

**THE CSTA GUIDE  
TO ESTABLISHING  
A  
COMPUTER SCIENCE  
TEACHERS ASSOCIATION**

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# THE CSTA GUIDE

## TO ESTABLISHING A COMPUTER SCIENCE TEACHERS ASSOCIATION

### SECTION 1: INTRODUCTION

#### 1.1 Purpose of This Document

In early 2009, the Computer Science Teachers Association (CSTA) was approached by a number of individuals from different countries seeking assistance to form either chapters in their own countries or national organizations similar to CSTA. In April 2009, the International Committee met to explore the ways in which CSTA could assist. While the concept of national CSTA chapters was explored, the consensus reached was that the ideal outcome would be independent national organizations with an affiliation to CSTA and to each other. We recognized that many other countries face similar problems of having the subject accepted as valid in high schools, distinguishing what constitutes computer science, teacher training and the lack of resources for teachers. While CSTA cannot claim to have solved all these problems, it has had several years' experience in working towards solutions. Thus, there is considerable institutional knowledge that would be useful to other countries interested in establishing such an association.

The concept of an "International Kit"—a repository of ideas, suggestions, considerations, and experiences which may be useful to fledgling CSTA's grew out of this decision. The purpose of this document is therefore to provide resources for individuals or groups of individuals outside of North America who have the desire and will to establish a computer science subject association in their own country.

We wish that we could create a step-by-step guide that would provide complete instructions relevant in every country, but that is simply not possible as the educational, political, and financial issues as well as the culture for educational change vary greatly from country to country and even within countries. Perhaps the biggest variable we have found, is whether or not curriculum and teacher registration are established at the federal, regional, or local level.

What we have tried to do in this document, however, is to provide the underlying principles for establishing a computer science subject association with the understanding that their direct application may vary depending upon local circumstances. It is up to the founding leaders of such an association to ensure that the mandate and goals of the organization are well defined, consistent, and directed at improving the teaching and learning of computer science for the benefit of both students and teachers.

## 1.2 Intended Use

This document is intended for use by any organization or group of individuals outside of the United States and Canada who are interested in setting up a professional development association for computer science teachers. All of the information provided in this document is based upon our experiences setting up the Computer Science Teachers Association and the considerable amount of research done by our CSTA Executive Director Chris Stephenson and is limited by what we have experienced to date in the United States.

This document is not intended as a comprehensive examination of every factor that may impact the success or failure of a membership organization. Rather, it represents our best efforts to share what we have learned in hopes that our experiences will provide you with helpful guidance. Our hope is also that this will be a “living document”. We encourage others to share their experiences with us and help us continue to add to this body of association knowledge over time.

CSTA offers the kit to any individual or group of individuals in a country where there is no CS subject association functioning already. However, often great ideas (“We need a subject association”) occur simultaneously to several people or groups. So, while this kit is free to all, we do suggest that you first contact us at [cstephenson@csta.acm.org](mailto:cstephenson@csta.acm.org). If two groups from the same country are thinking the same thoughts, CSTA can put them in touch with one another, thus helping the interested individuals share the workload and required resources.

Once your association is established, we also strongly encourage you to apply to CSTA for affiliate status completing and submitting the Affiliation Application provided in this kit (Appendix A). By officially affiliating your new organization with CSTA, you can provide your members with important key benefits and an international perspective. Since membership in CSTA is free for individual teachers, this requires no additional funds from your organization or from your members.

We offer this document to our fellow computer science educators in the spirit of cooperation and community that lifts all of our efforts and as a testament to CSTA’s commitment to supporting computer science education and educators internationally.

## 1.3 CSTA Defined

CSTA is a membership organization consisting of more than 7300 educators, policy makers, and business and industry representatives who are dedicated to improving and supporting computer science education for students throughout their pre-university / college formal education. CSTA’s mission is to support and promote the teaching of computer science and other computing disciplines by providing opportunities for teachers and students to better understand the computing disciplines and to more successfully prepare themselves to teach and to learn. To succeed in this mission, CSTA has set itself the following overarching goal: *Create a community of individuals and organizations working together to address critical issues in computer science education in Grades 1–12.*

CSTA is achieving this goal by pursuing the following five core objectives:

1. *Communications*: CSTA will serve as the primary source of information and resources for computer science teachers in Grades 1–12.
2. *Standards*: CSTA will significantly broaden the awareness of the need for curriculum standards. CSTA will also provide valuable information in support of the rationalization of certification standards for computer science teachers.
3. *Professional Development*: CSTA will provide multiple levels of professional development for teachers with the goal of improving their technical knowledge and pedagogical skills.
4. *Research*: CSTA will strive to become the primary source for the conduct and dissemination of research relating to computer science education in Grades 1–12.
5. *Opportunities*: CSTA will promote computer science as a field of study and as a career destination that provides a wealth of opportunities to students regardless of their gender, race, and socio-economic status.

We believe that the achievement of these goals is essential to ensuring that students have the opportunity to develop the foundational critical thinking skills and knowledge of computing necessary to every educated person living and working in our increasingly computerized world. They are also essential to providing students with the opportunity to participate in this world in a way that fully engages their learning and earning potential.

CSTA was launched in 2005 by the Association for Computing Machinery (ACM) in an effort to deal with what ACM perceived to be a growing crisis in computer science education evidenced by a lack of a rigorous and consistently applied curriculum, decreasing student enrolments in computer science courses, a lack of access to relevant professional development for teachers, and inadequate certification requirements for computer science teachers. Since its inception, CSTA membership has grown rapidly and now encompasses an extensive and supportive professional community. We believe that the rapid membership growth is the result of four key elements:

- The relevance, quality, and growing diversity of CSTA member benefits and resources;
- CSTA's strategic membership promotional campaigns;
- Extremely good word of mouth promotion from current CSTA members in the educational computing community; and
- CSTA's uniqueness as a membership and professional learning community for computer science educators.

CSTA has adopted an organizational model designed to encompass the range of expertise and strategies required to effect national educational change. This organizational structure is consistent with the growing body of research that highlights the increasingly critical role discipline-based professional educational organizations are playing in the improvement of education through the delivery of standards, resources, and teacher training. It involves the coordination of three key groups:

- *Educators:* CSTA's Board of Directors, volunteers, and general membership are drawn from all levels of schooling, representing both public and private institutions.
- *Advisors:* CSTA's Advisory Council consists of world-recognized leaders in academia and industry. Its members represent the broad spectrum of educational and scientific concerns including teaching, standardized testing, research, technology innovation, hardware and software design, and engineering.
- *Partner Organizations:* To ensure the quality and broad dissemination of resources and best practices, and to provide external funding for key deliverables, CSTA has formed a foundation of institutional, academic, and corporate partnerships. Current partners include: the Anita Borg Institute, the College Board, the International Society for Technology in Education (ISTE), the National Center for Women and Information Technology, the Computer Science Equity Alliance, Google, IBM, Microsoft, and Sun Microsystems and a number of colleges and universities.

This broad-based organizational strategy enables CSTA to provide a voice for computer science educators nationally and internationally, representing the discipline at all levels of the educational system and with the state and federal authorities whose policies impact educational content, practice, and funding.

To support its strategic goals as outlined in the Strategic Plan available from the CSTA website at:

<http://csta.acm.org/About/sub/CSTAStrategicPlan.html>

CSTA has developed several programs and resources that correspond directly to its five core objectives.

### **1.3.1 Communications**

*Objective:* CSTA will serve as the primary organization for information and resources for computer science teachers in Grades 1–12.

*Programs/Resources:*

- CSTA Source web repository of teaching and learning materials for computing education in Grades 1–12.
- Bi-monthly publication of the *CSTA Voice* newsletter
- *Annual Computer Science & Information Technology* symposium for computer science and information technology teachers
- Supplemental resource materials to support curriculum implementation
- Work with schools and school districts to align learning materials with the *ACM Model Curriculum for K–12 Computer Science*.

### **1.3.2 Standards**

*Objective:* CSTA will provide information in support of the rationalization of certification standards for computer science teachers in Grades 1–12.

*Programs/Resources:*

- *Ensuring Exemplary Teaching in an Essential Discipline: Addressing the Crisis in Computer Science Teacher Certification.* This white paper is available online at: <http://csta.acm.org/ComputerScienceTeacherCertification/sub/TeacherCertificationRequi.html>
- Partnerships with accreditation agencies and universities for sponsorship of a computer science education degree program of study
- Partnerships with universities interested in providing programs leading to computer science teaching certification

### **1.3.3 Professional Development**

*Objective:* CSTA (and its partnership organizations) will provide multiple levels of professional development for teachers with the goal of improving their technical knowledge and pedagogical skills.

*Programs/Resources:*

- Provide learning opportunities to allow practitioners to better identify, implement, create, and share instructional resources and learning materials (e.g. Teacher Enrichment in Computer Science workshops).
- Leadership development through the creation of local CSTA chapters.
- Provide professional development workshops to help build teacher technical and pedagogical skills and to expand local mentoring opportunities between universities and colleges and secondary school teachers and students.
- Hold yearly symposia, providing professional development for teachers

### **1.3.4 Research**

*Objective:* CSTA will strive to become the primary source for the conduct and dissemination of research relating to computer science education in Grades 1–12.

*Programs/Resources:*

- Conduct research and report on national surveys to determine current trends in computer science education.
- Build relationships with key researchers in areas such as computer science, equity, and pedagogy to facilitate the national distribution of research-proven initiatives that support improvements in education and promote the involvement of young women and minority students in computer science education in Grades 1–12 (e.g. the Computer Science Equity Alliance).
- Enhance teacher knowledge of current research and best practices by disseminating information through publications and providing researchers with opportunities to present at CSTA events.
- Partnerships with leading educational organizations to support the sharing of research.
- Facilitate better communication and information sharing between universities, colleges, and other organizations seeking to improve their understanding of and

relationship with computing educators in Grades 1–12.

### 1.3.5 Opportunities

*Objective:* Promote computer science as a field of study and as a career destination that provides a wealth of opportunities to students regardless of their gender, race, and socio-economic status.

*Programs/Resources:*

- Partnerships with researchers to provide a national distribution channel for equity resources
- CSTA brochures and posters on career options in computer science and information technology for teachers, students, and parents
- CSTA resources on career options in computer science and information technology for guidance counselors
- Partnerships with organizations addressing under-represented minorities

### 1.3.6 Dissemination

To ensure the broadest possible dissemination and impact of its programs and resources, CSTA will employ a multi-platform dissemination strategy using multiple media.

*Programs/Resources:*

- *National Web Repository of K–12 Computer Science Resources:* supports a national repository of teaching and learning materials designed specifically for educators in Grades 1–12 and aligned to the *ACM Model Curriculum for K–12 Computer Science*. This is a large body of classified resources supported by a teacher-friendly interface.
- *Workshops:* Skills up-grading opportunities provided through the *Teacher Engagement in Computer Science* (TECS) workshop program. This program works in partnership with post-secondary faculty, graduate and undergraduate students, and expert teachers to provide workshops for computer science teachers and build local mentoring relationships between computer teachers in Grades 1–12 and their university / college colleagues.
- *Special Information Forums:* One-day forums that focus on key issues such as implementation of curriculum standards and the national rationalization of teacher certification requirements.
- *Newsletter:* The *CSTA Voice* provides information on new programs, resources, and professional development opportunities for practitioners. It features explorations of key pedagogical issues in computer science education and provides direct-to-classroom resources to improve student learning.
- *Blog:* The *CSTA Advocate blog* is an online community resource that facilitates the sharing of information between CSTA and its members, between CSTA members, and across the educational community.

## SECTION 2: WHY CREATE AN ORGANIZATION?

### 2.1 Building a Community for Change

To date, much of the work on educational leadership and change, particularly in the area of computing, has centered on the role of various individuals within the school system. Unlike research involving other social and political organizations, educational research has only recently begun to point to the potential for entire communities to achieve systemic and sustained change. This new research, however, provides a solid foundation for perceiving subject-specific associations as a key partner in supporting teachers in their own on-going learning and classroom practices and making them more likely to adopt new classroom behaviors. The primary way that subject associations do this is by building communities that provide teachers with an opportunity to develop and share new practices, strategies, and resources.

Professional associations exist along side formal teacher education and classroom experience, as the third side of the triangle that supports teachers' work. Unlike unions or federations, these organizations are democratic and empowering because they give teachers a voice and contribute to their overall professional standing. In a working environment in which many educators are disenfranchised and disempowered, professional associations provide educators with representation in the key organizational, political, and pedagogical decisions that affect their jobs, their profession, and by extension, their personal lives.

Because membership in a professional association is voluntary, those who join are bound, not by ideology, but by professional identity. Professional associations provide a social context in which people can find others who share a common purpose. Within this shared content they can develop relationships and make professional contributions. While associations can evolve their purpose over time or even outgrow their original purpose and still remain successful, the key to sustained success is allowing members to find meaning together and to keep the organization's sense of purpose vital and relevant.

When teachers' efforts are guided by a professional community, reform is more widespread and long lasting. In addition, when teachers join a professional association they are indicating that they see themselves as professionals committed to growth and that they are open to opportunities for broader communication with and mentoring by more experienced colleagues.

Professional associations provide a sense of collegiality that helps teachers focus on the goals they have established for their program and increases their consistency and commitment. Teachers participating in professional communities gain important knowledge and psychological support. Professional networking provides opportunities for continuous professional growth and meaningful self-evaluation in an environment that builds trust and provides support. Participation in professional associations also helps teachers resolve ambivalence about how much change is needed and what can be accomplished. It also helps teachers discover new teaching methods and ways of dealing with students and administration that their colleagues can and do provide.

Members are attracted to educational associations by a combination of self-interest and altruism but, in general, they are motivated by their care and concern about students' education and the well-being of schools. Subject association leaders especially believe that they are responding to a call for action and service. There is an essential connection between educational association membership and the desire to make a difference.

