsletter is an effort to publicize and promote the Extension Services Consulting (ESC) program offered by NCWIT for the past two years with funding by an NSF grant.

We've all heard the dire numbers that define the current state of women in IT. With a 79% decline in the number of incoming undergraduate women interested in majoring in CS between 2000 and 2008, the problem is real (Women and IT By the Numbers, 2006).

What can we do?

Everybody is too busy, but if you form a committee to address these issues, your work is divided, supported, and accountable.

If you think of your CS department as a business, you'll agree that the first thing you should do is create a business plan. To do this, we have to collect baseline data so that we can accurately analyze the problems that are affecting recruiting and retention.

How many women apply to the programs offered by your department? How many are accepted? (cont. page 2)



Bring the fundamentals of CS into all levels of education by providing formal training in CS education to high school teachers

Lessons Learned

- Create a context for computer science in mainstream education so that women begin to think of CS skills as a way to solve real world problems
- Create a pipeline of female students by building relationships with local high schools and teachers that include training, curriculum, innovative tools, and applied learning opportunities that go beyond fun
- Offer scholarships, research opportunities, and mentoring
- Provide innovative multidisciplinary and cross-disciplinary programs
- Encourage female students to recruit friends into classes and events
- Once in the pipeline, create networks to reduce isolation
- Retain women with collaborative learning approaches like Pair Programming and Peer-Led Team Learning
- Make courses creative and relevant to student goals and interests
- Build a departmental culture that is supportive
- Evaluate everything you try

(Excerpts taken from the NCWIT Promising Practices Catalog and The State of Research on Girls and IT, J. McGrath Cohoon, April 2007.)

(cont. from page 1)

How many ultimately enroll? How many do you retain in years one, two, three, and four of the program? If you lose majors, where do they go? Why do female students leave?

Once we collect these data, it's time to ask the qualitative questions so that we can start to understand the conditions and experiences behind the numbers.

Interview advisors and a sample of students and faculty to get a feel for the academic culture, the curriculum, and the big challenges of being a CS major at university X.

Administer a SEM Survey to all CS majors and minors to further quantify the experience at your university.

Use these combined results to build a strategic plan to address the problems that are short term, medium, and long-term in scope.

Evaluate the impact of each effort to address recruiting and retention issues within the department. Publish the results and share the lessons learned so that we move women forward in IT careers as quickly as possible.

This narrative walked you through the Extension Services Consulting (ESC) services that are available to Academic Alliance Members of NCWIT. This process produces results.

For more information about working with an Extension Services Consultant, go to www.ncwit.org.

Putting Evaluation to Work for You

Now that evaluation is a required part of every Federally funded grant, accounting for 10-20% of total budgets, how can you get the most from your ESC or External Evaluator?

- Involve your External Evaluator in the project at the earliest stages of development
- Request an Evaluation Plan and a Logic Model to

keep the project on track to measure outcomes and impact

- Keep the Evaluator in the loop, communicating regularly with tools like Skype and Google Groups
- Copy your Evaluator on all project-related communications, meetings, and decisions

- Schedule a regular monthly telecon to keep the communication flowing

- To improve the quality and utility of the evaluation to your project, schedule an in-person meeting of key stakeholders to discuss evaluation results and possible changes annually

- Use the results of the evaluation to make program improvements and midcourse corrections so that even the hard lessons have a positive outcome

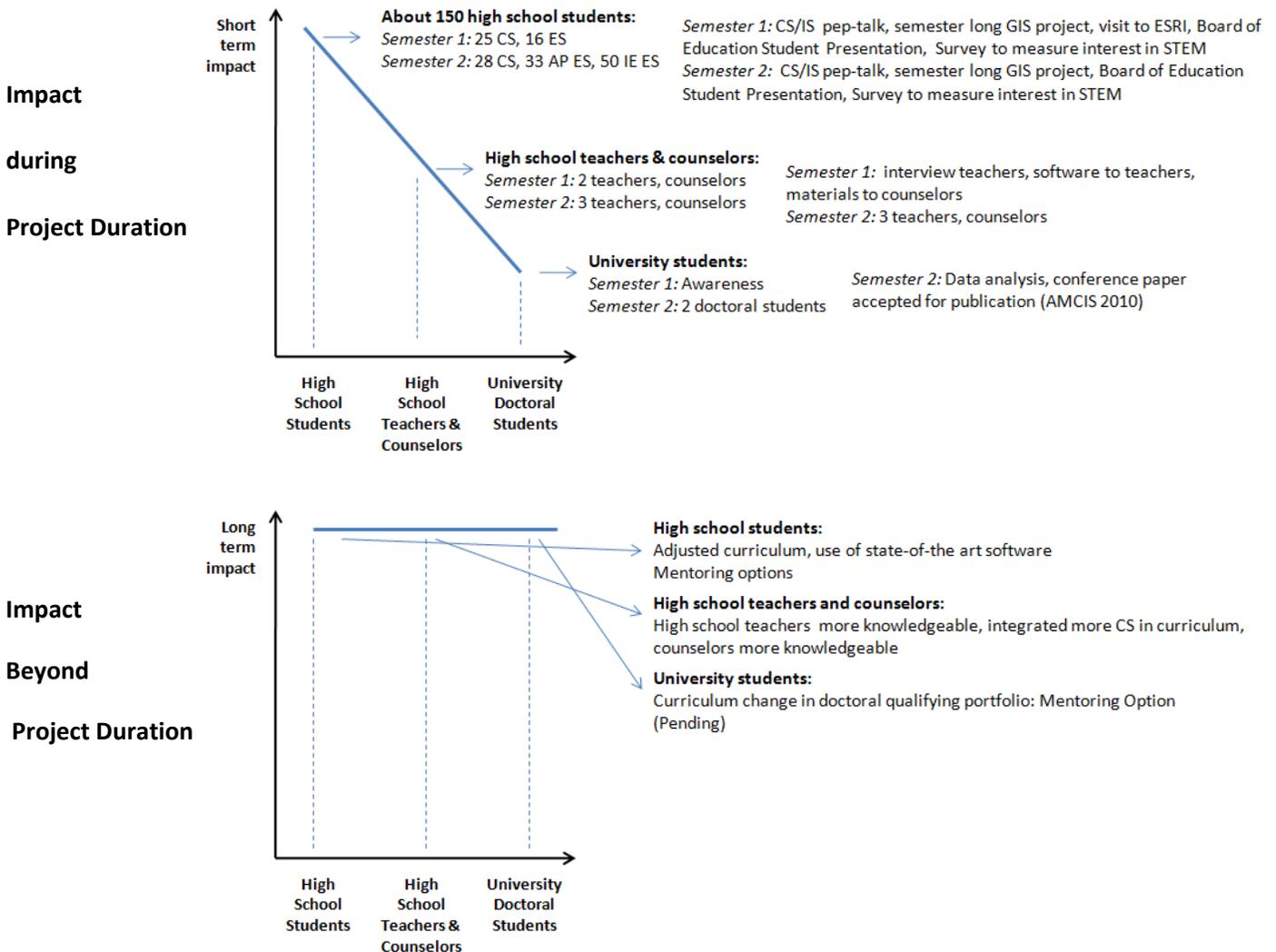
- Hire an Evaluator with good research skills, the subject matter expertise will come

An Interdisciplinary Approach to Increase Interest in Information Technology Through an Environmental Project

Gondy Leroy*, Brian Hilton*, June Hilton*+
Claremont Graduate University* and Claremont High School+

Overview

We implemented an interdisciplinary project at a comprehensive, suburban high school, in Los Angeles County, California. Working with mentors from the School of Information Systems and Technology at Claremont Graduate University, high school students in the environmental (ES) and computer science (CS) classes worked together to conduct an Urban Ecosystem Analysis of their school's campus using Geographic Information Systems (GIS) software and presented the results online. An UEA analyzes tree distributions in urban areas using a combination of spatial data along with GIS technology. The project was designed to blend together information technology and environmental issues. In contrast to many existing projects, we used an indirect approach to introduce students to computing by leveraging an existing, strong interest in environmental science. We chose this approach because of the advantages it provides compared to other interventions such as workshops or after-school activities: the existing curriculum is not interrupted but enhanced by using state-of-the-art software; students continued with their interests, the project spanned an entire semester, and all students participated. Naturally, disadvantages are that because of its indirect approach, the exposure to computing is less focused and not individualized and the project relies on the class teachers, who often need to learn the technology themselves.



Software: Donated by ESRI, **Survey:** adopted from the "Assessing Women and Men in Engineering" (AWE) Project (<http://www.engr.psu.edu/awe/>), **Publications:** R. McClintock, Y. Lee, J. Hilton, B. Hilton, G. Leroy, "Integrating Environmental Science into Information Technology Content to Generate Student Interest", 16th Americas Conference on Information Systems (AMCIS), Lima Peru, August 12-15, 2010. **Website:** <http://web.cgu.edu/Faculty/leroy/>

CWIC 2010

Carolinas Women in Computing Conference

Columbia, SC, November 12-13

What is CWIC?

Modeled after the Grace Hopper Celebration of Women in Computing, CWIC is a low cost regional conference that aims to encourage greater participation of women in computing.

Sponsored by



Who? What? Why?

- For undergraduate and graduate students, faculty, technology professionals
- Talks sponsored by CRA-W Distinguished Lecture Series
- Poster sessions, Lightning talks, Panels
- Opportunity to network with successful women in computing from academia, government, and industry

Important Dates

October 1: Early registration deadline

October 1: Scholarship application due

October 29: Registration deadline

October 29: Poster, Lightning talk, Birds-of-a-feather proposals due

Student Registration Rates

Early Registration: \$20

Regular Registration: \$25

Scholarship available for lodging

General Registration Rates

Early Registration: \$50

Regular Registration: \$55

For more information, contact

Paige Meeker mpmeeker@mail.presby.edu

Madeleine Schep mschep@columbiasc.edu

Website: <http://web.presby.edu/cwic>

The Emerging Scholars Program (ESP)

Professor Adam Cannon, Christian Murphy, Kristen Parton, Joshua Gordon

{cannon, cmurphy, kristen, joshua}@cs.columbia.edu

www.cs.columbia.edu/esp



Goals

- Increase the number of female Computer Science (CS) majors
- Focus on higher-level problem solving, rather than technical details or coding
- Expose students to a variety of CS topics early in their education
- Create a network of undergraduate women interested in computers and technology

ESP at Columbia

- The **Emerging Scholars Program (ESP)** began in Spring 2008 with six participants, one Peer Leader, and one Assistant
- Seed fund grant received from **NCWIT** in Summer 2008
- Currently two coed sections of 8 participants each (gender balanced)
- Weekly, 1-2 hour group meetings in addition to regular class

Student Quotes

- “I loved it, learned from it, and enjoyed my time. Even people who are not interested in computer science would find these workshops interesting. **It’s about problem solving** and looking at things in a new light.”
- “It was **extremely rewarding** to participate in something in which I not only found academic value but also social and recreational value.”

