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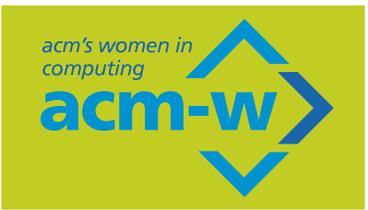
INFORMATION
TECHNOLOGY

REGIONAL CELEBRATIONS-IN-A-BOX: CONNECTING COMMUNITIES OF TECHNICAL WOMEN

www.ncwit.org/rcwicbox



Photo by Sallieann Atkins, friend of KYWIC



Regional Celebrations-in-a-Box is a set of resources for organizing a Regional Celebration of Women in Computing (RCWiC). Fashioned after the ACM-W Regional Celebration of Women in Computing, Regional Celebrations are small conferences designed to increase the participation, retention, and advancement of technical women. This program-in-a-box is a compilation of materials and practices from RCWiCs around the country that bring women together in supportive communities for professional growth. The box includes advice about planning and materials for program elements such as intentional role modeling, group and individual mentoring, networking, and ways to share accurate career information.

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About Regional Celebrations of Women in Computing

Regional Celebrations of Women in Computing (RCWiC) are designed to increase the participation, retention, and advancement of technical women by bringing them together in supportive communities for professional growth through intentional role modeling, group and individual mentoring, networking, and sharing of accurate career information. These research-based practices form the foundation for RCWiCs and the ACM-W Regional Celebration of Women in Computing.

ACM-W Regional Celebration of Women in Computing

Since Anita Borg and Telle Whitney hosted the first ACM-W Regional Celebration of Women in Computing in 1994, the annual Celebration has grown into the largest gathering of technical women in industry, academia, and government. For example, the 2011 Celebration attracted 2,890 attendees from 34 countries, and evaluations show that the ACM-W Regional Celebration of Women in Computing encourages women's participation in computing. Modeling RCWiCs after this successful annual event proffers similar benefits to women who cannot attend the ACM-W Regional Celebration of Women in Computing.

Consortium Supported Regional Celebrations

In order to extend the reach of the ACM-W Regional Celebration of Women in Computing to women for whom national and international programs are inaccessible, Gloria Townsend and Suzanne Menzel started the Association for Computing Machinery's Council on Women (ACM-W) Small Regional Celebrations project. Its first conference was the Indiana Women in Computing (InWiC) event. Ohio, Michigan, and Colorado joined later with their own Celebrations.

Regional Celebrations continue to develop throughout the country. In 2009, the Anita Borg Institute (ABI), the ACM-W, and the National Center for Women & Information Technology (NCWIT) joined to form the Grace Hopper Regional Consortium (GHRC) with funding from the National Science Foundation (NSF). With this funding, the consortium supported the development of 17 new Regional Celebrations. Today, the Regional Celebrations continue as a project of ACM-W. Learn more at: <http://women.acm.org/celebrations>.

Regional Celebrations and the communities that form around them help build local momentum. These communities bring together women who are united powerfully by gender yet diverse in background and experience. Their personal stories reflect the spectrum of diversity in race, ethnicity, disability, and sexual orientation.

Forming and connecting regional communities is useful for a variety of reasons. Networks facilitate reaching and recruiting women who otherwise would be isolated due to geography or finances. Women from institutions that cannot afford expensive and time-consuming travel to national meetings gain opportunities to develop technical identities and leadership capabilities. A local focus often attracts more ethnic and racial minorities as well as disabled students who may not attend national events. Finally, when high school students also are invited, the pool of new talent is further extended. Collaborations are more likely among budding students and professionals when they can take advantage of the regular access to other technical women offered by RCWiCs.

Effective Program Elements

At the heart of any Regional Celebration are key research-based program elements. By incorporating these elements into their programs, new groups build on a foundation of success to generate the localized impact necessary for widespread changes in culture and practice.

Here is a brief review of the empirical evidence in support of RCWiC program elements.

COMMUNITY. Social support helps retain women in undergraduate and graduate programs in computing (Blum and Frieze, 2005; Cohoon, 2006). Participation in professional communities such as RCWiCs provides this kind of support and promotes a feeling of belonging. The event, together with electronic and other ongoing participant interactions, contributes to formation of an accessible community for women in computing.

- *RCWiC organizers design events that maximize interaction among participants and encourage formation of professional networks and collaborations.*

INTENTIONAL ROLE MODELING. When women in different stages of technical careers convene, they have the opportunity to convey the values, attitudes, behaviors, and career paths that promote success. Role models encourage others to imagine themselves in similar positions (Lockwood, 2006). Exposure to role models can mitigate the negative impact of stereotype threat, which undermines women's confidence and persistence (Marx and Roman, 2002). These positive outcomes from intentional role modeling empower women's aspirations and accomplishments in computing.

- *Organizers select keynote speakers and presenters who can serve as positive role models. The organizers prepare presenters to maximize their positive impact. They explain that, as role models, speakers should describe the challenges they faced and how they overcame them. They give enough background information about themselves to get their audience past superficial characteristics, and present their roles as relevant and attainable.*

MENTORING. The positive effects of mentoring have been documented in numerous settings, including undergraduate programs (Campbell and Campbell, 1997). Research in undergraduate computer science programs, for example, shows that mentoring leads to a greater proportion of graduating seniors proceeding directly into graduate school and enrolling in top-tier programs (Cohoon et al., 2004). Mentoring increases women's retention in computer science (Cohoon et al., 2004) and contributes to gender balance in STEM doctoral programs (Fox, 2001).

- *Organizers of Regional Celebrations include group and individual mentoring in the form of general presentations on ingredients for success in graduate schools, job searches, and one-on-one resume reviews.*

PRESENTATION OF RESEARCH OR PROJECT RESULTS. Guided research experiences for undergraduates (REUs) promote retention in STEM majors (Astin and Astin, 1993), enrollment in CS graduate programs and advancement into research careers (Seymour et al., 2004). A likely mechanism for these positive effects is increased confidence in one's ability to succeed in a computing major and career (Wigfield and Eccles, 2000; Sheu, 2008). Another likely mechanism for these positive effects is the formation of a technical professional identity (Faulkner, 2005).

- *Regional Celebrations provide opportunities to learn about REUs offered at various institutions, to hear directly from students and faculty members about the value of a quality research experience, and to try on a professional identity in a supportive atmosphere.*

ACCURATE CAREER INFORMATION. Women seldom have the same access to accurate and timely career information — especially for technical careers — that informal networks offer men. Formal communication structures can facilitate women’s entry and advancement in occupations where they are underrepresented (Fox, 2001).

- *Convening technical women in Regional Celebrations provides structured opportunities through which important information is communicated.*

Though they lack a specific research base, other program elements can contribute to a Celebration’s effectiveness by promoting shared knowledge and network building. See: Plan Program Elements, page 20, for additional elements to incorporate into your Regional Celebration program.

Impact

Evaluation data show that Regional Celebrations have a positive impact on the majority of participants (Rockman, et al., 2013), including:

VALUE TO STUDENTS

- Students increase their interest and confidence in pursuing computer degrees and careers.
- Students’ persistence in pursuing technical degrees increases.
- Successful technical women who share the challenges they’ve faced — and their solutions — give students valuable role models.
- Students learn how to translate motivation into successful action.
- Connections with other students and a larger community of professional women are created through networking, mentoring, and sharing of research.

VALUE TO FACULTY

- Faculty members, like students, are energized by the Celebrations, and they appreciate being part of a supportive network of women in computing outside their own university setting.
- Faculty members express a stronger, more-active commitment to mentoring and role modeling.
- An overwhelming majority of faculty attendees (80%) plan to increase their active recruiting efforts in response to the presentations targeted to them.
- Organizing RCWiCs builds coordinators’ capacity to host future Celebrations and related programs in between the biennial Celebrations to increase women’s participation in computing.
- Coordinating and attending RCWiCs gives area college and university faculties a broader view of opportunities for women in computing, which, can lead to enhanced curriculum and departmental outreach.
- Coordinators believe that RCWiCs are a selling point for prospective female students, raising the visibility of computer science departments.
- Efforts to build internal institutional support have resulted in more recognition from administrators, and, in some cases, more male participation in RCWiC activities and efforts.

VALUE TO INDUSTRY

- Industry representatives attended Regional Celebrations to be part of a larger community of women in technology (62%), to represent their organizations (67%), to hire candidates to industry (38%), and to be inspired (57%). Three-fourths felt their expectations were met.
- Industry representatives felt equally inspired by role models and felt energized and confident about their careers.
- Among the actions industry representatives plan to undertake are mentoring (40%) and reaching out to schools to get more girls involved in technology (35%).
- Two-thirds of industry attendees said they would attend another Celebration and recommend it to others.

Form a Team, Plan a Celebration

The advice that follows is adapted from Gloria Townsend's paper, *One Hundred One Ideas for Small Regional Celebrations of Women in Computing*. From identifying principal players to setting milestones and organizing the program, Dr. Townsend's guide lays out not only the steps, but the benefits of doing each step a certain way.

Identify Conference Co-Chairs

Start by identifying conference co-chairs who believe in the value of Regional Celebrations. They should understand the importance of role modeling, mentoring, networking, providing accurate career information, and offering support and encouragement to young women in computing. They should also be able to envision how these goals may be realized through a Regional Celebration and be willing to expend the effort necessary to breathe life into that vision.

Certainly, it is possible for one person to organize the RCWiC, but colleagues with a history of successful cooperative work can share the workload and provide more creative ideas.

Creating a conference that encourages and retains women in computing both contributes to the field and brings personal satisfaction.

Contact the ACM-W for Resources and Guidance

Becoming part of a community of new and experienced RCWiC organizers gives you access to conference planning teams and researchers who have trod this path before and can provide helpful advice. Learn about the best speakers, which program elements work best with different participant groups, and the latest findings relevant to women's participation in computing. The ACM-W can assist with organizing your first Regional Celebration. Please see their project website for more information: <http://women.acm.org/celebrations>.

Choose Participating Schools

Identify institutions within one day's driving distance that you wish to invite. You will want to plan for at least 75 to at most 175 attendees, although your first event is likely to be on the smaller end. Take into consideration that RCWiCs are intended for engaging underserved communities and smaller institutions, so be sure to include them.

Build a Supportive Team of Co-Organizers

Choose co-organizers from participating schools. Co-organizers should be energetic, cooperative, organized, and reliable. If you perceive someone as a valuable contributor but too busy to engage deeply or consistently, ask this person to serve in a just-in-time advisory role.

Try to delegate an area of general responsibility to a representative from each school involved in the Celebration. Don't force a one-to-one relationship, however, because it is more important to select individuals whose work you know than to select individuals for their geographic location. As you select organizers, let them know they will have general duties, such as managing recruiting, scholarships, and transportation for their students, as well as specific duties, such as handling publicity or advising on program elements.

Individuals with a personal stake in the Celebration are the best recruiters and supporters for the conference.

The initial expense in terms of time and effort is relatively high for first Celebrations. With each successive Celebration, processes and patterns are set, reducing the time and effort required.

Engaging co-organizers has its benefits. Celebrations are most likely to repeat every two years when both work and success are shared among many schools. Equally allocating work makes the planning and execution phases of a small regional conference as enjoyable and stress-free as possible. Another benefit is the network formed among the institutions involved in planning the Celebration. Collaborating on research projects, identifying new personnel, planning for strategic recruitment, and planning other inter-institutional projects come easily when strong working relationships form.

Select a Program Committee

Put together a committee to oversee program planning. Program planning is distinct from event planning, and includes selecting and managing program elements such as the poster session, keynote address, resume review, birds-of-a-feather discussions, or other sessions (See: Plan Program Elements, page 20).