Professional associations are formed and maintained as a result of demand or interest and as such, they exist only because their members perceive that there is a benefit to association. For this reason, it is essential for your new association to focus on member benefits right from the beginning. This will allow you to build structures, processes, and interactions—your entire culture—around assessing and meeting your members' needs and expectations.

## 2.2 Creating and Sharing Resources

One of the primary tasks of a professional association is to create, disseminate, and promote the sharing of resources among the educational community. Often, professional associations can be found to distribute resources from several different sources including:

- those developed by the association itself,
- those developed by other organizations or institutions but shared and distributed by mutual agreement,
- those submitted by participants in conferences or other professional development events,
- those submitted by teachers to shared repositories, and
- those provided by interested vendors.

These resources can take many forms, including:

- curriculum guidelines and frameworks;
- teaching resources (lesson plans, learning modules, code segments, presentations);
- discussion papers on critical issues;
- briefings for policy makers;
- research results;
- information for students, parents, and school careers counselors;
- information on new technologies and teaching strategies;
- conference proceedings or similar documents;
- information with regard to events;

This information can also be distributed in several forms, including:

- print publications,
- online publication (via website),
- community discussion forums (listservs and wikis), and
- searchable online repositories.

The provision of resources through various media is a key factor in the success of all professional associations, and this is especially true in the field of computer science where many teachers are working without text books or other standard teaching materials. It is important to note, however, that the extent to which an association can

create, manage, and share these resources is directly linked to its ability to form key partnerships and to acquire funding.

### **2.3 Professional Development**

One of the key benefits, both to members and to education as a whole, is that professional associations provide exposure to new ideas, either through organized events such as conferences and workshops or through professional publications. In some cases, the inspiration for forming an organization comes from some event where teachers have gathered together to discuss their issues or concerns. In other cases, newly formed associations organize and provide a professional development event to make teachers aware of the organization. Either way, the provision of professional development opportunities is a key factor in the start-up and success of a computer science association. Teachers are eager to learn and the technology at the foundation of our discipline changes so rapidly that they require on-going professional development in order to keep up.

Professional development events such as conferences or workshops help to establish networking relationships and provide opportunities for educators to share curricula. They help teachers strengthen their personal commitment to the academic discipline and to students, and they help them see the importance of connections with business and industry

### **2.4 Advocacy**

Through active leadership, advocacy, and marketing, professional teacher associations defend and protect their membership and strengthen and unify their voices on issues of common importance. These associations provide members with an opportunity to participate in, and make decisions on, issues that directly affect their careers or programs.

A growing body of research evidence indicates that the leaders of professional teacher associations are beginning to perceive their role as educational change agents in a much broader and more political light. Specifically, professional educational associations are now providing essential support for specific academic disciplines and developing leadership within those disciplines by:

- encouraging the testing of new initiatives,
- sharing expertise,
- satisfying an almost insatiable need for discipline-based professional development,
- identifying key research needs,
- communicating the perspective of those in a particular discipline to the wider educational community,
- recognizing trends in discipline content, and
- putting strategies in place to ensure that equitable standards are maintained.

Researchers have also identified several key activities of professional teacher associations relating to advocacy and partnership-building with other key players in the educational arena. These include:

- responding to documents produced by state / provincial and federal educational authorities,
- reviewing teacher qualification and certification requirements,
- participating in the development of curriculum guidelines,
- establishing task forces to study issues of importance to the profession,
- inviting target groups to meetings, programs, and conferences,
- building partnerships with organizations with common interests,
- advocating on behalf of the discipline with key legislators and policy makers,
- collecting and summarizing membership reaction to important issues and surveying membership for data on key issues such as staffing and budgets, and
- recommending staffing allocation guidelines.

In all these ways, professional associations fulfill their responsibility through active leadership, strong advocacy and marketing, and timely professional development to enhance and expand the learning environment for their members.

## **2.5 Building Traditions**

Professional associations provide people with a community that is built upon common interests and shared passions. They allow them to develop and deepen professional and personal relationships and make professional contributions. While associations can evolve their purpose over time or even outgrow their original purpose and still remain successful, the key to sustained success is allowing members to believe that they are making an important difference. The extent to which an organization and the people in it are making a difference must be the key to the way an association presents itself. Its history, values, and accomplishments communicate where it has been, and its goals and actions communicate where it is going.

## SECTION 3: DEFINING YOUR MISSION

### 3.1 Codifying Your Mission

A good mission statement provides strategic vision and direction for the association. Like all organizations, professional associations are created for a purpose, to bring the community together to meet specific needs and achieve specific goals. A mission statement is a clear and unambiguous statement of your reason for existing. It tells the world who you are, who you serve, and why you exist. This statement provides a standard against which you must measure all of your activities and a promise to those you serve. Defining these things at the outset is essential for the long-term effectiveness of your organizations.

The three most important questions you need to consider when creating your mission statement are:

- Who does this association serve (and who does it not serve)?
- What do you want to achieve?
- Who are your potential members?

The three key benefits of having a clear, concise, and inspiring mission statement are that it:

- focuses your energy and clarifies your purpose;
- can and should motivate board, staff, volunteers, and donors; and
- helps attract people and resources.

### 3.2 Tips for Writing Your Mission Statement

Here are 5 tips for writing your mission statement:

1. **Bring in many perspectives.** Collect input from the community you plan to serve, as well as from your board, staff, and volunteers. This will help you develop a broad base of support. You can get this input through meetings, surveys, or phone calls. Ask people what they think or need in regard to the area of services you plan to offer.
2. **Allow enough time.** Do not rush the process. Provide time to reflect on the information you gather, to write an initial draft, to allow key participants to read it, and to make changes.
3. **Be open to new ideas.** This is especially important for the founders of the organization. You need to be open to different interpretations of what you should be doing and new ideas about how to accomplish your goals. Brainstorming techniques can be helpful in ensuring that many ideas come forward freely.
4. **Write short and only what you need.** The best mission statements are short and state the obvious. Your statement's length and complexity depends on what your organization wants to do, but keep it as succinct as possible. It should be easy to remember and easy to communicate. You should be able to use the statement frequently, so make it brief and succinct.
5. **Review your mission statement.** The environment changes and the association changes, so a periodic review is important to ensure that there is alignment of purpose and reality.

### 3.3 CSTA's Mission Statement

Even though we put a great deal of effort into CSTA's mission statement, it is certainly not perfect. For one thing, we think it is too long. But it is the statement that we agreed on after much discussion, research, and effort. For us, the most important thing is that it is a statement of who we believe we are, why we exist, and what we want to achieve.

We began crafting the CSTA mission statement via an email/listserv discussion involving our original Steering Committee that focused on what we wanted it to communicate and convey. We then met face to face for a day to finalize the language. The biggest challenge we faced was in trying to pare down the number of words. Once we had what we felt was a solid draft, we began to engage a wider range of stakeholders, including key volunteers, potential members, our parent organization ACM, and key faculty who were supportive of the creation of our association. As a result of the input from these stakeholders, we further refined the mission statement until we had reached complete consensus among the Steering Committee.

Here is CSTA's mission statement:

*The Computer Science Teachers Association is a membership organization that supports and promotes the teaching of computer science and other computing disciplines. CSTA provides opportunities for K–12 [Kindergarten through Grade 12] teachers and students to better understand the computing disciplines and to more successfully prepare themselves to teach and learn.*

Each of its various components contains a significant amount of information:

*The Computer Science Teachers Association is a membership organization*  
What kind of group we are.

*promotes the teaching of computer science and other computing disciplines:*  
What we do.

*CSTA provides opportunities for K–12 teachers and students*  
Those we serve.

*to better understand the computing disciplines*  
What we want them to know.

*and to more successfully prepare themselves to teach and learn*  
What we want them to be able to do.

As CSTA has evolved, we have reviewed our mission statement but we have never changed it. We believe it has served us well, helping others to understand who and why we are, and helping us ensure that everything we do as an association is consistent with and supportive of our mission. It has helped us keep our focus on our members and how best to serve them and has driven the strategic planning we do to accomplish the goals we have set for our association and our discipline.

## **SECTION 4: DEVELOPING LEADERSHIP**

### **4.1 Characteristics of Professional Association Leadership Structures**

There is an essential connection between association leadership and association success. Successful associations are focused on building leadership skills and on finding ways to allow more members to participate in leadership roles. Professional associations have also stepped in to address the growing demand for leadership through the provision of professional development opportunities that allow teachers to upgrade their technological and teaching skills, to stay abreast of new curricula and tools, and to develop key network and mentoring alliances. This section looks at both organizational and personal leadership within the specific context of creating educational change.

Leadership is a complicated topic (the body of research on educational leadership alone is huge) but often the size of the association and its access to resources (funding and volunteers) can heavily influence its leadership structure. For example, small or newly forming associations tend to be led by volunteers and may have an informal leadership structure. Larger or more mature organizations are likely to have a more formal leadership structure including elected officers. Mature national level organizations are the most likely to have both a volunteer elected leadership structure and paid staff. And even if you do have staff from the beginning, research tells us that successful associations tend to have a classless structure where there are few distinctions between executives and staff and there is a culture focused on shared values and a unified purpose.

Successful associations, regardless of their leadership structure, must ensure all decisions taken by the association are driven by the mission and responsive to member needs. This means that they work as a unit and honestly analyze and learn from their missteps. This requires association leaders to continually assess the needs and opinions of their members and stakeholders to respond to changing environmental conditions (such as new curricula, new teaching requirements, and new technologies) and to continually assess their situation and review their strategies.

### **4.2 Ensuring Strong, Continuous Volunteer Leadership**

One of the primary challenges for professional associations is ensuring strength and continuity of volunteer leadership over time. In the beginning, many associations rely strictly on volunteer services and so leadership challenges often revolve around finding enough people to do the necessary work. As associations mature, however, the pressure to find the right people for the right job and to keep volunteers working effectively for the association actually intensifies. Most associations find that there is a delicate balance that must be struck between keeping long time leaders actively involved in association work and ensuring that there is a continuous potential of new leaders being developed and nurtured by the organization.

The two biggest challenges that volunteer based organizations face involve finding the right person to do the right job and resisting the temptation to give volunteers all of the boring work or to keep using the same volunteers all of the time. It is also sometimes difficult to rely upon untested volunteers, especially when timelines are short and results critical. As a result, we call on the same people again and again precisely because they are knowledgeable and reliable, until these people reach the point of burn out.

And even once an association has built a strong and capable community of volunteers, it is easy to begin taking volunteers for granted or ignoring the fact that volunteers have personal and professional goals that factor strongly into their willingness to work for the association. The key, therefore, is to make every effort to match the volunteer's interests and abilities to the assigned task (which requires knowledge of the volunteer), to provide a variety of volunteer opportunities, and to ensure that the work that volunteers do is constantly recognized, both internally and externally.

Here is a list of 10 tactics we have found to encourage and maintain strong volunteer leadership.

1. Use your various media to promote volunteer opportunities,
2. Talk to potential volunteers about their interests and try to provide them with tasks/responsibilities that match their skills and experience.
3. Provide a wide range of volunteer opportunities for people with differing amounts of time and experience (avoid the temptation to use new volunteers to do all of the mundane tasks while keeping all of the fun projects for long-time volunteers).
4. Keep an ongoing database/spreadsheet (something searchable) of potential volunteers so that you can find someone on short notice.
5. Take every possible opportunity to recognize volunteers for the work they do for the association.
6. Provide opportunities for volunteers to grow their leadership skills through professional development.
7. Provide experienced mentors to help new volunteers learn about the association.
8. Write letters to people's supervisors praising the work that they have done.
9. Give people a chance to fail (at least once) but don't continue to call on those who cannot be relied upon or who do not work well with others.
10. Find creative ways to make volunteer work fun.

### **4.3 Making Change Happen**

It is often assumed that the primary role of a leader is to make changes that will make the association stronger, more productive, and more financially secure. There are a number of ways to make change happen, but even the best leader cannot create change without:

1. Capability: People have to be able to change
2. Focus: People have to know what to change.
3. Will: People have to want to change.

These three factors will only result in successful or sustained change if they are combined with:

1. Strategy: People know where they are going.
2. Execution: There is good basic management of all of the parts of the change process.
3. Awareness: That the leaders understand the needs and motivations of the people in the system they are trying to change.

To be truly effective, changes must address the intellectual and emotional issues. Learning how to see and understand these issues, and respond with open communication requires time and attention.

Here are 6 critical steps for creating change.

1. Establish a sense of urgency
  - Convince people that change is necessary *now*.
  - Transform complacency into urgency for change to happen.
2. Create a guiding coalition
  - Create a team of leaders who share the vision for change and are committed to making it happen.
3. Develop a vision and a strategy
  - Develop a vision that clearly defines where you want to go.
  - Use this vision to unite people and to motivate them to take action that will benefit them in the long term.
  - Develop a strategy that clearly defines what needs to be done and who will do it.
4. Effective communication is the key to mobilizing people
  - Keep communications simple and to the point.
  - Use metaphors and analogies.
  - Repeat the message constantly.
  - Lead by example.
  - Listen and be listened to.
  - Use a variety of media/forums to spread the message.
5. Empower broad-based action
  - Remove as many obstacles as possible.
  - Create a structure that supports change.
  - Obtain the support of other leaders.
6. Generate short-term wins that
  - offer proof that peoples' efforts are leading somewhere,
  - undermine cynics and resisters, and
  - give change leaders concrete data to review and redefine their visions.

## 4.4 Leadership and Change Agents

Leaders who are focused on making changes are often called change agent. These are leaders whose function is to advocate for change and to put new and innovative practices in place. Achieving these kinds of changes demands a profound engagement with and understanding of the educational culture. Educational change agents need to create a culture in which new ideas are critically assessed and selectively incorporated on a continual basis and people have the resources they need to make change happen.