Student Leadership

- Peer-Led Team Learning (PLTL) involves students working cooperatively in small groups, led by trained undergraduate peer leaders
- Special emphasis is placed on solving problems as a team, and making the activities fun
- ESP sections are led by a junior or senior CS major who presents topics, problems, and directs the discussion
- A sophomore or junior CS major assists the leader and provides feedback about the materials

Results

- **57 students** have completed ESP in nine different sections
- From the first five semesters, of the students who have declared majors, 45% of them have declared CS
- The majority of students rated their peer leaders as “**fantastic**” and would “**definitely**” recommend ESP to other students
- One ESP participant has gone on to win Google’s Anita Borg Memorial Scholarship
- Two ESP assistants have gone on to receive CRA-W summer research positions; one ESP leader now works full time at Microsoft

ESP Topics

Designing and communicating algorithms

Decision trees

Encoding & encryption

Natural language processing

Biometrics

HCI and Information Visualization

Graph Theory

Ethics of technology, policy-making decisions

*The
Baldwin
School*

Private (School) Pathways to Computing

*Villanova
University*

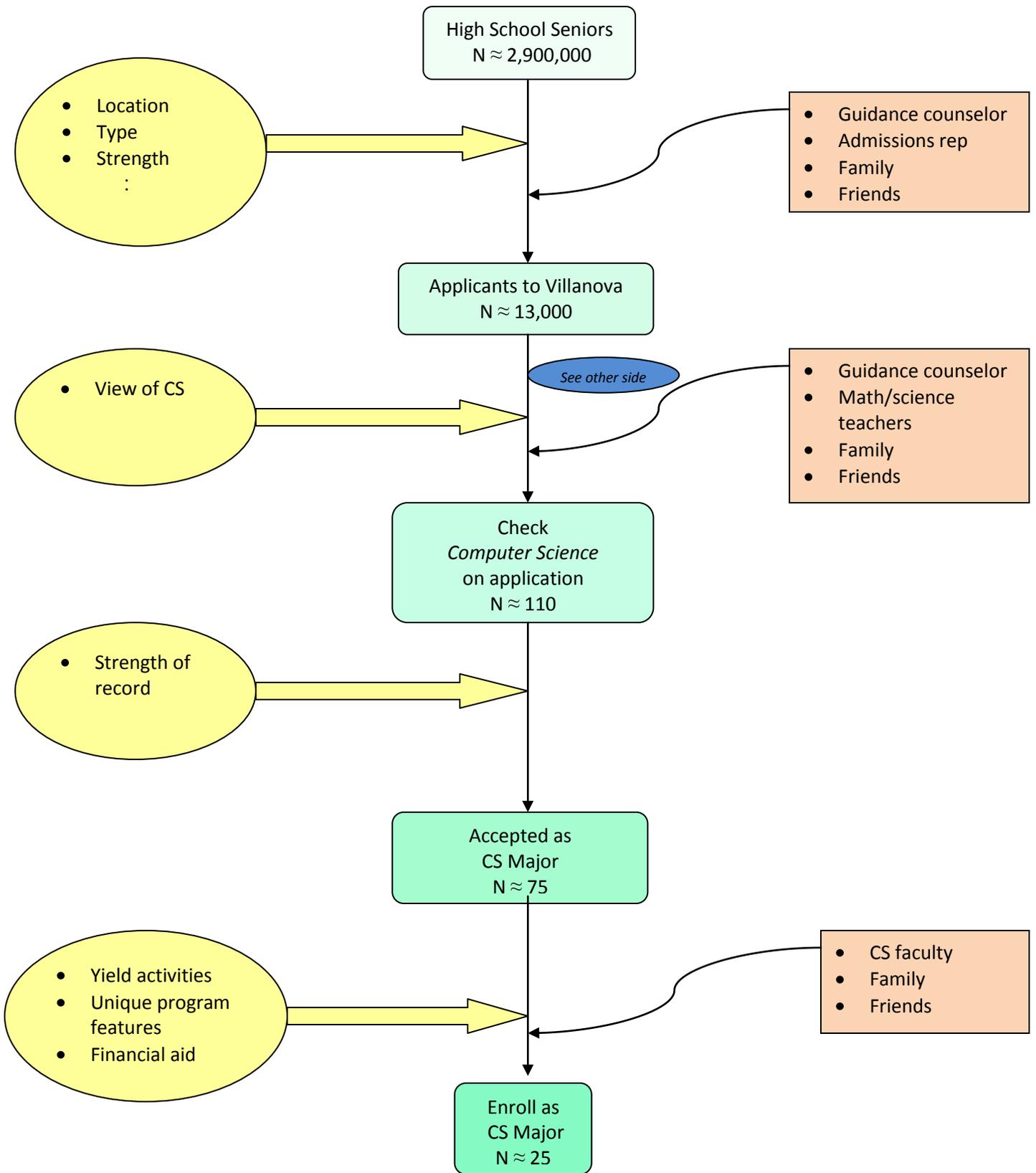
- Large collection of private girls high schools in the Philadelphia area
- Some have strong a computing component in their curriculum, *but*
 - Many do not have expertise in the subject
- Interventions by our Pacesetters Team may lead to more interest in computing See other side
 - But what is attractive to high school juniors and seniors attending private schools?
- Success measured by increase in percentage who choose computing of those who apply
 - But success occurs off the path to Villanova

The Case for Computing at Villanova and The Case Against

- Unique study abroad/internship opportunity in Rome
 - *I can't speak Italian*
- Enrichment Seminar in Computing
 - *I'm busy Monday afternoons with music activities*
- Special connections with leading corporations
 - *I'm politically opposed to the defense industry and the communications industry*
- Strong extra-curricular creative component
 - Web team: design, programming, content writing and illustrating
 - Programming contest teams
 - Entrepreneurs Club
 - iPhone development team
 - Virtual reality tour design and production
 - *I need to concentrate on my studies*
- Funded undergraduate research positions starting in the first year
 - *I need to concentrate on my studies*
 - *I have to go home in the summer*

Villanova University

- ***An NCWIT Pacesetter Institution
Department of Computing Sciences
Robert Beck, Chairperson***



Factors
Influences



MinneWIC 2010

The First Regional Celebration of Women in Computing in the Upper Midwest

February 12-13, 2010
University of Minnesota
Minneapolis, MN

- [MinneWIC Home](#)
- [Call for Participation](#)
- [Conference Sponsorship](#)
- [Conference Site and Hotel](#)
- [Program](#)
- [Registration/Scholarships](#)
- [Frequently Asked Questions](#)
- [News](#)

updated 03/06/2010 19:43:10

Important Dates

Electronic submission: **extended to February 1**
Notification: February 5
Registration: early rate January 15
Scholarships: preferably **January 29**. No guaranteed hotel rooms later.

Sponsored by



 **Anita Borg Institute**
for Women and Technology



What is MinneWIC?

MinneWIC is the first regional celebration of Women in Computing in the upper midwest. We have chosen to call it MinneWIC from the Native American word "Minne" that means water.

This regional meeting, modeled after the [Grace Hopper Celebration of Women in Computing](#), will bring together students, faculty, and technology leaders from across Minnesota and neighboring states to discuss the role of women in today's computing and technology fields, share experiences and strategies for success, and explore issues common to women working in these fields. Specifically, the goal is to provide an opportunity for young women to explore opportunities in computing, to network with other women from academia, industry and government, and to create friendship among women in the region who share the same interest and passion for computing. This celebration is part of a nationwide effort to address the alarming decline of women choosing computer science professions.

What will happen at MinneWIC?

MinneWIC will start late Friday afternoon February 12 and continue until early afternoon on Saturday February 13. We have an exciting list of speakers: Jessica Hodgins from CMU, Gilda Garretton from Sun Microsystems, Jerri Barrett from the Anita Borg Institute, and Lecia Barker from the University of Texas at Austin. In addition, we'll have poster sessions, lightning talks, and BOF sessions. We encourage you to participate---see the Call for Participation for details.

Who can attend MinneWIC?

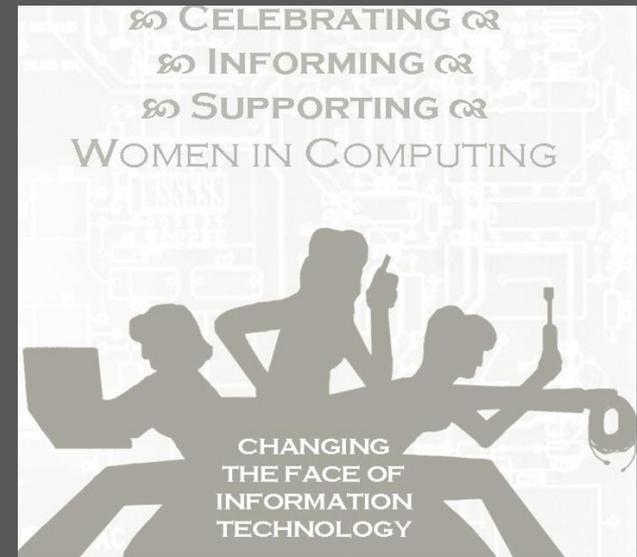
You should attend if you are interested in learning about the challenges and rewards of computing careers or in advancing technology through broader representation of women. We encourage undergraduate, and graduate students with interests in computing and information technology to attend and also to submit work in the appropriate categories (see [Call for Participation](#)). We invite faculty and technology leaders to come meet and mentor the next generation of computing professionals. High school students interested in computing are also welcome to attend.