This committee may be comprised primarily of co-organizers as well as others who have experience in planning program elements that improve women's knowledge of the field and how to succeed in it. Select people who have a broad exposure to effective programs, such as people who presented at an ACM-W Regional Celebration of Women in Computing or the NCWIT Summit.



Benefits: By identifying program committee members who travel to conferences and have strong networks, you can ensure that the Celebration offers a quality program that mirrors those one usually has to travel a distance to experience.

Establish a Timeline

Consider an every-other-year schedule for Regional Celebrations. The benefit of this timing is that no one is overworked, and an off year allows for less-stressful fundraising and a longer view on team building and program planning.

Conveners of RCWiCs advise that teams start planning at least nine months ahead of the event. You need a sufficiently long planning period to establish funding, arrange for the venue, line up speakers and otherwise manage event logistics.

As you look to your calendar for dates, imagine that you are establishing a tradition of Celebrations. After the first Celebration, people will look forward to attending the Celebration on or near the same date every other year, so select the first dates with care.

**Form a Team,
Plan a Celebration**

You may wish to hold your Celebration in winter or early spring to take advantage of off-season rates at conference sites. This period is also good because it does not conflict with the ACM-W Regional Celebration of Women in Computing conference, which is usually in late September or early October. Leaving this period open is helpful for two reasons. One, you don't want to force people to choose between your smaller Celebration and the ACM-W Regional Celebration of Women in Computing, and two, you may want to acknowledge one or two young women for their poster presentations or other achievements at your Celebration by awarding scholarships to the ACM-W Regional Celebration of Women in Computing.



Benefits: Establishing a timeline with milestones and sharing it with organizers helps ensure the work will be done in a logical and timely fashion.

Here is a recommended timeline. The tasks are detailed later in this document.

Celebration Timeline	
1 YEAR OUT	<ol style="list-style-type: none"> 1. Visit the ACM-W Regional Celebrations page (http://women.acm.org/celebrations) for information on the process for registering your conference with ACM-W. The form provided there will guide you through many of the following steps. 2. Identify conference co-chairs and select an organizing committee. 3. Select dates and location. Make a site visit to the venue. 4. Identify all schools in the region and build a communications spreadsheet. Develop a preliminary budget and fundraising plan. 5. Choose a name for your Celebration. Use an original naming scheme that is inclusive of the region served. 6. Submit your registration form to ACM-W. (See item 1, above.)
8-9 MONTHS	<ol style="list-style-type: none"> 7. Form a program committee. Consider asking students and members from the business community to participate, too. Assign chairs for each element of your program, such as: <ol style="list-style-type: none"> a. Keynote, other talks b. Poster session c. Panel discussion d. Lightning talks e. Career fair f. Resume ER (resume review session) g. Birds-of-a-feather sessions h. Networking/entertainment 8. Identify your: <ol style="list-style-type: none"> a. Webmaster b. Photographer c. Social media lead
6-7 MONTHS	<ol style="list-style-type: none"> 9. Secure keynote speaker. 10. Determine sponsorship levels and secure sponsors. 11. Plan the program. Include: <ol style="list-style-type: none"> a. Program elements in which ALL participate b. Separate Student, Graduate-Research, and Faculty tracks

Celebration Timeline	
4-5 MONTHS	<ul style="list-style-type: none"> 12. Decide on student and faculty fee schedules for regular and late registration. 13. Develop <i>Top 10 Reasons to Attend</i>. 14. Finish the website, including a registration portal. 15. Secure all panelists and other speakers. Get bios for the Celebration program and website. 16. Meet with conference coordinator at the venue, and finalize lodging, room sets, and food and beverage. 17. Create a promotional poster based on the website.
2-3 MONTHS	<ul style="list-style-type: none"> 18. Develop a call for participation for posters, birds-of-a-feather sessions, lightning talks, and other participatory elements. 19. Open registration and make the call for participation. 20. Start sending <i>Top 10</i> memos at steady intervals. Select one or two of the reasons to send at a time. 21. Promote the event and send email invitations. 22. Send advice about scholarships, travel, and other keys to participation. 23. Plan T-shirts and other mementos (aka "swag"), such as a tablet and a pen.
1 MONTH	<ul style="list-style-type: none"> 24. Finalize events and create the program agenda (handout). 25. Continue promotion, and switch to late registration pricing. 26. Plan an online survey to evaluate event. 27. Make room assignments for shared lodging. 28. Secure judges for posters, etc. 29. Print ballots if using "people's choice" awards (recommended for lightning talks and birds-of-a-feather sessions). 30. Purchase trifolds if the conference site has no poster walls or easels.
2 WEEKS	<ul style="list-style-type: none"> 31. Send the last 9-10 <i>Top 10 Reasons to Attend</i>. 32. After last-minute cancelations, allow waitlisted people to substitute. 33. Activate Facebook and/or other social media.
1 WEEK	<ul style="list-style-type: none"> 34. Print nametags. 35. If gifts or prizes from sponsors are insufficient, purchase these. 36. Ensure that attendees fill out pre-event survey.
AFTER	<ul style="list-style-type: none"> 37. Send links to the post-event survey. 38. Prepare a press release or other PR materials. 39. Send thank-you notes to all speakers, sponsors, etc. Submit a conference write up and attendance data to ACM-W. 40. Immediately populate your Facebook page and website with pictures and threads that maintain the energy of the conference. 41. Use all media to create or strengthen ACM-W chapters so the organizations sustain the energy and networking from one conference to another.

Decide Whom You Will Invite to Attend

Many first-time Celebrations target 100 participants, including speakers. The preponderance of invitees will be women undergraduates, followed in group size by graduate students, faculty, industry representatives, and, if you include them, high school girls and their teachers.

Some Celebrations invite high school seniors and their teachers. Consider whether full participation would be meaningful for them, or whether inviting them for a portion of the program would be more appropriate. In general, high school students cannot stay over at the conference site, so care should be taken in scheduling activities. Consider, too, inviting winners of the NCWIT Award for Aspirations in Computing. NCWIT can supply names of local winners. See: www.ncwit.org/award. The Computer Science Teachers Association (CSTA) may supply names of local CS teachers whose students may benefit from the RCWiC program. See: www.csta.acm.org.

As a rule of thumb, remember that program elements and your target audience should be planned in relation to one another. The content should match the knowledge, interests, and professional development needs of your audience. For example, presentations on mid-career issues would not be relevant for undergraduates.

Set Goals

In support of the overarching goal to recruit and retain undergraduate women into computing careers, the original Regional Celebrations set the following goals and associated activities for RCWiCs. As you plan your Regional Celebration, use this list as a springboard for setting your own goals and planning activities.

- Create and promote a network of communities for women in computing.
- Extend the positive effects of Celebrations into underserved communities.
- Through Celebrations, create supportive, sustainable connections among women in their local regions.
- Provide role models and mentors.
- Paint a realistic picture of computing.
- Encourage persistence in careers and academic study.
- Promote graduate education and research careers.
- Provide information and help women access opportunities such as graduate schools, scholarships, fellowships, workshops, and conferences.

Keep in mind that your goals describe the outcomes you will measure when you evaluate your Regional Celebration. For this reason, you should ask yourself how you will know when you achieve your goals. The answer will help you plan meaningful activities.

Once your key goals are identified, every element of the program (and your evaluation) should be mapped to those goals. Keep in mind that setting goals and planning the program and its evaluation are interdependent and iterative processes. If a program element emerges that everyone on the planning team agrees is a good idea, you might reverse-engineer the goals and evaluation to reflect it.



Benefits: The program will have its greatest possible impact if goals, program activities, and evaluation are in alignment.

Create a Budget

The budget for a Celebration depends on a variety of factors, including the number of participants, the venue, and whether an overnight stay is included. While your Celebration may grow after the first year, consider holding attendance to a manageable 75–100 people the first year. Depending on your venue and the quality of the materials you distribute, expect to spend between \$75 and \$150 per attendee.

Seek Funding

Funding can come from a variety of sources. The ACM-W provides some direct sponsorship and is also the conduit for corporate sponsorship that covers all the ACM-W Regional Celebrations. Additional funding sources are sponsorship, grants, support from individual schools, and registrations fees.

SPONSORSHIP

Relegate sponsorship duties to one member of the organizing committee. This person's job will be to recruit sponsors and manage correspondence and financial arrangements. It makes sense to select a sponsorship chair who resides in the largest city in the region (where there is more industry) and has a good number of contacts. The sponsorship chair should also draw on the connections others have with potential funders in the region.

Most RCWiCs establish tiered sponsorship. This means funders are recognized for large, medium, and small donations. Many establish these categories, although funding levels may differ:

- Friend: \$300–\$499
- Bronze: \$500–\$999
- Silver: \$1,000–\$1,999
- Gold: \$2,000–\$2,999
- Platinum: \$3,000 and up

When asking for sponsorship, be sure to describe the benefits to the funder. Sponsorship provides an opportunity to:

- Influence and attract tomorrow's computing professionals
- Emphasize your commitment to diversity
- Allow technical women to act as role models, set up mentoring relationships, and network with other professionals
- Give input on program elements such as speakers, resume writing, interviewing skills, internship tips, and networking
- Participate in a career fair
- Establish a tradition of hiring from among the talented RCWiC student pool and, over time, send new hires to subsequent RCWiCs in a recruiting capacity
- Promote your organization's needs
- Promote your products and services
- Strengthen relationships with participating academic institutions, setting the stage for further collaboration
- Support a program that improves the climate for the sector at large and for your organization in particular

INDIVIDUAL SCHOOL SUPPORT

Each participating school should seek funding from hosting departments or institutions to defray the cost of the program. This financial support can come in the form of general funding of the Celebration, and scholarships to pay the registration fees and/or travel expenses for students and faculty. For example, at InWIC, participating schools contributed \$60 per student.

REGISTRATION FEES

Charging a registration fee can defray costs, but ability to pay shouldn't be a barrier to participation. Charging a fee is a good idea because it commits participants to attending. Without an initial investment, registered individuals opt out more easily. Consider charging students \$15 or \$20, and charge a higher fee to other attendees. Some organizers refund the fee once students sign in on the first day. If this works with your funding scheme, you might consider reimbursement as an added incentive.

CHARGE FOR CAREER FAIR PARTICIPATION

Some RCWiCs charge companies that are not event sponsors a fee, usually \$100, to participate in the career fair. (Participation for sponsors is included in their sponsorship fee.) A scan of RCWiC career fair participation shows that, on average, 10 non-sponsor companies pay the fee, yielding \$1,000.

CHARGE FOR HOSTING A PROGRAM ELEMENT

Companies may want to fund a speaker, meal, prize, or other program element. If you allow for this, make sure the arrangement is consistent with the sponsorship structure you have in place. In no way should you let a non-sponsoring organization undercut sponsors who are participating in your tiered sponsorship scheme.

Select the Celebration Site

Approximately nine months before the conference, select the venue for the Celebration. Practical considerations such as price, travel distance, and site features will narrow your choices. Try to select a site within a two-hour drive for the majority of participants. There are benefits and costs to each kind of venue.

RETREAT CENTER. A retreat getaway ensures there will be limited interruptions to the program. People more readily commit their full attention when removed from distractions of daily life. When people travel together and take every meal together, a retreat can foster a sense of communal living and kinship. Retreats are often held in a natural setting, and opportunities for sharing downtime, talking walks, or playing cards are conducive to building friendships and networks.

