



ANITA BORG INSTITUTE
FOR WOMEN AND TECHNOLOGY

Grace Hopper Celebration of Women in Computing 2010 Evaluation and Impact Report



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Introduction

The Anita Borg Institute for Women and Technology has a two-fold mission: to increase the influence of women on technology, and to increase the positive impact of technology on the world's women. A 501(c) (3) nonprofit organization, the Anita Borg Institute meets this mission through programs and research designed to recruit, retain, and advance technical women in industry and academia.

The Grace Hopper Celebration of Women in Computing (GHC) is a conference designed to bring the research and career interests of women in computing to the forefront. Presenters are leaders in their respective fields, representing industrial, academic and government communities. Special sessions focus on the role of women in today's technology fields, including computer science, information technology, and engineering.

The Grace Hopper Celebration of Women in Computing Goals

GHC encourages women to pursue and remain in the field of computer science by providing a wide range of role models, peer-networking opportunities, and up-to-date data on advanced education choices and career options in computing. The conference includes several critical components designed to address the barriers to women in computing:

Technical Exposure: GHC breaks down stereotypes by celebrating the accomplishments of women in the field of computer science, showcasing their technical success and offering a supportive environment where their ability as a computer scientist is encouraged. The successes of women from underrepresented minority backgrounds are also broadly highlighted, further breaking the stereotypes associated with gender and race. Some of the fields' most respected researchers and practitioners in many of the computing disciplines come to GHC to present significant technical work. Keynote speeches are delivered by outstanding women from a variety of areas provide vivid role models and inspiration for the attendees. A large poster session and technical breakout sessions are held with short technical presentations, allowing broader participation by the attendees—these also provide students with a crucial opportunity to present their technical work.

Collaboration and Information Exchange: GHC presents multiple perspectives, which spurs innovation. Speakers are asked to comment on open problems with emphasis on possibilities for significant advances that require collaboration within and across areas of expertise.

Role Models and Inspiration: By gathering a large number of professional technical women together in a single forum, attendees establish ties to groups of successful role models and potential mentors.

Networking, Community Building, and Breaking Down Feelings of Isolation: Networking and community building are central tenets of GHC. A crucial GHC

function is to break participants' feelings of isolation and create a sense of community for women in computing both during and after the conference.

Conference Reach and Demographics

Overall Attendance

The Grace Hopper Celebration of Women in Computing (GHC) has experienced significant growth since its founding in 1994 by Drs. Anita Borg and Telle Whitney. Originally held as a triennial (and then biennial) event, the conference became a yearly program in 2006. The 2010 Grace Hopper Celebration marked the 10th year of this event.

2010 stats:

Number of registrations: 2253

Number of cancellations: 113

Number of no-shows: 70

Number of participants: 2070

<i>Participant type</i>	<i>#</i>	<i>%</i>	<i>% change from 2009</i>
Academic - Student	946	46%	+ 40%
Industry	646	31%	+ 24%
Academic – Workforce*	278	13%	+ 32%
Nonprofit, Gov, Other*	200	10%	+ 20%
Total	2070		+ 32%
Number of Scholarships	321		+ 3%

*The breakdown by sector for these categories is as follows:

Academic-Workforce

- **237** academic faculty
- **41** other university staff

Nonprofit, Gov, Other

- **68** from the nonprofit sector
- **40** from the government sector
- **80** from K-12 sector
- **12** “other”