Announcing
KYWIC 2010
Kentucky Regional Celebration of
“Women in Computing”

Feb 26-27

Fri 4:00 – Sat 2:30

Kentucky Dam Village State Park Resort
Gilbertsville, KY



- *Present a poster*
- *Make a Lightning Talk*
- *Lead a BOF*

Opportunities:

- **Network with other WIC...students, faculty, professional women in industry**
- **Advance your IT knowledge...keynote speeches, poster session, lightning talks, panel discussion, round table discussions, BOFs**
- **Make new friends while making “Geek Jewelry”**

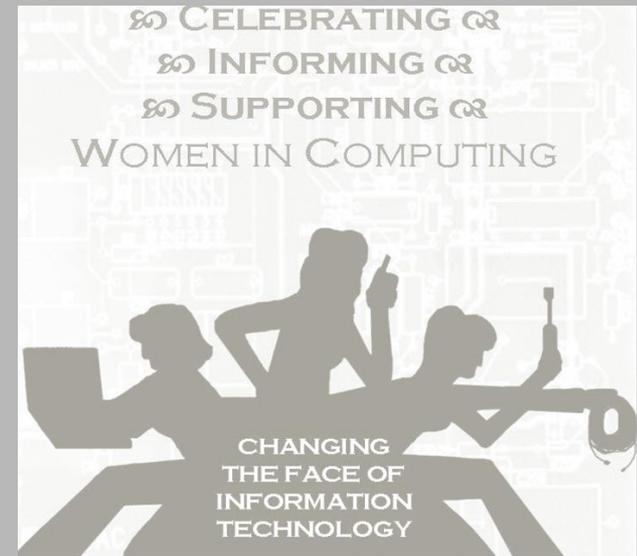
<http://kywic.murraystate.edu>

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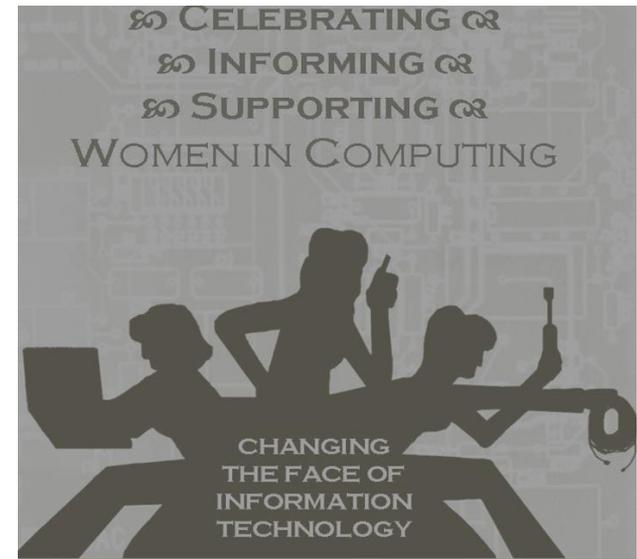
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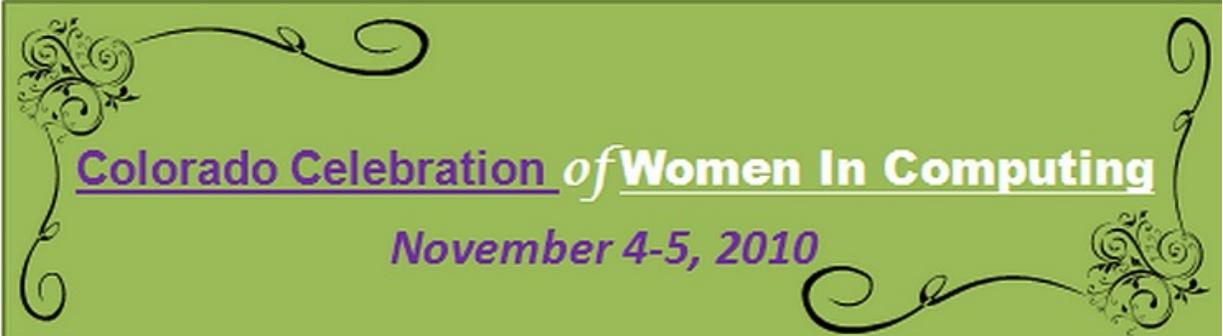


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Opportunities:

- **Network with other WIC...students, faculty, professional women in industry**
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- **Make new friends while making “Geek Jewelry”**

<http://kywic.murraystate.edu>

A decorative banner with a light green background and black scrollwork. The text is centered and reads:

Colorado Celebration of Women In Computing

November 4-5, 2010

The Colorado Celebration of Women in Computing (CCWIC) is a regional meeting modeled after the highly successful international Grace Hopper Celebration. The goal of CCWIC is to encourage the research and career interests of local women in computing. The first conference, held April 4-5, 2008, was very successful. There were 152 attendees, including 87 students. Attendees reported that the conference provided social support, facilitated networking with other computing professionals, and exposed them to a variety of social and technological advances in the field. CCWIC offers an opportunity for students to present their research and to network with leaders from academia, government, and industry. In this way, CCWIC provides a unique opportunity for technical women from Colorado and neighboring states to come together to share experiences and strategies for success.

The 2010 Event

The second Colorado Celebration of Women in Computing will be a regional meeting to be held in Golden, Colorado November 4-5, 2010. We hope that you can join us and our community of students, faculty, and computing professionals as we work to increase the participation of women in computing. We encourage undergraduate and graduate students with interests in computing to attend and also to submit original work. We invite faculty and professional leaders to come meet and mentor the next generation of computing professionals.

Participate

Students and professionals in academia, industry, and labs can participate by:

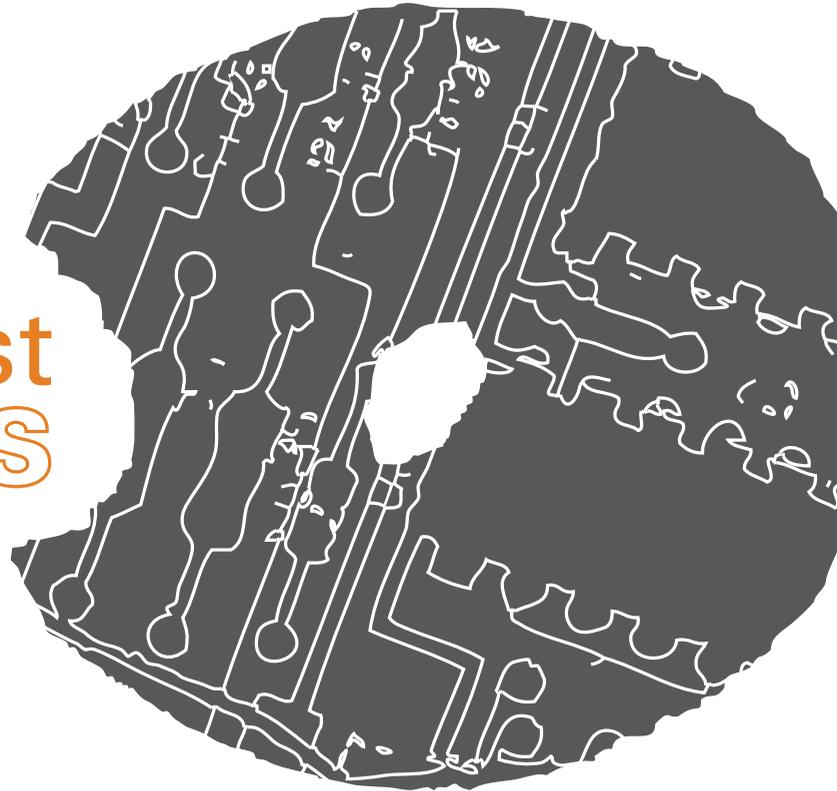
- Submitting a full paper or poster abstract for presentation (students only), a brief abstract for a 5-minute lightning talk, or a topic for group a Birds of a Feather session.
- Attending the conference to meet others and explore topics such as careers, graduate study, work/life integration, etc.

Professionals can share their experiences with students as panelists or in informal interactions. You are encouraged to bring information about your company, industry or programs.

Brunch for the Brain.

Join us for cool talks and interact with technology as we serve up cutting-edge computer science.

breakfast BYTES



Description

Breakfast Bytes is a free monthly Saturday morning program geared toward middle and high school students and their parents. A computer science professor gives a talk, and then leads the students through interactive activities. We always provide bagels and juice for the group. There's a group of dedicated undergraduate and graduate students who meet with the professor to plan the activities, and they attend the talk (on Saturday morning!) to help with the activities. The program is held from 10 a.m. to noon three or four times a semester. Generally 40-60 people attend and we meet in a classroom with tables.

Goal

The goal is to introduce students to hot topics in computer science. Former topics include: Accelerating Innovation in Computer Science; Start ups, iPhones and IPOs, oh my!; How Machines Learn and Interact; Demystifying the Digital Process; and Computers with Vision.

Impact

We ask everyone who attends to fill out a small questionnaire, which asks for e-mail, school, and grade. We've created a database and we send out a monthly reminder of the coming talk. We send out a questionnaire at the end of each year asking attendees to rate the talks. Our attendees are approximately 35% female and 65% male. 56% have taken a CS class. The average age of participants is 16. Most students hear about Breakfast Bytes through their CS or math teachers. A number of teachers are offering credit to students who attend a lecture and when we contact teachers in fall 2010, we will ask all teachers to consider offering credit to their students.

Costs

Each semester we send flyers and posters to middle school and high school math and computer science teachers, Girl Scout troops, and science organizations. We printed a "Breakfast Bytes" badge for Girl Scouts who attend the workshops. We also provide bagels and juice for 50+ people.

Department of Computer Science
THE UNIVERSITY OF TEXAS AT AUSTIN

Sponsored by Microsoft Research, the National Center for Women & Information Technology and the National Science Foundation.

<http://outreach.cs.utexas.edu>

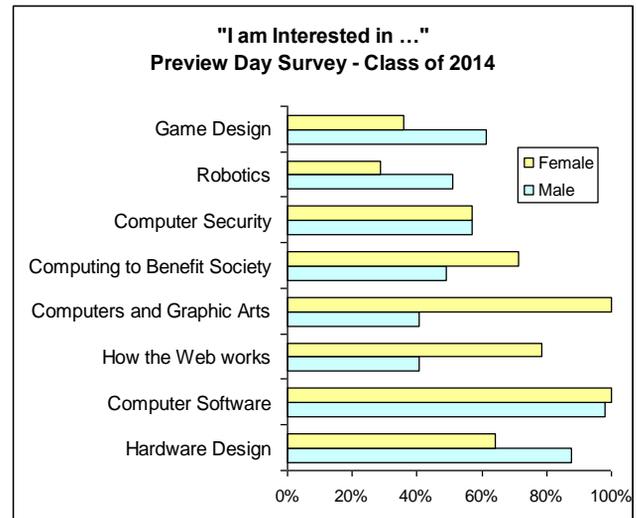
Bachelor of Science in Web Design and Engineering

A new interdisciplinary program combining

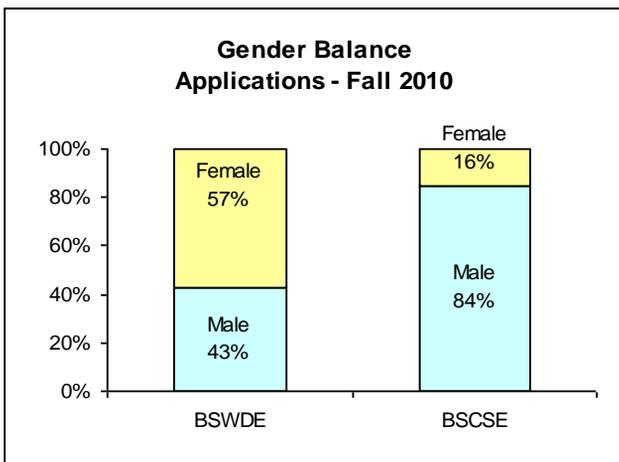
- Web Technologies
- Graphic Arts
- Communication
- Sociology
- Applied Ethics



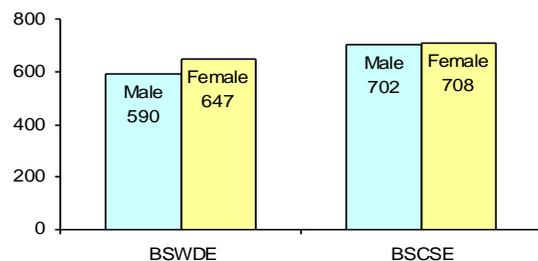
Fall 2009, the Computer Engineering Department at Santa Clara University introduced a new degree program in Web Design and Engineering that combines the **Web technologies** of content creation and content delivery with Web-related courses from the fields of **graphic arts, communication, sociology and applied ethics**. This interdisciplinary approach has attracted a significantly greater percentage of women who (to our delight) also happen to have the highest SAT scores and high school grade point averages of all students who will join the department fall 2010 (figure below).