The downside of retreats comes with the cost of "getting away from it all." People with family obligations or other outside-of-work responsibilities may not be able to participate. Limited access to technology can be a positive or negative feature of a retreat, depending on program requirements and participants' expectations for staying connected. It may be challenging to find a retreat center that is centrally located.

CONFERENCE HOTEL. A conference center or hotel with conference rooms is a logical choice for holding a Celebration. Those who travel to the event can stay on site, and management can work with you to provide room blocks with conference pricing, food and beverage services, technical support, and other conference amenities. Participants can take advantage of the site's fitness room, business center, and other features suited to the business traveler.

The downside is the generic nature of many modern conference sites.

DO YOUR HOMEWORK. If possible, visit each site you are considering and meet the conference coordinator. This person will be integral to the success of the event, so it is helpful to get a sense of how accommodating and detail-oriented he or she is before signing a contract.

Once you settle on the venue, visit the site and determine how the program components will play out in relation to the rooms and furnishings. The conference coordinator will help you identify the space, or “room set,” and technical needs for each aspect of the program.

Establish an Identity

Build a brand for your Celebration that is reflected in your name, theme, logo, color scheme, and key imagery. You may elect to have students work with you on this. They may know better what resonates with an audience of young technical women. As you develop ideas, be careful to avoid reinforcing stereotypes about computing and computing professionals. For example, positive images could include successful technical women but not “nerds,” even if your intention is to be humorous. (Note that some titles of talks and activities in this Box are from actual Regional Celebrations where planners decided to embrace the term “geek.”)

SELECT A THEME. Select a theme that can be represented in pictures, graphics, and text you use on the website and other advertising. Geography, local attractions, conference goals, or computing-related meanings may suggest themes. InWIC’s most recent theme was “INterconnections,” which used the abbreviation for Indiana and reflected their goal of connecting women from many schools.



Benefits: The theme expresses the intent of the Celebration and provides branding you can use for advertising, T-shirts, and other souvenirs.

DEVELOP A COLOR SCHEME, CREATE A LOGO. Pick a color scheme you can use to tie together all the elements of the Celebration. A dark color with a contrasting bright color works well. Use the same look and feel of the overall conference as you design. From the InWIC event:

Our most recent Indiana Celebration website used a simple black and white color scheme with splashes of hot pink. The main graphic effect consisted of a border of black with hot pink and white ones and zeroes. The darker black with hot pink overlay provided a nice contrast to the white background for our website and echoed the style used in all program materials, from nametags to the print agenda. Our black T-shirts with hot pink logos were particularly unusual and striking.

MINK WIC created a purple logo with an image of yellow circuitry connecting the states of its participating schools. It follows rules for a good logo — it carries meaning, and is simple and attractive. Using fewer colors in the color scheme and logo makes printing on T-shirts and swag less expensive.



PLAN YOUR SWAG. Decide whether to purchase T-shirts or other mementos, or “swag,” for participants. Having a common look that everyone wears has a unifying effect, and as Gloria Townsend recalls, “T-shirts do provide nice promotional value. Our students wore their T-shirts all spring and continue to wear them a year later.”

Producing swag that people actually want can be expensive. The Colorado Celebration of Women in Computing (CCWiC), which is now the Rocky Mountain Celebration of Women in Computing (RMCWiC), spent \$1,600 for its students’ fitted T-shirts. Consider asking a sponsor to single out an item that can carry its logo (such as T-shirts) in return for donation of the item.

If you decide participants will purchase their Celebration swag, consider setting up an online store as the Ohio Celebration of Women in Computing (OCWiC) did at Café Press. See: <http://www.cafepress.com/OCWiC>.

PLAN YOUR PITCH. Settle on a consistent description of your program. Work from short blurbs such as these from the OCWiC and the MINK WIC to develop your own.

OCWiC is a low-cost, regionally tailored, professional conference modeled after the international ACM-W Regional Celebration of Women in Computing. The goal of the conference is to provide social and professional support for women in computing. The program features highly successful technical women and provides opportunities for networking. Research indicates that such events provide attendees with access to role models and help them solidify their career goals.

The MINK WIC regional meeting, modeled after the ACM-W Regional Celebration of Women in Computing, will bring together students, faculty, and technology leaders from across four 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 friendships 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 in the number of women choosing computer science professions.

Advertise!

Get the word out using a variety of channels, including email, faculty memos, posters, the Celebration website, and Facebook and other social media.

EMAIL. Your primary advertising will be through email. Celebration co-organizers from participating schools will have student email lists. You can send email to co-organizers that they can customize and send to their students. Use email to invite people to the Celebration, make the call for participation, and provide follow-up encouragement such as a *Top 10 Reasons to Attend* email.

POSTER. Some groups print a poster and send it to co-organizers to post in places where students will readily see it.

MEMO TO FACULTY. Co-organizers can share a memo with their faculty colleagues and suggest that they present the Celebration opportunity during classes or other situations where they are in contact with students.

TOP 10. Once registration opens, many conference organizers send short *Top 10 Reasons to Attend* emails at regular intervals. Select one or two of the *Top 10 Reasons* to send one week, and then send remaining reasons in batches in subsequent weeks. Gloria Townsend included reasons both faculty and students should participate. Make the emails fun to read, and always include links to the registration and call for participation pages. See samples of *Top 10* lists in the appendix.

Develop the Website

The Celebration website serves as the backbone for the conference and the network that develops from it. You will need a webmaster who can develop the site well in advance of the conference and manage it after. Creating a quality website for the first Celebration pays off because it becomes the template for subsequent Celebrations. ACM can provide web site hosting if needed. The Celebration website can serve multiple purposes. Plan a site that will:

1. Supply all information participants will need about the event
2. Support registration and submissions

3. Support program planning
4. Serve as a live site for just-in-time information, news, Twitter feed, and photos that are shared during the event
5. Serve as an archive of the event

More information about each of these features and functions follows. Start by selecting a webmaster.

DRAW FROM MODEL WEBSITES. Examine RCWiC websites and use them as a model for your own. See ACM-W Celebrations: <http://women.acm.org/celebrations>.

After you review, determine the functionality you need and design a site map as a guide. Here are recommendations for the pages, functions, and imagery you may want to include in the website.

1. PERSISTENT ELEMENTS

Some elements should be persistent, that is, in view no matter what page the viewer clicks on. These may include:

A. Celebration logo

B. Tabbed navigation for pages such as:

- Home
- Program
- Sponsors
- Speakers
- Registration
- Venue
- Submissions -> lightning talk/poster/résumé ER/birds-of-a-feather session
- Contact

Note: Other tabs we have seen include FAQ, Career Fair, and Photo Gallery.

C. Left or right sidebar with widgets that support participant activity:

- Twitter feed
- Photo feed (such as Flickr)
- Facebook feed
- Countdown to the Celebration

2. MAIN PAGES

A. Index or “home” page. This page:

- Expresses the goals and themes of the Celebration
- Gives details on dates and location

- Suggests who should attend
- Displays imagery that sets the tone and mood of the Celebration, e.g., “a cozy country inn in February”
- Includes sponsor logos batched by sponsorship level (platinum sponsors, gold sponsors, etc.)

B. Program. Add a skeleton of the program to the program page as soon as possible, and add to it as new speakers and events are confirmed. This page should be complete by the time registration opens. It serves as an at-a-glance overview so people understand the general contents and flow of the Celebration. It does not have to be as detailed as the final program.

C. Speakers. Include a page that gives a biography on each speaker as well as the title and brief description of her talk. You might want these for panelists as well.

D. Registration. The registration page presents information about fees and deadlines, and includes registration fields that conference coordinators need to track. The page should describe what fees cover, such as all meals and a shared room for one night. Build the registration page with a database backend and collect each registrant’s name, school address, phone number, email address, school year, and other information pertinent to the Celebration, such as T-shirt size, computing interests, and, if necessary, scholarship code.

At InWIC, the page also included a “See who’s coming” button that users could click to view a participant list (organized by school) generated from the database.

Manage registration payments by creating a PayPal account unique to the Celebration.

ACM has RegOnline and Paypal accounts which can be made available to Regional Celebrations.

E. Venue. Link to the conference site’s website.

F. Participation or submissions. Certain program elements will require advance preparation by participants, so prepare the call for participation accordingly. Calls for participation might be for posters, lightning talks, technical talks or papers, resume ER, or birds-of-a-feather sessions.

This page should help students see that they can contribute to the Celebration in more ways than simply attending. Describe each of the participation opportunities and provide links to available help for activities such as these:

- *Posters 101* from ACM XRDS (pronounced “Crossroads”):
<http://xrds.acm.org/article.cfm?aid=332138> and
Designing conference posters (with templates) from Colin Purrington:
<http://colinpurrington.com/tips/academic/posterdesign>.
- *Giving Lightning Talks* by Mark Fowler:
<http://www.perl.com/pub/2004/07/30/lightningtalk.html>.
- *Publication Guidelines for Camera-ready Papers, Panels, and Special Sessions* by ACM:
<http://www.cs.potsdam.edu/sigcse07/format.shtml>.

G. Contact page. Include contact information for conference organizers and the point person at each school that participates.

H. Career fair. If you have a career fair, include a page with the names of all the participating companies.

I. After-Celebration page. After the Celebration, add a splash screen titled, *Thanks for the Memories*, which indicates that the Celebration has concluded. Make prominent links to your online evaluation and pages with photographs and press articles.

Plan Social Media

Separate from, but associated with, your website are your social media links. Create a Celebration Facebook page that folks can “like,” allowing you to push notifications about registration and news prior to the event. Select and publicize a conference hashtag, i.e., #InWIC2012, and encourage people to post on Twitter and Facebook.

Set up a photo site through Picasa or Flickr and recommend a photo tag such as InWIC2012.

Plan the Conference Structure and Program Together

Design the Celebration structure and program elements together. RCWiC websites publish their programs in a way that helps you see how they structure and allocate time for session tracks, plenary sessions, meals, and other events. See the sample agenda in Appendix A to get a sense of the overall Celebration structure.

Some sessions, such as the keynote address, are for everyone, but expect to run parallel conference tracks targeted for subgroups or special interests, too. Consider academic vs. industry career paths, undergraduate vs. graduate levels, and technical vs. contextual parallel sessions. If possible, include a session for faculty and teachers only with a speaker from NCWIT. The speaker may be able to cover his or her own travel costs.

Offer opportunities for participation at all levels, too. For example, invite undergrads to propose and present research posters, and ask graduate students and faculty to present technical papers. Try to balance intensive sessions with plenty of breaks and opportunities for informal networking.

Plan Program Elements

Remember, the program elements you choose should map directly to the goals you set for the Celebration. Since there are more good ideas for activities than there are hours in a conference, select elements that do double duty in helping you achieve your goals. Birds-of-a-feather sessions are an example. They not only extend participants' technical understanding, they also build collegiality and the potential for collaboration on a shared topic of interest.

Whatever the structure of the program, be sure to include at least one element, such as a speech or panel discussion, that focuses on recruiting for diversity.

Here is a list of potential program elements to include in your Celebration, with a note on what each can accomplish.

Keynote Speech

IDENTIFY AN EFFECTIVE KEYNOTER. A keynote speaker has two responsibilities. The first is to impart knowledge that contributes to participants' greater understanding of the field. The second is to serve as a positive role model.

Look to technical women who fit the bill in industry or academia in your region. Celebration co-organizers who travel to national conferences can recommend speakers who have impressed them. Other RCWiC organizers can suggest speakers, too. Also consider presenters involved in the Computer Research Association Committee on the Status of Women in Computing Research (CRA-W) Distinguished Lecture Series, which features researchers who encourage women and minorities to attend graduate school and consider careers in research. See: <http://cra-w.org/ArticleDetails/tabid/77/ArticleID/53/Distinguished-Lecture-Series.aspx>. Additional speakers may come from the ACM Distinguished Speaker Program. At present both the CRA-W and the ACM Distinguished Speaker Series pay the travel costs of the speakers.

