

Business & Industry Leadership Team (BILT) Basics

April 13, 2018

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Introduction

Ann Beheler – My name is Ann Beheler and I’m sitting here with Christina Titus who helps on a lot of the work for the CTC, and she is going to be managing the question box as well during this event. You’re going to be on listen only mode the first part of the presentation, but I would like for all of you to type in in the question box your name and your email address. We did not require registration for this, but we want to make sure that if you’re actually on this call at least you get the link to the recording so that you can use that as a resource on a go forward basis. The Business and Industry Leadership Team concept is a process by which the employers in your area actually co-lead your work. It is not an advisory council and it has basically taken off. We’ve been doing it since a long time ago, 2003 probably or maybe even before that. But it has taken off and become very, very popular nationally at this point. The program officers like it so they’re promoting it among some of the people that have a good idea for a grant, submit a proposal, but maybe don’t have high business engagement. And just in general, it’s becoming very, very important. It starts with the basic premise that when employers co-lead your work they’re going to be more interested in hiring your graduates, and I’ll go through this. I will give you context, etcetera. And at the end we have time for questions. And I hope you will be sending your questions in through the chat box, and then, we can also open it up and let them ask them, can’t we, Christina?

Christina Titus - Yes.

Ann Beheler –Yeah, we can open up and let you ask them in real time as well. All right, without further ado. Okay, doesn’t want to move forward.

Education/Business Mismatch

Ann Beheler – There’s a big mismatch here. Ninety-six percent of us think that we do a great job of meeting the needs of the workforce, 11 percent of businesses do. Here’s another one, 72, 42 that’s maybe not quite as different, but it’s still not good.

Major Goal for All College Programs

Ann Beheler – But I think we can all agree that the major goal for all college programs is for students who complete our degrees, certificate and degrees, for them to be well qualified and ready for employment or transfer, and that the employers are very, highly engaged and want to hire our students. In fact, perhaps,

picking our students above other avenues for finding job ready candidates for their position. Implementing the Business Industry and Leadership model helps to meet both those goals and it's actually proven effective. We have data, data, data, lots and lots of evidence to prove it works.

Agenda for this Webinar

Ann Beheler – Our agenda for this webinar, I'm going to set the context for why we did the BILT, and I'm going to highlight the benefits from the students, faculty and the actual BILT members. I've also been asked over time to highlight the absolute essentials of a BILT. We have a lot of processes that we do, but there are three or four that are just absolutely essential, and you cannot call your business advisory council a BILT just because you call it a BILT. You have to do at least the absolute essentials for a Business and Industry Leadership Team. We will also identify who you should have on your BILT, may not be the people you have now. How do you recruit and retain those members. We will talk about how to do the analysis of the Knowledge, Skills and Abilities that the employers want to see in your graduates twelve to thirty-six months in the future. We will introduce how the faculty can use the prioritized KSAs that the employers provide to determine curriculum. We will clarify difference between the BILT and BAC in the words of our current BILT chair, and then we will have Q&A. So we have a full schedule, but I think we can do it in the next hour.

Origins of the Business and Industry Leadership Team Model

Ann Beheler - Origins of the BILT, I happen to be hired as dean of Collin College to grow IT enrollment and Engineering Technology enrollment just after 9/11 in 2001. Well, we were coming off the late 90s, where we would never ever, ever be able to produce enough IT graduates to fill all of the needs nationwide. I remember, the number was something like 1.2 million jobs in IT were going unfilled, because there weren't enough qualified candidates for those jobs. However, just as we revved up, then we had the Dot-Com bust. Where the Dot-Com industries that were in fact providing a lot of the impetus for needing more IT workers basically fail apart and 70 to 100 thousand workers in the North Texas region alone were laid off in these industries similar to the nation. There were some places in the nation that didn't get hit quite as hard, but in our area it was significant as it was in many other parts of the country. So enrollment declined and continued to decline precipitously, I don't have the numbers in front of me right now, but as I recall, we lost something like 80 percent of our students. And it was really a big dilemma – how are we going to grow enrollment. Well I've been in IT for a very long time, when it goes down, it comes back up, but it comes back up differently. And while it's really down, it's pretty difficult to grow enrollments.

My Choices as Dean

Ann Beheler - My choices as dean was to give up and wait it out; downsize the program and illuminate about half the faculty associated with them and that was one suggested that was actually given to me. The other one is to keep trying to recruit students as usual, go talk to the businesses, keep pushing, pushing, pushing. I

did not do that because frankly it wouldn't have worked. I don't think when you're trying to lay people off at a company that it's ever on your mind to think about training in fact that's one of the budget items that gets cut first. I've been in Corporate America where I had to lay people off and I guarantee you, I wasn't thinking about training anybody who was left behind, and I really wasn't thinking to far beyond the next quarter. What we decided to do was plan for the future with very, very strong employer involvement.

Other Contributing Factors

And what we did was we built on a small National Science Foundation project the college had and a good reputation with the program officers; and the fact that at least half of the community and technical colleges in the nation were facing very similar issues. And again as I said, when IT goes down, it does come back, but it comes back differently. And in education, usually, we have to scramble. I don't know about your college, but in general it's a good 12 months before you can put a new credit certificate in if not longer, and the IT businesses have always wanted us to be faster than that at reacting to their needs.