The department surveyed students who had been admitted for the fall of 2010 regarding their interests in computing. The results in the figure below highlight several key differences between the male and female students. Robotics, game design and computer hardware design were of greater interest to males, while females were more concerned with how computing can be used to benefit society.



SAT Math Scores
Admitted Students - Fall 2010



Santa Clara University

School of Engineering

A recent WGBH/ACM report^[1] found that instead of being intrigued by *how* computers work, today's students – *especially the girls* - are much more interested in "social interaction" and "making a difference in peoples' lives". ^[1] "New Image for Computing," WGBH Educational Foundation and the Association for Computing Machinery, April 2009, <http://www.acm.org/membership/NIC.pdf>.

Department of Computer Engineering
www.scu.edu/engineering/cse/ugrad/
 Phone: 408-554-6805

Dancing Robots Introduction to Computer Science

Pearl Brazier & Artem Chebotko - University of Texas-Pan American - Email: brazier@UTPA.EDU

Course Instructor: Laura Grabowski

Course Web Site: dancingrobots.cs.panam.edu



Cost:

10 Lego Mindstorm NXT 2.0	279.99	2799.00
10 Rechargeable Batteries	43.99	439.90
10 Transformers	19.19	191.90
2 Laptop Computers		2000.00
Miscellaneous Supplies		200.00
Support: 2 Student Assistants		1600.00

Measuring Impact Activities:

- Administer beginning of course survey
- Administer end of course survey
- Track enrollment and success in CS I course

Recruitment: email; posters; flyers to advisors; University Web; Bronc notes sent to all students

Platform: The Lego Mindstorm robot platform was the primary tool for learning how to design [write an algorithm] and solve simple computing problems. Mindstorm includes a visual programming environment. Students were given a series of problems to solve with the robot, culminating in the dancing robot at the end of the semester. Work was done in small assigned teams for the robot work. Most of the robot building and programming was accomplished in class. The final robot project included a demonstration of the robot for the class and invited guests.

Online Research Assignments: Develop computer literacy skills and survey computer application areas and careers. Several short online research assignments were given, resulting in a written report.

1. Computing and my major -- Each student was to look at how computing is used in her/his major field.
2. Computing in medicine -- Look at how computer technology is used in medicine
3. "The Day the Computers Died" -- speculative exploration of what would happen if all the computers in the world suddenly stopped working.

Goal: Attract women undergraduate students to major in Computer Science

What: Redesign CSCI 1360 Introduction to Computer Science Concepts This is an existing course designed for students interested in Computer science, who have no prior programming experience and need a computer literacy course. Provides an introduction to programming before enrolling in the traditional Computer Science I course.

When: Spring Semester 2010 and Fall 2010

NCWITT Area: Recruitment of women for STEM fields

Enrollment: 5 teams of 3-4 students each

Space Requirements: Classroom with computer support and table space to assemble robots.

Beginning course Survey Data:

Gender	Rank	No Interest	Some	Very
F 12 M 4	Fr 11 So 1 Jr 3 Sr 1	5	5	6
Majors:	Non CS 10	CS & CE 6		

Experience: Used Word Proc, Internet, email and texting

End of Course Survey: 2 changed from **no interest** in computer science to **some interest**;

Overall Interest in computer science: 6 reported they changed their interest to a **great extent**; 3 to **some extent**

4. The ethical implications of Artificial Intelligence -- The students were to discuss the question, "If we could create artificial systems with human-level intelligence, should we?"
5. Future computing technologies -- Students chose from a list of future technologies (e.g. quantum computers, molecular computers, and others)

Team Web Page:

Each robot team created a group of web pages, similar to a blog, which reports the team's work and progress. The pages contain: (1) a short bio/personal information page for each team member, (2) the robot log page, and (3) an additional class-related page (optional). Students were directed on how to implement a web page.

Final Robot Dance Requirements:

Each team will design an algorithm and implement a program for a robot dance that contains the following, at a minimum. You may do more than these requirements if you want.

1. Length: Minimum 30 seconds,
2. Musical score: To be chosen by the team, and approved in advance by Dr. Grabowski (see item 1 in "Additional Requirements", below),
3. Movement that coordinates with your selected music,
4. Basic movements: walking forward, walking backward, turning; arms moving in isolation,
5. Simultaneous movement of arms and legs,
6. Use of sensor input to guide behavior (color sensor or motion sensor),
7. Use at least one sound to go along with the movement,
8. Use at least one image on the robot's display,
9. Repeat at least 2 different movement patterns at least twice each pattern (HINT: think modules!),
10. Minimum of 2 defined parts in the dance.
11. You may choose to work with another team to produce a "duet" for your robots. The two robots' movements must be coordinated.

Additional Requirements for Final Robot:

1. Music approval: You must hand in a copy of the music your team has selected for approval.
2. Written algorithm:
 - a. Write out your FULL algorithm for your dance and submit it in a **word-processed** document in **hard copy**. Use the algorithm format and abbreviations that we have used throughout the semester. If you need to add new elements, be sure to include a key in your document so that I can understand your algorithm.
 - b. Algorithms will be graded for efficient, effective, appropriate structure, including the use of loops, branches (switches), and modules. Algorithms that work but have poor structure will receive reduced scores.
 - c. The written algorithm must match the completed program code. If your team changes the algorithm, you must submit an updated algorithm.

Costume for your robot:

Dress your robot for the occasion! Add a bow, a tie, a hat, anything that works with your music. Just be sure to **test** the costume in advance to be sure it stays on and doesn't get in your robot's way!

HTML version of your completed code:

1. Print your finished code to an HTML file.
2. Finished code will be evaluated for efficient and effective program structure, as described in the preceding section on the written algorithm. Programs that work but have poor structure will receive reduced scores.
3. Add comments into your code (before printing it to HTML) to explain what is happening in the program and what the robot is doing.

Written project description/ summary:

Write a short description of your dance that includes:

1. Your dance title,
2. The music title and artist,
3. Your robot's name,
4. The team members' names,
5. A brief description of what your robot will do in the dance.

Individual evaluation of team members: Each team member will complete an individual evaluation of the whole team's contribution to the project,

Computing Educators Oral History Project

Narratives and Pathways of Computing Educators

Inside CEOHP

[CEOHP Home](#)

[Sample Interviews](#)

[Annotated Bibliography](#)

[CEOHP in the News](#)

[Printable Brochure](#)

Other CS Oral Histories

[IBM Women Hall of Fame](#)

[Charles Babbage Institute](#)

[Computer History Museum Oral History Collection](#)

[Computerworld Honors Program Oral History Collection](#)

[IEEE Oral History Collection](#)

[Smithsonian Computer History Collection](#)

Preferred browsers

Firefox 2.0
Internet Explorer 6
Internet Explorer 7
i-Phones

Project Purpose

The Computing Educators Oral History Project (CEOHP) is a multi-year, grassroots project to collect and preserve the oral histories of computing educators.

CEOHP was conceived to address factors that affect decisions made by women and girls about working in the computing field. Thus, a specific goal of the project is to disseminate the voices of female computing educators so that they can serve as role models, with the vision of ameliorating the declining numbers of women in the computing fields. Through collecting career stories and artifacts from a variety of computing educators, this project can result in a set of tools to aid in improving the number of women and girls who work in and study computing.

CEOHP has been enacted in two phases. Phase I (2003-2006) consisted of project initiation and formalization. During this phase the idea was conceived, developed, refined and turned into a successful NSF proposal (#0710536, 2007-2010). During Phase II (2006 to the present) we have undertaken a set of project activities to carry through the vision and disseminate results.

To date, the project team has:

- created this project website (ceohp.org)
- developed oral history themes to guide interviews and analyses
- developed an interview protocol
- recruited subjects to be interviewed and volunteers to conduct the interviews
- started to analyze the interviews, using grounded theory techniques, to find event paths in the interview
- provided each subject the opportunity to review the transcript and revise / update it.

Our [annotated bibliography of CEOHP presentations](#) provides additional information about the project.



Interviews Conducted

[Fran Allen](#)
[Richard Austing](#)
[Moti Ben-Ari](#)
[Judith Bishop](#)
[Tracy Camp](#)
[Nell Dale](#)
[Gordon Davies](#)
[Jenny Edwards](#)
[Judith Gal-Ezer](#)
[Wendy Hall](#)
[John Impagliazzo](#)
[Maria Klawe](#)
[Andrea Lawrence](#)
[Joyce Currie Little](#)
[Dan McCracken](#)
[Graciela Perera](#)
[Jane Prey](#)
[Beth Simon](#)
[Ellen Spertus](#)
[Joy Teague](#)
[Alison Young](#)

The following interviews are being prepared to be added to the collection:

Winifred (Tim) Asprey
Lillian (Boots) Cassel
Susan Gerhart
Eric Roberts
Jean Sammet
Katie Siek

Page Maintenance

Maintained by
[Barbara Boucher Owens](#) and
Vicki Almstrum
modified Tuesday, 11-May-2010
21:03:58 CDT



Project Supporters



NSF 0710536

Website: <http://CEOHP.org/>

Tracy Camp Interview

Brief background



Tracy Camp is a Full Professor in the [Department of Mathematical and Computer Sciences](#) at the [Colorado School of Mines](#). She is the Founder and Director of the [Tollers, an active ad hoc networks research group](#). In 2006, Dr. Camp was named an [ACM Distinguished Scientist](#) and was also selected to be an [ACM Distinguished Lecturer](#).

At the time of this interview (2007), Dr. Camp was a Full Professor at the Colorado School of Mines.