Once you set yourself on a change agent path, that is, as soon as you aspire to change anything other than yourself, you must expect to encounter resistance. When you advocate for change, you challenge people's habits, tools, assumptions, loyalties, and ways of thinking. You challenge the personal and institutional equilibrium. And when you challenge people in this way, they push back, resisting change in creative and unexpected ways. Leading to create change is living dangerously.

## 4.5 Computer Science Teachers as Leaders

One of the primary goals of a subject association dedicated to supporting computer science education should be to foster the professional leadership of computer science teachers. Within a professional educational community, leading teachers can inspire their colleagues to continually improve their content knowledge and teaching practice. They can serve as mentors, role models, and powerful change agents.

One of the challenges in teaching computer science is that the sheer demand of keeping current with the constantly changing technology can mask the need for other kinds of ongoing learning and professional development. To be a true teacher leader, however, computer science teachers need to build three distinct kinds of skill sets involving very different knowledge domains:

1. technical skills (mastery of the core principles of computer science)
2. teaching skills (mastery of pedagogical strategies and teaching methods)
3. advocacy skills (an understanding of key stakeholders and how to engage and motivate them to support computer science education in schools).

A strong subject association for computer science teachers needs to find ways to help its members become teacher leaders by building all of these skill sets.

### 4.5.1 Technical Skills

In the last five years, CSTA has launched a number of programs to help teachers enhance their technical skills. All of these programs have three things in common:

1. They involve partnerships with other stakeholders (colleges, universities, industry partners).
2. They are designed by practicing CS teachers to meet teacher needs.
3. They are subject to thorough ongoing evaluation to ensure that they truly meet teacher needs.

Here are 4 kinds of events/resources that subject associations provide to help teacher leaders enhance their technical knowledge/skills:

1. Annual conferences with presentations on technical issues (hardware, software, tools)
2. One or multi-day workshops offered in partnership with a college or university and covering a broad range of technical topics
3. Workshops on a specific tool (for example an IDE) or paradigm (for example, computational thinking) offered in partnership with a college, university, or vendor
4. Access to online learning materials for teachers.

#### **4.5.2 Teaching Skills**

In the last five years, CSTA has launched a number of programs to help teachers enhance their teaching skills. In addition to the 3 factors common to technical skills (partnerships, meeting teacher needs and ongoing evaluation) they also include a strong focus on methods for engaging under-represented students.

Here are 4 kinds of events/resources that subject associations provide to help teacher leaders enhance their teaching knowledge/skills:

1. Annual conferences with presentations on pedagogical issues (e.g., strategies for teaching difficult concepts or using culturally relevant assignments)
2. One or multi-day workshops offered in partnership with a college or university and covering a broad range of pedagogical topics
3. Workshops on a specific topic or teaching approach (e.g., equity or media computation)
4. Access to online learning materials for teachers.

#### **4.5.3 Advocacy Skills**

In 2008, CSTA launched the Teacher Leadership Cohort. The overarching goal of this project was to enhance the leadership and advocacy skills of the teacher participants and to provide ongoing support for their development as teacher leaders in their local communities. To support these goals, CSTA launched a two-year project to identify two teacher leaders from each state and provide them with additional training and tools that would help them expand and focus their leadership efforts and build their capacity to serve as role models. In the first year of the program CSTA provided a three-day leadership workshop for 32 teachers from 17 states. In the second year, a refined version of this same workshop was provided for 45 teachers from 29 states (bringing the Leadership Cohort to 71 members representing 46 states).

As part of the invitation process, all participants completed applications that included questions related to their past experiences and what they hoped to gain from the workshop. The applications revealed that the participants from each state would come to the workshop at different points along the leadership and advocacy continuum. For example, while one cohort member had just moved to his state and needed to focus his initial outreach plan at the local level another came from a state that had already established certification for computer science and this cohort member was therefore able to meet with teachers to establish computer science as a math credit in schools statewide. The planning committee therefore organized the format and content of the

workshop to take advantage of the wide range of experience participants brought to the workshop. In addition, the committee ensured that participants would have ample opportunities to reflect on and strengthen their personal leadership goals and their efficacy as advocates for computer science education. Building on lessons learned, the second year planning committee modified the workshop agenda for year two to provide more opportunities for participants from different states to learn from each other and also added a panel discussion during which the planning committee talked about their successes and failures over the past year.

Here are 5 core topics that should be covered in an advocacy workshop

1. Leadership: Essentials for Advocacy
  - a. Current State Issues
  - b. Change and Change Readiness
  - c. Leadership and Change Readiness
2. Identifying Stakeholders: What can they do?
  - a. Who are the stakeholders?
  - b. What are the returns on investment for each stakeholder?
  - c. What can each stakeholder do?
3. Education Policy Issues
  - a. What are the issues we face?
  - b. Who are the decision makers?
  - c. What are the key pieces of legislation?
4. What do teacher leaders do?
5. How to form local learning groups/ chapters

In addition to the workshop CSTA also created the *CSTA Computer Science Education Advocacy Toolkit*. Members of the first planning committee brought extensive experience and expertise in leadership and advocacy to the task of drafting the toolkit and drafted the sections of materials for which they had the most experience. The *CSTA Computer Science Education Advocacy Toolkit* includes general descriptions, knowledge needs, possible actions and FAQs for each of the following stakeholder groups:

- Computer Science Teachers,
- Local Administrators,
- District Administrators,
- Boards of Education,
- Community,
- Corporate Community,
- Policy Makers,
- Education Associations, and
- Higher Education Faculty.

It also includes talking points for advocates and an extensive list of resources.

Here is a list of 6 workshop activities focusing on the Advocacy Toolkit.

1. Overview of Advocacy Toolkit
2. Toolkit Working Session 1: Teachers and Building Administrators
3. Toolkit Working Session 2: District Administrators, School Boards and Community
4. Toolkit Working Session 3: Corporate Community and Policy Makers

5. Toolkit Working Session 4: Educational Associations and College and University Faculty
6. Working Session: Using the Toolkit to Develop Local Outreach Plans

These three skill sets (technical, pedagogical, and advocacy) are essential to teacher leaders. A professional association to support computer science teachers must find creative ways to ensure that its members have opportunities to enhance their personal skill set and to share their skills with other teachers as role models, mentors, and colleagues. This all depends, however, on not just the willingness of individual teacher leaders to share their professional knowledge, but their ability to see themselves as leaders within their professional community.

#### **4.6 Personal Leadership**

The true strength of any professional association rests in its willingness to develop, nurture, and support individual leadership, both in its own leadership structure and among its members. With the vast amount of research data and the many different schools of thinking with regard to leadership, it is not always easy to figure out exactly what being a leader means or how to become a better one. What is clear, however, is that an association without people committed to becoming strong leaders, will not only fail to create education change, but will find itself on a path to dissolution and failure.

It is not surprising that many computer science educators are hesitant to put themselves forward as leaders. The research we have conducted indicates that association members have exceedingly high expectations of their leaders; that is, there are a great many leadership qualities that they expect them to demonstrate.

Here are the leadership qualities (in no particular order) commonly noted in research:

- Visionary
- Strong communication skills
- Strong interpersonal skills
- Demonstrate knowledge of the field
- Passionate/enthusiastic
- A sincere commitment to the greater good
- Inspires/motivates others
- Willing to ruffle feathers/push envelope
- Willing to take responsibility
- Mission driven/focused
- A consensus builder
- Energetic
- Persistent
- Trustworthy
- Innovative
- Allows others to dream/voice opinion
- Knows which battles to fight
- Manages time wisely
- Wise
- Curious
- Consistent

- Good model for the organization
- Understands and meets peoples' needs
- Likes people
- Charismatic

One of the great fears that potential leaders face is that they may not possess all of these qualities/characteristics or even enough of them. The simple truth is that no one does. The key to building both personal and professional leadership is to conduct a truly honest self evaluation to determine which of these skills you have, which ones you need to improve, and which ones you can live without. One of the key mistakes that people make is that they believe they are not charismatic enough. As you can see from the list above, however, qualities such as knowledge, passion, and sincerity are valued much more highly. Becoming a leader who is also a change agent, however, does require a specific set of characteristics or capabilities.

Here are 5 important goals for change agent leaders.

1. Know the process of change.
2. Know who in the system has the resources relevant to various change efforts.
3. Maintain a high level of awareness of new practices.
4. Work to achieve a system with a diversity of views and approaches.
5. Always hold a total system view of change and its effects.

Being a leader in a time of change is not an easy task. It demands commitment and dedication. It also requires humility. True leadership is service: to people, to community, and to an ideal. Servant leadership is the highest form of leadership because it keeps us grounded in what is important and focused on what we can achieve for our discipline and our students.

## **SECTION 5: ORGANIZATIONAL STRUCTURE:**

### **5.1 CSTA's Organizational Structure: A Work in Progress**

Like many similar organizations, CSTA began with a small group of educators who were interested in seeing profound changes in how computer science was being taught in pre-college. The difference between CSTA and many other organizations is that, from the beginning, we had the support of a much larger professional organization, specifically ACM. CSTA actually evolved from two distinct activities: the organization of the first Computer Science and Information Technology Symposium (CS&IT) in 2000, and the development of the *ACM Model Curriculum for K–12 Computer Science Education* in 2003.

The CS&IT Symposium was the first annual face-to-face forum dedicated entirely to addressing issues related to computer science and information technology education in Grades 1–12. It represented the efforts of several volunteers and organizations to provide a relevant, engaging professional development opportunity for teachers. Similarly the *ACM Model Curriculum for K–12 Computer Science Education* represented our efforts to produce a curriculum framework for ensuring a sensible progression of relevant and rigorous computer science courses for students. (In the United States, there is no such thing as a national curriculum, so often schools and teachers are on their own to develop course syllabi.)

As we began to understand more about the depth of the challenges impacting computer science education (lack of curriculum standards, isolated teachers, inconsistent and irrelevant teacher credentialing, lack of professional development), we began to believe that we needed a professional organization that would provide a focus and a community for addressing these pressing issues. We also felt that there needed to be a central voice, advocating on behalf of pre-college computer science education and speaking for the needs of teachers. We brought our conclusions to the Executive Council of the ACM, and they offered to provide us with annual funding to get CSTA off the ground. They continue to provide us with a portion of our funding, and equally important, with professional guidance and services (fiscal, marketing, IT) that continue to help us grow as an organization and meet the needs of our members.

### **5.2 CSTA's Current Leadership Structure**

CSTA's organizational structure consists of a Board of Directors that sets the policies and direction for all of the operations of the organization and an Advisory Council that provides advice and perspective on how CSTA activities may relate to current events and trends in academia and industry. CSTA, like many associations, began with a small group of volunteers but we realized from the outset that it was essential to plan for growth and to establish an organizational structure that would provide us with both strength and flexibility.

### **5.2.1 *The CSTA Board of Directors***

Within three years of CSTA's founding, we had transitioned to a fully elected Board of Directors with representatives from all levels of computer science education. Today the Board consists of 14 elected Board members and one appointed Task Force Chair.

Here are the CSTA Board positions.

- President
- Past President
- Vice President
- Grades K–8 Representative (1)
- Grades 9–12 Representative (2)
- At-large Representatives (2)
- University Faculty Representative
- College Faculty Representative
- Teacher Education Representative
- School District Representative
- State Department of Education Representative
- International Representative
- Chapter Liaison (appointed position)

Elections are held every year. Each elected member serves a two-year term, and approximately half of the positions on the board must be elected each year. This staggering of elected positions helps ensure continuity on the Board from year to year. There is no limit on the number of times an individual can run for a Board position except for the position of President, which is limited to two (two-year) terms.

Although there are many benefits to a fully elected Board of Directors (such as providing representation for all stakeholders), there is now some thought that organizations should reserve a few positions on their Board for appointed members. This will allow more flexibility, enabling the association to fill any essential skills gaps. The problem with having appointed positions, however, is that the organization runs the risk of having them become "legacy positions" given to the friends of those with more authority in the organization.

The CSTA Board of Directors meets face-to-face twice a year and by telephone as needed at other intervals during the year. These meetings are focused on strategic planning and policy setting and include reports by all of the committees that carry out the work of the organization.

### **5.2.2 *The CSTA Advisory Council***

During its first year, CSTA created an Advisory Council with community leaders from academia and industry. This council serves as an advisory body, helping CSTA stay connected to developing trends, serving as a sounding body for CSTA plans, and providing mentorship to the Executive Director. Advisory Council members have also provided important assistance with fund-raising (although this is not a primary responsibility of the Council).

Membership on the Council is at the invitation of the Executive Director. There is no set term of service on the Advisory Council, and so its membership has remained fairly consistent over the years. The current make-up of the Council is as follows:

- Advisory Council Chair (Academic)
- Governmental policy specialists (1)
- Academic members (4 including chair)
- Industry members (4)
- International representative (1)
- State issues representative (1)

The Advisory Council meets twice per year, with at least one meeting being a face-to-face meeting.

### 5.2.3 *Committees of the Board*

The CSTA Board of Directors is organized into several committees, each of which takes primarily responsibility for some aspect of the associations' outreach and major projects. Standing Committees are perpetual committees established to deal with the on-going business of the Board.

CSTA's standing committees are:

*Executive Committee:* (current, vice, and past presidents and executive director)

- Oversees staffing and Board oversight

*Budget Committee:* (current, vice, and past presidents and executive director):

- Ensures fiscal due diligence for the association
- Creates the financial reports to the Board

*Certification Committee:*

- Conducts research on current practices/policies regarding computer science teacher preparation.
- Conducts research on current practices/policies regarding computer science teacher certification.
- Assists in the development of standards for the preparation of teachers in computer science.
- Works with states to align teacher standards to the *ACM Model Curriculum for K–12 Computer Science*.