Our Opportunity – NSF Regional Center

Ann Beheler - So our opportunity was to submit a regional center through the NSF ATE (National Science Foundation Advance Technology Education) ATE program that would begin to predict the technical skills that would be needed when IT came back and we worked with colleges regional and eventually nationally to address that. Everything we've done have been very strongly built on employer input, employer guidance, it's really a little bit stronger than input. We want them to predict the technical skills that are going to be required 12 to 36 months in the future. I'd love it if we could ask for five years, but they can't see that far, almost no one can. And we created the curriculum at that time to meet those needs. I manage to not lay off any of my faculty at that time, which was pretty exciting, and many of them were helping to make the curriculum and we did some creative things about having Continuing Ed classes meet with our credit classes, we did lots of things to get by.

Our Approach in the Beginning

Ann Beheler - The approach in the beginning was to call the Dallas County District, the Tarrant County District to come to work or to work with us at Collin and to also work with UNT, which is a major university in the area. We discuss our common needs, our common issues, our common problems, and we also did a call to action with a dozen business leaders, phone calls asking for help not money. It was nice that we weren't asking for money, because they were laying people off and they really didn't want to do that. They didn't want to give us money, and we didn't ask. We had several focus groups discussing their willingness and commitment to design the future even when they were dealing with pretty dire situations. We also talked to the program officer, and we understood that a business advisor council in their eyes typically is viewed as a "rubber stamp" group that it is not built as a leadership group even if it's leading because their pretty familiar – most of the people at NSF

that are program officers have been faculty and know that the Business Advisory Council very often, they show up; they have a dinner; they look at whatever we've put together, and we ask them to sign off and say that's good. Now, it's not quite that cut and dry, but it's not necessarily in a situation where we get the business and industry leading the work. This approach was based on my former work with previous colleges and also working as a director at several major corporations, Novel, Raytheon, among others. So we ended up, based on really strong business leadership we proposed the regional center that was funded in 2004. And we've been using the process for the BILT since that time, we've refined it greatly, but we've had the business leadership all the way, along the way since 2004. And we're now funded for another five years at this point.

Our Results as an Example

Ann Beheler - Currently, our results – this is an example, this isn't what I would suggest every single college should look for as results – but our goal was to revise education regionally in IT. We now work with 64 colleges nationally, and I say plus because we're adding more as we go. And those colleges use what we do on a national level, and then have their own local or regional Business and Industry Leadership Team leading their program. We do require our colleges to have active business engagement and use our KSA process or at least something that is very intense to insure that you're really getting leadership from the businesses not just advice. All the work we do depends on foundational knowledge from the businesses period. So you really shouldn't really still call it a business advisory council, although, I know many colleges have to because that's what their state requires. It really is something far more than that because the employers co-lead the work.

BILT Benefits Students

Ann Beheler - Benefits to students! Well our students are sought after by the BILT members because they own the courses, certificates, and degrees, and oh, by-the-way, we bring a few students to meetings from time to time and have them talk about what they're doing, what their goals are. I have to tell you, I don't believe we've brought a student to a BILT meeting or to any other national, local meeting where we have people across the nation. I don't think we've brought a student without that student getting a nice job offer maybe not immediately but eventually. Our students are first considered for opportunities like internships before they graduate. They also provide some limited mentoring for the students directly and that is pretty important. I know some people are in love with an IT career, and they don't really know what an IT career is. So sometimes our business people will invite a student over to their place of work and let them job shadow for a while or they'll talk to them about the positions that are typical for entry-level employees, etcetera. And then, also, our BILT members participate very actively in our workshops, our Working Connections, our training in the summer and our capstone classes. They are the roughest jury you'll ever have to present your capstone to. But you know what? Those students that really benefit from hearing what the business people think of their capstone presentation. And again, the students that participate in that

manner, I don't know any of them that haven't found a really good job. They also help in job fairs; they provide speakers for classes, etcetera.

BILT Benefits Faculty

Ann Beheler -The BILT also benefits the faculty. Sometimes I find that faculty a little bit alarmed about the concept of having the business people co-lead your work. It's not a problem really because faculty are still in charge of curriculum. It's just getting the assistance from the BILT members having them flat out tell you what you need to include in your curriculum pretty well guarantees that your students are going to be better prepared for the workforce once they get through your certificates and degrees. Guest speakers they help as guest speakers; they also help with recruitment events. If you're trying to recruit people into an IT program and IT includes cybersecurity too. If you're trying to recruit students to go into this sort of program there's two things that the employers participating on the recruitment event will be a stronger ask or a stronger presence than if we ask ourselves, well it is and that works well. They also can alert us of future needs in the workplace in time for us to maybe adjust our curriculum. I know our BILT started talking about software defining networks probably three and a half, four years ago. Well, they're real now, they weren't real then, but it was nice to know that it was on the horizon. Also, the BILT members provide free or reduced-cost professional development for faculty. Two out of the six tracks this summer at Working Connection are totally paid for except for lunches and the travel reimbursements that we provide to some of the people coming to for our training. The instructor is paid for; the instructor's travel is paid for; and the materials that are used are paid for by the BILT members. And sometimes our faculty is able to have an externship with the BILT member. I know that when I was faculty I was spending so much time teaching and it was very, very hard to keep up with what was going on in the actual changes in the industry itself and the workplace. So it was nice to be able to work with the business members to go see what was going on and understand it a little bit better.