Information about Tracy Camp

- [Dr. Camp's professional webpage at Colorado School of Mines](#).
- [Homepage for Tollers, Dr. Camp's networks research group](#)
- [Dr. Camp's profile as an ACM Distinguished Speaker](#)

Interview materials

This webpage gives access to the audio and transcript of the interview with Tracy Camp, conducted on May 29, 2007 in Golden Colorado by Barbara Boucher Owens. We present a number of extracts from the interview, which include the related audio snippets.

- [Audio of interview](#)
[14 MB mp3, about 1 hour, opens in new window]
- [PDF interview transcript](#)
[18 pages, 761 transcribed lines of text, opens in new window]
- "Cloud" views of the interview
 - [Word cloud representations of transcript](#)
[opens in new window]
 - [Tag cloud representations of transcript](#)
[accessible to screen readers such as JAWS]
- Video snippets:
 - Family as the best part of life (in-screen as topmost video at right OR view as [AVI file in new window](#) OR [youtube video in new window](#))
[19.7 MB avi, about 52 seconds]
 - Balance vs. integration of aspects of life (in-screen as bottom video at right OR view as [AVI file in new window](#) OR [youtube video in new window](#))
[17.6 MB avi, about 47 seconds, opens in new window]



Excerpt: Unexpected value from studying abroad

"And I remember when I started at [Kalamazoo] College, I thought that there was no way I was going to do a foreign study. I was there to take classes, [...more...]"

- transcript lines: 147-158
- [Link to mp3 snippet in new window](#)
[288 Kb, about 1 minute 13 seconds]
(located at about 10:00 in full audio)

Excerpt: Systems and being part of a women-in-computing community

"[O]ne thing that happened when I was at William and Mary that I think had a huge influence on where I am today is I heard about the Systems [...more...]"

- transcript lines: 287-293
- [Link to mp3 snippet in new window](#)
[160 Kb, about 41 seconds]
(located at about 20:35 in full audio)

Excerpt: Do good titles improve cite-ability?

"I did write the "Incredible Shrinking Pipeline" paper, which became a paper that has been very well cited. I don't think that ... you know, [...more...]"

- transcript lines: 362-369
- [Link to mp3 snippet in new window](#)
[184 Kb, about 47 seconds]
(located at about 26:47 in full audio)

Excerpt: Gaining confidence, discovering passion, and success as a researcher

"I really struggled initially technically. I was the only networking faculty member at Alabama at the time. I didn't have a mentor [...more...]"

- transcript lines: 374-394
- [Link to mp3 snippet in new window](#)
[356 Kb, about 1 minute 31 seconds]
(located at about 27:54 in full audio)

Four distinct, relatively independent, project goals:

1. *Collecting*: To collect oral histories with the life stories of individuals with careers in computing education and properly archive these.
2. *Presenting*: To present the interviews in the collection by means of the Internet and curricular materials.
3. *Discovering*: To analyze the materials and understand trends.
4. *Mentoring*: To serve as a model project for sibling efforts.

Recent priorities:

- Find a permanent archival home
- Get feedback to help prioritize efforts
- Upgrade the site to ensure consistency and add features
- Scrutinize project standards and guidelines
- Prepare to E-X-P-A-N-D

Project leads:

Barbara Boucher Owens
Southwestern University

Vicki L. Almstrum

The University of Texas at Austin

Lecia Barker

Contact us at ceohp@ceohp.org

Thank you to

Southwestern University, Georgetown, Texas, for hosting the site

And to all of our project supporters (see other side)

FemProf Alliance for Advancing Female Undergraduate Students to the Professoriate

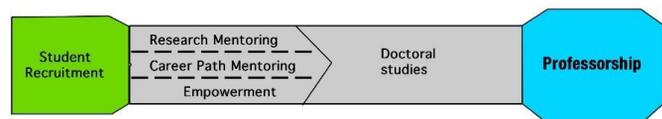
Goals and Objectives

FemProf's main Goal is to achieve a significant increase in the number of female undergraduates pursuing a professorship in computing.

FemProf strives to significantly increase:

- The number of female undergraduates that continue graduate studies towards a Ph.D. in computing
- The number of doctorates awarded in computing.
- The number of female professors in computing
- The adoption of the program by non-partner institutions.

The Model



The FemProf model relies on four strategies:

Student Recruitment – Identify students with key characteristics to succeed in the program.

Research Mentoring – Help students develop research skills and expose them to a significant research experience that motivates them to pursue graduate studies.

Career Path Mentoring – Guide students in getting prepared for graduate studies and pursue a professorship career.

Empowerment – Help students overcome gender barriers that preclude them from pursuing a professorship career.

What is it all about?

FemProf scholars participate in a two year program of :

- **Research** under the supervision of an on-campus mentor during the academic year for two years
- **Research internships** for two summers at higher education institutions.
- **Seminars and workshops** on research, career development and empowerment.
- **Annual Retreat** for motivational activities and workshops co-located with the Grace Hopper Conference.
- **\$3000 Stipend; \$2000 travel grant** to attend Annual Retreat and Grace Hopper Conference while in the program.
- **Advice /Support** for summer internships and graduate school applications.



The Students

FemProf's target population is the nationwide pool of sophomore female students majoring in computer science, computer engineering or electrical engineering (specializing in hardware or digital signal processing) with a GPA of 3.5 or higher.

The Partners



FemProf Sites - Academic institutions with the mission of recruiting students on campus, matching them with a research mentor and organizing activities and workshops.

Academic Partners - Academic institutions that will collaborate distributing recruiting materials and encouraging qualified students to apply to the program.

Workshops Sponsors - Organizations that will sponsor workshops.

Academic Sponsors - Academic institutions that will support FemProf students with their own resources.

Scholar Sponsors - Organizations that provide opportunities for students to get financial support for their studies.

Industrial Sponsors - Industries that will support at least one student with a \$5000 award per year.

Executive Committee - Administrative body that will be in charge of the general coordination and management of the project.

Advisory Board - Will provide guidance and advice to the Executive Committee for the development of the Alliance.

Evaluation Team - will provide project evaluation and feedback for improving the program.

Contacts

Nestor J. Rodriguez (nestor@ece.uprm.edu)
Richard Aló (AloR@uhd.edu)

PRESS RELEASE¹

FAMU Wins U.S. Department of Education Grant for Integrating Computation into STEM Education

The Florida A&M University Department of Computer and Information Sciences (CIS) has been awarded a grant from the U.S. Department of Education through the Minority Science and Engineering Improvement Program (MSEIP). The project, “**Computation for STEM Education (C-STEM)**,” is potentially a 3-year, \$600,000 award.

The goals of this project are to increase the number of STEM students who graduate with discipline-specific computational skills, and to stimulate increased use of computation in the teaching of STEM disciplines at Florida A&M University. This project has the potential to effect long-term improvement in science and engineering education at Florida A&M University through increased use of computation in the teaching of STEM disciplines.

According to project PI, Dr. Hongmei Chi, “The project will improve the computing infrastructure to ensure access to computational resources for STEM students. STEM faculty will be trained in the use of computational tools to stimulate increased integration of computation into STEM courses.”

“This project will strengthen existing STEM programs through course enhancement and faculty development. The CIS Department will serve as catalyst for identifying computational competencies and developing courses to meet them, and supporting STEM faculty development to promote local application of discipline relevant computing technology.” said Dr. Edward L. Jones, Ph. D., also the principal investigator for the program and chair of the CIS program.

The expected outcomes over the three-year project include the following: (1) increased number of students with experience using computation in science; (2) increased number of faculty who incorporate computation into STEM courses; (3) increased undergraduate and graduate research involving computation in science; (4) increased computing capacity to support computation in STEM courses; (5) increased number of STEM graduates admitted to graduate programs with a focus on computational methods.

¹ Award date 8/2009; project start date 10/1/2009. Project PI, Dr. Hongmei Chi; Co-PI Dr. Edward L. Jones, CIS; Dr. Bruno Guerrieri, Math; Dr. Charles Weatherford, Physics; Dr. Elijah Johnson, ESI; Dr. Virginia Gottschalk, Biological Sciences; Dr. Jesse Edwards, Chemistry;

INWIC 2010

Indiana Women in
Computing Conference
Spencer, IN Feb 5-6



Important Dates:

- 22 Jan 2010 Poster Proposals Due
- 22 Jan 2010 Lightning Talks Due
- 15 Jan 2010 Early Registration
- 29 Jan 2010 Registration Closes

What is INWIC?

The goal of the Indiana Women in Computing (INWIC) conference is to provide a low cost, regionally-tailored, small conference for women in computing who do not have funding to attend major conferences.

What will happen at InWIC?

- INWIC will begin late on Friday afternoon. Dinner on Friday is provided, as are accommodations at the Canyon Inn. INWIC will continue through lunch on Saturday.
- Keynote speaker: Kay Connelly, Associate Professor in the School of Informatics at Indiana University.
- Talks on cutting-edge technical issues and on social issues of relevance to undergraduate and graduate women in computing will be presented.
- Creative social opportunities to meet faculty members, students, and area industry leaders.

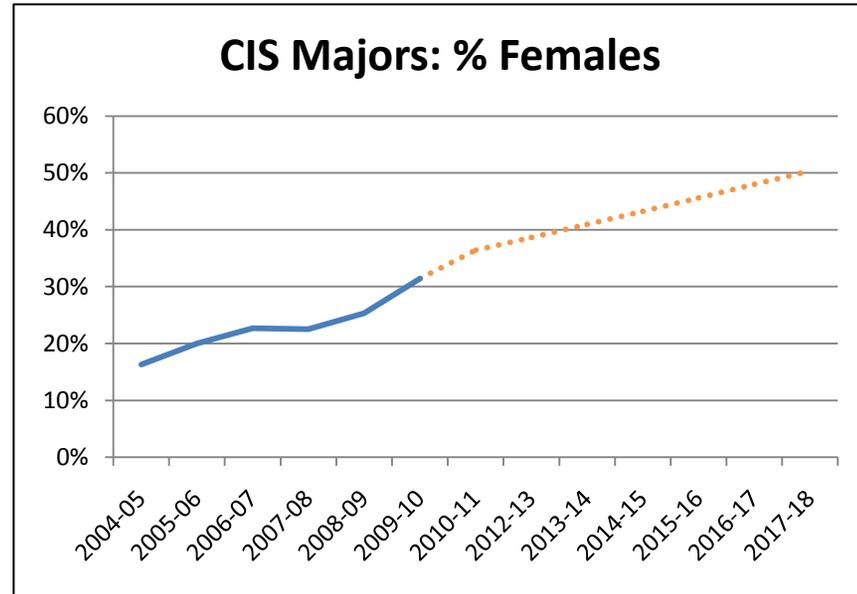
For more information,
go to <http://www.cs.indiana.edu/inwic>