As you choose among possible speakers, remember that your selection sends a message about which topics and types of people are valued in the field. Take care to select a keynoter who contributes as an expert and as a positive role model. Because you are asking speakers to be intentional in their role modeling, consider where they are on the career ladder as you make your selection. Strive for stepping-stone role modeling by providing models at each stage of career advancement. Ideally, role models should be slightly older or more experienced than the young women attending.

PREPARE THE KEYNOTER FOR INTENTIONAL ROLE MODELING. Observers are most likely to compare themselves with someone they perceive as similar in personal characteristics, background, ability, or performance. Therefore, instruct intentional role models to communicate information about their own experiences and concerns. Do not leave role modeling to chance. Select a speaker who has life experiences and personal characteristics from which others can learn, and help her prepare for this type of presentation.

Intentional role modeling involves the following elements. Ask the speaker to:

- Explain what makes her role relevant to your audience.
- Describe her personal history and highlight the elements observers are likely to share.

Plan Program Elements

- Speak about personal strengths and weaknesses and how they relate to her experiences and expertise.
- Describe barriers encountered and how she overcame them. Help observers see how they can attain the role for which the speaker is a model. (A role is perceived as attainable only if the observer believes she has control over her future performance and can realistically reach her goal.)

There are several cautions to be aware of when selecting and preparing a speaker. In particular, a large study (Etzkowitz et al., 1994) showed that women graduate students did not want to become like women faculty members whose lifestyles included a poor work-life balance. Likewise, reduced self-confidence can result if a role model's success seems unattainable. For all these reasons, it is important that you carefully consider and prepare your speakers.

KEYNOTE TOPICS. Your committee will have to determine which topics are best for the theme and intent of your Celebration. Current RCWiCs offer a mix of personal, research, and industry keynote topics. Whatever you choose, be sure that every presentation is understandable and relevant to your audience.

Here is a sample of keynote speech titles recently presented at RCWiCs:

- *Computer Science + Other Discipline = Endless Possibilities*, by Dr. Betty H.C. Cheng, Michigan State University
- *More Than Just a Game: Critical In-Game Interactions That Facilitate Second Language Acquisition*, by Dr. Yolanda Rankin, Research Scientist, IBM Research
- *What I Know Now ... What I Wish I Knew Then*, by Dr. Tracy Camp, Colorado School of Mines
- *Live, Love, Research: Developing Health Informatics Technologies (to Leave the World Better than I Found It)*, by Dr. Katie Siek, University of Colorado at Boulder
- *Testing to Ensure that Moore's Law Continues*, by Dr. Patty Lopez, Intel Corporation
- *No Discipline Is an Island: Where Computing and Other Disciplines Meet*, by Dr. Lillian (Boots) Cassel, Villanova University
- *The Life and Times of a Google Engineer*, by Shannon Madison, Google
- *Everyday Technology for Families*, by A.J. Brush, Researcher, Microsoft Research
- *Human-Robot Interaction for the Untrained Human User*, by Julie Adams, Vanderbilt University
- *From Birds and Bees to Multi-Robot Teams: What Nature Can Teach Roboticists*, by Dr. Lynne Parker, University of Tennessee
- *Getting by with a Little Help from your (Virtual) Friends*, Dr. Justine Cassell, Northwestern University

Lightning Talks

Lightning talks are five-minute mini presentations that can range from a brief industry talk to a presentation on a class project, research, inside information on how to survive a computing major, programming tips, or other topics. As Mark Fowler notes, "The point is to make a point, and explain it as quickly as possible."



Benefits: Lightning talks offer new speakers the opportunity to present without going to the lengths required to prepare and deliver a longer talk. Since the talk is short, so too is the anxiety new speakers feel. In the Celebration environment, the audience is on the speaker's side and offers spirited encouragement.

Here are examples of lightning talk titles and helpful tips on public speaking in general.

Lightning Talk Titles:

- *The Real World: Four Things They Didn't Tell You*
- *Running Parallel Tracks: Family and Grad School*
- *An Analysis of Flow-Based Routing*
- *Summer Internships at Oak Ridge National Labs*
- *Step up to the Next Level*
- *Why You Should Do Mobile Application Development*
- *How to Complete a Successful ERP System*
- *Network Security, Regulation and Compliance for Healthcare Providers*
- *Social Status Detection in the Twitter Network: A Pilot Study*
- *Android GPS Chat Client*
- *Understanding the Information Needs and Search Behavior of Mobile Internet Users*

Get speaking engagement tips by reading *Giving Lightning Talks* by Mark Fowler:
<http://www.perl.com/pub/2004/07/30/lightningtalk.html>.

Poster Session

Posters provide an opportunity for students to make an informal presentation that strikes up a dialogue with conference attendees. A poster is a good way to get feedback on a work in progress that has not been fully developed into a paper, and to try out the role of someone with computing expertise. While many focus on research, presenters are not required to have conducted research to present a poster. Ethical, social, and curricular issues of computing are valuable topics for posters.

Many Regional Celebrations include an award for best poster. Offering the award requires knowledgeable judges.

Conference planners should provide parameters for the poster size, use of imagery, and overall design. See: *Research Posters 101* in ACM's XRDS magazine:
<http://xrds.acm.org/article.cfm?aid=332138>.



Benefits: Posters are a common element of large and small conferences, and delivering a poster at the Celebration helps student presenters build skill and confidence in a supportive atmosphere. Awards for best poster have the benefit of providing students with early positive reinforcement for work well done.

Here is a sampling of poster titles:

- *Autonomous Dam Monitoring with Integrated Real-time Evaluation: ADMIRE*
- *Message Forwarding in Mission-Oriented Delay-Tolerant Networks*
- *Event based/Thread Based Programming in Wireless Sensor Networks*

- *SMOOTH: A Simple Way To Model Human Mobility*
- *Testability Analysis of Object-Oriented Software*
- *Improving Emergency Response in Cyber-Enabled Underground Mines*
- *Socialeyes*
- *Comparing the Performance and Memory Properties of Vector Interleaving and Loop Fusion*
- *A Comparison of Security Analysis Techniques for RBAC Models*
- *A Comparison of Elman and Echo State Networks*
- *Patient Dose Optimization for Critical Organs*

Graduate or Undergraduate Technical Talks

These technical presentations provide students an opportunity to present their computing research, both applied and theoretical, to a general non-specialist audience. Technical talks might be associated with a paper that is published in conference proceedings (see below). Graduate or undergraduate talks may include experience reports, research studies, or tool reports. At OCWiC, these sessions were 15 minutes.

Consider pairing a request for a talk with a request for a paper. That way, the topic a student addresses in a talk can be explored further in a paper included in conference proceedings.



Benefits: Technical talks benefit the student audience by making them familiar with research in the field. The speaker gains an opportunity to present her research and practice a talk she may someday give at a larger conference.

Graduate or Undergraduate Papers

Consider publishing papers from undergraduate and graduate women in conference proceedings and distributing them in hard copy or electronic form to all conference attendees. InWIC invited submissions for two tracks: technical papers in any area of computing, and papers about social, ethical, educational, pedagogical, outreach, nontraditional students, or curriculum topics. Advise students to use the ACM guidelines to format their papers. See: <http://www.cs.potsdam.edu/sigcse07/format.shtml>.

Use the participation portal on the website to accept papers. Review submissions lightly for content and suitability only, as the intent is to introduce young women to the process and to boost their confidence.



Benefits: Writing a paper for the conference gives women a chance to expose their research to a new audience away from their customary sources of feedback. Presenting at the Celebration can be an intermediate step toward producing a research paper that may be extended and improved for presentation or publication in another setting.

Here is a sampling of titles of papers:

- *Differential Elasticity for Network Resilience*
- *Comparison of Rule Extraction Techniques Using Fully-Controlled Simulation-Based Datasets*
- *Multi-Voice Transcription*

- *Assistive Querying Technologies for XML and Relational Databases*
- *Supporting Program Comprehension with Source Code Summarization*
- *Using Social Media Technology to Predict our Future*
- *Bat Calls Recognition Algorithm*
- *Morph: Abstracting the Underlying Multiple Operating System Architecture for Comprehensive Command Line Graphical Interface*

Faculty Talks

These talks are like graduate or undergraduate talks but can also cover issues around teaching, learning, or managing one's career. Speakers must remember that the audience comprises mostly students. One seasoned conference organizer mentioned that her faculty talks "went over the heads" of students, making them feel less confident about their abilities. This certainly is not an intended outcome of any Celebration!



Benefits: Technical talks by faculty introduce the student audience to active, specialized research in the field. Talks about teaching and careers give a realistic view of academic life and advice for navigating an academic career.

Here is a sampling of titles of faculty talks:

- *Teaching Women's Studies in a Virtual Space*
- *Pair Programming in the Context of Refactoring*
- *The Impact of Layout in UML Class Diagrams for Design Pattern Comprehension*
- *Semantic Alignment Quality for Ontologies*
- *Reverse Engineering Class Stereotypes*
- *Hierarchical Genetic Algorithms*
- *How CMS Websites Work*

Gender Issues Workshop, Panel Discussion, or Talk

The Celebration is a prime time to work collectively on improving the circumstances that affect the meaningful participation of women in computing. Faculty should hear about topics related to recruiting, retaining, and advancing women in industry and academia. Students could hear about networking, common inhibitors such as the impostor syndrome, or opportunities for women, for example. These presentations can be in workshops, panel discussions, keynote speeches, or other formats. Keep in mind that these presentations should present a positive image of the discipline and focus on success through overcoming challenges.

Here are some workshop titles:

- *Recruiting Women into Your Computing Major* (an NCWIT workshop by Joanne McGrath Cohoon; target audience: faculty)
- *Networking Skills* (an Anita Borg Institute workshop)
- *I Heart Microsoft: How a geekette found happiness in industry*
- *eTextiles*

Panel discussion titles:

- *The Integration Act: Blending your career, family, and personal life*
- *CS/IT Programs for Young Women*
- *Professional Advancement - How do I get what I want?*
- *Technical Moms*
- *Impostor Syndrome*
- *Thriving in a Man's World*
- *Breaking the Glass Ceiling*

Speech or presentation titles:

- *Retaining Women in CS with Research-Based Initiatives*, by Lecia Barker, NCWIT and University of Texas, Austin (target audience: faculty)
- *The Power of Encouragement*, by Ruthe Farmer, NCWIT (target audience: faculty)
- *Gender Differences in IS Professionals' Job Responsibility Descriptions*
- *Level the Playing Field for Women with Immediate Immersion into Beginning Programming in a Problem Based Learning Environment* (target audience: faculty)
- *Building a Pipeline and a Community of Women in Computing through Enrollment Programs* (target audience: faculty)

Resume ER

Resume ER, resume Rx, or simply resume review is a clinic to which young women bring their resumes for critical review. Ask industry representatives or, as Tennessee Women in Computing (TN-WIC) did, ask an advisor from a host university's career center to give advice on resumes. You may want students to upload their resumes through your participation portal on the website in advance. Be certain to provide instructions to reviewers and students before the Celebration. For a model of instructions and letters you might send, see the, the Ohio Celebration of Women in Computing (OCWiC) template included in Appendix A: Sample Documents.

