Birds of a Feather (ATE Conference):
Guide for *Room Scribes*

Thursday, October 28
2:00 – 5:00 p.m.

Overview: Birds of a Feather

The 2010 ATE Birds of a Feather sessions feature a common structure to address a set of overarching questions that affect all projects and centers.

ATE conference participants will be divided, through a self-selection process, into groups designated by discipline.

Guided by a facilitator, each group will focus on a common set of questions centered on the conference theme, "ATE Student Success: Building a Diverse and Entrepreneurial Workforce."

A brief synthesis of discussion outcomes will be presented on Friday morning. A more detailed report will be prepared and distributed after the conference. The sessions are structured as a scenario-based learning exercise.

Room Scribe: Roles and Responsibilities

Responsible for a dual role:
- **Serves as Table Scribe during most of the meeting**
  - Helps table facilitator capture and track the key points throughout the discussion on flip chart
  - Assists table facilitator in the group prioritization process
  - Scribes each of the table's top points (key issues; promising practices; success measures) on 6" x 8" post-it notes
  - Assists table facilitator during cross-table synthesis.
- **Serves as Room Scribe during the reports outs and immediate post-session period**
  - Works with Room Facilitator to capture the key report outs from all table groups on computer
  - Works with Room Facilitator after the session to produce a bulleted, electronic (saved to a flash drive) summary of the report outs
  - Works with Room Facilitator to collect labeled flip charts from all tables
  - Delivers the final, typed summary (saved on flash drive), and flip charts to the Director's Room by 5:30 pm

Other Key Roles

- **Table Facilitator:**
  - (1) leads the discussion at a table; (2) works with the table to address fully all 3 questions assigned to their topic; (3) works with table scribe to capture key points and to prioritize recommendations; (4) works with other table facilitators to facilitate the cross-table synthesis process; (5) finds a spokesperson(s) to report out final synthesis.

- **Table Scribe**
  - A volunteer that the table facilitator solicits at the beginning of the session; this person: (1) helps the table facilitator capture and track the key points throughout the discussion on flip chart; (2) assists in the group prioritization process; (3) scribes each of the top points (key issues; promising practices; success measures) on 6" x 8" post it notes; (4) assists table facilitator during cross-table synthesis.

- **Room Facilitator:**
  - (1) leads the program in each room; (2) articulates the session agenda and the outcomes; (3) supports the table discussion process; (4) facilitates the cross-table synthesis and report out process.

Agriculture, Environment, and Natural Resources   (6 tables)
Room Facilitator: Michelle Norgren, VESTA Center, MO
Ambassador

Biotechnology, Section 1 (6 tables)
Room Facilitator: Elaine Johnson, Bio-Link, CA
Capitol

Biotechnology, Section 2 (5 tables)
Room Facilitator: Linnea Fletcher, Austin Community College, TX
Embassy

Chemical Processing and Refining Technologies (3 tables)
Room Facilitator: Joan Sabourin, American Chemical Society, DC
Senate

Energy Production and Energy Efficiency (7 tables)
Room Facilitators: Ellen Kabat Lensch, ATEEC, IA
Kathy Alfano, College of the Canyons, CA
Empire and Empire Foyer

Engineering Technology, Section 1 (6 tables)
Room Facilitator: Elaine Craft, SC ATE Center, SC
Congressional A

Engineering Technology, Section 2 (6 tables)
Room Facilitator: Mel Cossette, Edmonds Community College, WA
Congressional B

Geospatial Technologies (5 tables)
Room Facilitator: Ann Johnson, Del Mar College, TX
Calvert

Information and Communication Technologies (6 tables)
Room Facilitator: Gordon Snyder, ITC Center, MA
Hampton

Information Assurance, Secure Logistics, and Forensics Technologies (6 tables)
Room Facilitator: John Sands, Moraine Valley Community College, IL
Governors

Manufacturing Technologies (6 tables)
Room Facilitator: Beverly Hildebrand, CARCAM, AL
Palladian

Micro- and Nanotechnologies (6 tables)
Room Facilitator: Deb Newberry, Dakota County Technical College, MN
Diplomat

Research and Outreach/ Learning and Evaluation (5 tables)
Room Facilitator: Jane Ostrander, DeAnza College, CA
Cabinet

Teacher Preparation (4 tables)
Room Facilitators: Christine Cunningham, Museum of Science, MA
Martha Hass, ATLAS and BEST Projects, MA
Forum

Scenarios for Session: Blue Ribbon Task Force

[The description below is what participants will receive as background.]