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Table 1. Projected Majors in CIS

Year	Total	F	M	%F
2004-05	49	8	41	16%
2005-06	110	22	88	20%
2006-07	97	22	75	23%
2007-08	71	16	55	23%
2008-09	75	19	56	25%
2009-10	70	22	48	31%
2010-11	76	28	48	36%
2012-13	78	30	48	39%
2013-14	81	33	48	41%
2014-15	85	37	48	43%
2015-16	88	40	48	46%
2016-17	92	44	48	48%
2017-18	97	49	48	50%



Plan Activities:

Before Year 1 (2005): multiple pathways into major; small in-class lab setting; concentration system – easy to double major

Year 1: Started Women in CIS student group, incorporated pair programming in CS1 (CIS 2085)

Year 2: Administered NCWIT Student Experience of the Major (SEM) Survey

Year 3: NCWIT Site Visit by Extension Services identified weaknesses in recruiting, esp. undecided majors

Year 4: Focus on outreach to K-12 population (afterschool programs & summer camps)

Year 5: NCWIT Site Visit to develop a strategic plan (see reverse for planned activities);

NSF Grant funded recruitment & retention activities (revise recruitment materials, scholarships, mentoring programs, open house, career exploration course)

Year 6 & after: continue activities; evaluate their success; *plan for sustainability of programs*

Expanding the Pipeline at CSS

	Elementary & Middle Schools	High School	College Freshman & Sophomore	College Junior & Senior
RECRUITING	After school robotics & game design programs Summer camps in game design, robotics, graphic design <i>(Both of the above involve K-12 educators)</i> Summer tech camp for girls Girl Scout Tech Badges	Tech Open House CIS Career Exploration Course Talking Points on Tech Careers mailed to 2,000 counselors Revised recruitment materials Scholarships for CIS majors	CIS Career Exploration Course Multiple Pathways into Major (CIS 1004 or CIS 2085) Concentration system leads to many double majors Freshman experience program (Dignitas) on technology	Advising for Summer REUs
			Women in CIS student group <i>Include non-traditional students from evening program</i> Conferences: MinneWIC, Grace Hopper	
RETAINING	Keep track of names and emails. Use to invite to other recruitment events. Pass on to Admissions to evaluate enrollment at CSS.		Pair Programming in CS1 Peer Mentors Small Classes in Labs (22 or less)	Professional Mentors Training as peer mentor & TA

Funding Sources:

- Duluth-Superior Area Community Foundation (~\$15,000 for 1 year), funded after school programs & girls summer camp
- Fundraising of local IT businesses (~\$2,000/year), continuing funding for girls camp
- National Science Foundation, Scholarships in Science, Technology, Engineering & Math (~\$600,000 for 4 years)
- Department Budget: development & teaching of all courses, Women in CIS activities



FEBRUARY 18 - 19TH, 2011

The 4th Ohio Celebration of Women in Computing (OCWIC) conference will be held in the tranquil and scenic river valley of southern Ashland County at the centrally located Mohican Resort and Conference Center.

www. <http://www.ocwic.org> (*conf site*)



<http://groups.to/ocwic/> (*facebook*)



<http://bit.ly/ddcX8g> (*list serv*)

OCWIC (say Oh, Quick!) is a low cost, regionally-tailored, professional conference, modeled after the international Grace Hopper Celebration.

The conference provides social and professional support for women in computing, with a program featuring highly successful technical women and opportunities for networking.

Important Dates

Abstract submission opens:

- Oct. 18, 2010

Abstract submissions due:

- Nov. 22, 2010

Acceptance notification:

- Dec. 22, 2010

Early Registration, Housing and Scholarship Deadline:

- Jan. 14, 2011

OCWIC is a project of the



MidWIC

Midwest Women in Computing Conference!

<http://csmaster.sxu.edu/midwic09>

Where will it be?	Saint Xavier University in Chicago
When is it?	Friday-Saturday, October 9-10, 2009
Who will I find there?	A gathering of women in the computing field, including: Students (undergraduate & graduate) University faculty & staff Corporate technology professionals K-12 educators
What will I find there?	Panels Presentations from industry & academia Poster sessions Workshops Networking opportunities Social gatherings

Now is an excellent time for students to prepare posters & presentations for this event! We emphasize participation! See our website for help and suggestions! We believe that every student can gain presentation experience at MidWIC!

- Student registration: \$40 **Scholarships available! Priority given to student presenters! See website for details!**
- Faculty registration (MidWIC only): \$65
(MidWIC and CCSC): \$140

Note that this conference is co-located with CCSC-MW. Info about lodging/CCSC registration: <http://www.ccsc.org/midwest/Conference/>

For more information, please contact Flo Appel: appel@sxu.edu
Website and registration <http://csmaster.sxu.edu/midwic09>



Grace Hopper Regional Consortium

Cultural Change through Regional Reform

<http://www.ghregionalconsortium.org>

WHAT IS THE GRACE HOPPER CONSORTIUM?

The Grace Hopper Consortium is a partnership of: The ACM Women's Council (ACM-W); The Anita Borg Institute for Women and Technology (ABI); and The National Center for Women & Information Technology (NCWIT). The Consortium received a three-year grant from the National Science Foundation, which supports regional celebrations and allows students without the resources to attend national conferences to obtain the skills, professional development, and inspiration needed to achieve their technical goals.

The vision of this Consortium is to develop self-sustaining communities – regional conferences and ACM-W Student Chapters – as well as to nurture emerging technical leaders by creating and supporting local regional celebrations of women in computing.

WHAT ARE THE GOALS OF THE CONSORTIUM?

- Recruit and retain undergraduate women as computing majors
- Build a nationwide network of communities for women in computing
- Extend the positive effects of celebrations of woman in computing into underserved communities

WHAT HAPPENS AT THESE REGIONAL CELEBRATIONS OF WOMEN IN COMPUTING?

Regional conferences are modeled after the Grace Hopper Celebration of Women in Computing Conference, and they focus on the recruitment, retention, and advancement of technical women. Participants can:

- Build their personal networks
- Present individual and collaborative research
- Gain exposure to mid- and senior-level computing role models
- Develop mentoring relationships
- Explore a myriad of technical career paths

WHAT ARE THE COMPONENTS OF A REGIONAL CELEBRATION?

- Poster sessions
- Dinner and keynote address
- Two Program Tracks: 1) Research; and 2) Social/Ethical/Cultural issues in computing
- Faculty sessions on student recruitment and retention, presented by NCWIT representatives, with additional presentations by ABI and ACM-W
- Career Fair with involvement of industry representatives

WHAT IS ALSO PROVIDED BY THIS NSF/BPC GRANT?

- Complimentary registration for Regional Celebration coordinators, two poster winners, and student coordinators to attend the annual Grace Hopper Conference
- Complimentary attendance for three Regional Celebration coordinators at the annual NCWIT Academic Alliance meeting
- Guidance from ACM-W in establishing ACM-W Student Chapters and mini-Regional Celebrations to sustain regional momentum among biennial Regional Celebrations

UPCOMING REGIONAL CELEBRATIONS:

- Indiana Celebration of Women in Computing (INWIC), Feb. 5 – 6
<http://www.cs.indiana.edu/inwic/>
- Upper Midwest Celebration of Women in Computing (MINNEWIC), Feb. 12 – 13
<http://minnewic.cs.umn.edu/index.html>
- Kentucky Celebration of Women in Computing (KYWIC), Feb. 25 – 26
<http://kywic.murraystate.edu/>

HAVE A LOOK AT THESE EXISTING REGIONAL CELEBRATION WEBSITES:

- Midwest Celebration of Women in Computing, MIDWIC, Oct. 9 – 10, 2009
<http://csmaster.sxu.edu/midwic09/>
- Michigan Celebration of Women in Computing, MICWIC, April 3 – 4, 2009
<http://www.egr.msu.edu/~msuwic/cgi-bin/micwic.php>
- Ohio Celebration of Women in Computing, OWCIC, February 27 – 28, 2009
<http://www.ocwic.org/>

TO SPONSOR A REGIONAL CELEBRATION OF WOMEN IN COMPUTING

Contact: Gloria Townsend, Coordinator
Regional Celebrations of Women in Computing

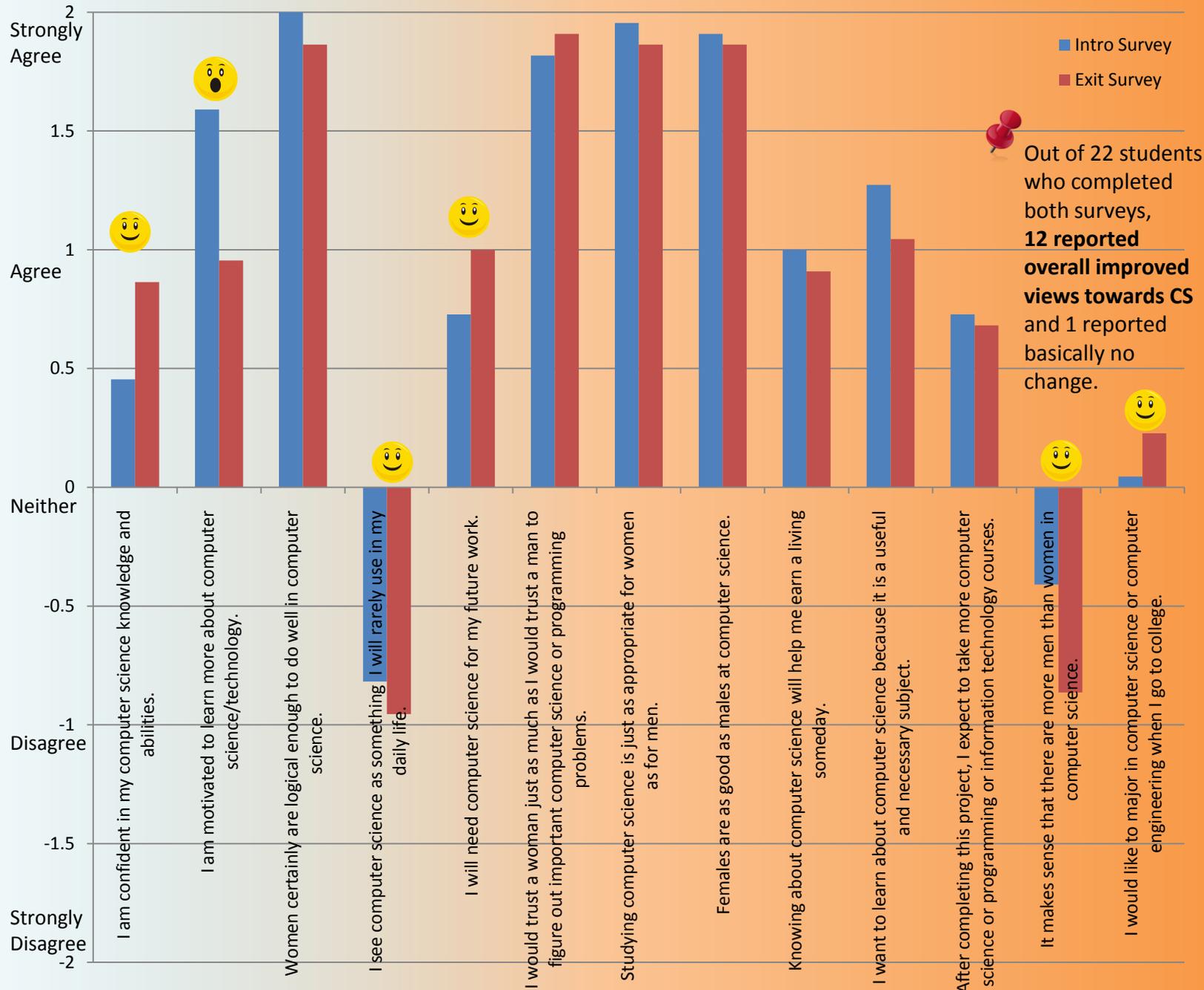
PI for BPC-A 0940595

ACM-W Executive Council

gct@depauw.edu

+1.765.658.4726

Survey Response Before and After the 2009-2010 GEM Project



Out of 22 students who completed both surveys, **12 reported overall improved views towards CS** and 1 reported basically no change.

