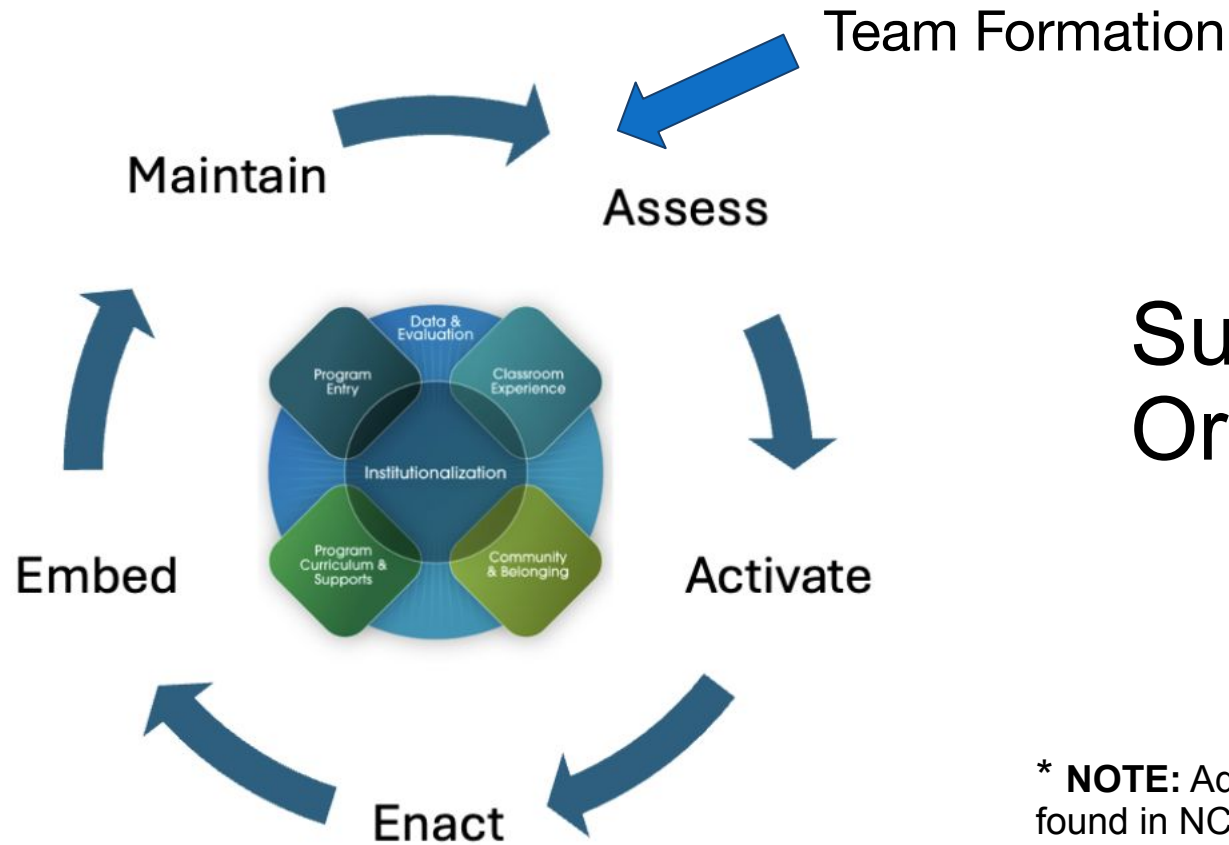


NCWIT Learning Circles for Undergraduate Programs

Session 2 – Supporting Org Change



* **NOTE:** Additional resources can be found in NCWIT's Learning Hub within the Session 2 course

Change Team Roles

Change Team Leader/Facilitator

- Attends LC meetings
- Completes all 6 focus areas of the TIJ-UP assessments
- Leads a designated change team at their institution
- Facilitator-level access to NCWIT courses and tools



Change Team Roles



Core Change Team

Change Team Members

- Typically 3-8 people from your institution that represent a variety of roles and perspectives, including faculty and staff that make up your change team
- Will complete all 6 focus areas of the TIJ-UP assessments
- Participant-level access to NCWIT courses and tools