BILT Members Benefit

Ann Beheler - The BILT members benefit too. They are able to strengthen their pipeline of job ready candidates. They also develop professional relationships with one another, and they really like each other and help each other in their own professional careers. Give them a chance to give back and because of the process, the way it's structured and the fact that we always give them feedback on what we can and we can't do of what they want us to do then they know their time is valued. I think that is extremely important when you start talking about having long-term retention of business and industry members.

Bare-bones, Essential Elements of Business Engagement Without Regard for Exact BILT Process

Ann Beheler - Bare-bones, essentials – you absolutely have to have businesses co-lead your program. If you really want them engaged, that's the only way to do it. Advice just doesn't do it. You absolutely have to have them prioritize the Knowledge, Skills and Abilities; they want graduates to have 12 to 36 months in the future. And

you're not going to accomplish that with just a focus group, it going to have to be some structured process. The process we use actually originating in the U.S. Air Force, it's been refined a number of times since then so it doesn't exactly look like that. But it actually does take into account the specific items, both content wise and behavior wise, that the employers want our graduates to have. And then, also along with this, we have to know whether they're hiring or not. It would be very, very sad to have a wonderful set of curriculums and recruit a lot of people to go through it, when at the end of the tunnel you might find out that there's not enough jobs around for even your graduates, that would be bad. And then they need to predict trends so we can get ahead of things. Faculty absolute need to cross reference the KSAs to existing curriculums to identify gaps. Update the curriculum to address the KSAs the employers want. Or if you can't, provide feedback to the businesses of why you can't. Maybe it's something about equipment; maybe you don't have enough equipment. Well, we've had some of our employers allow us to go shopping in their warehouse for the equipment that is just one rev out of date and usually that works pretty well and can help. Often too sometimes we find that the challenge is finding enough adjuncts to teach some of these courses, very often the BILT member will provide an adjunct. It's a dialogue; it's a relationship; it's a figuring out what's in it for them and what's in it for you and satisfying both of those. The process works for any technical program and any size college in any location. I will say that I used it when I was dean at Orange Coast College. We used it for the sailing program, s-a-i-l-i-n-g. Out there that's one of the few places in the world that some of the rich and famous can donate their very, very expensive yachts to the college. I'm sure they receive some sort of write up for it. But the college actually used those yachts true train the people that would then run the yachts. The skipper, they had names for the various titles. I can't tell you all the names at this point, but we used it for that. I've used it for engineering technology, architecture, CAD, instrumentation, all sorts of different things. It works. And it doesn't matter what size college it is, we happen to be a larger college, but I've worked with a lot of rural colleges lately.

Take a Moment to Consider Your Current Business Advisory Team

Ann Beheler - So, take just a moment. These are rhetorical questions for you to think about - How engaged are your employers? And I'm also going to ask for your program, how many people come to your business advisory council? And, how long has been since you had someone new on the team? We try to have someone new every quarter, and we do meet quarterly, we don't meet face-to-face quarterly. I'll explain that in a minute. But we do meet quarterly and we try to have someone new every quarter because new blood means new ideas and keeps the excitement going. Do you ask your employers to co-lead your program and if not, why not? Do you have them prioritize Knowledge, Skills and Abilities for workforce graduates into the future? And if you do, what process do you need? Do you have them predict labor market demand? A lot of us are using MC EMSI and burning glass and that's great, but mostly what they're doing is predicting demand now. They're doing a little bit of predictive forecasting, but not a whole lot. And are your businesses working with you to predict trends so that you can get a jump on any changes that might be coming down the pipe in the future. Then do your faculty cross-reference

with what the businesses want in terms of KSAs to existing curriculum and update that curriculum as needed? And do you close the loop and provide feedback to the businesses regarding implementation? And even if you're doing all of these things, can you do these better? I would expect, you had to answer yes and no to some of these alone the way. In my opinion, there's always an opportunity for improvement in fact we were just working with a subset of our National BILT because we're going to change the actual content of the KSAs that we use with the businesses this next time we meet.

Essential Element – BILT Co-Leadership

Ann Beheler - Co-Leadership, again, why do we do that? If they co-lead they're going to like to hire our students. And employers will assume that role if their time is respected. If in fact you have them come for a meeting maybe say it's two hours and you keep them there for four that's not so good because their time is extremely valuable too. Do you keep them there for two hours and waste their time? Do you really only want them to "rubber stamp" what you're proposing to them or are you actually trying to work with them to find out what they want? Do you have a method for seriously considering their input? And do they consistently receive feedback on their recommendations. Some people say, "Well if I just don't answer some of things they want me to do, it's okay, they'll forget about it." No, they won't. It will erode confidence and their trust of your program if you don't provide honest upfront feedback about what you can and can't do.