The Girl Empowerment and Mentoring (GEM) for Computing Project

2009-10 statistics

- . 26 participants (40)
- . 12 schools
- . 8 teams
- . 6 mentors
- . 5 judges
- . Hundreds of revisions and forum discussions, regular e-mails and meetings, and Wiki use

2008-09 statistics

- . 40 participants (80)
- . 12 teams
- . 12 mentors
- . 4 judges

E-mail:

Leen-Kiat Soh, Jodi Holt
 lksoh,jholt@cse.unl.edu
<http://cse.unl.edu/gem>





I Can Do IT!

WCTC's Kim Ehlert, Associate Dean and team members of the Business Information Technology department were awarded \$15,000 from Microsoft and the National Center for Women & Information Technology (NCWIT). The proposal focused on the development and implementation of initiatives designed to target the interests of young females (in elementary and middle-school) in computer science and information technology fields. Through a collaborative effort with the Southeastern Wisconsin Girl Scout Council, the "I Can Do IT" program was developed.

The "I Can Do IT" program consisted of three separate workshop training sessions which introduced the art of digital storytelling to the girl scouts. Through the workshop training, the girls learned how to capture key moments in time with the use of digital media utilizing pictures, movies and sound bites to create a digital story.

The first workshop session was held in mid-December and covered the key concepts of "what makes a great picture and what are the elements of a good interview?" Additional skills such as using a digital camera and digital camcorder, interviewing techniques, and picture composition were introduced and practiced. The girls also worked on developing the interview questions they planned to use at the Cookie Kickoff for their "Scout on the Street" interviews.



In early January, the second workshop was conducted the "Girl Scout Cookie Kickoff" event at the Bradley Center in Milwaukee. This event attracted over 6,000 attendees and provided hands-on usage of the knowledge and skills gained in the first workshop. Multiple camcorder stations were set up throughout the venue allowing the girl scouts to conduct "Scout on the Street" interviews. The girl scouts, accompanied by WCTC Information Technology (IT) students for guidance and technical support, were also dispersed into mobile digital photography units to capture impromptu pictures of the Kickoff event.

The third and final workshop session was held on January 23, 2010. This workshop focused on teaching the Girl Scouts the art of working with multiple software products to create digital



stories by editing the movies created during the “Scout on the Street” interviews. Sound, text, and narration were added and the digital photos were compiled into digital scrapbooks and storyboards which will be posted to the Girl Scout website.

Due to the success of the “I Can Do IT” program, WCTC offered three additional sessions called “Digital Backpack Storytelling.” These sessions were held at the Girl Scout office in West Allis and

served 60 girls – aged 10-12. A unique method was utilized to get the girls to be more creative with the FLIP Video cameras. The “Whose Line is it Anyway – Props” game was used to provide the girls with an array of unique props to create a short video. These props included a mop top, colored funnels, hand-held leaf scoopers, etc. The skits were filmed and then edited. The girls had a great time with this!

This project largely addresses the promising practice of introducing computing and its concepts in an engaging way. The use of gadgets for hands-on learning integrates aspects of technology into the girls’ everyday lives. Using digital cameras and video cameras allows the girls to explore the many uses of technology for creative projects. Without realizing it these girls will become comfortable with using devices both independent from the computer and integrated as part of the operating system or application. The activities will provide the opportunity for the girls to be the technology specialist at their homes. The “I can do IT” project also addresses important components of targeted recruiting.

Through the funding received from NCWIT and Microsoft, WCTC’s Business Information Technology department has provided an engaging introduction to the world of information technology to many young females – opening the door to future WCTC IT students.

Disciplinary Commons for Computing Educators (DCCE)

Investigators: Mark Guzdial (PI), Lijun Ni, Allison Elliott Tew
{guzdial,lijun, allison}@cc.gatech.edu
[Http://home.cc.gatech.edu/dcce](http://home.cc.gatech.edu/dcce)

The Disciplinary Commons for Computing Educators (DCCE) is a three-year project funded by the NSF CPATH Community Building track. DCCE is aimed at developing a statewide community of computing educators, who hold common interests in computing education and goals of making innovations in computing education.

We invite college or university instructors who teach introductory CS, along with high school CS teachers, especially AP CS teachers to participate in the DCCE for a period of one year. During this year, teachers will discuss their own teaching practice, undertake peer observation and peer review, investigate their own classroom practice by collecting and analyzing data to answer a question of concern to them, or document their classroom teaching through shared production of course portfolios. About 8-10 participants (half from each level) are selected from high schools and universities in Georgia each year.

DCCE Activities

- Monthly Meetings
 - Meet once every month for one year and reunion one year later.
- Project Website and online forum
 - Participate in the project website and online forum to share and document teaching and research experience.
- Action Research Model (2008-2009)
 - Conduct mini research projects in collaboration with other participants in their own classrooms.
 - Support for instruments and evaluation is offered from project leaders.
- Teaching Portfolio Model (2009-2010)
 - Document and reflect on classroom teaching through shared production of course portfolios.
- Peer observation in classrooms and peer review on teaching portfolios.



Successes, Challenges and Lessons Learned

Within the first-year DCCE, participants,

- Shared ideas with other participants;
- Questioned their own assumptions about teaching and learning;
- Learned to better analyze their own teaching;
- Became more informed of diverse resources and perspectives on teaching computing;
- Became more confident in teaching computing;
- Felt more supported.



Lessons learned:

- It takes effort to help teachers generate questions that they would like to investigate.
- Currently in the second DCCE cohort, we are implementing a teaching portfolio model to promote teachers' reflection on their own teaching practice based on model at <http://www.disciplinarycommons.org/>.
- One big challenge is to get the commitment of a large amount of time from the participants to invest in the documenting, sharing and reflecting on their own teaching practice beyond face-to-face meetings. This is particularly challenging for university faculty.

Research-based Rubric for Creating Inclusive Classroom Environments	Observed	Notes - examples
CONTENT ORGANIZATION		
1. Makes a clear statement of the purpose of the lesson		
2. Informs students of assignments and deadlines		
3. Presents a clear and organized lesson		
4. Uses multiples types of teaching activities		
5. Relates course material to relevant real life situations		
6. Utilizes technology effectively		
CLASSROOM MANAGEMENT		
7. Pauses 2-4 seconds after a question before calling on a student to respond		
8. Asks males and females the same kinds of questions: i.e., not reserving all abstract questions, or all factual questions, or all hard questions, for one gender		
9. No student is placed in the position of being representative of their race/gender		
10. Uses no sexist or racist content.		
11. Provides constructive feedback		
12. Provides an opportunity for all students to speak		
13. Varies the structure of the classroom to include more than just competitive modes of learning (i.e. don't reward speed; collaborative work with no winner)		
14. Collaborative learning activities are monitored for process fidelity		
15. Uses pro-social motivators and encourages student persistence - "you can do it!"; catch them doing something right and reinforce!		
16. Encourages questions		
17. Uses contexts that interest a broad range of students for examples and assignments - i.e. examples they can relate to		
COMMUNICATION		
18. Establishes and maintains eye contact with students		
19. Manages discussion, so it is not dominated by verbally aggressive students		
20. Uses names of students		
21. Listens to all students with equal seriousness		
22. Uses inclusive language		
MONITOR OUTCOMES - PROMOTE ACADEMIC SUCCESS		
23. Classroom Assessment Techniques are used to check understanding		
24. Puts student performance in context (i.e. how they did in relation to others by showing chart of grade distributions) for tests, etc.)		
25. Promotes study groups or problem solving pairs outside of class		
26. Recognizes when students don't "get it"		
27. Attends to off-task behavior (sleeping, texting, talking, reading newspapers)		

Other comments:

Lab observed: _____

Location: _____

Observed by: _____

Date _____

AI names: _____

1. Withdrawal Survey - School of Informatics

We seek your input about why you chose to drop your CS class in the Fall 2008 semester. Thanks for your feedback, which will be used to improve our program.