*Communications Committee:*

- Recommends and develops vehicles for internal and member communications and networking
- Provides oversight of member publications

*Curriculum Committee:*

- Works to establish national computer science curriculum based on the *ACM Model Curriculum for K–12 Computer Science* and other materials.
- Creates and disseminates materials to support the implementation of the curriculum. Facilitates sharing of projects/ideas among members.
- Informs on-going curriculum work with current research.

*Equity Committee:*

- Ensures that equity is at the forefront of work done throughout the organization.
- Creates and distribute resources to promote the greater participation of underrepresented students in computer science education.
- Works with other organizations to support equity research and initiatives.

*Grants/Funding Committee:*

- Creates philosophy and standards for soliciting and accepting funds.
- Advises, identifies, and recommends funding sources.
- Writes proposals for operational and project funding.

*International Committee:*

- Develops relationships with researchers and educators in other nations to improve understanding and awareness of the importance of computer science education.
- Promotes CSTA membership internationally.

*Membership Committee:*

- Works to promote and increase individual and institutional membership.
- Undertakes research to determine member satisfaction with benefits at regular intervals.
- Assesses member benefit package and advises on the development of new benefits.

*Policy and Advocacy Committee:*

- Prepares white papers and position papers on topics essential to CSTA's overarching mission.
- Advocates at all levels for CSTA as an organization and for computer science as a discipline.

*Professional Development Committee:*

- Facilitates seminars and workshops to members on topics related to computer science and computer science education.
- Develops cooperative partnerships with other organizations that support our educational goals and vision.

*Research Committee:*

- Identifies the larger questions relating to content, curriculum, and methodology in computer science education in Grades 1–12.
- Formulates and carries out sound research projects.
- Identifies potential sources of research funding/grants and assists in the preparation of proposals and reports.
- Collects and disseminates data as appropriate to other committees and the membership.

All of the members of the CSTA Board of Directors are required to sit on at least two of the standing committees each year. Senior directors (those in their second year of elected service to the Board) are required to serve as the chair of at least one standing committee. Each chair is responsible for maintaining the strategic plan for that committee and for reporting on committee progress at each Board meeting. Directors

are provided with considerable leeway in their committee assignments but Committee chairs are appointed at the discretion of the President. On occasion, junior Directors (those in their first year of elected service to the Board) are asked to serve as committee chairs due to their particular expertise or commitment to a committee project.

The CSTA by-laws also allow the President to create Task Forces. A task force is a committee created to carry out a special project or serve a special function. The President appoints the Task Force Chair, who then sits as a non-voting member of the Board of Directors. At present, CSTA only has one Task Force, dedicated to working with volunteers to establish new local CSTA chapters.

### **5.3 Ensuring Strong, Continuous Elected Leadership**

It is critically important to have a plan in place to provide a continuous pipeline to bring new leaders into the organization through the election process and to ensure that they achieve their full potential as policy and change leaders. The task of identifying and soliciting potential volunteer leaders falls to the Nominations Committee.

#### **5.3.1 *The Nomination Process***

Once you make the transition to an elected leadership, it is essential to create a process that ensures that the best possible candidates are selected to run for each open position. To ensure this, you need a Nominations Committee. The role of the Nominations Committee is to oversee the process of selecting the candidates to run for each open position. This process can include:

- Creating the Call for Nominations (the notice of positions for which candidates might run) and distributing it to the membership
- Collecting nomination applications
- Reviewing nomination applications to make sure the applicants meet the requirements for candidates
- Ensuring that the candidates for each position are qualified to meet the requirements of that position

When considering which applicants to choose for candidacy, it is standard for associations to require all applicants to be members in good standing and to require them to submit a curriculum vitae or resume that demonstrates their experience and competency for the position. Some associations also require:

- a candidate position statement,
- recommendation from a current Board member, and
- answers to a set of common questions.

The Nominations Committee reviews all of the required materials for each applicant and selects the best candidates for each position. Most Nominations Committees have two levels of nominations criteria: an external set of criteria, which is publicly shared, and an internal ranking procedure based on internal criteria that are not shared. Most Nominations Committees also have considerable latitude to select candidates with the overall goal of balancing the Board of Directors (for example, to ensure equity and/or geographic representation). For example, CSTA chooses two candidates from among all of the nominations to run for each position.

*Examples of External Criteria for Individual Candidates:*

- Experience in the representational position (for example do they currently work in the stated position)
- Member in good standing of the organization
- Has a strong professional reputation
- Truly supports the mission of the organization

*Examples of Internal Criteria:*

- Bio reflects experience in respective field.
- Experience in computer science/IT education in Grades 1–12.
- Previously shown leadership in a volunteer capacity for the organization or similar organizations.
- Previously participated in organization events (*CS&IT, TECS*).
- Understand the core issues of the organization.
- Goals align with the strategic plan.
- Is known to be a team player.
- Is a productive and positive addition to the Board (for incumbents).

The most thorough organizations also use a confidential scoring rubric to score each nominee on each of these internal criteria.

Once the candidates are selected, the Nominations Committee must create an election ballot (it could be paper or online), which must be distributed to all members at least thirty (30) days prior to the election closing date. The Committee must also oversee the counting of the ballots in such a way that ensures that there can be no question with regard to tampering. In the case of paper ballots, this often involves having multiple people count the ballots.

## **5.4 Creating By-laws**

The term “by-laws” refers to the set of rules and procedures adopted by an organization to govern its affairs. They are written by the association’s founders or directors and cover topics such as how directors are elected, how meetings of directors are conducted, and what officers the organization will have and their duties. In essence, an organization does not formally exist until the by-laws have been approved by the Board of Directors. (See Appendix B for CSTA’s by-laws.)

### **5.4.1 By-laws Content**

In many countries, there are regulations and requirements pertaining to by-laws for non-profit organizations and it is essential to determine what those requirements are. The articles below are drawn from CSTA’s by-laws as an example of some (but not necessarily all) of the contents you might be required or wish to include.

Article 1: The name and affiliation of your association.

Article 2: The purpose of your association.

#### Article 3: Your definition of membership.

- Describe the types of membership (e.g., individual, corporate, etc.).
- Stipulate who is responsible for setting membership dues.
- Describe member rights and privileges.
- Describe the circumstances under which membership can be revoked and who is authorized to make this decision.
- Describe who keeps the list of members and how member information can be used.

#### Article 4: Board of Directors

- Governance.
- Meetings (meeting methods, meeting frequency, notice of meetings, voting, quorum, compensation, rules of order).

#### Article 5: Election of Officers

- Nominations.
- List of officers and their duties.
- Terms of office.
- Committees.

#### Article 6: Staff

- Describe the general leadership structure of the paid staff and the lines of responsibility (who oversees the executive director).

#### Article 7: Budget

- Describe who is responsible for preparing the budget and the process for approving the budget.

#### Article 8: Amendments

- Describe the process for making changes to the by-laws (how by-law changes are approved).

#### Article 9: Dissolution

- Who has the authority to dissolve the organization and what happens to any remaining funds or debts.

#### Article 10: Liability and Indemnification

- Describe the fiscal responsibilities of the members of the Board or Directors in the case of a legal action taken against the association.

### 5.5 Planning and Running Meetings

No matter where your association is along the continuum of start up to mature organization, the most important and surprisingly challenging task you will face involves the planning and running of meetings. Part of the problem is that it is so easy to do badly, and the rest of the problem is that the people who most need to learn how to do it better do not think they have anything to learn. Harsh, but true.

At its best, a well-planned and run meeting is like a dance. There are leaders and followers, there is pacing and rhythm, and there are steps to follow. And most importantly, in the end everyone goes home feeling as though they've overcome some important challenges, and mostly had a good time. This does not mean that everyone agrees with every decision made, but that everyone feels heard and walks away understanding that once a decision has been made by the Board, everyone on the Board and the staff stand behind it. Without exception.

Here are 6 suggestions that will help plan your Board meetings.

1. Be sensitive to the fact that it is very difficult for teachers to be absent from their classrooms. This can mean holding meetings on weekends or providing recompense to schools to cover the cost of substitute teachers.
2. Develop and distribute an agenda well before the Board meeting. (CSTA by-laws require 30 days' notice.)
3. Unless there is a genuine emergency issue, strongly resist the temptation to allow the agenda to be added to during the meeting. Sometimes it makes sense to reorder agenda items and you can do this by agreement prior to the beginning of the meeting, but allowing items to be added during the day can get you badly off-time and off-topic.
4. Require all necessary documents (committee reports, financial reports, etc.) to be submitted and distributed prior to the meeting. (CSTA by-laws require 30 days' notice.)
5. Include the full text of any motion to be considered as part of the agenda. (You can make friendly amendments during the meeting if needed.)
6. Decide on one person to chair the meeting. This can be the President or the senior staff member (less common) but someone who knows how to follow the procedures should be in charge.

Here are 10 suggestions that will help make your Board meetings more productive and enjoyable for everyone.

1. Review the agenda before the meeting begins.
2. Begin and end the meeting on time. This shows that you value your Board members' time and that you have a good idea of how much can realistically be covered during a single meeting.
3. Find a really good guide for parliamentary rules of order, and make sure the chair knows how to use it effectively. (*Robert's Rules of Order* are still the preferred standard although there are other procedural guides that may offer easier mastery.)
4. Have directors disclose any potential conflicts of interest before a decision is discussed and recuse themselves from any voting on that issue. (If you do not have a conflict of interest policy, you need one immediately!)
5. Distribute committee reports prior to the meeting and save the time during the meeting for discussion or clarification. The primary job of the Board is to set direction and policy for the organization. If Board members are spending time discussing the minutiae of committee activities or telling the staff how to do their jobs, they are not serving the organization well.
6. Strive for consensus rather than unanimity. While you would like everyone to agree with everything all the time, this just is not possible, especially on a Board with strong personalities. Strive for unanimity for issues that are central to the

core mission of the organization, but deciding by majority rule on other issues will help the organization move ahead in a democratic fashion.

7. Keep a speaker's list. Ensuring that every Director has an equal opportunity to be heard during the meeting can be a real challenge, especially when people feel strongly about an issue. Requiring people to raise their hands to be placed on a speaker's list (and preventing people from interrupting or speaking out of turn) helps to keep the discussion moving along and ensures that everyone is accorded the respect of quiet when they are speaking. Keeping track of who has spoken on an issue once, and inviting those who have not yet spoken to do so before someone is allowed to speak a second time also prevents any one person from dominating the conversation. It is also wise to strongly discourage people from conducting side conversations during Board discussion as this is both distracting and rude.
8. Keep the minute-taking to a minimum. You do not need to keep copious notes as to what was discussed and who said what to whom. Simply keeping a record of all decisions made, motions passed, and action items arising from the meeting is sufficient.
9. Review the task items assigned to each person at the end of the meeting and make sure someone follows up to see that they are completed prior to the next meeting (or within the necessary timeframe).
10. Get the meeting notes back out to the Board members in a timely fashion.

## **SECTION 6: MEMBERSHIP**

### **6.1 Serving Members**

Members are the lifeblood of any association that purports to serve a community and no association can exist without a community of members to support it. In the beginning, most associations will be closely tied to and driven by the needs of their members. For some associations, however, this tight coupling can fade over time. Once formal leadership structures are in place, especially if they are representational, it may be felt that there is no longer a need to talk directly to members, to find out what they think and what they need. Once the association becomes institutionalized, volunteer leaders and staff may also forget that service to the association should be both acknowledged and rewarded. It can even be the case that associations, especially educational associations, can forget that their entire purpose is to serve the interests and meet the needs of their members and that any other social good that they achieve must always be in service to their membership.

### **6.2 Types of Membership**

Within the context of professional member associations, a member is traditionally defined as any person who has made application and paid any required dues. Typically, educational associations offer a variety of membership types with different price points (membership dues) and benefits associated with each. The Board of Directors determines the dues, responsibilities, and benefits of the various categories of membership.

These can include individual memberships, institutional memberships (that may involve an entire department or school), and corporate or industry memberships. Each of the membership categories should be clearly defined in the association by-laws and include key information such as the qualifications for membership (for example, must an individual member currently be working as a computer science educator or a corporate member be working in a business or industry directly related to the discipline).

The various member benefits and responsibilities should also be communicated clearly to members before they join, when they join, and each time they renew their membership. These rights and benefits may include who has the right to attend and to speak at general meetings and to attend meetings of the Board of Directors, who may serve as officers or on committees, and who is eligible to vote on motions.

It is also important to clearly state the conditions under which a member may be expelled or suspended from the association. The CSTA by-laws, for example, stipulate that a member may resign from CSTA by submitting a written resignation to the President and that a member may be expelled or suspended for reasonable cause after a hearing before the Board of Directors and a majority vote of the Board. Membership can also be automatically terminated for a member's failure to pay dues.

Keeping track of and renewing memberships can be one of the most time, labor, and cost intensive aspects of operating an association. At all times, the association must be

able to identify who its members are and where they are in the membership and renewal cycle. This information is usually captured in a database that is also used to keep track of other vital member information, such as contact data, interests, and sometimes financial information as well. It is therefore critical to determine who has access to this information, for what purposes, and who is responsible for keeping all of the member information current.

### **6.3 Membership Benefits**

As noted in Section 2, access to member benefits is a primary motivation for joining an association. These member benefits can be both direct and indirect. For example, direct member benefits can include the receipt of member publications or access to teaching and learning materials that have been created by the association. Indirect benefits can include the association's participation in the development of national curriculum standards or the association's advocacy efforts on behalf of members or the discipline.

Determining member benefits that can and should be offered requires the association to examine a number of key issues. These include:

- the potential benefit to the member,
- the perceived value of the benefit by the member,
- the cost of developing and/or distributing the benefit,
- the mechanism for distributing the benefit, and
- the potential lifecycle for the benefit.

While they may seem similar, the distinction between the first two items is important. Frequently associations find that members will request benefits that they ultimately may not use or value. On the other hand, associations that prove most successful are often able to anticipate what members might want and need even before the members are aware of this need. It is therefore up to the association to find ways to constantly gather information from members about what they want, whether and how they are using current benefits, and what new benefits they would find desirable and useful.