Change Team Roles



Core Change Team



Change Team Liaisons

Change Team Partners/Liaisons

- Colleagues with insights or expertise in specific focus areas
- Only complete the assessment(s) for focus area(s) directly relevant to their expertise
- In addition to TIJ-UP responses, they could also contribute to the process with information related to their focus area(s) (e.g., admissions data, marketing materials, curriculum maps)
- Participant-level access to NCWIT courses and tools



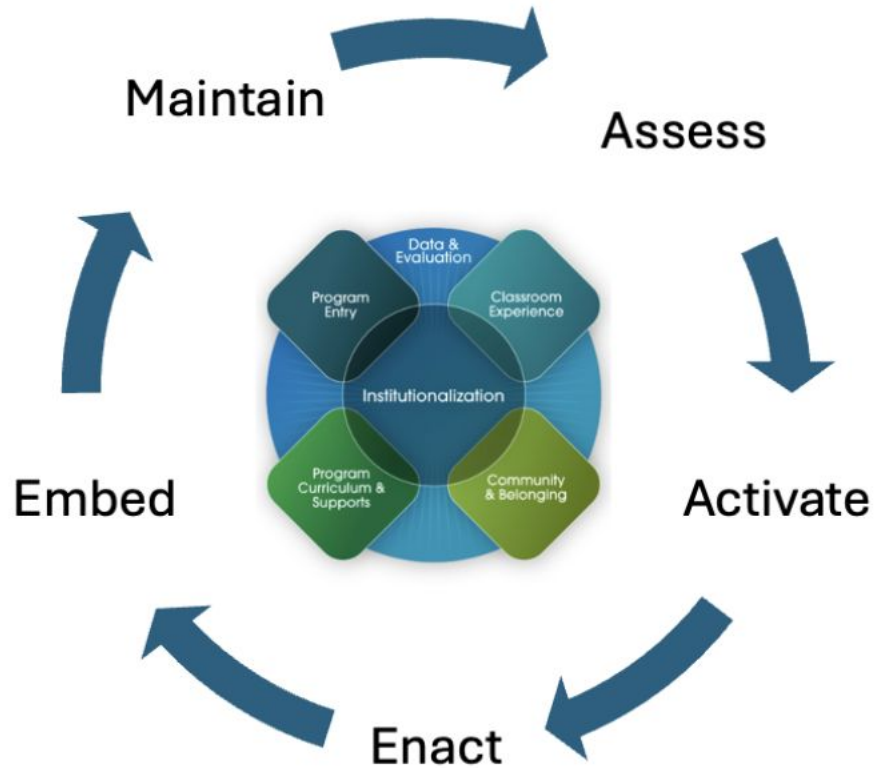
Building Your Change Team

- How are you approaching team formation?
- What are you having (or anticipate having) to navigate?

Building Shared Vision with Your Change Team

- Create a common language
- Set communal goals and expectations
- Engage in shared sense-making
- Offer meaningful roles for all participants
- Share credit





Communicating for Org Change

* **NOTE:** Additional resources can be found in NCWIT's Learning Hub within the Session 2 course

Communicating for Change

1. Frame the motivation and goals for organizational change by prioritizing broad support.
2. Provide purposeful opportunities for communication and feedback in the organizational change process.
3. Establish a clear roadmap for change, grounded in research-based theories and resources.
4. Reinforce your shared vision of change using compelling evidence.

Communicating for Change

1. Frame the motivation and goals for organizational change by prioritizing broad support.
 - Seek buy in with individuals in your department and across the institution.
 - Consider how you'll communicate across different audiences (e.g., faculty, staff, students, administrators).

Seek Buy-In with Individuals

ACRE model - Wergin's (2001) model of faculty motivation (Adapted by NCWIT to become ACREE)



Autonomy

Motivated by:

- Freedom to experiment
- Power to grow and be innovative
- Ability to make decisions



Community

Motivated by:

- Belonging to a place and a system
- Filling an important and unique role within a community
- Giving and receiving support



Recognition

Motivated by:

- Feeling valued both privately and publicly
- Knowing your work has value to others
- Being regarded as a professional or scholar



Efficacy

Motivated by:

- Having a positive impact
- Contributing to the betterment of society
- Improving skills and abilities



Efficiency

Motivated by:

- Reducing time and energy burdens
- Achieving goals expediently
- Accommodating limited bandwidth