In recognition of your outstanding leadership and accomplishments as an entrepreneurial educator, you have been recruited to serve on a joint AACC/NSF Blue Ribbon Task Force.

The task force has received disturbing information:

1. National surveys of employers indicate that employers want intelligent, conscientious, diverse, hard-working, responsible, ethical, and strong problem-solvers who work well in groups, communicate effectively, take charge of their own growth, and understand organizational and business contexts. Employers are dismayed that most postsecondary students currently are not getting the foundational, technical, and 21st century skills needed for the workplace.

2. Additional research shows that both technical educational programs and the U.S. technical workforce do not reflect the overall demographics of the U.S. population. Organizations representing women, various ethnic and racial groups, older students, low-income populations, and people with disabilities or different learning styles are voicing concerns about how poorly our current educational systems serves them.

The Blue Ribbon Task Force must:
1. Design pedagogical systems to provide relevant knowledge, skills, and experiences to enable graduates to hit the ground running and be successful quickly as members of the technical workforce in real-world, global organizations. To meet this effort, the following questions must be addressed. (*corresponds to **Topic 1** in actual session*)

   a. *What are the key issues, concepts, and constraints involved in preparing technicians with workplace and entrepreneurial skills?*
   b. *What are the promising strategies, quality practices, and resources being used to optimally prepare technicians with these skills?*
   c. *How do we measure success in preparing technicians with workplace and entrepreneurial skills?*

2. Design solutions to successfully attract, serve, and develop people for the U.S. technical workforce from traditionally underrepresented groups and the underserved populations, described above. To meet this effort, the following questions must be addressed. (*corresponds to **Topic 2** in actual session*)

    a. *What are the key issues, concepts, and constraints involved in attracting and serving traditionally underrepresented and diverse student populations in preparing them for the workforce?*
    b. *What are the promising strategies, quality practices, and resources being used to meet the needs of underrepresented and diverse student populations in preparing them for the workforce?*
    c. *How do we measure success in attracting and serving underrepresented and diverse student populations in preparing them for the workforce?*

Please choose to attend one of the following Birds of a Feather disciplinary groups that most closely aligns with the focus of your ATE project or center. For projects and centers that are multidisciplinary in scope, team members are encouraged to split up among the different disciplinary groups to maximize networking and contribute to discussion within a broader section of the ATE community.

On behalf of AACC and NSF, it is an honor to have you as part of this very high visibility, high quality, and high stakes effort!

Definitions for the Two Topic Areas

Definitions for Topic #1 - Preparing for Workforce/Entrepreneurial Skills

Community college STEM programs need to prepare technicians with workplace and entrepreneurial skills to meet employer needs/expectations and ensure success in the workforce. For the purpose of discussion, some examples of workplace and entrepreneurial skills include:

Workplace/Soft Skills
- Strong work ethic
- Positive attitude
- Good communication skills (verbal, listening, and writing)
- Time management skills and abilities
- Problem-solving skills
- Be able to work with others, team-player
- Self-confidence
- Ability to accept and learn from criticism
- Flexibility/Adaptability
- Working well under pressure

Entrepreneurial Skills
- Vision and leadership
- Sales and marketing
- Financial/budgeting ability
- Self-motivation skills
- Administration skills
- Systems management
- Knowledge and/or ability to research legal, tax, and licensing requirements to start a business

Definition Topic #2 – Serving Diverse and Underrepresented Student Populations

Community college STEM programs are focused on issues of student access, retention, and success—particularly for student populations that are traditionally underrepresented and have faced significant barriers to success. For the purpose of discussion, some examples of underrepresented populations may be classified by:

- Gender
- Race/Ethnicity
- Socio-economic
- Geographic
- Disability

- Educational level
- Age
- Learning styles (i.e. visual learners, auditory learners, etc.