Review sessions have been carried out several ways. One is to have women meet one-on-one with reviewers in 15-minute discussions. The other is to have longer sessions where groups of three or four students meet with one reviewer. These sessions last from 45 minutes to an hour. By meeting individually, students are sheltered from exposure if their resume needs a great deal of work. By meeting in groups, they learn from the feedback given on each other's resumes.



Benefits: Everyone, always, can use feedback on improving her resume.

Speed Interviews

Speed interviews are low-stakes practice interviews. These interviews are casual, obligate no one beyond the first encounter, and serve as an opportunity for massed practice of a life skill.

Here is how the Michigan Celebration of Women in Computing (MICWIC) described its speed interviewing process:

During the speed interview session, six or eight interviewers were stationed at small two-person tables. Students came to the session with resumes in hand and rotated every 15 minutes to a new interviewer. A moderator assisted the students in finding their interviewers and kept track of time. A bell rang near the end of each session, providing a three-minute notice that time was almost up. This meant that the pair could choose to conclude their conversation and the student could rotate to another interviewer. However, if a student and interviewer were involved in conversation and no one was waiting, we encouraged them to talk as long as they wanted. Interviewers were advised to treat the start of the session as if it were a real interview, and to make a break near the end to advise the student on her performance and her resume.

Birds-of-a-Feather Sessions

Birds-of-a-feather sessions are open discussions moderated by participants around topics that interest them. The conference planners set up a process by which participants can propose sessions.

Here are some session titles from past RCWiCs:

- *Challenges and Advantages in Interdisciplinary Research*
- *Information Technology in K-12*
- *Green Computer Science*
- *How the iPad is Changing Computing*
- *Robotics, Graphics, Service-learning - Which attract female students?*
- *e-Textiles*
- *Becoming a Technical Humanitarian*
- *Speak Up - The Key to Success*
- *Just Say No: Exercising Your Best Option for Achieving Balance*
- *Inspiring Ambition in K-12 Girls*
- *The Power of Negotiation*
- *Success in an Educational Journey to a PhD*

Panel Discussions

Panels offer a more conversational approach to the exploration of a topic. Select panelists who are knowledgeable and who, as a group, offer diverse perspectives. You may want to offer different types of panel sessions focusing on career stages, research, or work/life balance.

Titles of previous Celebration panel discussions include:

- *Overcoming the Imposter Syndrome for Technical Women*
- *What to Expect from Your First Job*
- *How to Prepare for a Successful Career in Industry*
- *Balancing Work and Life*
- *Graduate School: What and Why*

- *Finding Your Research Direction in Grad School*
- *What It's Like on the Tenure Track*
- *LinkedIn & Resume Workshop: How to market yourself to the computer world*
- *Computing in our Future: Perspectives from industry*
- *Recruiting and Retaining Women in Computing*
- *Thriving in a Man's World*

Career Fair

Partnering with industry is a win-win proposition. Company representatives often participate in elements of the program (e.g., providing sponsorship and scholarships, or serving as speakers and panelists). In return, they have an opportunity to meet potential recruits and collect resumes for internships and jobs at the Celebration's career fair.

If a company is a sponsor, a space in the career fair should be one of the benefits of sponsorship. Otherwise, charge companies a fee to participate. A common fee for participating in an RCWiC career fair is \$100.

Please note: Clarify differences in fees related to the career fair. Some companies may be paid sponsors, in which case they pay no additional fee to participate in the career fair. A non-sponsoring business may need to register their representative *and* pay \$100 to staff a table. Whatever scheme you settle on, be very clear in all your communications and on the website.

Publish the names of the companies participating in the career fair on your website as soon as possible. Direct students' attention to the participants early so they have a chance to do their research and prepare their questions and resumes accordingly.

To maintain a separation between recruitment and celebration, hold the career fair at the end of the Celebration.

Situate the fair in an open area with adequate space so companies can lay out materials. At MINK WIC, each recruiter had a six-foot table and two chairs. Make sure there is space between recruiting stations so the flow of traffic is smooth. If possible, create signage and a single-page map for participants.

Celebration Games

Engaging participants in a game encourages mingling and collaboration while giving attendees a fun and challenging experience. At InWIC, groups formed when organizers handed out large puzzle pieces to participants and asked them to find the rest of their puzzle. Then the groups solved a series of puzzles that taught them about 12 women in computing. Players could earn help by coming up with group names and secret handshakes, or by singing for the room as a whole. Successful completion of the game led groups to be inducted into a secret society, earning them treats in another part of the building.



Benefits: Running a game breaks attendees out of their normal groups and encourages more diverse networking. It also teaches them about current women in computing in a fun way that they will talk about for the rest of the weekend. Contact Gloria Townsend at gct@depauw.edu for details about tailoring a game for your Celebration.

And Now for Something Completely Different...

Take advantage of unique surroundings or your team's talents to build camaraderie and a memorable experience for participants. Here are a few ideas to get your creative juices flowing.

Take a field trip and tour the NCAR Wyoming Supercomputing Center in Cheyenne, Wyoming.

–Rocky Mountain Celebration of Women in Computing (RMCWiC)

For the brave, a moonlight stroll through the dark woods to Wolf Cave ... for the faint-of-heart, a slumber party, popcorn, and film, To Dream Tomorrow, the story of Ada Lovelace.

–Central Indiana Celebration of Women in Computing

Light up your conference bag with e-Textiles you fashion yourself.

–Indiana Women in Computing (InWiC)

Warm up, socialize, and dance around a roaring bonfire.

–Tennessee Women in Computing (TN-WiC)

Get Supporting Resources

Many resources are available to support program topics. See:

NCWIT: <http://www.ncwit.org/resources>

Anita Borg Institute: <http://anitaborg.org/news/resources>

CRA-W: <http://cra-w.org/resources>

CSTA: <http://csta.acm.org>

ACM-W: <http://women.acm.org/celebrations>

Evaluate and Improve Your Program

An evaluation like that in Appendix A (Pages 43-51) is available for download from ACM-W. Evaluation is essential for subsequent program improvement, reports, event promotion, and requests for further support. We encourage you to adapt the questionnaire, though retaining key questions will allow ACM-W to evaluate regional celebrations as a group.

An example of the useful results that evaluations can provide comes from the RMCWiC, formerly CCWiC. This Regional Celebration operated from goals similar to the general goals put forth by the Consortium and distributed a post-conference survey to assess the degree to which its program goals were met. In addition to asking questions necessary for continuous improvement (e.g., were expectations met, and would you attend again or recommend to a friend?), the survey asked attendees to rate various statements about the impact the Celebration had on their motivation and next actions.

- 63% said that they were going to evaluate the next step in their careers.
- 73% said that attending increased their commitment to their technology careers.
- 75% said that they feel part of a larger community of women in technology.
- 76% felt more energized and confident about their careers in technology.
- 83% said that attending has had a positive impact on their professional development.

Impacts like increased commitment, more confidence, and professional development are strong evidence for the value of Regional Celebrations.

Acknowledgements

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- Joanne McGrath Cohoon, NCWIT advising social scientist and RCWiC champion, oversaw development of this Regional Celebrations-in-a-Box guide.
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- Jennifer Goodall, NYCWiC
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- Ambareen Siraj and Martha Kosa, TN-WIC
- Kim Thompson and Theresa Vandersloot, MICWiC

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- Jennifer Goodall, University of Albany, State University of New York
- Valerie Barr, Union College and Chair of ACM-W
- Jodi Tims, Baldwin-Wallace University and Regional Celebrations Project Leader

For more information about Regional Celebrations of Women in Computing, visit ACM-W's regional celebration site at <http://women.acm.org/celebrations>.

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Sample Agenda

KYWIC - Kentucky Celebration of Women in Computing February 24-25, 2012 Program			
	TIME	ACTIVITY	LOCATION
FRIDAY, FEBRUARY 24	3:00 - 4:00 pm	Registration Poster Session	Lobby of Inn
	3:00 - 5:00 pm	Poster Session & Appetizers	Convention Ctr Room B
	5:15 pm	Dinner and Keynote Speaker Jennifer Marsman, Microsoft Corporation, <i>Secrets to Success, GLEE-Style</i>	Convention Ctr Room C
	6:15 pm	Group Pictures in T-shirts	Convention Ctr Room B
	6:30 pm	Panel Discussions (Newly Graduated Women)	Convention Ctr Room A
	7:00 pm	Panel Discussions (Graduate School Discussions)	Convention Ctr Room A
	7:30 pm	Lightning Talks I	Convention Ctr Room A
	8:30 pm	CRA-W Distinguished Lecture Series Dr. Maria Ebling, IBM Watson Research Center, <i>Helping Doctors Find New Ways</i>	Convention Ctr Room A
	9:15-10:30 pm	Evening Activities <ul style="list-style-type: none"> • Geek Jewelry & Crafts • Lego Robotics Camp Information Table • Cool New Things from Microsoft 	Convention Ctr Room C
SATURDAY, FEBRUARY 25	8:00 am	Breakfast	Main Dining Room
	9:00 am	Special Interest Talks (Concurrent Sessions) <ul style="list-style-type: none"> • CRA-W Distinguished Lecture Series, Dr. Xiaohui (Helen) Gu, NCSU <i>System Anomaly Management for Cloud Computing Infrastructures</i> • Dr. Joanne McGrath Cohoon, NCWIT (for faculty), <i>Actively Recruiting More and Diverse Students</i> 	Convention Ctr Room C Convention Ctr Room A
	9:45 am	Break	Convention Ctr Lobby
	10:00 am	Lightning Talks II	Convention Ctr Room A
	11:00 am	Break	Convention Ctr Lobby
	11:15 am	Panel Discussions (Successful Women in IT)	Convention Ctr Room A
	12:00 pm	Lunch/Awards	Convention Ctr Room C
	1:00 – 2:30 pm	Rose Robinson, Anita Borg Institute <i>Crushing Gender Stereotypes</i>	Convention Ctr Room C

Case Studies

RCWiCs are not cookie-cutter events; they reflect characteristics of their organizers and geographic regions. For example, the following case studies illustrate how different RCWiCs have been organized.

CASE STUDY 1 — INDIANA UNIVERSITY NORTHWEST, PARTNERING FOR INWIC

Indiana University Northwest was one of 13 collaborators in InWIC 2010. Senior lecturer Diane Larson and her students operate from a regional branch of Indiana University (IU) in Gary, Indiana.

In planning the Celebration, InWIC conference organizers reached out to every college in the southern two-thirds of Indiana. Along with IU Northwest, InWIC brought together large state schools and regional satellite campuses, several small liberal arts schools, community colleges, a national-level undergraduate engineering school, a women's college, diverse urban schools, rural schools, and high schools.

The InWIC Celebration hosted 100 attendees, including undergraduate and graduate students, faculty, and industry professionals in computing. Activities involved a keynote speech by a highly successful technical woman, panels about careers in industry and academia, the presentation of technical papers, and an undergraduate research poster session.

Surveys indicated that almost all InWIC attendees considered their time to be well-spent (97%), would like to attend again in the future (98%), and would recommend it to a friend (93%). Further, more than half (57%) of InWIC attendees felt that the Celebration and community reinforced their computing career plans.

Female students from IU Northwest reported satisfaction with the program, and they credited InWIC with supporting them through mentor relationships, other networking activities, and job opportunities.

CASE STUDY 2 — MISSOURI-IOWA-NEBRASKA-KANSAS WOMEN IN COMPUTING (MINK WIC)

After taking students to the Midwest Women in Computing (MidWIC) Celebration in Chicago and seeing the benefits firsthand, faculty Carol Spradling, University of Missouri, Kansas City, and Judy Mullins, Northwest Missouri State University, were inspired to create MINK WIC.