Communicating for Change

2. Provide purposeful opportunities for communication and feedback in the organizational change process.

Communicating for Change across Audiences

Audience/ Stakeholders	Communication Messages	Communication Medium	Feedback Messages	Feedback Medium
Faculty				
Staff				
Administrators				
Students				

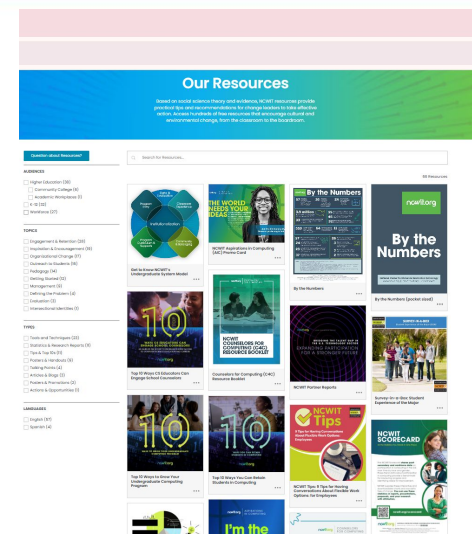
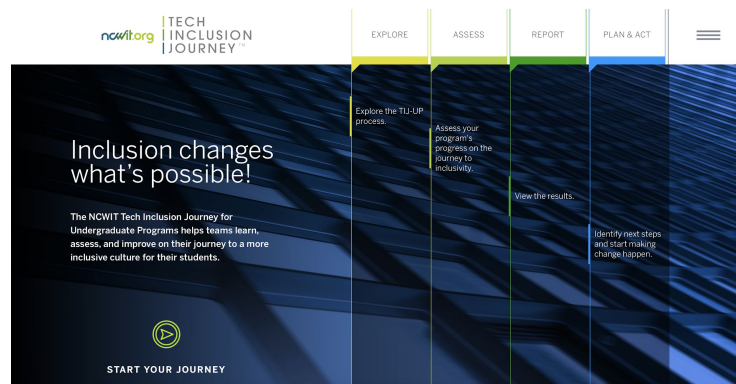
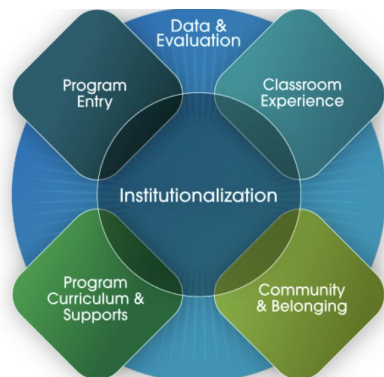
Communicating for Change

3. Establish a clear roadmap for change, grounded in research-based theories and resources.

Fall Semester

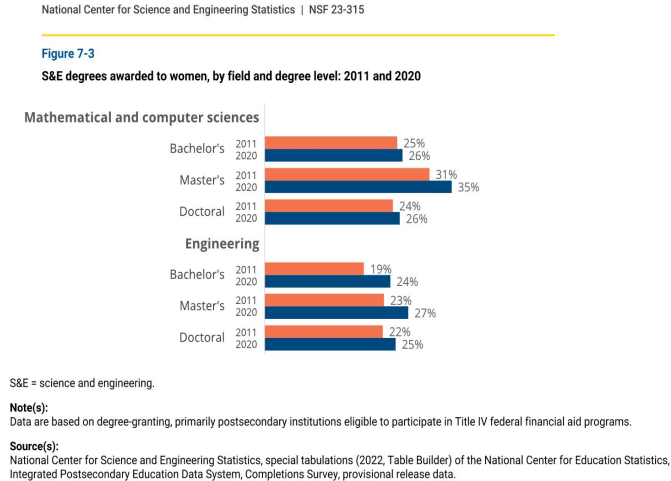
Spring Semester

And Beyond



Communicating for Change

4. Reinforce your shared vision of change using compelling evidence.



Vera, a junior, talks about the support she received from a computer science women's dinner. She begins by describing her earlier social isolation, being one of a minority of women in the midst of male bonding:

Being female is scary in this program. First you feel alone, and you don't know who to go to, and you don't know who to talk to. You just feel weird because you see the immediate bonding between other people, just male bonding . . . just showing off and talking. . . . I can still get intimidated easily. And you just feel like you're in a minority. It's just a weird feeling.