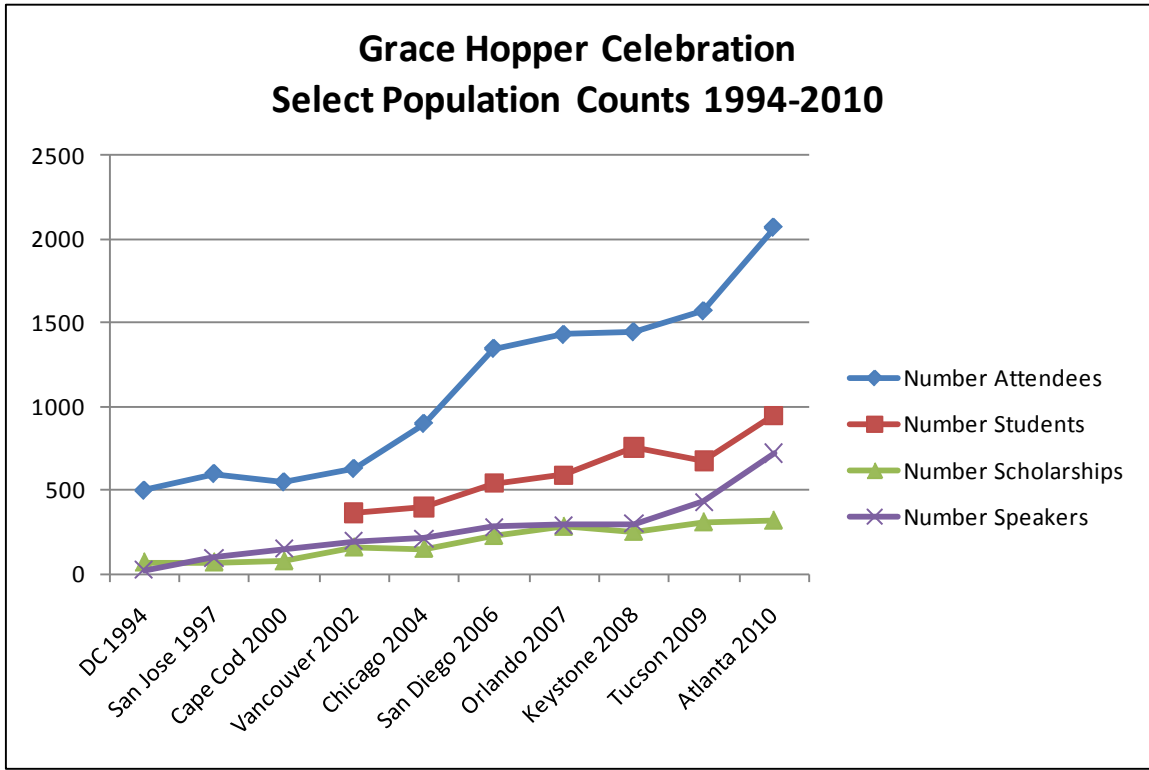
2010 reach:

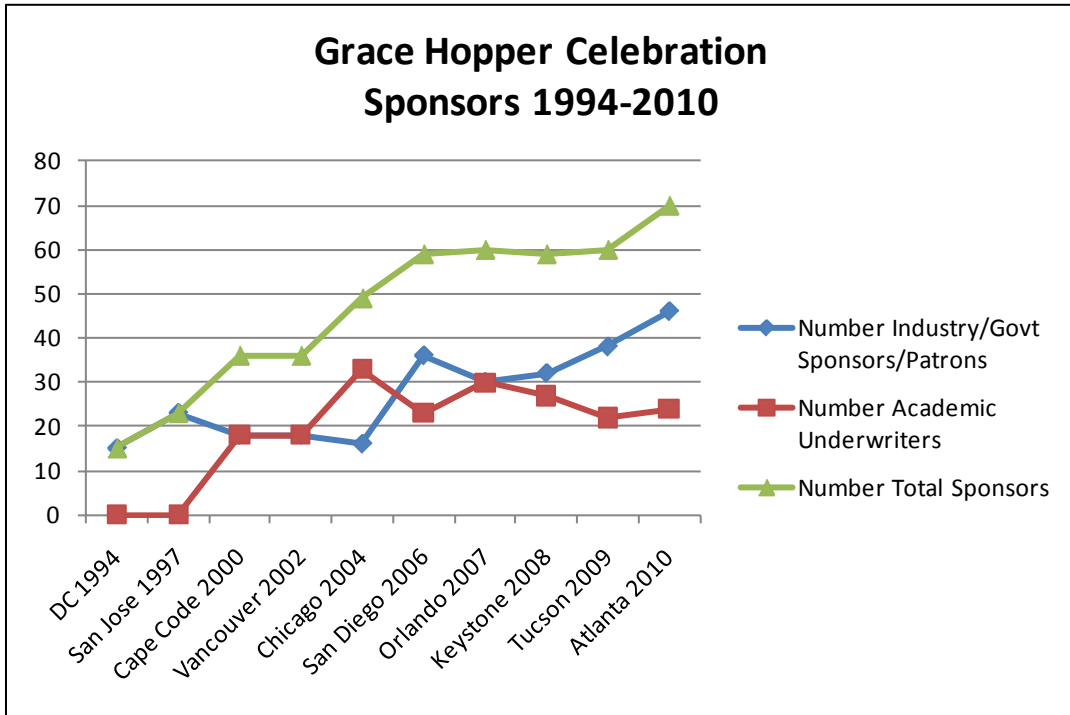
- Total number of academic institutions represented: **220**
- Total number of companies represented: **100**
- Total number of government institutions represented: **11**
- Total countries represented: **28**