1:45 p.m.   **Participants Begin Arriving**

2:00 p.m.   **Session Opens / Introductions**

2:15 p.m.   **Table Discussions**
Participants choose their table (labeled with the Topic title) based on which of the two topics they want to discuss:
- Topic #1: Preparing Technicians with Workplace and Entrepreneurial Skills (Tables are labeled as "Workplace Skills").
- Topic #2: Attracting and Serving Traditionally Underserved and Diverse Student Populations in Preparing them for the Workforce (Tables are labeled as "Diverse Learners").

3:45 p.m.   **Topic #1 and Topic #2 Group Synthesis**

4:25 p.m.   **Topic 1 Report Outs to the Room**

4:40 p.m.   **Topic 2 Report Outs to the Room**

4:55 p.m.   **Summary/Adjourn**

Desired Outputs for Session

Room Facilitator will work with Room Scribe to finalize synthesis on both topics to provide to "Birds of a Feather" organizers within 30 minutes after the 2:00 – 5:00 p.m. session is over. This synthesis will be as follows:

- **Topic 1 Synthesis that includes key findings and recommendations about:**
  - The key issues, concepts, and constraints
  - The most promising strategies and practices
  - Recommended success measures
  Each table will develop their top five for each of the above

- **Topic 2 Synthesis that includes key findings and recommendations about:**
  - The key issues, concepts, and constraints
  - The most promising strategies and practices
  - Recommended success measures
  Each table will develop their top five for each of the above

Time	Task	Important to Note
1:45pm	**Room Facilitators Arrive**	Room Facilitators do their final preparation for the session, including making sure 1) table tents are on every table, 2) participant packets are on the tables, 3) every table has a flip chart, and 4) list of table facilitators assigned to the room is available.
1:50pm	**Room Scribes arrive as close to 1:45pm as possible**	During this time, help orient people toward making a choice about which topic they want to discuss as they arrive in the room.
1:55pm	**Participants Arrive**	
2:00pm	**Introductions**	Room Facilitator introduces session agenda, objectives, and questions. Provide clarity about objective and outcomes for the session - Objective 1: Conduct in-depth focus on two critical topics – entrepreneurial/workforce skills and underrepresented/diverse students - Objective 2: Develop recommendations on promising strategies and success measures for both topics - Outcomes: Recommendations on both topics that will ultimately lead to a published report in 2011 Run people through the agenda for the 3 hour session: - Table discussions (time will vary, with discussions slightly longer for smaller rooms) - Cross-table synthesis for groups focused on the same Topic (smaller rooms won't do this synthesis) - Table or cross-table reports on Topics - Discussion about reports and recommendations - Adjourn Let people know how the tables will work - Discussion moderated by the Table Facilitator - Supported by Table Scribe capturing the discussion on flip chart - Top ideas/recommendations captured on large post its – 5 for each of issues, strategies, measures Final Guidance - This is a 90 minute discussion - Helpful **ground rules** for the discussion - Speak openly and honestly - Listen carefully to what others have to say

		- Treat everyone with respect - Keep comments *brief* and to the point - Stay on task - **Worksheets** for participants to jot down their ideas and track the conversation
2:15pm	**Table Discussions**	Tables should start with quick introductions – name, organization, position. Each table's scribe will keep track of the conversation by either capturing the key ideas generated at the table's flip chart. The table scribe will work with the table facilitator to track the conversation throughout and capture the table's final recommendations, ultimately by writing down, on large post it (8" x 6") notes, the final recommendations of the table. Discussion Questions are as follows: Topic #1 • *Issues: What are the key issues, concepts, and constraints involved in preparing technicians with workplace and entrepreneurial skills?* • *Strategies/Practices: What are the promising strategies, quality practices, and resources being used to optimally prepare technicians with these skills?* • *Success Measures: How do we measure success in preparing technicians with workplace and entrepreneurial skills?* Topic #2 • *Issues: What are the key issues, concepts, and constraints involved in attracting and serving traditionally underserved and diverse student populations?* • *Strategies/Practices: What are the promising strategies, quality practices, and resources being used to meet the needs of underserved populations and diverse learners?* • *Success Measures: How do we measure success in attracting and serving underrepresented and diverse student populations?* Facilitators/scribes ultimately help their table to prioritize: • The key issues (no more than 5), • The most promising strategies (no more than 5) • The most promising measures (no more than 5) NOTE: The smallest room - with 3 tables only – can let their groups meet until 4:05pm or 4:10pm. See page 12 for more details.
3:45pm	**Group Synthesis**	For larger rooms of 4-6 tables, see page 10 for greater detail. For smaller groups see page 12.