Recommended BILT Meetings

Ann Beheler - Our recommendation is that there be four meetings a year. I know that CTE based program probably have to have one or two depending on the state. Only one of these meetings is face-to-face. I have here it's two to six hours, I really think it's more like four to six hours. Our group likes to stay all day now. But that face-to-face meeting goes through and uses the U.S. Air Force process that we're going to talk about in a little bit to consider in detail what kinds of things they want our students to know. We start with a pro forma list of Knowledge, Skills and Abilities, and we allow them to delete items, add items, and change items as we go. And then, the three other meetings a year are usually web meetings in fact they're almost always web meetings and they are an hour to an hour and a half long. Over half of the time we have is spent on industry trends. Now, I have to admit, I have particular people that I ask to make sure they can talk about trends, but once the trends discussion gets going you'll probably find that they will roll with it and others will jump in as well. I also ask them for an informal forecast of employee needs, do they see the industry loosening up. In the Dallas area at least we have unemployment in IT something like one point two percent. Well that in effect means no open jobs because there's going to be some amount of mismatch between who's out there to be employed and the jobs that are opened. We also provide feedback, the feedback from the faculty of what they did with the KSA analysis then anything else we're working on in our program. In our case it's the national grant, in your case if you were at a college it would be your own program. It's also an open forum for faculty to ask for advice or guidance. You don't have to wait until once or twice a

year. And we also discuss opportunities for other things they can do to help us maybe something for professional development; maybe we're having an employer panel. We do a lot of webinars these days; we're for example going to do a conference in downtown Dallas at the AACCC Conference where we have a former student, our BILT chair, a program officer for NSF and me talking about how the engagement works with a highly engaged employer. We've done similar things like that for webinars as well. The estimate for the initial "ask" for their time is no more than 10 hours a year. Other opportunities can take more time, but they do that on a volunteer basis. Once they get involved and realize that what you're doing is something that's very valuable to the community.

Why Hold More Than Two Meetings Annually?

Ann Beheler - Why more than two meetings a year? If you see someone twice a year, how good a friend is that person? How strong is your relationship? I think twice a year is almost out of sight, out of mind. We run such very fast lives. I do not see a day go by that's not just crazy busy for them and for us. If we only see them twice a year or even once a year, I would say it's a nice relationship, but it's not a deep relationship. And I want a deep relationship with these businesses. I have several on our team that we can call up and if they're not able to talk immediately, they will call us back same day. They take the relationship with us very, very seriously and so will your BILT members if you adopt this model.

Which Disciplines Can Use the BILT Model

Ann Beheler - Again, we talk about what disciplines can use the BILT model. It's been implemented all over the place. Applies to any AAS degree, but you can actually use for an academic program. But if you use it for an academic program you really need to think about the members including universities in addition to business representatives. I think it is important for business representatives to be in on it if you have an academic program as well because ultimately at the end of four years aren't we expecting those people to go into industry; aren't we expecting them to get a job with the exception of the people that are going to become Ph.D. professors or researchers some where, even they're going to end up working some place. So it's really important to have the business people involved.

Who should be on the BILT?

Ann Beheler - Who should be on your BILT? The right people, high-level technical executives. Why do I want them there? I want them there because they're the ones that are probably going to be responsible for strategies for their business to keep their business in business. Very important that those people be technical, they need to know what KSAs are going to be important for a graduate in the future. First of all, your hiring manager that kind of goes without saying, current technician, these people are grounding on what is, what are they actually doing in these jobs. And HR representatives are good, but don't have it be all HR representatives, and they should not be the only rep for the entire company. Why? HR reps get their information second hand from the hiring manager. It's nice to have the HR manager there. We had a meeting with a person from HR from a large corporation to talk to

us about how they actually reviewed the huge number of applications they get for every position. It was a very interesting situation to share with our group nationally. However, she did not try to talk about specific content. At the BILT meeting, itself, the faculty are ex-officio members, they listen actively and ask questions, they do not take over, this includes the adjunct. Now adjuncts are working in industry, right? So why would I actually say have the adjuncts actually listen and ask questions? Well, it could be perceived by one or more that if the adjunct expresses an opinion that strongly supports what he or she likes to teach, and then there might be a bit of a conflict of interest. So we just keep it clean, and the business people are the business people and the faculty are the faculty. Again, faculty are still in control of the curriculum it has nothing to do with giving up any kind of power, it's a matter of respect for the business people to ensure that you get what they want to hire.

How to Invite Members of a BILT

Ann Beheler - How do you invite people? Well, talk with the existing Advisory members to determine their interest in more intense engagement. I do not fire anyone. If we're going in to work with a college to upgrade their team one way of doing it is to go ahead and have a regular advisory meeting and talk about the switch to more engagement, and just say we're going to do it and let everybody come along, then those that don't want to do it will self eliminate. You can also create a target list of employers and people that you may want to have on an active BILT. Don't assume that companies are in accessible just because you don't know how to get to them. When I was putting together the group in 2000, 1, 2 timeframe, I actually talked to the highest-level person for some companies in our DFW area. Usually, I didn't get to talk to them; I talked to their assistant. But I told them what I wanted in terms of the people on the previous slide and that person usually told me exactly who to talk to and that worked out fine too. Helps to talk to your administration about people they may know in the community that would be very actively involved in something like this. You can get help from chambers, economic development corporations, word of mouth, etcetera. But the "WIIFM" principle has to apply, "What's In It For Me." People will volunteer for a short period, but we have people on our BILT team that have been on the team since 2004, and I will allege that 14 years of four meetings a year does not happen unless they're getting something out of it other than just philanthropy. We also send printed letters; we have some templates available. If you're trying to add new people to your group phone calls or printed letters do best. I would follow-up with phone calls even on the printed letters, but I would never use emails to try to get a new person. After you have the group established, it's okay, they know who you are they'll open your emails. But big business people get hundreds of emails a day and you'll get lost in the madding throngs so to speak.

