Sustainability, Making and Keeping Connections
Group 1: Within your department or institution

15 people in attendance
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Why are you at this break-out group? Key answers:
- Our project is department based
- We want to sustain the project
- We want an on-going commitment to any changes, a sort of cultural change
- Our course is a living thing - we want to see it live on

What are the key things you hope to sustain after the grant ends?
1. Pedagogical techniques (e.g. PBL), particularly how to get new faculty trained into it
2. Working with industry
3. Working in principles – e.g. A first course for science and NOT just programming
4. In some cases, no new course, but a different way of teaching, a sort of culture change
5. Political - teaching outside of CS -- how to justify teaching outside when it is a resource issue?
6. Getting other faculty buy in – personal relations are good, but how to sustain after the grant ends?
7. How to prep new faculty? Money is an incentive, but how to go after that?

Techniques for sustainability:
1. If there is enough material that is all organized then others will use it
2. Course mentor approach (the resource is preferential course assignment and/or service credit) which does not always work
3. Using metrics/rubrics that show improvements - problem is the low N for experimental courses

On the issue of buy in:
1. You are giving faculty yet another thing to do. Why should they do it?
2. Find a lot of people or several key people in the department and convince them it was their idea
3. Produce resources to lower the burden on faculty
4. It may be possible to use student input to faculty judging, but it is hard to sell to students
5. Use exit interviews for graduating seniors (to access)
6. Top down approach to buy in: Get the department chair to buy in

DO
1. Get Chair in
2. Encourage dialog in targeted groups
3. Objective assessment
4. Be collegial, understand language of others
5. Be ready to map other disciplines to CT or whatever else
6. Meet in the offices of others

   7. Ask faculty about their needs
   8. Involve others early (from Higher Ed)

DON'T
   1. Take the issue first to a departmental meeting
   2. Whine
   3. Make yourself king of the story or be righteous about computer science, computational thinking, etc.

YOU NEED TO BE CLEAR what kind of project we are talking about. Sustainability may be different in different types of projects. Inside a department it might be easier because we have more control. In courses outside our departments it's more about value added being clear.

Another case: PBL for students outside. How to sustain?

How do we measure success?
   1. Students that take a course, then take another CS course
   2. Change in faculty behavior - more entrenched faculty changing
   3. Getting people on fence to change is a target – Take the burden of extra work off as much as possible, then show better fun/outcomes

Major motivation has to be peers

CULTURAL CHANGE resources:
- Public Policy and Organizational Management
- Cultural Anthropology
- Higher Ed

NSF/CPATH help:
- NSF could fund a "course mentor" for some number of years – budget would not be large, since graduate students could be used
- Proposals that allow for tracking of long-term effects
- Project Kaleidoscope
- DEPT OF ED MONEY - CPATH coordination take lead in DoED connections. Bundle for DoED.