4:25pm	Report Outs	For larger rooms of 4-6 tables, see page 11 for greater detail.
		For smaller groups see page 12.
4:55pm	**Summary and Thanks**	Summarize what the room has accomplished during the session
		Thank people for their participation
		Remind them that:
		- an oral summary of the session will be provided at the Friday morning plenary
		- a written summary of the session will also be available at the plenary and emailed to participants after the conference
		- all of the recommendations will be folded into a final, published report in 2011
5:00pm	**Session Adjourns**	
5:05pm	**Finalize Session Summary & Synthesis**	See page 14.
5:35pm	**Bring Jump Drive to Director's Room**	**Either the Room Facilitator or Room Scribe should bring to Director's Room – right across from registration. We will have a table set-up.**

3:45-4:25pm SYNTHESIS Process for <u>MEDIUM</u> and <u>LARGE</u> <u>Size</u> Rooms (4-6 Tables)

At this point, the Room Facilitator will ask *like* table groups (entrepreneurial; underserved) to convene around two different wall "stations" in the room. Both of these walls will have a fairly sizable area on which large sheets of paper will be hung in three panels: 1) key issues; 2) most promising strategies; 3) most promising measures.

From 3:45pm-3:50pm the Room Facilitator will provide instructions for the 40 minute task:
<u>First 5 minutes (3:50pm-3:55pm)</u>
- Table *facilitators* focused on the same Topic will join forces (combining 2-3 tables total) at the wall station for your Topic
- Tables *scribes* (<u>which includes the room scribes</u>) from each of the 2-3 tables should hang their large Post-its on the paper at each of the three panels

<u>Next 20 minutes (3:55pm-4:15pm)</u>
- With the help of the 2-3 table facilitators, the joint group should quickly organize into three different sub-groups at your wall station, with representatives from each table at each of the three panels, and one table facilitator at each panel. <u>Room scribe should serve at one of these panels.</u>
- Table facilitators should distribute themselves across the panels to help the sub groups facilitate a synthesis of the post-it notes, looking for:
    - The common ideas/themes
    - The unique ideas
    <u>Room scribe should support and capture this process at the panel you're stationed at.</u>
- Sub-groups should capture their synthesis on a new flip chart page (or two) that summarize the common and unique ideas

<u>Final 10 minutes – (4:15pm-4:25pm)</u>
- In the final 10 minutes, the two sub-groups should join into one larger group to share their synthesis and figure out any final touches they want to make for what gets presented to the whole room. This should be facilitated by one or two of the table facilitators from this Topic area
- Table facilitators should appoint a spokesperson or spokespersons who will present the overall cross-team report

At 4:25pm, the Room Facilitator will lead the reporting process, asking for reports from each of the two joint Topic groups. For the one room that is only 3 tables, there will be no small group synthesis process. The Room Facilitator will lead the joint report out/synthesis process for this room.

4:25-4:55pm REPORTING Process for <u>MEDIUM</u> and <u>LARGE</u> <u>Size</u> Rooms (4-6 tables)

<u>**Topic One Report**</u>
At 4:25pm, the Room Facilitator will reconvene the whole group and ask the representative(s) from the first Group to report out. **The Room Scribe will transcribe the report on a computer as it is being presented.**

(5 minutes) Oral reports should be no longer than 5 minutes, highlighting the synthesis and summary for each of three discussion questions.

(3 minutes) The Room Facilitator should ask if there are additional comments from the overall reporting team before opening it up to questions, comments, and clarifications from the rest of the room. This should be held to no more than 2-3 minutes

(7 minutes) The Room Facilitator may also want to ask some probing questions about the specifics of the report or if they notice anything that may have been missed or overlooked. This time period should be no longer than 7-8 minutes. **The Room Scribe should make sure he/she has all of the key points from the report.**

<u>**Topic Two Report**</u>
At 4:40pm, the Room Facilitator will ask the representative(s) the second Group to report out. The Room Scribe will continue to play the same role as in 4:25pm.