Creating the Proforma List of KSAs

Ann Beheler - Then, creating the pro forma List of KSAs, how do you do that? Don't assume you know what they want, ask. Then the pro forma list is a starting point discussion more than 75 to 100 items should be on it, maybe less. The employers can add, subtract, modify, and it's largely a knowledge area list, there's a few skills

called out directly. When we started, we actually had 450 items on our list and it took two days to get through it that's not so good because the right people can't give you two days or three days if you're thinking about doing a DACUM that just doesn't work. Largely mostly knowledge areas some skills, the abilities for the most part end up being behaviors. I know that many of our employers find that the people they hire from our colleges are technically competent, but they're not the kind of people that show up on time or necessarily are fully engaged for the entire day. And then, I know in some industry they have a real problem because they have to pass the drug test, and they don't pass the drug test. So the abilities we talked about are probably employability skills and that sort of thing as much as any thing else.

Methods For Creating Initial KSA List

Ann Beheler - How do you create that KSA list, it can come from lots of sources look at programs similar to yours start with their student learning outcome, or start with your own student learning outcome. Identify national standards where they exist, although they don't exist for IT right now at least not broadly for all IT areas. And you can also involve a small number of employers and just have a brain storming session. I'll also refer you to the Bureau of Labor Statistics, O-Net, they have knowledge, skills and abilities for several job titles. Their predictions on employment in terms of labor market data are a little bit out of date – well, I think it's about eight months in a rear, but they have a pretty good list of knowledge, skills and abilities to work with. Once you get the list, drop the no more than 50 or 75, no more than a 100 max into the KSA spreadsheet and that actually calculates the employer's input once we get into the face-to-face meetings. Be sure to leave blank rows for addition, because the employers may want to add additional knowledge, skills and abilities as we go through.

Skills Validation Mechanics

Ann Beheler -The mechanics – we use the job skills spreadsheet and the employers rank the skills from one to four, each one individually. Four is the most important, one's the least. The facilitator has to be very careful to remind the business people to focus on entry-level employees. You know the community colleges are in a lot of cases all things to all people because we're providing retraining in complex VMWare while we're also providing A+. We're providing all sorts of things for the workforce. So for the purposes of the job skills analysis, we have to focus on one level of employing and we focus on the entry level. And again, consensus isn't the goal; the voting is important but the discussion around each item is just as important. The recorder enters the votes into the prioritization spreadsheet. The discussion is documented by the minutes that are taken by someone else, and all of the information is being used by faculty to identify what they're already including and where the gaps are.

Validation Ranking Considerations

Ann Beheler -The rating actually considers importance, level proficiency, time spent and difficulty. It's highly weighted towards importance so rather than ranking each item four times now, we just have people to think about this. The ideal is if

something is very, very difficult, and the individual in an entry-level position is going to spend ten minutes on it every year and they have to be a guru at it then maybe that's not something we want to train for at the community college or technical college. Again, discussion is extremely important. It's important to actually promote that so that the ones that are in the room that are not very extroverted are called out. Sometimes, I will go stand by someone, maybe someone by the name of Jim has not spoken, and I will go over say, "Jim, what do you think about this?" Very often that's all it takes to get Jim to comment.

Validation Process

Ann Beheler - Then after the validation process is over, we call it "validation" because we start with a pro forma list by the way. The items with an average of 3.0 or above are usually included. Sometimes the group is kind of negative and you have to go down a little bit lower than that maybe 2.75, but once you know that then the faculty "map" the skills and knowledge areas to existing courses, identifying gaps and coming up with curriculum strategies. And the very important thing is that the results and follow up are reported back to the BILT.

Originally Ranked Individual Skills

Ann Beheler - Here's a spreadsheet, we had some knowledge domains up here. You can see that Unix, Linux, Windows knowledge domains were considered important. At this point and time, I don't remember the date of this particular ranking, I don't know, but we had Mac OS, Android and Apple IOS. Those were not felt like they should be a part of our network administration curriculum at the time. But you notice on Android and Apple IOS, they did have a comment from the BILT, and they had a lot more comments than that, but the summary of the comment was that it was "Gaining Importance." So that's something that we want to look at and consider, we did not include in curriculum at the time. OS maintenance, various pieces of that you're going to see that many of these things go along with a typical operating system course, and you're going to see that the ranking of items came in pretty close. We have sense moved to ranking the operating systems maintenance, all of these things more or less together because they were rank so similarly in the first place. However, I have to say our group wants to become a little more granular this year so we're going to probably break it out more of what you're seeing here.