The MINK WIC Celebration lasted from a Friday afternoon to a Saturday afternoon in October 2011 and drew participants from 14 colleges and universities. Overall, 179 individuals participated, 150 of whom were women college students. The next largest group was faculty and staff, and the rest was an assortment of people from business, government, and nonprofit organizations. Four high school students and their teacher participated as well.

A unique characteristic of this Celebration was the participation of students and industry representatives during planning. One student in graphic arts created the Celebration logo. Another in events management took charge of the invitation and registration process. A Monsanto volunteer, a recent graduate from Washington University in St. Louis, identified coordinators at all the schools and managed all follow-up communication with the coordinators the last week of the conference. Engaging a recent graduate had an added benefit — her company made a cash donation to the Celebration!

The budget for the MINK WIC event was \$30,000. As with other RCWiCs, the largest share of the funding came through grants from Microsoft Research and the Anita Borg Institute, which each gave \$2,000. Monsanto made a donation, as did the departments of the co-chairs. Co-chair Judy Mullins struck up a conversation with a woman she met on a plane, and as a result the woman's company gave \$2,000 and she offered to sit on a panel, Breaking the Glass Ceiling. Mullins advises that conference organizers should have their talking points ready. She says, "You can't predict but you can be ready for serendipitous meetings!"

CASE STUDY 3 — OHIO CELEBRATION OF WOMEN IN COMPUTING (OCWIC)

In its fourth biennial conference in 2011, the Ohio Celebration of Women in Computing brought together 175 women at the Mohican Resort in Perrysville, Ohio. Students and faculty from 26 universities and colleges, and industry representatives from 10 companies, traveled from as far as Texas to share their career paths and research, gain new knowledge and perspectives, and celebrate the varied experiences they bring to the field of computing.

OCWiC featured nationally recognized speakers, including: Sharon Nunes, Vice President of Big Green Innovations in IBM Systems & Technology Group; Maria Klawe, President, Harvey Mudd College, and former Dean of the School of Engineering and Applied Science at Princeton; Casey Moran, Chief Technology Officer responsible for Client Services at General Electric; Jennifer Marsman, Microsoft Developer Evangelist; Joanne McGrath Cohoon, Senior Research Scientist, National Center for Women & Information Technology; and Kimberly McLeod, Program Manager, Anita Borg Institute.

Other program elements included resume reviews, a career fair, panels on graduate school and industry careers, a student poster contest (in which the winners received an all-expenses-paid trip to the ACM-W Regional Celebration of Women in Computing), and presentations and lightning talks given by graduate students and faculty on their research and outreach activities.

Breakout sessions included *Acing the Microsoft Interview*, *Crushing Gender Stereotypes*, and *College Life Balance*. A new addition in 2011 was a *Recruiting Women into Your Computing Major* workshop designed specifically for faculty.

CASE STUDY 4 — INCLUDING COMMUNITY COLLEGES IN ACM-W REGIONAL CELEBRATIONS OF WOMEN IN COMPUTING: A MODEL OF COLLABORATION

In April 2013 after only a few short months of planning, Melanie Williamson and Cindy Tucker from Bluegrass Community and Technical College (BCTC) in Lexington, Kentucky, hosted the first community and technical college ACM-W Regional Celebration of Women in Computing. Forty students, faculty, and industry participants travelled from across the state to the Berea, Kentucky Celebration.

Soon after, BCTC collaborated with Northern Kentucky University (NKU), the host of the Tri-cities Women in Computing (TRI-WiC) celebration to begin alternating and supporting each other's Regional Celebrations. Now, NKU hosts TRI-WiC in the even-numbered years, and BCTC assists by planning community college sessions; BCTC hosts KYCC-WiC in odd-numbered years, and NKU assists by planning university sessions. Historically, only university faculty and staff had attended the TRI-WiC celebration, but now community college faculty and students have started to attend. Similarly, in its first year, KYCC-WiC was dedicated to community college stakeholders, but now university faculty and students are participating. Industry partners have been attending both celebrations. The combined planning efforts have contributed to growth in both celebrations and fostered a more inclusive atmosphere. All of the students report enjoying the opportunity to network, develop mentoring relationships, and attend computing workshops. In addition, this collaboration has encouraged increasing numbers of community and technical college students to transfer to Kentucky universities.

Despite its successes, the KYCC-WiC coordination was not without its initial challenges: (1) Organizers were tasked with organizing a celebration on a very lean budget in a very short period of time and (2) businesses were hesitant to invest in the inaugural year of a new Celebration of Women in Computing. Because funding the first event was difficult, the number of participants was capped at 40 to ensure a low registration fee, while still providing prominent speakers, meals, and hotel accommodations. Fortunately, the 2015 Celebration has shown tremendous growth: the planning committee has expanded to include representatives from two additional community colleges, and business sponsorship has increased. During KYCC-WiC-sponsored Celebration years, both the site and planning will rotate among Kentucky's community and technical colleges to distribute the organizational burden and to enable more students to participate, especially those who are place-bound or from neighboring states.

Collaborations like the one between KYCC-WiC and TRI-WiC create more opportunities for students to participate in Regional Celebrations that are inclusive of all post-secondary students while minimizing the demands placed on conference organizers and sponsors.

Sample Letter to School Coordinators

Note: Customize <<text>> to suit your Celebration and the addressee.

To <<Addressee>>:

The <<first Missouri-Iowa-Nebraska-Kansas Women in Computing (MINK WIC) conference will take place on Friday, October 7, and Saturday, October 8, 2010, in Kansas City, Missouri, at the Plaza Embassy Suites>>. We need your help in recruiting female computer science and computing-related majors from <<Insert University Name>> to attend the conference.

<<MINK WIC>> will bring together female students, faculty, and industry representatives from <<Missouri, Iowa, Nebraska, and Kansas>> to discuss the role of women in today's computing and technology fields, share experiences and strategies for success, network, and explore issues common to women working in these fields. The conference will provide an opportunity for undergraduate and graduate women to develop their presentation skills through <<a lightning talk, poster presentation, or graduate paper. A career fair will also be part of the program.>> This celebration is part of a nationwide effort to address the severe underrepresentation of women in computer science professions.

The cost to attend the <<MINK WIC>> celebration is minimal. There is a small conference registration fee of <<\$15>> for each undergraduate or graduate female student, which goes toward the cost of the conference, food, and lodging. Beyond this, each student is responsible for the expense of traveling to the conference.

We are contacting you because we need a person at each university or college to help us recruit young women for the conference. If you are interested in participating as a school coordinator or know someone who might be, please contact us by replying to this e-mail.

Please help us spread the word about the conference and encourage female students at <<insert university name>> to attend. Thank you in advance for your support.

Sincerely,

<<Name>>

<<email address>>

University and College Coordinator

<<Name>>

<<email address>>

Conference Co-Chair

<<Name>>

<<email address>>

Conference Co-Chair

Sample Letter to Sponsors

Dear <<Name>>:

With this letter, a consortium of regional colleges and universities asks that you support a project designed to increase the meaningful participation of women in computing. It is known that diversity in thought and experience increases innovation, productivity, and competitiveness. With support from organizations like <<recipient name>>, the benefits of diversity can be realized.

As you are probably aware, few women are entering technical fields, and, unfortunately, by mid-career more than half of them leave. One proven way to increase the participation, retention, and advancement of technical women is to bring them together in supportive communities for professional growth and networking. Such communities build women's collective strength and contribute to a positive change in the culture.

A REGIONAL CELEBRATION OF WOMEN IN COMPUTING

Our consortium, << Name (acronym)>>, is planning a Regional Celebration that will bring women together in ways that support their participation in computing. The <<consortium name>> Celebration is patterned after the ACM-W Regional Celebration of Women in Computing and provides a low-cost, regionally tailored small conference for women in computing who do not have funding to attend major conferences. The majority of participants will be female computing majors at the undergraduate and graduate levels, as well as their faculty sponsors. The event provides a venue for future computing professionals to gain confidence in their skills, network with each other, and learn from accomplished technical women. Student participants will prepare and present posters, lightning talks, and papers. Distinguished speakers will address the students and faculty with talks focused on their technical achievements and how they successfully manage their careers.

CELEBRATION DETAILS

<<Event>> is scheduled for <<dates>> at the <<venue>> in <<city>>. Undergraduate and graduate women attending the conference will come from <<number of schools >> schools in <<state, state, state, and state>>.

The Celebration is an important component of the larger movement to address the underrepresentation of women in computing. Women attending the conference will represent areas of studies in computer science, computer engineering, computer information systems, information technology, business technology, and many other computing majors.

<<Include if appropriate: The conference concludes with a career fair on <<day, date>>. The career fair provides sponsors with an opportunity to recruit for internships, jobs, or graduate programs. A chief benefit for sponsors is being able to meet a large array of candidates face to face, connecting with multiple schools during one visit and interviewing in a relaxed, informal setting.>>

<<CELEBRATION >> FUNDING AND BENEFITS

The Celebration is funded through a variety of means, including <<grants, registration fees, etc.>>, and sponsorship by organizations like yours. Becoming a sponsor to the <<consortium>> Celebration affords your organization the opportunity to:

- Influence and attract tomorrow's computing professionals
- Emphasize your commitment to diversity
- Provide opportunities for your technical women to mentor and network
- Give input on program elements such as speakers, résumé writing, interviewing skills, internship tips, and networking
- Participate in a career fair
- Promote your organization's needs
- Promote your products and services
- Strengthen relationships with participating universities, setting the stage for future collaboration
- Support a program that improves the climate for the sector at large and for your organization in particular

Depending on level of sponsorship, these additional benefits are available:

Sponsorship Levels & Benefits						
SPONSORSHIP LEVEL		Platinum \$3,000+	Gold \$2,000-2,999	Silver \$1,000-1,999	Bronze \$500-999	Friend \$300-499
BENEFITS	Provide welcome address	Yes				
	Logo on the website	Yes	Yes	Yes	Yes	Yes
	Recognition in the program	Name & Logo	Name & Logo	Name & Logo	Name	Name
	Table at career fair	Yes	Yes	Yes	Yes	Yes
	Publish your website on the celebration website	Yes	Yes	Yes	Yes	Yes
	Include gifts, handouts in conference packets	Yes	Yes	Yes		
	Name in news releases	Yes	Yes	Yes		
	Logo on posters	Yes	Yes			
	Complimentary registration, meals	Three Participants	Two Participants	One participants		

We look forward to your participation and support. For additional information about sponsorship, please contact: <<name>>, <<email>>, <<phone number>>.

Sincerely,
 <<Name>>
 <<email address>>
 Sponsorship Chair

<<Name>>
 <<email address>>
 Conference Co-Chair

<<Name>>
 <<email address>>
 Conference Co-Chair

Sample Resume Review Instructions, Preparatory Letters for Reviewers and Students, Contributed by OCWiC

RATIONALE: Industry representation has been an integral part of OCWiC since its inception. Several women that have successful business/industry careers have attended and participated as speakers, panelists, and sponsoring organizations. The organizing committee felt it would be a valuable experience for many of our students to have the opportunity to have a critique of their resumes as they are preparing to search for summer internship or entry-level employment opportunities. Consequently, we have run our resume review session giving students one-on-one contact with an industry mentor.

DETAILS:

1. The resume review session was scheduled to run parallel to breakout sessions that were held late on Friday evening (the first day of the conference). The duration of the review session was about 1.5 hours, blocked off in 15 minute increments (i.e., each student had 15 minutes to speak with one industry representative).
2. Invitations to participate as a reviewer were sent to women who were representing sponsoring organizations, participating in the program in some way, or just attending OCWiC. The following is an email sent to solicit reviewers:

Dear: <<name>>,

You are receiving this email because you are an OCWiC sponsor, participant, or attendee with an industrial (as opposed to academic) emphasis. In the past, we have given student attendees who are interested the opportunity to have their resumes reviewed by persons such as yourself.