It is also important to note that associations frequently experience a gap between benefits that their members want and those the association can reasonably provide (especially in the early days of the association or in difficult financial periods). The key, then, is to continually review current and potential benefits, to focus on developing benefits that are unique to your association and truly meet the needs of your members, and to review all decisions regarding member benefits in terms of both mission relevance and cost effectiveness.

### **6.4 Member Loyalty**

At its core, an association is a community and communities are built on relationships. There are four kinds of relationships.

- Antagonistic
- Transactional (mutual benefit)
- Pre-disposed (until something better comes along)
- Loyal (you make my life so much better)

Loyalty is a real emotion that exists in the brain. It is not for sale and cannot be bought. If people are merely “satisfied,” you cannot ask anything of them because satisfaction is about the past but loyalty is about the future. Winning people’s loyalty requires:

1. Competency: Do what you say you will do.
2. Integrity: Honesty, fairness, transparency, and respect.
3. Recognition: Do you really know what members want?
4. Savvy: Do you understand the challenges members face?
5. Productivity: Giving members what they need before they ask for it.
6. Chemistry: Creating bonds.
7. Belonging: Building buy-in and ownership.
8. Purpose: Helping your members do something good.

It is essential to remember that all members have unique personal needs and your association needs to deliver personal value to achieve loyalty. You must anticipate what your members need before they ask for it, and so you need to continually gather information that will help you know them better (online surveys are a cheap and easy way to do this). You also must create enough value so that people believe what you say about supporting their interests.

## SECTION 7: COMMUNICATIONS

### 7.1 Association Communications

The association needs to decide the best ways to communicate with its members and interested parties. It needs to decide who speaks on behalf of the organization, in what capacity, and the most suitable forums for communicating the larger messages of the association. Established associations communicate with their members in a variety of ways and often provide a central membership publication that provides credibility and a consistent message. Creating a quality professional publication on a consistent schedule, however, can be very expensive. Fortunately, there are an increasing number of free media that associations can use to communicate with membership, but even these can come with some substantial costs in terms of volunteer and staff time.

### 7.2 Publications

The type, size, format and number of publications that an association supports depends entirely on its financial resources and the time commitment and reliability of its volunteers. While professional-looking publications may add important credibility to an association, it is more important to communicate with members in a way that best meets their needs and ensures their on-going interest and engagement.

Here are 10 key questions to ask if your association is thinking about launching a publication.

1. What is the primary purpose of the publication and how does it support your mission?
2. Who is your audience (just your members or will it include non-members)?
3. What is your competition?
4. How much will it cost?
5. What are your potential revenue sources (advertising, sponsorship)?
6. What is the frequency of publication?
7. What is the publication format (number of pages, digital, print, magazine, journal, e-newsletter)?
8. What will the content be (columns, features, articles, reviews, product announcements)?
9. What is your distribution mechanism?
10. Who is responsible for which publication duties (collecting content, layout, editing, distribution, advertising)?

One of the most important elements of producing an association publication is making sure that you publish on a reliable, regular schedule. There are few things more frustrating to association memberships than promised publications that are infrequently (or never) delivered. Ensuring regular publication involves a number of different processes/responsibilities.

#### *Acquisitions:*

Someone must make sure that there is a regular supply of new content that is of interest to the association members.

### *Copy Editing:*

Someone to make sure that the content is factually and grammatically correct.

### *Layout and Design:*

Someone to make sure that the content is laid out in a way that is easy to read and attractive to the eye.

### *Circulation:*

Regardless of whether you are going to distribute your publication in print or electronically, you still must make sure that you have a robust circulation list that is tied to your current membership database and that it conforms to mailing or email standards (e.g., the addresses must be correctly formatted).

### *Revenue/Sponsorship:*

If you intend to make your publication self-sufficient (either entirely or in part) you need to find a way to generate funding. Typically associations do this via advertising or sponsorship. In both of these cases, it is essential to show the value of the publication to the advertiser/sponsor. Specifically, you need to demonstrate how your publication will help them reach a priority demographic for their product, company, or organization. You must also be prepared to demonstrate that you have the internal resources/infrastructure to deliver a quality product on schedule.

Here are three very useful references that you might want to consult when planning your association publication:

Kobak , James B. (2002) *How to Start a Magazine and Publish It Profitably*. M. Evans and Company, Inc., New York

*Association Publishing Operations* by ASAE Association Management Research Series, Washington, DC (1998)

Website: Mr. Magazine by Samir Husni, <http://www.mrmagazine.com/>

## **7.3 Websites**

Many association volunteers may be under the impression that just because anyone can launch a website, anyone should. The truth, however, is that website design is both a science and an art, and because your website can be the first encounter members and potential members have with your association, getting it right is critical. There are a great number of online and print resources that can help you oversee the design of your association website.

Here are our top 10 tips for association website design.

1. Make sure your site is compatible with all common browsers.
2. Provide compelling content on every page.
3. Make important information easy to find (menus on every page, minimal clicking, shorter screen lengths).
4. Avoid visual elements that distract the reader's attention and increase the footprint of your site for teachers with limited bandwidth.

5. Use readable and professional looking fonts.
6. Make the text easy to read (don't use wide pages, do use contrasting or simple backgrounds, make the text big enough to read).
7. Use white space to give a sense of neatness and spaciousness.
8. Use links wisely (make them blue or underline them, explain what you are linking to, check them frequently to make sure they are still live).
9. Generate your own content and don't link to external sources without their permission.
10. Put contact information on your website so people can reach a real person when something goes wrong or they have a question.

We would also strongly suggest that you carefully control design and content access to your website. While it may seem that giving a number of volunteers direct access to the site will allow you to post more information more quickly and frequently, it can also result in serious issues with regard to design and content. Additionally, an association can face legal challenges if it does not strictly adhere to copyright legislation.

Finally, it is important to keep in mind that your website can never be a static information source. To continue attracting visitors to the site, you must post new and useful content on a regular basis and have a way of making members aware that that new content exists (an RSS feed for example). As your association grows over time, your website structure must also frequently evolve so that it continues to meet the needs of members while remaining easy and intuitive to navigate.

## 7.4 Communication Tools

There are so many social networking tools available for organizations now that it is impossible to describe them all or to provide guidance on what might be the most useful to your members. Here, however, is a brief description of a number of tools and suggestions as to how they might be used.

*Blog:* a basic webpage with posts presented in reverse chronological order. Readers may comment on any blog posting and can use a facility such as an RSS reader to automatically download new postings. An association blog can be used to communicate more informally with members and to promote discussion on key topics. It is important to note that many readers simply choose to lurk (read posts) rather than to post comments.

*Image sharing:* associations can upload, tag, share, annotate, and discuss images and photos. Groups can be formed around events (conferences) topics, and themes.

*Microblogging:* involves sharing resources and engaging in short conversations with other users (who are added as "friends") on services such as Twitter, Tumblr, and Plurk. These services enable the creation of strong social networks by sharing the "small details of life," but they can also result in an overwhelming number of inane postings.

*Podcasting:* is the distribution of audio online through RSS. Podcasts can be created with a number of different kinds of software (Audacity, Odeo, Garage Band) or digital voice recorders and shared via the association website. Members can listen to podcasts on a computer or iPod (or similar audio device).

*Social bookmarking*: is a way to store and organize bookmarks (favorites) on the web and to make these bookmarks accessible from any computer with an Internet connection and a browser. Bookmarks can be posted to services such as Delicious directly through the website or through a browser toolbar. When saving a webpage, users can tag the resource, select it for private/public view, and share it with others in a network. Services like Diigo and Stumble Upon allow users to rate, tag, and comment on specific web pages (comments are only visible to other users of the service).

*Social networking sites*: Social networking sites (such as FaceBook, MySpace, and LinkedIn) are integrated suites of tools with functionality similar to blogs, microblogging, image sharing, and discussion forums. Users create an account on a networking service and build their networking by “friending” other users of the service. An increasing number of organizations are now using these social networking sites to disseminate information about events and build online communities.

*Web conferencing*: facilitates group meetings or live presentations over the Internet and can be accessed from any computer with the appropriate software and an Internet connection. In its simplest form web conferencing involves text messaging, at its most complex, it is videoconferencing combined with application or desktop sharing. Many associations now use web conferencing to provide professional development to their members.

*Wiki*: a simple webpage that anyone can edit. Wikis enable several people to work on or edit a document simultaneously and thus allow individuals and organizations to create a shareable resource.

## 7.5 Public Relations

When it comes to public relations, there are really only two key questions:

1. Who speaks for your association?
2. What is the message you want to get across?

And while it may seem somewhat draconian, especially when you are first starting out, to try to control your public relations too tightly, it really is important to try to channel your message through one or two key people (usually the president/chair, and your senior staff person).

Here are 10 suggestions for managing your association’s public relations.

1. Establish a spokesperson
2. Assign someone on staff responsibility for public relations.
3. Determine public relations budget for 1–3 years (if you have sufficient funding).
4. Craft a communications plan that aligns with organization's mission and strategic plan.
5. Issue periodic press releases to share:
  - association milestones,
  - statements of organization officials on relevant news or announcements,
  - events that showcase the association’s work,
  - partnership building with stakeholder groups,

- materials creation or publications.
6. Create a strong website that is visually appealing and clearly communicates your association's strengths.
  7. Create a suite of materials in print and on your website that address your strengths, unique features, and mission (leaflets, posters, etc.).
  8. Place media contact information prominently on your website.
  9. Use new media tactics to reach a broader group of people in dynamic ways.
  10. Consider a newsletter to share up-to-date information and connect to members on a regular basis.

Here are 5 suggestions for identifying stakeholders and forming your key messages.

*Stakeholders:*

1. Who are the education decision makers at the national, state/provincial and local levels? Do they have national membership organizations?
2. What reporters cover education in your local and national papers? Where do you look for news and information on computer science and general education?
3. Are there organizations of which teachers and administrators are members? Locally? Nationally?
4. Are there national and local professional societies for computer science professionals and academics?
5. Are there major technology companies in your country?

*Messages:*

1. What makes your association unique? What distinguishes it from:
  - other education groups,
  - other nonprofits?
 What can you say about your association that is both appealing and authentic?
2. What's your mission?
3. Can you state these key points succinctly? In three sentences?
4. Do these points address the needs of all your key audiences?
5. Can you outline supporting points that provide data, anecdotal information, and additional thoughts on your key points?

## **SECTION 8: ADVOCACY AND OUTREACH**

### **8.1 Computer Science and the Need for Advocacy**

Compared to most academic subjects taught in Grades 1–12, computer science is one of the most overlooked and generally neglected in the Western World. The fact that computer science is a relatively young discipline in the academic cannon, creates unique challenges that make it essential that professional associations take on the role of both clarifying what the discipline is and is not and advocating on behalf of the inclusion of rigorous computer science courses within college education and most especially at the secondary level.

### **8.2 The Importance of Computer Science Education**

Although it is often perceived, especially in secondary schools, as simply programming, computer science is far more than this. Every child in every classroom, every teacher in every school, and every person in every community is affected by technology, and the roots of technology were founded upon the work of innovative computer scientists. Computer science education is strongly based upon the higher tiers of Bloom’s cognitive taxonomy, as it involves design, creativity, problem solving, analyzing a variety of possible solutions to a problem, collaboration, and presentation skills. These skills allow students to express their ideas in ways that will prepare them for the competitive world in which they live. A fundamental understanding of computer science enables students to be not just educated users of technology, but the innovators capable of using computers to improve the quality of life for everyone.

There is also a critical link between computer science education and the economic issues that an increasing number of countries are facing in light of the new global economy. Current projections in many countries indicate that there will continue to be a significant gap between the number of jobs available in the high tech sector and the number of graduates being produced to fill those jobs. Most countries simply are not producing a sufficient number of computer science graduates to meet the current and future demands of business and industry. Countries that do not address these deficits immediately and vigorously will face long-term skills shortages that will cripple both academic computing and their high tech industries. They will be seriously compromised in their ability to maintain or improve their positions in computing, communications, information science, and engineering. In addition, they will be unable to capitalize on current and future innovations that are already providing untapped economic and social opportunities.

### **8.3 The Challenge of Defining Computer Science**

One of the challenges we face when discussing computer science education is that the field of computer science seems to progress so quickly that it is difficult, even for computer scientists, to clearly define its contents and proscribe its boundaries. The landscape of computing continues to evolve and trying to figure out what students need to learn is like trying to hit a moving target. While we do know that computing now provides the infrastructure for how we work and communicate and that it has redefined science, engineering, medicine, and business, it is still poorly understood by

those outside the field.

Those not familiar with the discipline tend to confuse the study of computer science as a scientific discipline with other uses of computing technology within education, particularly *computing literacy* (the mastery of basic software applications), *information technology* (learning about computers with an emphasis on the technology itself), and *educational technology* (using computers across the curriculum). Unlike computing literacy, information technology, and educational technology *computer science* spans a wide range of computing endeavors, from theoretical foundations to robotics, computer vision, intelligent systems, and bioinformatics.

The boundaries and the content of computer science are constantly being reshaped. New thinking and new technologies continue to expand our understanding of what computer scientists can and need to know. This has resulted in considerable debate about a single definition of computer science. The *ACM Model Curriculum for K–12 Computer Science*, however, provides a highly useful definition of computer science for secondary school educators. *Computer science*, it argues, is neither programming nor computer literacy. Rather, it is “the study of computers and algorithmic processes including their principles, their hardware and software design, their applications, and their impact on society” (Tucker, 2006). Computer science, therefore, includes:

- programming,
- hardware design,
- networks,
- graphics,
- databases and information retrieval,
- computer security,
- software design,
- programming languages,
- logic,
- programming paradigms,
- translation between levels of abstraction,
- artificial intelligence,
- the limits of computations (what computers can’t do),
- applications in information technology and information systems, and
- social issues (Internet security, privacy, intellectual property, etc.).