Handling of Certification-Aligned Courses

Ann Beheler -Then certification, in IT we have certification obviously, and if we're teaching toward a certification that certification embodies a set of knowledge. We worked with the BILT team in this particular year to see what they thought about the various certifications and this is just an excerpt of a few of them. The thing that was very interesting was in fact that A+, they didn't really value the certification any more; they wanted concepts. They're actually kind of thinking that individuals ought to know A+ almost when they get to college. I don't want to get into a deep discussion on that. You can see they said, "Hmm, we don't value that particular certification any more," but they did value the other ones. Last year when we met, I think they were down to about five that they really valued. When the certifications

first came out in the late 80s early 90s, early 2000s, someone could go out and say, "I'm a networking guru" by basically hanging their shingle out. And the purpose of the certification in the first place was to insure that a person had some level of knowledge. Now we can argue all day long about paper certification versus courses versus labs. I think it's a combination; it's a combination that certification plus having finish a course at a reputable college, plus having had hands-on experience, all those go together to make the person highly employable.

Faculty Map to Classes to Identify Gaps

Ann Beheler - Then once everything is ranked, faculty take the courses, and you will notice basically the same thing I showed you before that I collapse the one, two, three, four because basically on the one before we had how many people voted one; how many people voted two; how many people voted three; how many people voted four and we collapsed that because we didn't really want that when we were doing the cross references (refs). When we do the cross refs the courses are up at the top, there's a column for each course. And for each item that was ranked 3.0 or above, we needed to figure out whether there was an existing course that covered that material. We did not get too granular with this, it was "E" for exposure in a course and "T" for thorough. Once we finished marking each of the courses against the required knowledge, skills and abilities, we needed to look back and find the gaps. As you can see there's three gaps listed there at the time. And then, also, too if there's only an exposure across all of the courses that we teach within a degree or certificate if it's only exposure, we need to take that back to the BILT and make sure they're okay with only exposure because if they're not we need to basically modify our courses and be more thorough. And again, we provide this sort of information out to the 64 colleges nationally for them to use and they take it from there because again, there are some regional variations depending on where you live. VmWare may not be popular for example at a rural college; however, Security+ may be very popular because there are a lot of DoD jobs in the area perhaps they're by an Air Force base or an Army post. Security+ is pretty well required to be able to work in IT for a DoD job.

Important Features of KSA Analysis

Ann Beheler - Important features – face-to-face is a must. Do not try to do this ranking by email prior to the meeting because the discussion is every bit as important if not more important than the ranking. Need to have full engagement by the employers if you got employers who are quiet call them out. If you got employers who are really too loud and dominating the conference, the facilitator has to control that very politely. They should recognize that you can't train for their specific needs. They have to go up to at least a 5,000 foot level, maybe 10,000 foot level to get a common dominator of knowledge, skills and abilities that make the graduate best ready to be employed.

Everyone Has a Role

Ann Beheler - Everyone has a role. The industry people are the subject matter experts. The faculty subject matter experts come and are active listeners and do the

cross refs. The facilitator has to be very carefully responsible for the effectiveness of the meeting making sure no one dominates, making sure quiet people are heard, etcetera. The recorder records the rankings and sometimes the discussion. The note takers need to take the minutes, we've tried to have the same person record and take notes and it just doesn't work real well.

Providing Feedback to Employers

Ann Beheler - Feed back to the employers – email the minutes of the meeting to the KSA meeting to them within two weeks of the meeting if you can or soon. Don't wait and send it to them six months later. Schedule the next meeting either face-to-face or online, but we prefer online except for the one face-to-face, we often times schedule that next meeting during the face-to-face meeting or during the online meeting for the next online that way the people on the call can block their calendar at the time. Show the employers the cross reference; explain how you plan to change courses, degrees, and certificates. Explain for each certificate and degree, I'm going to change what I have here, I'm saying for each course. I don't necessarily want to keep it from them, but I find it goes better if I explain a given certificate and what courses that are in it and all of the KSAs that are covered. It's easier for them to see rather than going course by course because they really care about the outcome, what are the KSAs that student can do and know. They don't necessarily care about which ones are covered by each course. And then, how does the certificate stack in to the overall scheme of things. It's very important at the bottom, if they want changes you can't make then discuss why. Do not ignore them, and see if they can help move whatever barriers you have.

BILT Approach Benefits

Ann Beheler - This approach benefits students, faculty and BILT members.

Truly More Than an Advisory Council

Ann Beheler - More than an advisory council – they really co-lead. You need to change their names to something with leadership in it if you can. On the left is Matt Glover, who is our current BILT chair on the right is Glen Wintrich, he was actually retiring as our BILT chair. He was chair for about ten years, but he, then, was working for Dell and was out of the country for three weeks out of four so he had to give up being the BILT chair. We've had extremely good involvement over time from very, very influential and people who are in the know and know where the industry is going.

View From a BILT Leader

Ann Beheler - From Matt's view this is how he put it, he's got two slides here.

The BILT from the Chairman

Ann Beheler - From the BILT Chairman the differentiators between a business advisory council and a BILT; industry advised versus industry led. Suggested KSA versus required KSA. Well, they're not really, totally, 100 percent required, but they're strongly expected that you would try very hard to include the KSA that the

BILT wants. We also had the curriculum recognized by the BILT, and the BILT has “skin-in-the-game” opportunity to reduce their job cost, their own job training cost. And of course they’re also giving back in a multi-generational life changing way. If you help someone go from a low-wage job to a higher-wage IT job, you’re not just affecting them; you’re affecting their children and their children’s children into the future. You look over on the left hand side at the bottom – if the businesses make very strong recommendations to your program and you ignore it that erodes their commitment and willingness to come back.