This year, we are planning to hold such a resume review session during the Friday evening breakout session from 9:15-10:30. The organization of the event will be to have women sign up in groups of four for reviews in roughly 20 minute time slots. That is, each reviewer will see four groups of four women (assuming all slots fill) in the allotted time. All members within a group will have copies of each resume to better facilitate the discussion.

If you would be interested in being a reviewer for this session, please respond to me at your earliest convenience in order that I might include you in the planning. I will begin soliciting attendee participation on February 4th, so please respond by February 2nd so that I will know how many slots I will have available.

If you have any questions about the session, please let me know.

Regards,
Jodi Tims
Program Chair
OCWiC 2011

3. We informed registered students of the opportunity via email:

Hello OCWiC Student Participant,

One of the events that you have an opportunity to participate in at OCWiC is a resume review session. We have several volunteers from our industrial sponsors and other corporations who are ready and willing to provide feedback and guidance on your resume and its development as you look forward to applying for internship and/or entry level positions. Students will meet with a reviewer in groups of four for about 20 minutes. Each person in the group will have a copy of all resumes to facilitate the discussion and get useful ideas from each other.

The resume review session will run in parallel with other breakout sessions on Friday evening. You will still be able to attend the other breakout sessions, but will have to slip out and back in to meet with your review team.

If you are interested in participating in this event, you will need to send me an electronic copy of your resume no later than Monday, February 14th so that I can have time to organize the groups. There is plenty of room for everyone to participate if you'd like and I'd encourage you to take advantage of this opportunity to get some resume-building advice from a professional perspective.

If you have questions about participating, please let me know and I will try to answer them.

I'm looking forward to meeting all of you in just a couple of weeks at OCWiC 2011!!

Jodi Tims, Program Chair
OCWiC 2011

4. Interested students emailed copies of their resumes to me. I then organized them, scheduled them into a time slot, and sent copies of the resumes to each reviewer so that they could have some time to look at them prior to meeting with the students. (Note: we did not offer to help students develop their resumes figuring that most, if not all, campuses have career centers available for students free of charge that provide such support. It would be interesting to poll participants in the future to determine how they went about preparing.)
5. Students were informed of their review appointment time when they arrived at the conference and were good about showing up on time. Students were not expected to dress as they would for a job interview (although one company did suggest this for future sessions).
6. Reviews were held in a single room with reviewers/students spread out at different tables. A committee member was stationed outside the room and kept things moving along (timing sessions, making sure students got to the right reviewer, managing students as they arrived for their sessions).

FocUs: Discouraging Electronic Distraction Using Persuasive Technology

Reid Conner, John D. Hoover, Allana Johnson, Jake Meyer, Vedant Singhania
 Faculty advisors: Dr. Dave Berque, and Dr. Terri L. Bonebright
 Computer Science and Psychology Departments, DePauw University, Greencastle, IN 46135

Introduction

Persuasive technology deals with the design and evaluation of software systems and other technologies that are intended to persuade users to change attitudes and/or behaviors (Fogg).

For the purpose of this work we define a **primary task** to be the central task someone intends to complete while working at a computer. We define a **secondary activity** to be any activity that is not related to the primary task, but is carried out on the computer during the time the person has designated for the primary task. We acknowledge that it can be helpful to take breaks when working on a cognitively demanding primary task; however, these breaks can be problematic if they last too long or occur too frequently. We refer to this as **Electronic Distraction**.

Results from a recent attitude survey completed by 493 DePauw University students demonstrate that this population considers electronic distraction to be problematic.

- 86% agreed that they are distracted by **secondary activities**
- 50% agreed that this is a **serious problem for them**
- 80% agreed that this is a **serious problem for their peers**

Project Concept

The goal of the project was to design, implement, and evaluate a software system called FocUs that uses persuasive technology to encourage users to reduce electronic distraction while working on a primary task.

Electronic distraction can be addressed by:

- Reducing multitasking
- Reducing frequency of breaks during work
- Reducing length of breaks taken during work

Existing software systems (such as web-browser blockers) address electronic distraction by blocking activities that are the most likely to be distracting. These programs use an authoritative approach, which decreases their appeal and makes them far less suitable for habitual use.

The long-term goal of our work is to develop and evaluate persuasive technologies that encourage (rather than mandate) users to stay on task.

Project Features

Using Visual Basic.NET, we implemented a Windows program that includes the following features:

Application Detection

The software can determine which applications the user is running and which web sites they are browsing. It can also detect which application has the focus. This allows the program to classify the user as "on-task", "off-task" or "idle".

Differentiation between "On-task", "Off-task" and "Idle"

- When performing the primary task, the user is considered "on-task."
- When performing a secondary activity, the user is considered "off-task."
- When no mouse or keyboard activity is detected for a sufficient amount of time, the user is considered "idle."

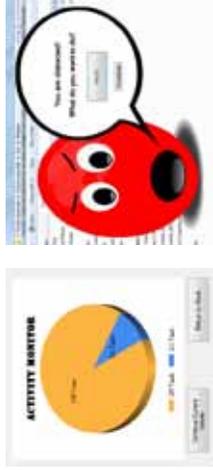
Types of Feedback

To provide the user with feedback about productivity, the program displays a circular icon, located in the system tray (shown below as a green check).



The software detects when a user's off-task time exceeds a preset threshold and triggers one or more forms of feedback:

- The circular icon in the system tray changes color from green, to yellow, and eventually to red as shown at right:
- 
- When the circular icon changes from yellow to red, a pop up is displayed showing one of the two figures below depending on the user's profile:



User Profiles

Since different work activities require the use of different applications, the program allows the user to classify applications as either on-task or off-task for a particular context as shown below.



For example, when writing a paper, the user might select Microsoft Word to be on-task, and Facebook/Twitter to be off-task. The profile also enables the user to select the preferred form of visual feedback. It also lets the user enable a feature that sends text message feedback to the user's cell phone.

This project made possible by NSF REU Grant #0245185, the DePauw University Science Research Fellows Program and the DePauw University Information Technology Associates Program. We would also like to acknowledge Professor Michael Roberts, Jimmy Burgess, and Brad Washington for their contributions to this project.

Evaluation

Field Study

In order to test the effects of the feedback components of our program, we conducted a field study. The study was designed to compare the effectiveness of various types of feedback provided by the software system with respect to encouraging users to spend more time on their primary activity.

After receiving Institutional Review Board approval, we collected data from 43 participants ranging in age from 18 to 22. Each participant was randomly assigned to one of two groups, one that only received system tray feedback (control), and one that received system tray and pop-up feedback.

We loaned each participant a computer with the FocUs software to use overnight. To simulate a work environment the participants used the computer to answer questions about graphs. There were 96 graphs in total and each graph had four associated questions.

The participants were not expected to complete all of the graph questions and were informed that they could stop the task at any point. We indicated the importance of taking breaks and we encouraged the participants to do so at any time. However, participants were asked to only use the laptop computer we loaned them for any electronic break activities. When the participants returned the following day to return the laptop, they also completed an exit survey about their experiences with the software.

Results

There were no significant differences between the group that received pop-up feedback and the group that did not with respect to time on-task, time off-task or performance on the graph questions.

The exit survey described the full software system. Participants then indicated their agreement with statements using a rating scale that ranged from 1 (strongly disagree) to 5 (strongly agree). There were statistically significant differences on the following two questions:

"I would be willing to use a software system such as the one described above."

Control (Mean = 3.29)
 Those who saw feedback (Mean= 4.20)
 Significant difference (p=.04)

"A software system such as the one described above would help me spend a greater percentage of my time on my primary tasks."

Control (Mean = 3.43)
 Those who saw feedback (Mean = 4.40)
 Significant difference (p = .009)

Future Work

- Add support for other operating systems
- Implement a "buddy system" that allows users to pair up and monitor their buddy's on-task and off-task status.
- Conduct an ecologically valid study to evaluate the software in a real-world environment.

References

Fogg, B. J. *Persuasive Technology*. San Francisco: Morgan Kaufmann Publishers, 2003. Print.

Sample Poster Evaluation Rubric

<<RCWiC Name>>, <<Year>> Poster Competition

<<Graduate Division>>

Scoring Rubric

Student name _____

Poster title: <<Add here>>

CATEGORY/ MAX SCORE	CRITERIA	AWARDED SCORE
Visual Presentation 10 points	To receive 10 points in this category, the presentation should be neat, attractive, and informative. It should also be easy to read from three feet away, and give a good overview of the project so that the viewer can understand it in three minutes or less (without oral explanation). It should also include elements that show some creativity or make the presentation particularly inviting.	
Oral Presentation 10 points	To receive 10 points in this category, the student should deliver coherent and informative material, speak clearly and in a well-organized manner, and respond well to your questions. (Include questions that go beyond "what did you do?" and "how did you do it?")	
Research Methodology 15 points	To receive 15 points in this category, projects should take an original approach to solving a problem and reporting results (or a plan for obtaining results) that can be measured against some stated criteria. The approach should lead to a useful result (or appear to be doing so, if work is still in progress).	
Significance of Research 10 points	To receive 10 points in this category, the student should demonstrate a significant contribution to the field through her work or approach to solving the problem.	
Total Score		

Comments:

Sample Top 10 Reasons to Attend the Celebration (Faculty and Student)

Include a reminder about deadlines and a link for registration in each Top 10 mailing.

TOP 10 REASONS FOR FACULTY MEMBERS TO ATTEND <<CELEBRATION>>

- #10. See the sponsor logos at the bottom of the home page? You can be a sponsor and see your name or your institution's name here by offering at least one \$60 scholarship for a woman at your school to attend.
- #9. Got something you're just burning to talk about? The <<Celebration>> offers you the chance to lead or participate in birds-of-a-feather sessions, small group discussions on topics of special interest. Propose a session through the website at << BoF submission webpage url >>. Proposals are reviewed and accepted on a rolling basis.
- #8. <<Celebration>> program includes components proven to support women's recruitment and retention in computing. Students and faculty stand to benefit from intentional role modeling, guided research experiences, mentoring, networking, and accurate career information.
- #7. This is your chance to mingle with colleagues and students from our region. The number of registered participants continues to grow, and more institutions are joining us. To date we have faculty and students coming from <<name, name, name.>>
- #6. Join the team! By participating in the Celebration, your network will grow in leaps and bounds. There is strength in numbers and in cooperation. Don't miss out!
- #5. <<Celebration>> provides a way for all of us to work toward our departmental goals of increasing the representation of women in computing. With many institutions sharing the same goal, our collective effort adds up to more than the sum of its parts. Join your colleagues in discussions of ways to recruit and retain young women in the major.
- #4. The <<Celebration>> poster session is really a poster session plus an OPPORTUNITIES session. Interspersed among the posters are industry tables, a table for <<CRA-W>>, one for <<ACM-W>>, and one for the <<CCSC conference>>. <<Two schools>> will have graduate school information on display, too. Would you like to share information about your school or program? Let us know so we can prepare a space for you and add you to the exhibits map.
- #3. If you are like most of us, it's hard to find time for healthy recreation. We will make time at <<Celebration>>. Join other conference-goers for a walk, jog, or <<special event, such as a moonlight hike through the hills and woods of Owen County to explore Wolf Cave>>.
- #2. <<Celebration>> is about learning, networking, and FOOD. <<Describe the plan for food and events surrounding food, such as *Fire and Ice: Enjoy ice cream sundaes in front of a roaring fire on Friday evening*>>. Vegetarian and vegan options are available, and allergies will be accommodated. Join us for a yummy celebration!
- #1. By participating in the Celebration, you help recruit and retain more women in computing. By contributing to our diverse workforce, you will help create a pool of researchers and professors of the future, which is a key legacy for us to leave for society. Please join us.