#### 8.4 Developing an Advocacy Plan

Over the last few years, discipline-based educational associations have taken on advocacy as a core activity and most associations dedicate time and resources to working with policy makers to ensure that students are learning what they need to be learning and teachers are being given opportunities for professional development that allow them to keep current with changes to the curriculum. For computer science, however, the need for advocacy goes much deeper than curriculum issues. Because computer science is neither broadly understood, nor part of the core curriculum every student must learn, computer science associations have the additional challenge of fighting for a place within an increasingly overcrowded school curriculum. Essentially, we are fighting just to ensure that our students have an opportunity to take a rigorous computer science course before they enter post-secondary education.

#### **8.4.1 *Defining and Understanding the Issues***

Communicating the importance of your discipline to policy makers and the public at large requires that you first develop a solid understanding of the issues faced. These issues vary significantly from country to country but we have found that there are common issues that many share. These include:

- the lack of a rigorous computer science curriculum,
- students having difficulty fitting elective courses into their schedules,
- the lack of relevant certification requirements for computer science teachers, and
- the lack of professional development opportunities for teachers.

Some of these issues are the result of systemic problems that affect many academic disciplines, but others are entirely of our own making. In the United States, for example, we have found that our efforts to improve computer science education have often been hampered by our own actions and fears.

- We expect people to understand what computer science is and they do not.
- Computer scientists are not very good at explaining (or even agreeing upon) what we do or why it matters.
- Education decision makers often have little or no information on which to base their decisions.
- We are not very good at working together across educational levels or with other disciplines
- We are not good at advocating on our own behalf because we do not believe anyone will listen to teachers anyway.

These are systemic challenges that many computer science associations must address in order to develop an effective advocacy plan.

#### **8.4.2 *Sharing Your Vision***

At its most basic level, an advocacy plan begins with a vision to be shared. At CSTA, our vision focuses on the importance of computer science to:

- students,
- the workforce,
- the economy,
- national competitiveness, and
- innovation in all disciplines.

Our goal is to share our passion for computer science as:

- a critical skill set for today's students,
- an essential academic discipline, and
- a vibrant, diverse, and rewarding career path.

And our commitment is to invest our own time, effort, communication, and interpersonal skills in the sharing of our vision and goals.

### ***8.4.3 Identifying and Meeting with Your Stakeholders***

Before you can bring about change, you must first determine who needs to be part of the process or who will be affected by the changes that you are seeking. In other words, you need to identify your stakeholders. When it comes to improving computer science education, the most common stakeholders are:

- teachers,
- principals/school heads,
- parents,
- school district policy makers,
- university and college faculty,
- state/provincial government policy makers,
- federal government policy makers, and
- business and industry.

Effectively engaging your stakeholders requires you to understand what it is that will motivate them to help you make change happen. Here are some example motivations for each of the stakeholder groups listed above.

#### *Teachers:*

- To do a good job and meet the learning needs of their students.
- To grow as people and professionals.
- To be appreciated for the work they do.

#### *Principals/School Heads:*

- To meet the learning needs of their students.
- To allocate their funds for the highest possible return.
- To be perceived by parents and the community as doing a good job.

#### *Parents:*

- To ensure that their children are learning effectively.
- To ensure that their children are learning the skills they need to do well at the next educational level.
- To ensure that their children are learning the skills they will need to find gainful employment.

#### *School District Policy Makers:*

- To meet the learning needs of their students.
- To allocate their funds for the highest possible return.
- To be perceived by parents and the community as doing a good job.

#### *University and College Faculty:*

- To get enough students into their programs.
- To have students come into their programs ready and able to succeed.

*State/Provincial Government Policy Makers:*

- To meet the learning needs of their students.
- To allocate their funds for the highest possible return.
- To ensure that teachers are adequately prepared.
- To satisfy the community and meet the skills needs of local industry.

*Federal Government Policy Makers:*

- To allocate their funds for the highest possible return,
- To be perceived by voters as doing a good job,
- To ensure that the country remains economically stable and strong,

*Business and Industry:*

- To make a profit by providing what people want,
- To have workers with the skills needed to perform effectively.

One of the best ways to communicate your message to your stakeholders is to meet with them. It is important to remember, however, that you need to plan these meetings very carefully so that you can take full advantage of the opportunity.

Here are 8 suggestions for ensuring a successful meeting with a stakeholder.

1. Setting the meeting:
  - Set meeting 30 to 60 days in advance
  - Be polite but persistent
  - Send a fax or an email to confirm meeting details (purpose, who will attend, date, time, location)
2. Do it right:
  - Arrive on time
  - 2-3 people at the meeting is ideal
  - Dress professionally
3. What to expect:
  - The unexpected
  - A long wait
  - A staff member rather than the corporate or political leader.
4. Prepare, prepare, prepare:
  - Hone the message before the meeting
  - Make no more than 3 major points
  - One person should serve as the spokesperson for your association
  - Leave contact information
5. Be brief:
  - Plan on no more than 15 minutes for the meeting
  - Get to the point quickly
  - Look for a personal connection with the stakeholder

6. Be clear about what you want before you leave
  - Tell them what you want them to do
  - Tell them when you need it by
  - Get a response
7. Always do this
  - Thank the stakeholder for her/his time
  - Compliment whenever possible
  - Stay on message
  - Check for understanding
  - Leave useful information with the stakeholder (the briefer the better)
8. Never, ever do this
  - Assume they know and understand
  - Discuss quid pro quo or offer monetary contributions
  - Threaten
  - Criticize your host (if you need to differ, don't be negative)
  - Exaggerate or stretch the truth

#### **8.4.4 Making Your Case**

At its core, advocacy is about strategy, communication, and relationship building. The more clearly your strategy can be communicated, the more easily it can be understood and translated into action. To be truly effective, change must address the intellectual and emotional issues. Learning how to see and understand these issues, and respond with open communication requires time and attention.

Before you can approach someone and ask for their support, you need to understand what it is that will motivate them to help you. What do they want or need (their return on investment) that will make helping you achieve your goals worth their while. Principals for example, might be looking for a way to reassure parents that they really are teaching students skills that will help them find jobs, while politicians might want to be seen as forward thinkers in education or may be concerned about needing to boost their high tech industries. Everyone has something they want to accomplish, and if you can show them how helping you will help them, if you can create a solid argument for mutual benefit, you are more likely to convince them to support your drive for change.

Here are 5 key steps for making your case.

1. Establish clear goals:
  - Prioritize.
  - Set 3 or 4 clear goals.
  - Get everyone on the same page.
2. Create a strong message:
  - Craft a message.
  - Sell the priorities.
  - Document your points.
  - Provide supporting evidence.
  - Never finish the meeting without making "the ask."

3. Use several methods to make your case:
  - Letters (not very effective).
  - Emails, faxes, phone calls.
  - Town hall meetings.
  - Media (radio, letters to editor, blog post, blog comments).
  - Meet with stakeholder.
4. Stick to the message:
  - Diversions are destructive.
  - Too many points just confuse people.
5. Build a relationship:
  - Make multiple contacts (without making a nuisance of yourself).
  - Become a familiar face.
  - Provide value for the stakeholder.

Another critically important thing you need to do is to establish exactly what your “ask” is. What do you want this person to do? Asking people to help you without giving them a clear list of specific steps they can take is a waste of your time and theirs. Asking them to do things which are not in their power to do is likewise wasteful. Before you seek out someone’s support, figure out exactly how they can help you and create a small list of practical suggestions they can follow.

There are 5 key elements to the ask.

1. Know exactly what you want the person to do.
2. Have a powerful argument that appeals to the person you are asking.
3. Reach out to make that contact.
4. Be very specific about what you want them to do.
5. Know when enough is enough.

Here are some suggestions as to possible asks for each stakeholder groups.

*Teachers:*

- Ensure that the curriculum meets students’ learning needs.
- Make courses both rigorous and welcoming.
- Seek out professional development.
- Lobby principals for courses, funding, and resources.
- Speak to students and their parents about the importance of computer science courses.
- Give students good career information.
- Share career information with guidance/career counselors.
- Meet with other teachers to share strategies and materials.
- Join a professional association.
- Become a leader.

*Career Counselors:*

- Ensure that they are knowledgeable about the wide range of job opportunities in computing and the appropriate educational pathways for preparing for these jobs
- Encourage your female and minority students to explore computing as a potential career option.
- Help students see the benefits of a career in computing including good salaries and the opportunity to make important contributions to solving real-world problems.
- Help students understand the difference between low skill jobs involving the use of technology and high skill jobs in creating new technologies.

*Principals/School Heads:*

- Identify resources allocated specifically to computer science.
- Promote funding for courses and resources.
- Ensure that there are computer science courses for students to take.
- Provide knowledgeable and helpful technical support staff so teachers can concentrate on teaching.
- Ensure that the curriculum is both rigorous and welcoming.
- Create and support professional development for teachers.
- Encourage teachers to develop their leadership skills and provide support for their participation in professional associations and activities.
- Give teachers an opportunity to meet with their colleagues.
- Work with guidance/career counselors to make sure they are providing students with accurate and appropriate information about course and careers.

*Parents:*

- Demand funding for courses and resources.
- Demand that there are computer science courses for students to take.
- Demand that the curriculum is rigorous and welcoming.
- Ask guidance/career counselors to make sure they are providing students with accurate and appropriate information about course and careers.

*School District Policy Makers:*

- Identify how much of the district budget is being allocated for computer science (not computing across the curriculum).
- Promote funding for courses and resources.
- Review the district's computer science curriculum to ensure that it provides students with the skills they need.
- Provide technical support staff so teachers can concentrate on teaching.
- Create and support professional development for teachers.
- Give teachers an opportunity to meet with their colleagues.
- Work with guidance/career counselors to make sure they are providing students with accurate and appropriate information.
- Point community members to the resources of non-profit groups who provide support and programs for teachers and students.

*College and University Faculty:*

- Require students entering their programs to have taken at least one computer science course at the secondary level.
- Create different program entry points for students with differing levels of secondary school computer science experience.
- Provide opportunities for local computer science teachers to interact with faculty, graduate students, and undergraduate students.
- Invite teachers and their students to visit.
- Provide teachers with detailed information about entry requirements and skills expectations.
- Set up mentoring programs for teachers and students.
- Provide professional development for local teachers.
- Make sure their schools of education are doing a good job of preparing teachers to teach computer science.
- Help local teachers and school districts write grants to support computer science education.

*State/Provincial Policy Makers:*

- Identify how much of the state education budget is allocated for computer science (not computing across the curriculum).
- Promote funding for courses and resources.
- Make sure that certification standards make sense and that teachers have the opportunity for a computer science certification/endorsement.
- Provide transition programs for individuals who want to transfer into computer science from another discipline or industry.
- Review the state's/province's computer science curriculum to ensure that it provides students with the skills they need to thrive in a computerized global economy.
- Ensure that schools of education are providing computer science teacher preparation programs.
- Create and support professional development for teachers.
- Encourage colleges/universities and business/industry to provide support and mentoring.

*Federal Policy Makers:*

- Make sure that conversations about national competitiveness specifically include the importance of computer science and computer science education.
- Recognize the importance of computer science as a key 21<sup>st</sup>-century skill and its place in any discussion about education.
- Include specific funding for computer science education in all education programs.
- Support new and existing initiatives that provide program funding for computer science education.
- Support and fund research programs aimed at improving computer science education in Grades 1–12.
- Encourage states to rationalize their computer science teacher certification requirements.

- Make sure that legislation pertaining to technology outcomes requires assessment of computer science and not just computing literacy.

*Business and Industry*

- Make sure that conversations about national competitiveness specifically include the importance of computer science education and computer science skills.
- Help improve the public's understanding of the variety of computer science careers.
- Include computer science education in any discussion of academic programs and skills needs.
- Help people understand that offshoring is the result of having too few people with the skills needed to drive the information technology industry.
- Build partnerships with schools to promote and support excellence in computer science education.
- Provide or help fund professional development for computer science teachers.
- Provide a welcoming working environment that attracts and retains highly skilled workers.

## SECTION 9: FUNDING

### 9.1 Funding Models

One of the most challenging tasks for any educational association is finding a way to keep itself solvent while it builds the credibility, infrastructure, membership, partnerships, products, services, and reputation needed to establish a sufficient number of revenue sources to ensure sustainability. And even once an association has achieved some semblance of financial stability, remaining fiscally viable will never be something its leaders can take for granted. An association cannot expect support until it can prove its potential value and it will cease to have that support (from members and funders) when it can no longer prove that it is a key player in the larger effort to improve education in Grades 1–12.

### 9.2 Building Credibility

It might seem odd that an association should be required to build credibility before it has any funding, but this often seems to be the case. Before you can talk anyone into providing you with funding, you have to demonstrate that you have the capacity, the knowledge, and the dedication to be of service to your constituents and to the broader educational community. You must prove that you know what you are doing, that what you are doing is important, and that there are core needs that will not be met except by your association. Also, before you begin positioning yourself as an entity that can speak for a community of learners, you must demonstrate that you know a great deal about that community and what it wants and needs.

The core group that built CSTA began laying the foundation for the association several years before it was created. This group of computer science educators from Grades 1–12 and colleges and universities first began to coalesce around efforts to plan a professional development event for computer science teachers that ACM eventually offered to fund. This event became the *Computer Science & Information Technology Symposium* that has run annually since 2000. The success of this event led the volunteers to consider other ways to meet the pressing needs of computer science teachers and a small sub-group asked ACM if it would be willing to help them form a task force to create a curriculum framework that would define what computer science courses should be taught in secondary schools and what core concepts those courses should contain. In October of 2003, The ACM K–12 Task Force Curriculum Committee published *A Model Curriculum for K–12 Computer Science*.