Countries represented (based on registration data):

Australia
Brazil
Burundi
Canada
Chile
China
France
Germany
Haiti
India
Indonesia
Italy
Japan
Kenya
New Zealand
Norway
Puerto Rico
Qatar
Romania
Singapore
South Africa
Sweden
Switzerland
Turkey
Uganda
United Arab Emirates
United Kingdom
United States

Grace Hopper Celebration Select Population Counts 1994-2010





GHC 2010 saw significant growth in the number of sponsors who supported the conference. In particular, 46 industry sponsors and government patrons supported the 2010 conference, up from 38 in 2009. 24 academic underwriters supported students' attendance at the conference.

Evaluation Data and Sample

The balance of this report summarizes the results of the 2010 GHC Evaluation and Impact Survey (see Appendix A), which was administered online to 2,060 GHC participants during a three-week period immediately following the conference. A total of 861 participants completed the survey, constituting a 42% response rate. Demographic characteristics of the sample are presented below.

Professional affiliation:¹

Academic – Student	49%
Industry	27%
Academic – Workforce	14%
Nonprofit, Gov, Other	10%

Professional affiliation by sub-category:

University/college: Undergraduate student	23%
University/college: Graduate student	26%
University/college: Postdoctoral Fellow	<1%
University/college: Faculty	11%
University/college: Administration	2%
University/college: Other professional	1%
K-12 education: Teacher	5%
K-12 education: Administration/other professional	<1%
Government or public sector (non-education): Technical professional	1%
Government or public sector (non-education): Administration/policy/other professional	<1%
Non-profit sector (non-education): Technical professional	1%
Non-profit sector (non-education): Administration/policy/other professional	1%

¹ Survey categories for professional affiliation are slightly different from those collected at conference registration. Specifically, at registration, “Nonprofit, Government, Other” includes “Nonprofit”, “Government”, “K-12”, and “Other”. On the survey, “Nonprofit, Government, Other” includes all (sub-) categories in “K-12 education”, “Government or public sector (non-education)”, “Non-profit sector (non-education)”, “Independently employed”, and “Not currently employed”. Survey categories for professional affiliation are more extensive in 2010 as compared with 2009 in order to capture more precise counts of different constituencies. Throughout this report, percentages may not add to 100.0 due to rounding.

Industry: Technical professional	20%
Industry: Human resource professional	4%
Industry: Other professional	3%
Independently employed	1%
Not currently employed	<1%

- **Respondents are generally representative of the broader pool of attendees in terms of professional affiliation.** Students are slightly overrepresented in the sample (49%, as compared with 46% in the population), and industry professionals are slightly underrepresented (27%, as compared with 31% in the population); in order to account for patterns of nonresponse bias and to highlight select constituencies, data are reported separately for industry, students, and faculty on key measures of impact.

Gender: 95% Female, 5% Male, <1% Transgender

Nationality:

- The 8% of respondents who reside outside of the United States represent 18 countries. (7% of the total population of GHC attendees reside outside of the U.S., across 27 countries.)
- Next to the U.S., the most common country of residence is Canada (3% of total respondents), followed by India (1%) and the UK (1%).