The same process will be followed: 5 minutes for the main report; 2-3 minutes for additional comments from reporting team members; 7-8 minutes for questions, comments, etc. **The Room Scribe should make sure he/she has all of the key points from the report.**

At 4:55pm, the Room Facilitator will commend the two groups and do any final summarizing of the afternoon's discussions and recommendations, thanks participants, and adjourn.

4:05-4:55pm: The REPORTING & SYNTHESIS Process for SMALLER Rooms (3 Tables or Less)

NOTE:
For the one smaller rooms (with 3 tables), the process will be simpler.

For this room, one topic will have 2 tables focused on it, and the other topic only 1 table.

4:10pm Report Outs
Thus, there will be no intermediate step of tables synthesizing their reports. Each table can prepare its own separate report to present out.

To start the report outs, the two tables that focused on the same topic should go first.

Each of these tables should provide an oral report (no longer than 5 minutes). After the second oral report, THEN the Room Facilitator should facilitate an open discussion in which participants can ask questions or make comments. (10 minutes total for these two reports) **The Room Scribe** will transcribe the report on a computer as it is being presented.

The Room Facilitator should feel free to ask his/her own questions and to help thread the conversation that the group is having about the reports from the first two tables. By the end of these ten minutes, the Room Facilitator should have identified, with participants, a clear sense of where the commonalities and distinctiveness is between the two reports. This discussion can take as much as ten minutes or so. (10 minutes)

Then, the third table will provide their oral report (3-5 minutes). And then the Room Facilitator will facilitate a discussion of up to 10 minutes looking for comments, clarifications, and insight into this report. (15 minutes total) **The Room Scribe should make sure he/she has all of the key points from the report.**

Final Summary – for Room of 3 Tables
The Room Facilitator will then engage the whole room in a brief discussion about the overall recommendations and findings to see if there are any final insights or issues participants would like to address. This could take anywhere from 5-15 minutes, so the session could be over by 4:45-4:55pm.

POST-Session Responsibilities

The Room Facilitator will work with his assigned Room Scribe to finalize an electronic report to submit in the 30 minutes after the session concludes.

Each Room Scribe will have a laptop they will be working on throughout the session and will be capturing, electronically, the summary report outs during the session. Afterward, you should both review what was captured and edit and refine it accordingly before submitting your report at the Director's Room, across from conference registration. Cross-check with the work at the walls, individual post-it notes, and specific flip charts as needed.

Ultimately, the reports should be a summary of the top ideas or recommendations for each of the two Topics in 3 areas:

- Key issues/concepts/constraints
- Most promising practices/strategies
- Important measures of success

ROOM SCRIBE TEMPLATES

Topic #1: Preparing Technicians with Workplace and Entrepreneurial Skills

Question	Discussion & Recommendations
1. What are the key issues, concepts, and constraints involved in preparing technicians with workplace and entrepreneurial skills?	FINAL RECOMMENDATIONS – TOP 5
	OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT
2. What are the promising strategies, quality practices, and resources being used to optimally prepare technicians with these skills?	FINAL RECOMMENDATIONS – TOP 5
	OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT

3. How do we measure success in preparing technicians with workplace and entrepreneurial skills?	<u>FINAL RECOMMENDATIONS – TOP 5</u>
	<u>OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT</u>

Topic #2: Attracting and Serving Traditionally Underserved and Diverse Student Populations in Preparing them for the Workforce

Question	Discussion & Recommendations
1. What are the key issues, concepts, and constraints involved in attracting and serving traditionally underrepresented and diverse student populations in preparing them for the workforce?	FINAL RECOMMENDATIONS – TOP 5
	OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT
2. What are the promising strategies, quality practices, and resources being used to meet the needs of underrepresented and diverse student populations in preparing them for the workforce?	FINAL RECOMMENDATIONS – TOP 5
	OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT

3. How do we measure success in attracting and serving underrepresented and diverse student populations in preparing them for the workforce?	FINAL RECOMMENDATIONS – TOP 5
	OTHER IMPORTANT INFORMATION SHARED DURING REPORT OUT