While they were working on this document, the members of the Task Force began to realize that the issues affecting secondary level computer science were far more complex than just curriculum issues, and so they approached ACM for an additional small amount of funding to enable them to conduct a national survey of secondary school computer science teachers to determine what the key issues were and what was needed to make substantial and sustained improvements to computer science education. The result was the first National Secondary Computer Science survey, which provided a rich body of data where none had previously existed. Not surprisingly, one of the core findings of that survey was that computer science teachers feel profoundly isolated in their schools, school districts, and states/provinces

and that they believed there was a critical need for some kind of organization that would facilitate better communication among teachers and enable them to create some kind of professional learning community.

By successfully completing each of these major undertakings, the early CSTA volunteers demonstrated that not only was there a key set of barriers to improving computer science education, but that they had the ability to provide professional development services that teachers would value, the capacity and knowledge to develop a rigorous computer science curriculum framework, and that they could conduct research that would provide valuable data to support all of their claims with regard to the needs in their area and the willingness of other educators to join a professional community. In this way, these volunteers laid the cornerstone for CSTA by building critical credibility within its own constituency (computer science teachers in Grades 1–12) and with other players in the computer science field.

### **9.3 Building Partnerships**

The relationship between ACM and CSTA is not at all an unusual one. In fact, many associations begin as part of or with the support of another group (such as a professional/technical organization) or institution (such as a university). It is safe to say, however, that without ACM, CSTA would never have existed. Without ACM's original interest in exploring the needs of educators in Grades 1–12, the first group of volunteers would never have been brought together. And without their continued support on multiple levels, CSTA would never have grown into the 7300-member serving association it is today. ACM provided the original funding for CSTA and continues to provide a portion of its operations funding as well as providing key fiscal, marketing, and human resources services. In return, CSTA works with ACM on a number of projects that span the scope of ACM's educational endeavors and helps to keep ACM members informed about key issues in computer science education.

The key to the success of the relationship between CSTA and ACM is that, within ACM, there have always been a number of key leaders (both staff and volunteer) who supported the idea of CSTA, who supported the decision to provide funding to CSTA, and who continue to argue that ACM must concern itself with education in Grades 1–12 and that CSTA is the most effective and cost-effective way to do this.

This first partnership with ACM set the model for all of the subsequent partnerships that CSTA has formed with other professional organizations, funding bodies, corporate supporters, institutions, and even individual faculty staff and researchers.

Here are 10 suggestions for forming sustaining partnerships.

1. Explore your environment and seek out your potential allies. Look for other organizations with similar missions or objectives and try to determine where your interests intertwine.
2. Determine if you share common ideas about how best to achieve your goals and objectives.
3. Seek mutual benefit. Work together on something that will serve the constituencies of both organizations.

4. Money is not the only thing. Sometimes partnerships are revenue neutral but still very beneficial, for example allowing you to offer services to your members that you could not have created on your own.
5. Respect is everything. Don't take money from any organization that you cannot believe in or be proud of working with.
6. Stay mission focused. The minute you start taking on projects simply because they bring in revenue, you have lost your focus and are not serving your members.
7. Be honest about your limitations. If you are promising more than you can possibly deliver, you will end up disappointing your partners and your members.
8. Deliver on your promises. Do what you said you would do. And if you cannot do everything you promised, be very honest about why this happened and how you would make sure it could never happen again.
9. Build a community of organizations with which to work, so that you have the greatest possible diversity of potential partners and sources of ideas and funding.
10. Realize that most of the time, "no" means "this is not the right time for us", or "this is not the right idea for us" and not "go away, we are not interested in you."

#### **9.4 Possible Funding Sources**

As is the case for much of the information with regard to the fiscal operations of an association, much of the information with regard to funding sources is very localized. In this section however, we will try to generalize about several potential revenue sources.

*Membership:* Many associations require members to pay a membership fee or some form of membership dues. These fees are usually paid on an annual basis, requiring the association to establish a system for collecting membership dues (a payment system) and for renewing existing memberships (notification, payment, and tracking mechanisms). One of the challenges for educational associations, especially in countries where teacher salaries are relatively low, is that teachers are extremely sensitive on price point issues (how much they are willing to pay). Associations must be sure before they set membership dues that they have a very good idea of what potential members would be willing to pay and whether the benefits of membership are sufficient to entice members to continue to pay after the first year.

*Corporate Funding:* Contrary to what many people might believe, corporate sponsorships consistently represent less than 10% of all funding received by non-profit organizations. Many established associations, however, are able to develop relationships with corporations or businesses who provide them with funding, usually as part of a sponsorship agreement or for support of a specific project. These partnerships can be a life-saver for any organization but they also require a great deal of work to establish and to maintain over time. Before entering a sponsorship or funding agreement with any corporation or business, association leaders must be very clear with regard to the nature of that relationship and any entitlements it may or may not include.

Here are 10 tips for managing your association's corporate relationships:

1. Be very clear about what the sponsors get for their money: do they get a seat on your Board, can they vote in your elections, will you include their name in your publications, will you provide signage at events recognizing their sponsorship?
2. Be very clear with your sponsors and your members whether the sponsorship implies the explicit or implicit endorsement of any product or service.
3. Be very clear about what the funding is to be used for. If it is targeted for operational expenses or to fund a specific project or event that is where the funds must be spent.
4. Use good accounting methods to keep track of all project expenses and provide any required fiscal reports in a timely manner.
5. Make frequent contact with your sponsors to make sure they are happy. It is never a good thing if they feel that they only hear from your association when you want money from them.
6. Make the effort to recognize your sponsors in other public and private ways. A letter of thanks and a nice plaque can go a long way toward showing sponsors that they are appreciated.
7. Call on your sponsors to share their expertise as well as their money. Having an advisory group that includes industry representatives, for example, can be a good way to involve them more directly and to benefit from their particular expertise.
8. Don't be a fair-weather friend. Corporations can be prone to difficult economic times that make it more difficult and sometimes impossible to continue to provide funding. Don't give up on a relationship just because the well has temporarily gone dry. Find other ways to keep them contributing to and supporting your association that do not involve money.
9. Be honest about your limitations. If you are promising more than you can possibly deliver, you will end up disappointing your partners and your members.
10. Beware of becoming too closely associated with a single corporation or funding source. This makes you extremely vulnerable should a sponsor fall upon difficult times or experience a change of management. It can also create the impression that your association is too closely aligned with a specific vendor or product.

*Federal Funding:* Federal governments represent the largest source of support for organizations seeking external funding. Federal grant programs are often grounded in legislation. Federal grant programs are often large in scope and managed by a large bureaucracy. The process for application is often complicated and time-consuming. Federal funders will also be especially concerned with your ability to provide evidence of support for your proposal among the constituency you purport to serve.

*State/Provincial and Local Funding:* State/provincial and local government agencies often manage grant programs that are also grounded in political priorities. The benefit of state/provincial funding sources (over federal ones) is that they are often willing to fund smaller requests, their personnel are more accessible, and the competition is less intense.

*Private Funders:* There are many types of private funders who provide financial support for educational projects. These include foundations, corporations, and other

professional associations. Private funders tend to base their funding decisions on more subjective criteria. Although, ultimately, the funding decision will rest on whether the proposal clearly furthers the funders' goals, your association's reputation, your clarity of purpose, and the way you present your ideas will have more weight with private funders.

*Products and Services:* An increasing number of associations look to the sale of products or services as a major source of revenue. These can take the form of online or in-person courses, resources, textbooks, or consulting services. Many have also found that offering some kind of professional certification can be an effective way to establish a reliable revenue stream.

Before deciding to offer a new product or service, however, association leaders should ask themselves the following questions.

1. Does it help us achieve our mission?
2. Do we truly have the capacity to develop the product or provide the service?
3. Can we afford the cost of development, dissemination, marketing, and maintenance and will it be profitable in the long-term?
4. Who is the competition? Is anyone else offering this product or service, and if so, why is what we are planning so much better?
5. Will our members be angry at us for charging them for something they expect to get for free from the association?

It is also important to keep in mind that products, services, and even events have their lifecycle and constant review is needed to ensure that outdated ones are not maintained for legacy sake and new ones are not created just to have something new to offer.

## **9.5 Developing Grant Proposals**

There are many excellent books that have been written about grant writing and a comprehensive look at this topic is beyond the scope of this document. It is possible, however, to provide some general guidelines that we hope will prove useful.

Usually the desire for funding stems from the need to fund a particular project or initiative. Attracting funding, however, requires more than a good idea. It requires you to develop a profile of your project that helps you answer the questions that potential funders will inevitably ask.

Here are 10 key questions that will help you better define your project.

1. What is the purpose of our project (to collect research, train teachers, develop curriculum, create resources etc.)?
2. How is our project unique? Are we creating something entirely new, building on something developed by someone else, replicating in a new location?
3. Who will benefit from our project? Who is our target audience and why are they in need of whatever we are creating?
4. Is our project local, state/province-wide, or national and can it be replicated in other locations to extend its usefulness?
5. What special capacity, expertise, and resources does our association bring to this project?

6. How well does this proposal correspond to our association's mission?
7. Do we have the proper legal status to receive funding from the funding source?
8. Does our association have the staff needed to manage the grant project and deliver all of the project milestones on time?
9. Does our association have the fiscal resources needed to provide the required financial reporting?
10. How does the reputation of our association affect the chances of the proposal succeeding? Have we built credibility with funders, partners, and our target audience?

Here is a list of 10 critical pieces of information you need on any funding source before you approach them about a grant proposal.

1. Correct and complete contact information.
2. Eligibility requirements (who is allowed to apply for funding).
3. Possible restrictions. These could be geographical (limited to a specific state or region), organizational (they only fund certain kinds of groups or organizations), subject specific (for example, only fund health or education).
4. The primary purpose of the funding organization and its goals.
5. Minimum and maximum amounts awarded.
6. The percentage of your budget they would consider funding (many organizations will only cover a percentage of the project budget, expecting the originating association to provide the rest) and what kinds of costs they will and will not cover.
7. The application process and timeline. Many funding agencies will not accept unsolicited grant proposals or will only accept proposals in response to a call for proposals. Many are also very particular about the format of the proposal (including whether or not they will allow attachments and letters of support).
8. Who reviews the proposals and is it a blind review (the name of the organization requesting the grant is not provided to the reviewers).
9. The renewal policy (can you apply more than once).
10. Contact information for other groups or individuals who have made successful proposals to this funder and might be able to provide useful suggestions.

Once you have identified a specific funder you need to determine the best possible way to approach them. How you make first contact with them and how you build that relationship will have a profound impact on the likelihood that your proposal will be funded.

Here are 5 key tips for making a good impression on funding sources.

1. Approach them as they wished to be approached. The website will usually suggest the best means of making contact. If they ask for a letter of inquiry or a two-page proposal do not send something else.
2. Be clear about why you are contacting them and get to the point. These people do not have time to hear the entire history of your association or why you are desperate for funding.
3. Build the relationship for the long term. Communicate with them before you approach them for funding, and possibly offer them some way that you can help them achieve their goals. And even if your proposal is not accepted, thank them for their time, and express your hopes of working with them in future. If you are

- funded, keep in contact with them after the grant is completed to make them aware of future developments with the project.
4. Follow all of the rules. Don't miss deadlines, send the wrong materials, send files they cannot open, etc. You want to demonstrate that your association is capable and organized.
  5. Do everything you promise to do.

Most funding sources will have their own specific grant proposal format, and it is imperative that you follow it to the letter. Most of these formats will require the following information although the way in which the information is to be organized will differ from funding agency to funding agency.

*Summary Page:* Including the project title, contact information for submitting organization, the funding agency, and program to which it is being submitted. This page may also include a summary of the project, including the goals it is intended to achieve and the possible impacts or benefits of this project.

*Abstract:* A brief summary of the project including its purpose, intended outcomes and objectives, the need for the project, and brief descriptions of the procedures or methodology to be followed, the evaluation procedures to be used, and the plan for further dissemination.

*Intellectual Merit:* This section provides the rationale for the project. It provides research-based proof of the need for the project and sets it in the context of earlier research. It also highlights the ways in which this project will solve an as yet unsolved problem or meet an unmet need. The key to writing a good intellectual merit section is having a solid understanding of the academic research related to your project. This is where an Advisory Board may be helpful.

*Broader Impact:* This section sets your project in a larger educational and social context. It allows for a more in-depth explanation of the challenges to be solved, exactly how you propose to solve them, and what impact this will have on the target audience and beyond.

*Background and Purpose:* This section provides a well documented description of the problem or need you plan to address and its significance. It should also include a brief description of your association and supportable evidence of the unique qualifications of your association to carry out this work. It should also outline your goals and objectives.

*Project Plan:* This section should provide a detailed explanation of your plan for carrying out the work, including descriptions of the methodologies and procedures you will use and why you chose them, and your timeline. It should also note all of the partners who will be involved, the responsibilities they will carry out, and the contribution each will make to the overall project.

*Evaluation Plan:* This section details the methods and tools that will be used to gather data to determine whether the project was successful. It also includes information on how the data will be analyzed and reported. Many government funders now require that the evaluation section include a logic model that specifically links each objective to specific activities, desired outcomes, and evaluation instruments.

*Dissemination Plan:* This section details the strategies that you will employ to share the results and artifacts of your project. It should include specific information on what you plan to disseminate, how you plan to identify and reach your target audience, and what mechanism you will use for dissemination. It is important to note that most funders have become increasingly aware that “We will build a website and they will come” is not an effective dissemination strategy. Also, an experienced review panel will be able to tell immediately whether you really understand your target audience and where to find them. For example, if you say you are planning to reach teachers and yet you only plan to present at conferences attended by university faculty, reviewers will know that you do not really know how to reach your target audience.

*Qualifications of Personnel:* Provides an overview of the organization and individual personnel who will be responsible for managing and carrying out the project. Often, major personnel are required to additionally submit some form of resume or curriculum vitae to prove their qualifications.

