RITE 2.0 and *Shaping the Future of the IT Workforce* Strategic Planning Process
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KEY TAKE-AWAYS FROM COLLEGE AND UNIVERSITY MEETING – MARCH 31, 2017

Faculty lack the time and budget for continuing education and professional development and instructional design, hindering their ability to evolve and deliver IT curriculum in pace with rapidly changing technology and industry needs. **[No time/budget for professional development and designing new curriculum]**

The change process for curriculum and academic materials is often bogged down by internal policies/procedures, accreditation requirements, and government regulations. **[Change process for curriculum is slowed by internal/external factors]**

Faculty (and students) are not bought into the need for incorporating "soft skills" into the IT curriculum, not necessarily prepared to teach and/or evaluate, or able to incorporate IT classes as it competes for limited classroom time and credit hours. **[Faculty are not able to incorporate "soft skills" classes into the IT curriculum]**

A combination of lack of faculty real-world experience, lack of industry involvement providing real-world experiences (includes internships, shadowing, research etc…not limited to projects), and heavy student life demands and academic loads makes it difficult to incorporate experiential learning into the IT curriculum**. [Insufficient class time, faculty expertise, and industrial involvement to create for experiential learning opportunities]**

Without meaningful experiential learning experience in the curriculum, students are less likely to complete their degree requirements. **[Student retention is lower in curriculum without experiential learning]**

Faculty would like RITE to facilitate more opportunity for formal and informal networking with NEO companies and hiring managers, and would like more industry engagement, those on curriculum advisory committees hiring and those on RITE Board involved in curriculum review/design. **[Faculty seek more networking opportunities]**

Uneven preparedness among students enrolling in IT. In general, students have a poor understanding of the diversity of the IT workforce, what it means to be an IT professional. **[Poorly prepared students with limited understanding of the opportunities and requirements of today's IT roles]**

Women and minorities shy away from IT as they see themselves among peers and don't view IT work as consistent with their personal interests/values. **[Women/minorities don't see themselves among IT peers]**

Most IT roles require a need for strong math skills, making it difficult for less prepared students to excel in gatekeeper and more advanced math courses. **[IT requires strong math/technical skills]**

Enrollment in NEO colleges and universities is flat and HS graduation rates are projected to decline, students are questioning the value of college education and possibly of an IT degree, **[Students do not perceive value of an IT career]**