Countries represented among survey respondents: (list slightly differs from country data collected at time of conference registration)

Brazil
Canada
Chile
China
France
Germany
India
Italy
Japan
Kenya
Netherlands
New Zealand
Nigeria
Norway

Puerto Rico
 South Africa
 Sweden
 United Kingdom
 United States

- 38% of respondents were not born in the U.S. – reflecting a globalized population of technical women. Next to the U.S., the most common countries of birth include:
 - India (8% of all respondents)
 - China (5%)
 - Canada (2%)
 - Iran (2%)

*Racial/ethnic background of respondents:*²

Racial/ethnic background of all respondents

White/Caucasian	53%
Asian	25%
Latino/a	8%
Black/African American	8%
Alaska Native/American Indian/Native	1%
Hawaiian/Pacific Islander	
Middle Eastern	3%
Other Underrepresented Minority (URM)	<1%
Other Non-Underrepresented Minority (Non-URM)	1%

- URM participants include those from Latino/a, black/African American, Alaska Native/American Indian, and Native Hawaiian/Pacific Islander backgrounds (in the list above, “Other URM” includes respondents who marked more than one of these categories; “Other Non-URM” includes respondents who marked more than one of the remaining categories). In the 2006 and 2007 Grace Hopper evaluations, underrepresented minorities comprised, respectively, 13% and 15% of survey respondents. In 2008, 2009, and 2010, URMs comprised 17% of respondents.

² The only change made to the race/ethnicity question on the 2010 evaluation survey was the addition of a unique “Middle Eastern” category. (On previous evaluation surveys, respondents could write “Middle Eastern” in the “other: fill-in” box; these responses were later coded and counted.) Comparing the 2009 and 2010 racial/ethnic distributions of respondents, adding this category may have had the effect of increasing the proportion of respondents who report that they are from this background.

- Nationally, Latina/Hispanic women earn 1% of all bachelor’s degrees, 1% of all master’s degrees, and less than 1% of doctoral degrees in computer science. Among women only, Latina/Hispanic women earn 8% of bachelor’s degrees, 3% of master’s degrees, and 1% of doctorates in computer science.³ Comparatively, Latina/Hispanic participants comprise 8% of all GHC evaluation survey respondents. This suggests that the Grace Hopper Celebration is reaching Latina women in computer science; Latinas in Computing is one affinity group (formed at the Grace Hopper Celebration 2006) that has been particularly effective and engaged in increasing the participation of Latina and Hispanic women in all aspects of the conference. These groups should continue their efforts to build involvement and community among diverse GHC participants.
- Black/African American women earn 3% of all bachelor’s degrees, 2% of all master’s degrees, and 1% of doctoral degrees in computer science. Among women only, black/African American women earn 19% of bachelor’s degrees, 8% of master’s degrees, and 3% of doctorates in computer science.³ Given that African American participants comprise 8% of all GHC survey respondents, these percentages underscore the need for GHC to continue to grow its outreach to women from diverse racial/ethnic backgrounds.
- Among Asian survey respondents: 44% are South Asian, 42% are East Asian, 10% are Southeast Asian, 2% marked “Other Asian”, and 1% marked a combination of these categories.
- Among Latino/a survey respondents: 39% are Central/South American, 33% are Mexican/Mexican American/Chicana/o, 24% are Other Latino/Puerto Rican, and 3% marked a combination of these categories.

Racial/ethnic background of those born in the U.S. (n=531)

White/Caucasian	71%
Asian	9%
Latino/a	7%
Black/African American	10%
Alaska Native/American Indian/Native	1%
Hawaiian/Pacific Islander	
Middle Eastern	<1%
Other URM	1%
Other Non-URM	1%

- URM’s comprise 19% of respondents born in the U.S.

³ See National Science Foundation, Division of Science Resources Statistics, special tabulations of U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, 2000–07.

Race and ethnicity by major conference constituencies:

Students (n=426)

White/Caucasian	43%
Asian	34%
Latino/a	8%
Black/African American	9%
Alaska Native/American Indian/Native	<1%
Hawaiian/Pacific Islander	
Middle Eastern	4%
Other URM	1%
Other Non-URM	2%

- Students are among the most diverse groups of GHC respondents, with those marking “white/Caucasian” representing less than half.