*Budget:* Most funding organizations will have their own budget format. At the very least they will expect you to detail exactly how much money will be spent and on what. Often you will be asked to complete a budget template that simply includes the figures in specific categories of expenditures and then provide a separate justification document that includes a more specific breakdown of the costs and why they are necessary.

One final thing to know about grant writing is that it is really hard work. It requires a great deal of research, strong writing and organizational skills, and a great deal of patience. It is an extremely competitive environment, with many wonderful projects in search of funding from the same sources. It is also unreasonable to expect, given the high turn-down rate for most funders, that your first, second, or third efforts will be successful. That being said, it still remains the best way for associations to take on and achieve truly ambitious projects.

## **SECTION 10: FISCAL RESPONSIBILITY**

### **10.1 Due Diligence**

One of the most important functions of the association leadership (most commonly the Board of Directors) is to exercise fiscal due diligence. What this comes down to is making sure that the ways in which you handle the association's financial operations comply with all legal requirements, involve the accurate reporting of revenues and expenses, and ensure the financial health of the association.

The fiscal work of the Board of Directors usually involves two processes: the review of the proposed annual budget and the review of the annual financial report. Responsibility for preparing these two documents usually falls to the paid staff, or in cases where there is no paid staff, to the volunteer treasurer. Some associations also hire an external auditor to audit the financial reports to ensure that they provide all the necessary information and that the information is accurate.

It is important to note that, in many countries, members of a Board of Directors who are judged to have not done their fiscal due diligence can be held personally liable for any debts or liabilities of the association resulting from the mismanagement of funds.

### **10.2 Non-profit Status**

Because the rules regarding non-profit status vary greatly from country to country, it really is not possible to provide guidelines that would generally apply. We can, however, provide a general explanation of non-profit status and what it means to an association. Association leaders, however, must determine what the laws are in their own countries and ensure that their organization complies with them.

A non-profit organization (also referred to as a not-for-profit or NPO) is an organization that does not distribute its surplus funds to owners or shareholders. Instead, the non-profit exists solely to provide programs and services that are of public benefit. While they are able to earn a surplus (to bring in more revenue than they spend), such earnings must be retained by the organization for its future provision of programs and services. In many countries, nonprofits may apply for tax exempt status, freeing the organization from the requirement to pay income tax and other taxes. The rules regarding non-profit status can be established through legislation at either the state/provincial or national level or sometimes both. In the United States, for example, non-profit organizations are formed by incorporating in the state in which they expect to do business. The act of incorporating creates a legal entity enabling the organization to be treated as a corporation under law and to enter into business dealings, form contracts, and own property.

### **10.3 Liability**

While the laws regarding liability vary from country to country, as mentioned in the previous section, members of the Board of Directors may be personally liable for financial harm caused to the association if they:

- Breach their duty of care to the association;

- Breach their duty of loyalty to the association;
- Misappropriate association assets for personal use or use by another business;
- Commingle personal and business assets;
- Fail to disclose potential or actual conflicts of interest.

In many countries, it is therefore necessary for associations to purchase officers' and directors' insurance. This insurance provides for the indemnification of officers and directors (the association will reimburse them for expenses incurred and amounts paid in defending claims brought against them for actions taken on behalf of the association). The extent to which officers and directors are protected from legal liability must be explicitly stated in the association's by-laws.

APPENDIX A: AFFILIATE APPLICATION



**CSTA AFFILIATE APPLICATION FORM**

Organization Name: \_\_\_\_\_

Current number of members \_\_\_\_\_ Number who belong to CSTA \_\_\_\_\_

Address: \_\_\_\_\_

City and State/Province: \_\_\_\_\_

Country and ZIP/Postal Code: \_\_\_\_\_

Web site: \_\_\_\_\_

President's Name: \_\_\_\_\_ End of Term: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Your Designated CSTA Contact: \_\_\_\_\_

Address: \_\_\_\_\_

City and State/Province: \_\_\_\_\_

Country and ZIP/Postal Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Please provide your mission statement (in the space below or as an attached document if more space is required).**

**Please provide a brief history of your organization (in the space below or as an attached document if more space is required).**

**Please list an events or conferences your organization sponsors.**

<b>Event Date</b>	<b>Estimated Attendance</b>
(1) _____	_____
(2) _____	_____
(3) _____	_____

**Please return the completed form to:**

**CSTA Affiliate Office  
2 Penn Plaza, Suite 701  
New York, NY 10121  
FAX: 1-800-401-1799**

## APPENDIX B: CSTA BY-LAWS

### COMPUTER SCIENCE TEACHERS ASSOCIATION BYLAWS

#### **Article I: Name and Affiliation**

The organization will be known as the Computer Science Teachers Association (hereafter referred to as CSTA) of the Association for Computing Machinery (hereafter referred to as ACM). CSTA shall be defined as a Limited Liability Company under the auspices of ACM and as such will have non-profit status.

#### **Article II: Purpose**

The Computer Science Teachers Association is a membership organization that supports and promotes the teaching of computer science and other computing disciplines. CSTA provides opportunities for grade school teachers and students to better understand the computing disciplines and to more successfully prepare themselves to teach and learn.

The policies of CSTA shall not reflect any political partisanship, nor any preference, discrimination, or limitation based upon sex, race, or religious affiliation. The explicit policies will be spelled out in the CSTA Policies and Procedures Manual.

Specifically CSTA will:

- Assist in building a strong community of educators of computer science and other computing disciplines who share their knowledge and work together to improve their skills.
- Advocate for comprehensive and academically sound curricula for computer science and other computing disciplines.
- Collect and disseminate to the membership information pertinent to teaching and learning in all computing disciplines.
- Support projects and initiatives that allow students to experience the excitement of all computing disciplines and improve their understanding of the opportunities they provide.
- Carry out and disseminate current research on computing education and pedagogy.
- Improve understanding of the importance of computing education and increase administrative support for all computing disciplines in the curriculum.
- Provide teachers with access to high-quality professional development in accordance with their personal learning goals and the needs of their students.

#### **Article III: Membership**

##### ***Section 1: Individual Membership***

Individual membership status in CSTA is available to all persons, without discrimination, who are interested in computer science education. A member shall be defined as any person who has made application and paid any required dues.

##### ***Section 2: Institutional Membership***

Institutional membership is open to any organization concerned with the development and production of technology-based systems, products, and services that support education. CSTA and the institutional members shall work together to achieve the purposes listed in Article II. An institutional member shall be

defined as an organization that has made an application and paid any required dues. Institutional members are entitled to designate a single voting member.

***Section 3: Cooperating Professional Associations***

Cooperating Professional Association membership is open to members of any non-profit, professional organization that is committed to the same or related goals as CSTA and has well-established methods of communicating with its own members. CSTA and the Cooperating Professional Association members shall work together to achieve the purposes listed in Article II.

***Section 4: Dues***

The Board of Directors shall determine the dues, responsibilities, and benefits of the various categories of membership.

***Section 5: Rights and Privileges***

All members of CSTA have the right to attend and to speak at general meetings and to attend meetings of the Board of Directors. Only members of CSTA may serve as officers, serve on committees, and vote on motions.

***Section 6: Termination of Membership***

A member may resign from CSTA by submitting a written resignation to the President. A member may be expelled or suspended for reasonable cause after a hearing before the Board of Directors and a majority vote of that Board. Membership may be automatically terminated for a member's failure to pay dues.

***Section 7: Membership Roster***

The collection of dues and maintenance of a membership roster will be administered by ACM. The roster will be used for the ordinary business of CSTA and may be made available to others for professional use at the discretion of the Board of Directors in accordance with CSTA's privacy policy.

**Article IV: Board of Directors**

***Section 1: Governance***

The affairs and property of the Organization shall be managed by the Board of Directors. CSTA shall be governed by a Board of Directors consisting of officers including a President, Vice-President, Past-President, and the Chairs of standing committees. All policy, fiscal activity, and official activity (e.g., committee creation & dissolution) decisions must be approved by a majority vote of the Board of Directors.

***Section 2: Board of Directors Meetings***

The Board of Directors shall meet in person at least once per year in a setting announced and open to all. Members seeking to place items on the agenda should submit such items to the President in a timely fashion prior to the meeting. Other meetings may be called by the President or at the request of 20 percent of the Board of Directors.

***Section 3: Meeting through Telecommunication***

The Board of Directors may conduct meetings through telephone conference calls, video-conferencing, or by other similar electronic methods in which all those Directors participating in the meeting may simultaneously communicate.

***Section 4: Voting***

The affirmative vote of a majority of the members of CSTA present at a meeting or participating in a vote by mail or electronic means shall be sufficient to make a decision of the membership.

**Section 5: Proxy Voting**

Voting by proxy is not allowed.

**Section 6: Board Quorum**

One-half (1/2) of the members of the Board of Directors in office and eligible to vote shall constitute a quorum. If a quorum is present, a majority vote of those present and eligible to vote shall prevail, unless otherwise specified in these Bylaws.

**Section 7: Compensation**

The members of the Board of Directors shall receive no compensation for serving.

**Section 8: Rules of Order**

At the meetings of the Board of Directors, the latest edition of *Robert's Rules of Order* shall apply when procedures are not specified in these Bylaws.

**Article V: Election of Officers**

All officers are elected by the full membership to serve two-year terms beginning July 1 of even-numbered years.

**Section 1: Nominations**

The Vice-President shall organize nomination and balloting activities in a manner that allows for timely results and terms of office to begin with the fiscal year. Each member shall be eligible to cast a single vote in all elections.

**Section 2: Officers**

The President may be elected to serve a second two-year term. Duties of the President include chairing the Board of Directors, supervising and coordinating CSTA's activities, and serving as liaison to the Executive Director and staff. All communication in the name of CSTA shall be copied to the President.

Duties of the Vice-President include substituting for the President and supervising elections. All communication in the name of CSTA must be copied to the Vice-President.

The Past-President serves until the current President's term of office expires and the Chairperson is not reelected. The primary duty of the Past-President is to provide continuity on the Board of Directors. Should the office of Past-President become vacant, no replacement will be appointed.

**Section 3: Terms of Office**

Should any office become vacant, the Board of Directors shall select someone to complete the unfinished term, except in the case of the President, whose position will be automatically assumed by the Vice-President. □ Such service shall not count toward the maximum of two terms allowed the President.

**Section 4: Committees**

A standing committee is a permanent committee of CSTA. The Chairperson of a standing committee is appointed by the Board of Directors. The standing committees are detailed in the policy and procedures for CSTA. All standing committee Chairpersons shall be voting members of the Board of Directors.

Formation of a non-standing committee may be suggested by any member and is subject to affirmative vote by a majority of the Board of Directors. No committee will be formed without at least one volunteer to serve as Chairperson. The Board of Directors will appoint the Chairperson of any non-standing committee. The Chairperson of a non-standing committee is not a voting member of the Board of Directors.

There shall be no limit on the number of non-standing committees. Non-standing committees shall be dissolved by the Board of Directors when assigned activities have been accomplished and no new activities are assigned or when there has been no progress toward assigned activities over an extended period of time.

## **Article VI: CSTA Staff**

### ***Section 1: The Executive Director***

The Executive Director shall be a paid employee of the Association. The Executive Director shall have charge of the principal office of the Association, and shall be responsible for the general administration of the affairs of the Association in accordance with the policies set by the Board of Directors of the Association. The Executive Director shall be appointed by the Executive Committee with the consent of the Executive Committee of ACM. The terms and conditions of his/her employment shall be fixed by the Executive Committee.

### ***Section 2: Support Staff***

The editor of CSTA's publication shall be recommended by the Executive Director and approved by the Board of Directors. The duties of the editor include managing the publication and making policy and editorial suggestions regarding the publication.

### ***Section 3: Executive Committee***

There shall be a standing Executive Committee composed of the President, Vice President, and Past President to set the CEO's compensation, to have oversight over executive compensation, and to review annual budgets for staff salaries and benefits.

### ***Section 4: A Recorder shall maintain the minutes of Board meetings.***

## **Article VII: Budget**

The President of the Board of Directors in cooperation with the Finance Committee shall submit a budget to the Board of Directors at the annual meeting. The budget must be approved by the Board of Directors. The budget must be submitted by the Executive Director to the Executive Committee of ACM for approval. After approval by the ACM Executive Committee it would be included, and identified, in the budget submission to Council for final approval. The Executive Director shall oversee distribution of CSTA's funds.

## **Article VIII: Amendments**

Any member may suggest to the Board of Directors amendments to these bylaws. Amendments approved by the Board of Directors shall be submitted to the membership for ratification. Any petition to amend submitted by 5% of the membership shall automatically be submitted to the membership for ratification. Ballots for the approval of amendments shall include the original bylaw (if appropriate), the amendment, a rationale for the amendment, and a minority or opposition position statement. The length of opposition statements shall be restricted to that of supporting statements or 350 words, whichever is greater. The Vice-President shall be responsible for establishing a reasonable process of balloting and assessing the

results of balloting relative to bylaw amendments. Amendments shall take effect at the beginning of the fiscal year unless other provisions are approved with the amendment. CSTA by-laws may not conflict with the ACM Constitution or bylaws.

**Article IX: Dissolution**

CSTA may be dissolved only by the ACM Council. This dissolution may be by the recommendation of the ACM Executive Committee (with or without the CSTA Board "by mutual consent"), or possibly by action of the ACM Council acting independently. Any funds remaining to CSTA upon dissolution and after the payment of legitimate debts shall revert to ACM.

**Article X: Liability and Indemnification of Officers and Directors**

In any proceeding brought by or in right-of CSTA or brought by or on behalf of members of CSTA, no officer or director of CSTA shall be liable for monetary damages except in respect of willful misconduct or knowing violation of criminal law by that officer or director. CSTA shall indemnify its Officers and Directors to the full extent allowed by law.