Serving On BILT – Driving Value

Ann Beheler - The BILT drives value – turns students from students to employees. The professor gains because I believe all instructors want their students to have the very best training they possibly can, training engagement, education, you can call it whatever you want. We all want them to have the right skills for getting a really, really good job and the business leader wants those entry-level employees to be able to be immediately productive and they have a way to encourage eager talent and it’s good results on all levels.

BILT Members May Help in Other Ways

Ann Beheler - BILT members help in a lot of other ways. I think I’ve mentioned several of these as we go along. They can be guest speakers in a class; guest speakers at a conference; guest speakers at a meeting; co-authoring papers; evaluating capstones; they participate in panels at conferences; and they hire graduates. That’s probably the biggest thing we do that’s very, very important and of course more.

Questions?

Ann Beheler - So now we’re at the questions, it’s your turn. What do we have Christina?

Christina Titus – Yes, you have several.

Ann Beheler – Okay, go for it!

Christina Titus – One of the first questions that came in is “Can we use this with information from this webinar in proposals particularly like the benefits?” So is this important for writing a proposal for a grant?

Ann Beheler – Well, I’m bias. I think it’s extremely important for you to begin implementing a true Business and Industry Leadership Team prior to submitting a proposal. The program officers are pretty savvy; you can’t just call it a BILT when it isn’t. So yes, I think you not only can use it in the proposal – I know that one group that I worked with last year, I heard from a program officer that the thing that kicked their proposal over the edge and caused it to be funded was the fact that they had already begun their process working with a truly engaged business, industry and leadership team. The ATE program especially focuses on technician education

and focuses on the workforce. And this model works, I'm not saying it's the only one that works, but this model works.

Christina Titus – Okay. The next question – what kind of feedback do you commonly see colleges provide to businesses?

Ann Beheler – It depends if you're seriously considering them as co-leaders of your work or not. The feedback tells them if they tell you they want something done and you can't do it, it's important to feedback what you can't do and why you can't do it so they can help problem solve with you. It's also important just to close the loop. If they spend a day with you – our business team on May 8 are going to spend a day with us. They'll be here from eight-thirty in the morning to at least two or three o'clock in the afternoon. In fact, I can't even predict when they might be through. And that's not my requirement they want to do that. But the bottom line is with the Business, Industry and Leadership Team spending that much time with us and telling us what they want. If we don't do it, we need to at least tell them we're not, and if we do do it, we need to tell them how we heard what we thought they said, and how we're implementing it. If that didn't answer it, ask again. Or raise, is there a way to raise your hand?

Christina Titus – Yes, they can raise their hand.

Ann Beheler – You can raise your hand and ask something else if you need to. I'm not sure if that was it. If it's a business advisory council, I don't see a whole lot of feedback other than maybe course description or certificate description specifically, tying it to what they said they wanted you to do, I don't see it done much.

Christina Titus – Okay, so you talked a lot about the KSAs that the BILT review, how much time is spent on soft skills? Are those prioritized at all?

Ann Beheler – They're prioritized; however, we usually talk about employability skills and soft skills over lunch. The reason we talk about them over lunch, we use to have them delineated and all separated out – written communication, oral communication, ability to make a presentation, dependability, all of those things – well guess what? They want them all; they don't want to just pick and choose from a list and say, "Oh, it doesn't matter if they can write; it matters if they can speak; or it doesn't matter if they can speak well if they can write." They don't say that, our BILT has always said on all the soft skills and all the employability skills, "We want them all." Yes, it's prioritized that's very, very important; however, our conversation with our BILT is how do you suggest we modify how we teach or what we put in our courses so that the students get exposure to these soft skills more than once. They told us a long, long time ago, they don't want us to have one single soft skill's course because if there's a single soft skill's course maybe the person get through that course and then they go back to all of their bad practices. So yes they're very important, we don't always put them on the KSA list because we typically talk about that over lunch.

Christina Titus – Okay. So you talked about adding new BILT members to your team, do you do any pre-training with new business partners using the matrix system that they can tune in right from the start?

Ann Beheler – Sometimes, but it's informal. Usually, in adding people at this point, they either come through an existing BILT member who pretty much tells them how it goes and what's going on or they come from me phoning someone that I've gotten a lead on asking to join our BILT. Really training is not a full training program, but we do go through the process and explain what we're going to do. Now that I have all these slides in one nice place, I might actually use them with the BILT members as well as with some of our college partners. What I find is we want them for their subject matter expertise, and the process is not that complicated. The newbies that we've had – I think about the last face-to-face meeting, we had a couple of newbies there. Man, they were with it within two items on the KSA list.

Christina Titus – And what is the optimum size of the BILT?