1. Why did you initially enroll in CS211 in the Fall 2008?

- a. Interest in possible CS major
- b. Fulfill academic requirement for another major
- c. A + B
- d. Other _____

2. Prior to enrolling in CS 211, how much experience did you have with computing? (Please check all that apply.)

- a. Games
- b. AP-CS in high school
- c. Other high school programming class
- d. Use of applications (word, power point, excel, etc.)
- e. I know one programming language
- f. I know more than one programming language

3. According to our records you dropped this CS 211 course before the end of the term. Why did you drop this class?

4. Below is a specific list of reasons for your consideration - please check all that apply to you:

- a. Unhappy with my grades
- b. Workload was too high
- c. Too many distractions in the class
- d. Wasn't willing to put the needed time in to be successful
- e. Did not understand the material
- f. Felt inadequately prepared to be successful
- g. Irrelevant assignments
- h. Lab environment
- i. Classroom environment

5. What aspects of this class did you consider to be positive? (Check all that apply)

- a. Relevant assignments
- b. Instructor's style
- c. Lab assistants
- d. Outside help opportunities
- e. Other _____

6. What advice do you have about how to improve this course for future students?

7. My major is:

- a. CS
- b. Informatics
- c. Pre-CS
- d. Pre-Informatics
- e. Undecided
- f. Other _____

8. I am:

- a. Male
- b. Female

9. Total earned credits at the end of fall 2008 semester:

- a. 1-18
- b. 19-30
- c. 31-45
- d. 46+

10. How did taking this class impact your thoughts about a possible CS major?

- a. I plan to take intro to Informatics to see if I like it
- b. I plan to re-take this CS211 class
- c. I have no further plans to take Informatics or computer science classes
- d. Other _____

11. Use this space for any additional comments or feedback:



Graphs from Gender and Computing Conference Papers

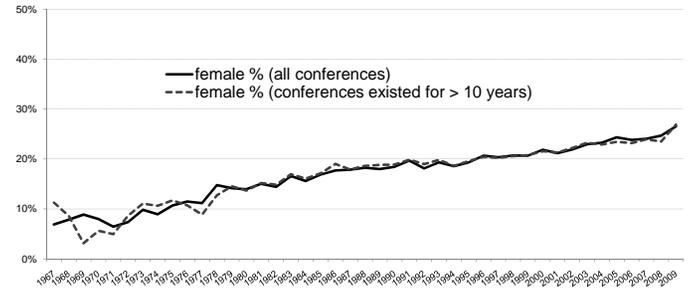
J. McGrath Coohon
Sergey Nigai
Joseph "Jofish" Kaye

Visit www.ncwit.org/confauthorsblog for the full paper and the opportunity to comment



Women's share of authorship increased substantially over time

Women % of authors in all ACM conferences & those that existed for 10+ years

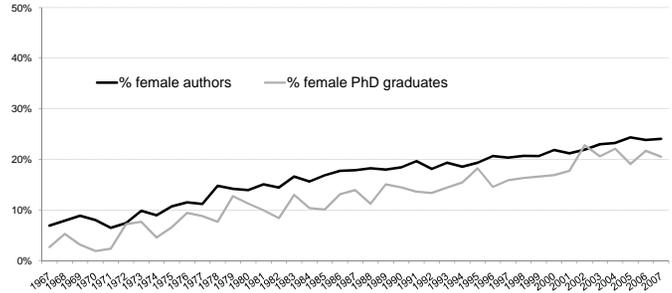


Number of conference papers also increased substantially



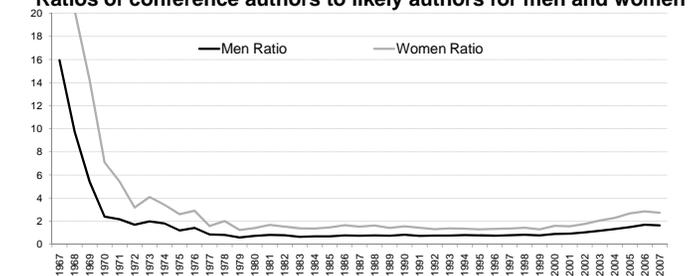
Women are productive

Women's Share of PhDs and of ACM Conference Author Credits

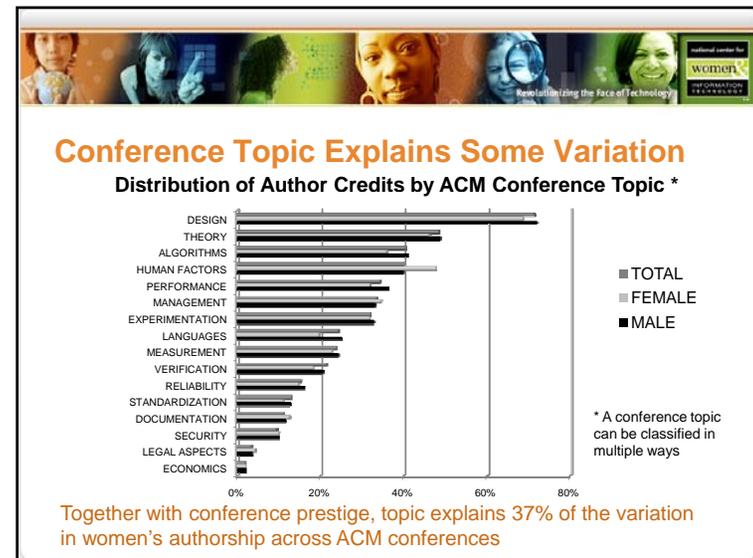
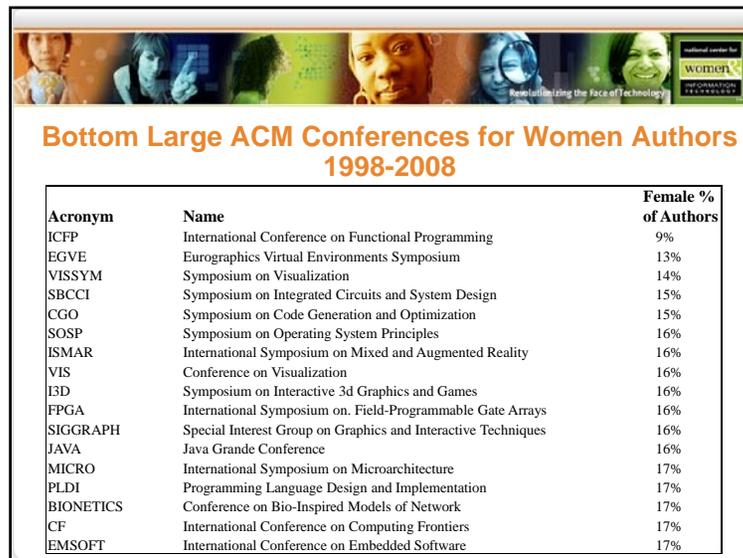
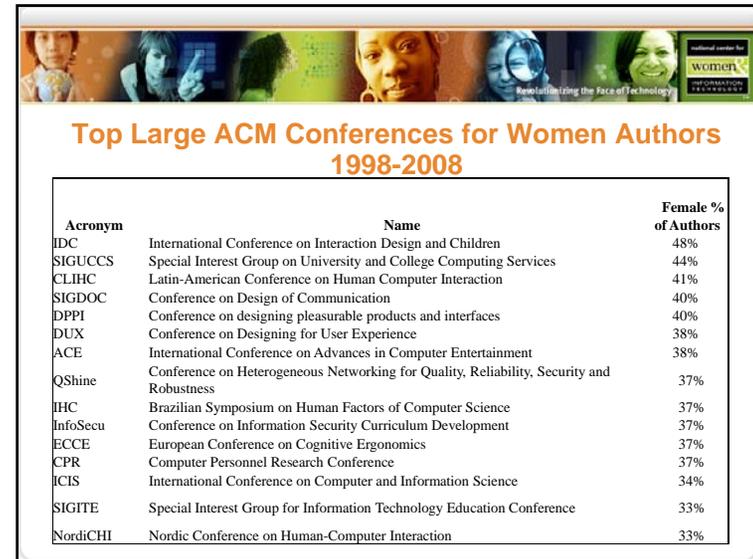
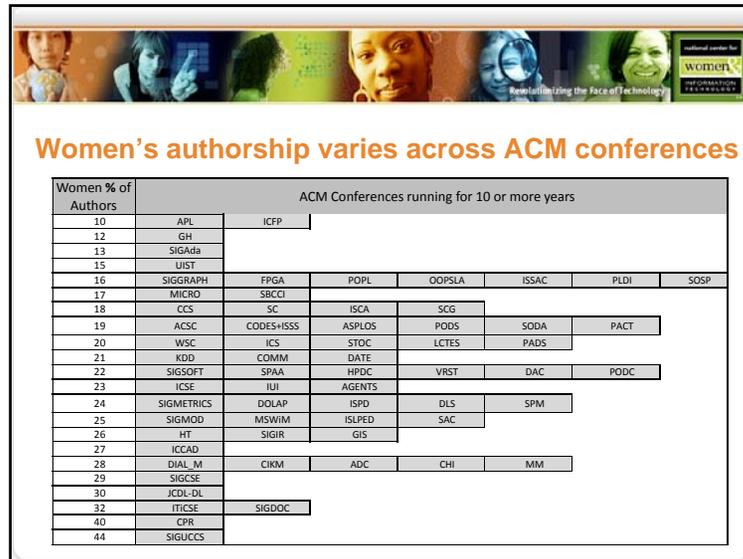



PhD degrees predict conference authorship better for women than men

Ratios of conference authors to likely authors for men and women



Ratio = annual number of women or men author credits compared with the cumulative number of women or men awarded CS doctorates since 1967



Networking Networking Women

1st Networking Networking Women Workshop

Monday, September 20, 2010
Chicago, Illinois, USA
(co-located with MobiCom/Hoc)

N² Women is pleased to announce the 1st Networking Networking Women Workshop. This workshop, which will be co-located with MobiCom/Hoc, will bring the research and career interests of women in networking and communications to the forefront. The N² Women workshop has the following goals:

- Creating new research connections
- Mentoring undergraduate, graduate, and post-doc students
- Obtaining feedback on research from members of the community

The workshop will feature keynote talks from distinguished members of our community, panel sessions, mentoring sessions, and a poster session. Keynote speakers include **Radia Perlman** (Intel), the “Mother of the Internet” and **Klara Nahrstedt** (UIUC), the Ralph M. and Catherine V. Fisher Professor.

Thanks to support from CRA-W/CDC, the N² Women Workshop will not have a registration fee. Travel support for participants may also be available. Space will be limited; thus, those interested in attending will need to apply to attend. Watch the Networking Networking Women workshop website for details: <http://committees.comsoc.org/n2women> (then click on the “Workshop” link).

Call for Posters

Posters are solicited for research related to any aspect of networking and communications. All researchers in the networking and communications fields are welcome to submit their work for presentation at this workshop. Each poster abstract will be reviewed by three members of the TPC. Posters will not be published and hence can be under submission for other conferences or workshops.

Submission Information

Each submission should be formatted as an extended abstract, describing the research to be presented in the poster. The length of the extended abstract should be at most TWO pages (formatted into the US letter size of 8.5 × 11 inches with fonts no smaller than 10 point size), including all figures and references. The extended abstract must include the names, affiliations and email addresses of all authors and should be submitted as a single PDF file to EasyChair: <http://www.easychair.org/conferences/?conf=mobicomhoc2010>.

Important Dates:

Abstract submission: July 12, 2010
Acceptance Notification: Aug 2, 2010

For more information, please contact the Workshop Chairs: n2women-workshop@acm.org

Organization

Technical Program Committee

- Tracy Camp, Colorado School of Mines, USA
- Wendi Heinzelman, University of Rochester, USA
- Vijayalakshmi Saravanan, Malardalen University, Sweden
- Geethapriya Thamilarasu, State University of New York Institute of Technology, USA
- Lakshmi Thanayankizil, Georgia Institute of Technology, USA