She then describes how her self-doubt turned around when she attended her first dinner for computer science women students. She realized that others shared similar feelings and she was not alone:

(Margolis, Fisher, & Miller, 2000, p. 104)

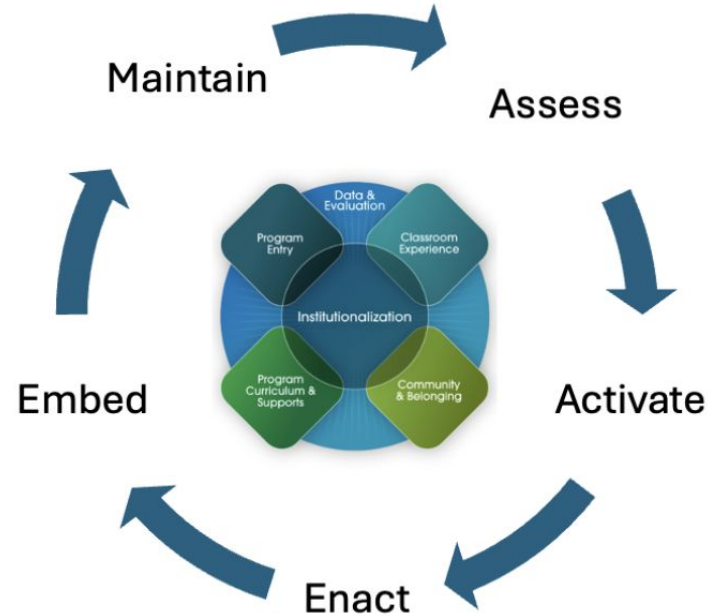
Creating a Better Communication Plan

1. What do you want to say?
2. What's the best way to share this information?
3. How do you keep the conversation going?

* **NOTE:** Additional resources can be found in NCWIT's Learning Hub within the Session 2 course

Communicating for Change across the Organizational Change Process

- Tailor communication strategies as you move through the org change process
- In the initial stages of the process, the communication focus might be on conveying the shared vision with the department.
- When institutionalizing the changes, the communication might shift to center around impact and data.



Next Session - Asynchronous

THE LEARNING HUB
The self-paced inclusive learning platform driving innovation and building a better future.

Learning Circles Cohort 2025-2026

Team Leader Curriculum

Welcome to the NCWIT Higher Ed Learning Circles for Undergraduate Programs (LC-UP) 2025-2026 Cohort – we are so glad you're here!

This document will serve as our "syllabus" for the year. The courses in this series are designed to support you as a change team leader.

Learning Circle Outcomes

The Learning Circles are an academic year-long, cohort-based program that is specifically designed to support faculty and staff in departmental strategic planning at their institutions.

By the end of the year, change teams and their leads will:

- Understand the NCWIT Undergraduate System Model and systemic change process,
- Be able to systematically assess their undergraduate computing program, and
- Develop an evidence-based strategic plan, tailored to their institutional context.

Schedule of Learning Circle Cohort Meetings & Action Items

As noted in our materials and in the letter of support, we will have both synchronous meetings via zoom and asynchronous, on-demand modules. Given this format, your availability for and participation in the synchronous sessions is especially crucial! Past LC participants note that community-building with team leads at other institutions is a key benefit of the program.

Gearing Up for Change: Learning Circles Session 1
Sep 15 – Sep 19, 2025

100% COMPLETE Last activity on September 12, 2025 11:04 am

Supporting Org Change: LC-UP Session 2
Sep 22 – Sep 26, 2025

0% COMPLETE 0/0 Steps

Utilizing the TIJ-UP: LC-UP Session 3
Oct 6 – Oct 10, 2025

Feedback

ncwitorg | TECH INCLUSION JOURNEY™

EXPLORE	ASSESS	REPORT	PLAN & ACT
Explore the TIJ-UP process.	Assess your program's progress on the journey to inclusivity.	View the results.	Identify next steps and start making change happen.

Inclusion changes what's possible!

The NCWIT Tech Inclusion Journey for Undergraduate Programs helps teams learn, assess, and improve on their journey to a more inclusive culture for their students.

START YOUR JOURNEY

Complete the entire course **before** our zoom session the week of **October 14-16.**