Ann Beheler – Well, that's a hard question. I'd say you should have twenty people so that you can be sure that you will get about ten there. And if you're talking about – by the way, you need to focus on a particular discipline, you really don't want a BILT for all of IT. The person that knows software development probably is not the person that knows a lot about network infrastructure in that case maybe you have one IT meeting that you have 40 people come to and then, you breakout into two subgroups. But the idea is I want ten people in the room at least because if I don't have at least ten, then there's every chance that one of the bigger companies will dominate the discussion. And we all know that many of our graduates are employed by small to medium size firms, and it's very important to have that voice there. In the infrastructure IT, I try to make sure I have people who know a lot about the Cisco type courses. We actually loop in the system administration courses like managing the servers. So I have someone that knows that there and then, someone that maybe knows virtualization and something about cloud. Invite more than you think you need. And if you don't have that many, you probably need to have that many. Because these people that we have on our BILT are very highly demanded at their work and at the very last minute they can get scooped up in some crisis de jure and they just can't come. By the way, I didn't talk about this, I need to add this into this presentation, when is the best time of the day to have these meetings? Eight-thirty in the morning folks. If you ever let them go to work chances are very diminished for getting them out of work to come to you. So 8:30 in the morning is the time to do it. We do our virtual meetings at 8:30; we also do our face-to-face meetings starting at 8:30. We give them a really light breakfast because we realize they either don't eat breakfast or we've spent a lot of money on a very nice eggs and bacon that we didn't eat. And then we spend pretty good money on a nice lunch for them. No rubber chicken, no soggy sandwiches, it doesn't have to be pricey, but some decent food.

Christina Titus – Okay, another question was what if might school resist the BILT model? What do you suggest?

Ann Beheler– Well, depends on whom your school is resisting. I am actually working with an entire college in Pennsylvania to implement the BILT model for all of their AAS program, and they must have 15 of them. Sometimes you’ll find that one faculty member or the department chair may catch on and say this is great and have to actually sell it to the other faculty members. Then you have to go back to the fact that it benefits faculty; it benefits students. It may take a while, but I must say, I’ve been working with this college off and on for six months now and it’s starting to gain real momentum in actually having the KSA meetings, they know all the facts now. The KSA meetings are beginning to happen they’re expanding their numbers. It takes a passionate person who really believes this is worth it to keep talking, keep talking, keep talking. I think if you explain this to your dean, I don’t think he will have a problem. I don’t care if you call it an advisory council, call it that it doesn’t matter. Call it an advisory council, but be clear that you want to ask the people to lead your work. And most of the resistance from faculty is coming from the fact that they think because they’re not supposed to take over the KSA meeting that they’re not heard. Well you still got the keys to the kingdom in what you do with the KSAs that are prioritized. It’s still okay and by the way, when you provide feedback if you – I’ve had a situation where one group went ahead and listened to the businesses, but then kind of left some of things that they wanted to do in there any way, the other businesses said no. When they provided feedback to the businesses, the businesses nailed them and said, “I don’t think you heard us well. We’re not going to hire that person,” and they had to go back and change their program again. If that didn’t answer it, raised your hand and ask in another matter.

Christina Titus – Okay. Say your school started to adopt the BILT model but the voting system haven’t caught on, how could you get your colleagues to start using the voting system?

Ann Beheler – Well, suggest the word “pilot.” You can do a lot of things, if you call it a pilot. Let’s pilot using the voting system so that we see what the businesses want, and what they really value, especially in IT. We’re getting to a point where they want more than what will fit into our 60 semester hours or 70 semester hours any way. It’s really important if the means by which you could decide what really needs to be there and what can maybe be left out. I’m working with a group that’s going to pilot using clickers for voting. I haven’t ever done that before, but if they can pull it off fine with me. You know the biggest thing is go one by one through the KSAs and discuss them. But the voting is really a nice way – you know what, you can discuss some of this information over and over and over again and then when it comes down to the voting it only comes out as a two if it’s a two that something maybe you don’t have to conclude in your curriculum.

Christina Titus – So one other question I have – you mentioned, not to email the KSA out through email for voting, but what about surveys?

Ann Beheler – I wouldn't start with surveys, but surveys, after they're part of the team and really engaged – surveys work pretty well. Although you still kind of have to hound people to get the survey information back. In fact, most of the surveys that we get back come from our educational partners nationally, not from our BILT team members. More often than not, we spend time and contact the BILT members and ask them what's going well for them; what suggestions they have for improvement, etcetera. We don't really use survey for them. If you do a survey with a business team it can't have more than five or six questions. They just aren't going to do something that's going to take too much of their time. Any other questions?

Christina Titus – That's it.

Ann Beheler– That's it. Okay, well thank you very much. We have recorded this, we'll get it converted to YouTube, and we will send out the link -

Christina Titus – Oh one quick question. Can you e-mail KSAs for their consideration a head time and only count those votes that are real-time?

Ann Beheler - No, the reason you don't email the KSAs a head time is because the business person who has already voted or thinks they've already voted or they will try to vote when they have something come up that might take them away from your meeting; it's an easier way for them to say I'm not coming at the last minute. We do not do that. We also want to emphasize the discussion is every bit as important as the voting. I don't recommend that you email the KSAs a head of time. Now if someone misses it, than you might email it to them and say, "Here's what we had and weigh in on this." Again, that's kind of out of sync, they will not have the benefit of the discussion. So I don't think that's a good idea. You know I like emails a lot; I like online a lot. Online synchronous meetings do tend to work that actually does tend to work. However, just emailing something and letting them do it offline doesn't work very well. Anything else. Thank you very much. Hope you have a great afternoon. Thanks for spending time with us. And I hope this was beneficial to you. Bye now.