TOP 10 REASONS FOR STUDENTS TO ATTEND <<CELEBRATION>>

- #10. Come to the <<Celebration>> and present your research during a poster session. Practice your presentation skills and compete for <<prize such as: \$100 prize, or scholarship to attend the ACM-W Regional Celebration of Women in Computing>> for top poster. Get advice on how to create a poster and submit your proposal at <<poster submission webpage url>>. Proposals for posters are reviewed and accepted on a rolling basis.
- #9. Present a short talk that's so quick we call it a lightning talk! As with posters, proposals for lightning talks are reviewed and accepted on a rolling basis. Learn more at << lightning talk submission webpage url >>.
- #8. The <<Celebration>> offers you the chance to lead or participate in birds-of-a-feather sessions, which are small group discussions on topics of special interest. You can propose a session online at << BoF submission webpage URL >>. Proposals are reviewed and accepted on a rolling basis.
- #7. Get ready for <<Describe an entertaining aspect of the Celebration, such as: Geek Jewelry! Unleash your hidden artist and make earrings and other jewelry from old motherboards, hard drives, and other computer bits. We'll bring the raw ingredients, all you need to bring is your imagination.>> Register for the Celebration and submit a poster, lightning talk, or birds-of-a-feather session today!
- #6. Brush up your resume and bring a few copies to <<Celebration>>. Representatives from <<corporations>> will be attending and you will have an opportunity to meet them. Do you feel like your resume needs work? Attend the <<Resume ER clinic>> and get input on how to take your resume from good to great. Register for the Celebration today!
- #5. If you're like most of us, it's hard to find time for healthy recreation. We will make time at <<Celebration>>. Join conference-goers for a walk, jog, or << special event, such as a moonlight hike through the hills and woods of Owen County to explore Wolf Cave>>. Register today!
- #4. You know how important networking is. <<Celebration>> is a prime opportunity to meet new people. You never know when a contact will change your life! Start building that contact list by joining <<Add number>> technical women at <<Celebration>>.
- #3. <<Celebration>> is about learning, networking, and FOOD. <<Describe the plan for food and events surrounding food, such as *Fire and Ice: Enjoy ice cream sundaes in front of a roaring fire on Friday evening*>>. Vegetarian and vegan options are available, and allergies will be accommodated. Join us for a yummy celebration!
- #2. Get out of town! Get to know your student peers and faculty members better as you travel to <<Celebration site>>. Start building memories together at the Celebration, and continue building shared experiences when you get back home.
- #1. The <<Celebration>> is a great opportunity to practice being a professional. Engage in interesting conversations, hear profound speakers, meet outstanding women, and challenge yourself by presenting a poster or lightning talk. Meet recruiters from business, industry, and academia for internships, jobs, or graduate programs. Can you think of any reason NOT to attend?

Sample Participant Evaluation Questionnaire

Regional Celebrations of Women in Computing Participant Survey

A. CELEBRATION EVALUATION

1. Which Regional Celebration did you attend? (Dropdown menu)

- InWIC – Indiana Women in Computing
- MinneWIC – Women in Computing, Upper Midwest
- KYWIC – Kentucky Women in Computing
- RMCWiC – Rocky Mountain Celebration of Women in Computing
- CWIC – Carolinas Women in Computing
- NMCWiC – New Mexico Celebration of Women in Computing
- OCWiC – Ohio Celebration of Women in Computing
- NYCWiC – New York Celebration of Women in Computing
- ChiWIC – Chicago Area Women in Computing

AT THIS POINT, THE SURVEY WILL BRANCH INTO 2-3 SECTIONS: STUDENTS, FACULTY/TEACHERS, AND INDUSTRY

STUDENTS ONLY:

What is your major?

- | | |
|--|--|
| <input type="radio"/> Not sure yet | <input type="radio"/> Human Computer Interaction |
| <input type="radio"/> Computer Science/Informatics | <input type="radio"/> Information Systems/Science |
| <input type="radio"/> Computer Engineering | <input type="radio"/> Mathematics/Applied Mathematics |
| <input type="radio"/> Symbolic Systems | <input type="radio"/> Biological Science(s) |
| <input type="radio"/> Electrical Engineering | <input type="radio"/> Physics/Astronomy |
| <input type="radio"/> Chemistry | <input type="radio"/> Environmental Sciences(s) or Geoscience(s) |
| <input type="radio"/> Chemical Engineering | <input type="radio"/> Other, please specify: _____ |
| <input type="radio"/> Other Engineering | |

How likely are you to complete a computing/technology degree?

Very Unlikely

Somewhat Unlikely

Somewhat Likely

Very Likely

N/A

How did you find out about the Celebration? (Select all that apply.)

- From my university or company
- From having attended or volunteered in the past
- From a mentor, advisor, or professor
- From a friend or colleague
- From an Anita Borg Institute email
- From a professional organization (e.g., ACM, IEEE)
- From organizers or committee members
- From an online community (e.g., Facebook, LinkedIn, Twitter)
- From a teacher or guidance counselor
- Other, please specify: _____

Have you previously attended a ACM-W Regional Celebration of Women in Computing or other Regional Celebration?

- Yes
- No
- Don't know

How did you fund your attendance?

- My own funds
- My company/school/university
- Scholarship
- Other

If you received a scholarship, which type of scholarship?

- Academic underwriter (school sponsor)
- National Science Foundation (NSF)
- Corporation
- I don't know

Please indicate the extent to which you agree with the following statements about the effects of attending this Celebration.

Attending this Regional Celebration of Women in Computing

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A
Increased my commitment to complete my current degree program	<input type="radio"/>						
Decreased my intention to pursue an undergraduate or graduate degree in a technology field	<input type="radio"/>						
Decreased my confidence in my ability to pursue a technology career	<input type="radio"/>						
Helped me see myself as a "computing person"	<input type="radio"/>						
Positively impacted my professional development	<input type="radio"/>						
Made me feel part of a community of women in computing	<input type="radio"/>						
Fed my interest in a computing career	<input type="radio"/>						
Inspired me to emulate the successful women I saw at the conference	<input type="radio"/>						
Increased my network of technical women	<input type="radio"/>						

Motivated me to stay in touch with people I met at the conference	<input type="radio"/>						
Gave me tools to be successful in my career as a technologist	<input type="radio"/>						
Provided me with valuable opportunities to participate in mentoring (either as a mentee or mentor)	<input type="radio"/>						
Taught me about career opportunities at sponsor companies	<input type="radio"/>						
Taught me about academic programs from the academic underwriters	<input type="radio"/>						

What were you expectations for the Celebration? (Select all that apply.)

- Networking
- Hiring candidates to industry
- Gathering with a larger community of technical women
- Attracting/hiring candidates to academia
- Presenting at/attending technical sessions
- Representing my organization
- Presenting at/attending professional development sessions
- Learning about cutting-edge research
- Finding job opportunities
- Mentoring others or finding mentors
- Gaining inspiration
- Celebrating and having fun
- Learning about technology fields or majors
- Other, please specify: _____

Overall, how well were your expectations met?

Not at All

Slightly

Moderately Well

Very Well

Extremely Well

How valuable, if at all, was each of the following components of the Celebration?

	Not at All Valuable	Only Slightly Valuable	Moderately Valuable	Very Valuable	Extremely Valuable	N/A
Networking opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poster sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/degree sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career/professional development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions on social impact of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions on leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions on challenges/solutions for women in tech (e.g., isolation, work-life balance, visibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions on successes of technical women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions about mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to potential mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebration, e.g., awards ceremony, receptions, party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the Celebration in each of the following areas.

	Very Poor	Poor	Fair	Good	Excellent
Overall quality	<input type="radio"/>				
Relevance of technical topics covered	<input type="radio"/>				
Relevance of professional development topics covered	<input type="radio"/>				

Would you recommend a Regional Celebration to others like you?

Definitely Not
 Probably Not
 Maybe
 Probably
 Definitely

Do you plan to attend another Celebration?

Definitely Not
 Probably Not
 Maybe
 Probably
 Definitely

If you indicated that you will Definitely Not attend another conference, please tell us why.

Please rate the extent, if any, to which the online communities enhanced your Celebration experience.

	Not at All Enhanced	Slightly Enhanced	Moderately Enhanced	Very Enhanced	Extremely Enhanced	Didn't Use	N/A
Facebook Group(s)	<input type="radio"/>						
Wiki	<input type="radio"/>						
Forum	<input type="radio"/>						
Blog(s)	<input type="radio"/>						
Twitter	<input type="radio"/>						
YouTube	<input type="radio"/>						
Flickr	<input type="radio"/>						

Other, please specify: _____

Please indicate what, if any, benefits participating in these online communities provided you. (Select all that apply.)

- None/I did not use these tools.
- I gained valuable information about the conference and sessions.
- I used the online communities to keep abreast of what was happening at the conference.
- I got a roommate or a ride through online communities.
- I shared insights from the sessions with others through online communities.
- I followed others' comments/participation in the online communities while at the conference.
- I used online communities to find and meet people while at the conference.
- Other, please specify: _____

B. ABOUT YOU

These questions are for statistical purposes and help us better understand the extent to which we are reaching and serving our intended audience.

1. What year were you born? [Dropdown menu – List 2000-1920]
2. Were you born in the United States? Yes No
3. What is your racial/ethnic background? (Select all that apply.)
 - White/Caucasian
 - African American/Black
 - American Indian/Alaska Native
 - Middle Eastern/North African
 - Native Hawaiian/Other Pacific Islander
 - South Asian (Indian Subcontinent)
 - Southeast Asian (Thailand, Philippines, Indonesia, Singapore, Vietnam)
 - East Asian (China, Japan, Korea, Mongolia)
 - Other Asian
 - Mexican/Chicano
 - Central/South American
 - Other Latino/Puerto Rican
 - Other, please specify: _____

4. What is your primary professional position?

- Student
- Faculty
- Guidance/career counselor
- Industry
- Nonprofit
- Government/public sector
- Independent/self-employed
- Other, please specify: _____

5. In what setting are you located?

- University/college
- Junior/community college
- Public high school
- Private high school
- K-8 public school
- K-8 private school

6. Please check the box that indicates the degree you hold (highest degree only) or intend to pursue.

	Hold	Intend to pursue
Ph.D.	<input type="radio"/>	<input type="radio"/>
Other professional degree (Ed.D., M.D., J.D.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., M.B.A., M.F.A., etc.)	<input type="radio"/>	<input type="radio"/>
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Associate's degree	<input type="radio"/>	<input type="radio"/>
High school diploma (or equivalent)	<input type="radio"/>	<input type="radio"/>
Other degree (please specify)	<input type="radio"/>	<input type="radio"/>

HIGHLIGHTS AND SUGGESTIONS — FINAL WORDS FROM YOU

What was the highlight of the Celebration for you?

What suggestions do you have for improving the Celebration?

Any additional comments or concerns?

C. CONTACT INFORMATION

[Note: The following should be linked with a different database, not the one that contains the survey responses.]

If you would be willing to participate in a future survey or interview about your experiences, please provide your name and email address here.

1. Name: _____
(first) (last)

2. Email address: _____

Appendix B: References

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