Faculty (n=90)

White/Caucasian	69%
Asian	14%
Latino/a	10%
Black/African American	6%
Alaska Native/American Indian /Native	1%
Hawaiian/Pacific Islander	
Middle Eastern	---
Other URM	---
Other Non-URM	1%

- The proportion of Latino/a (10%) and black/African American (6%) faculty respondents increased in 2010, from 6% and 4%, respectively, in 2009. The percentage of URM faculty respondents is notably higher than the national percentage of URM faculty in science and engineering fields (~6%).⁴

Industry: Technical Professionals (n=175)

White/Caucasian	56%
Asian	26%
Latino/a	9%
Black/African American	6%
Alaska Native/American Indian/Native	1%

⁴ See Burrelli, J. 2009. Women of Color in STEM Education and Employment. National Science Foundation Division of Science Resources Statistics. Available at: http://www.nsf.gov/od/oia/activities/ceose/mini-symp-pres/Women_of_color_stem_Oct2009/Oct27/JoanBurrelliv2.pdf

Hawaiian/Pacific Islander	
Middle Eastern	1%
Other URM	---
Other Non-URM	2%

- This was the first year that the survey included a unique category for technical professionals in industry (previous evaluation surveys asked respondents to mark a general industry category, which could include other professionals in addition to technologists). URM's comprise 16% of this respondent group. Looking at all individuals in science and engineering occupations in the U.S. business/industry sector, URM men and women comprise 8%; among computer scientists specifically, URM's comprise 8%; and among engineers, URM's comprise 9%.⁵ This suggests that GHC's outreach to diverse groups in industry is gaining traction; continued efforts to build this constituency are critical.

⁵ See TABLE H-19. Employed scientists and engineers, by sector of employment, broad occupation, sex, race/ethnicity, and disability status: 2006. National Science Foundation Women, Minorities, and Persons with Disabilities in Science and Engineering: <http://www.nsf.gov/statistics/wmpd/employ.cfm>

Conference Impact: All Survey Respondents

(N=861)

The Anita Borg Institute for Women and Technology measures the success of its work against measures of women's recruitment, retention, and advancement in technical degree programs and careers. In other words, ABI's programs are effective to the extent that they facilitate women's participation and achievement in technology—and transform technical structures and cultures in doing so.

To examine how well program goals were met for the 2010 Grace Hopper Celebration, survey responses to a constellation of “impact items” are analyzed. These items include: self-reported increase in commitment to one's technical degree or career as a result of attending the conference; self-reported increase in confidence and energy; sense of community and inspiration; exposure to new technical tools and new research and business ideas; and perceptions of networks, mentorship activities, and next career steps following the conference. While these measures do not show actual patterns of retention and advancement, they are suggestive indicators of program efficacy in breaking barriers for women in computing, sharing key strategies for success, and inspiring participants to take action.⁶

Recruitment and Retention

- a) Career commitment:
 - 78% of survey respondents agree or strongly agree that the conference has increased their commitment to a technology career.
- b) Breaking feelings of isolation and increasing confidence:
 - 75% of female survey respondents agree or strongly agree that they feel less isolated as a technical woman as a result of attending GHC 2010.⁷
 - 85% of survey respondents agree or strongly agree that attending GHC 2010 has led them to feel more confident and energetic about their technology career.
- c) Inspiration:
 - 91% of survey respondents agree or strongly agree that they felt inspired by the role models they saw at GHC 2010.
 - 76% of survey respondents report that the celebration component of GHC 2010 is very or extremely valuable.

⁶ Currently, the GHC evaluation team is conducting a longitudinal analysis of 2009 GHC participants who received NSF and corporate scholarships to fund their attendance. This analysis will help to identify the long-term impact of conference experiences on technical career choices and pathways.

⁷ Given the wording of this survey item, this is the only measure for which analyses are limited to women respondents. All survey items included a “Not applicable” (NA) response option; respondents marking NA for an item are excluded from calculations for that item.

Advancement

- a) Professional development:
- 89% of survey respondents who have attended GHC in the past report that their previous attendance had a positive impact on their professional advancement.
 - 35% of survey respondents report that they intend to mentor others, and 26% intend to find a mentor as a result of attending GHC 2010.
 - 55% of survey respondents report that they intend to evaluate their next career step as a result of attending GHC 2010.
 - 23% of survey respondents report that they intend to investigate new research or business collaborations as a result of attending GHC 2010.
 - 56% of survey respondents agree or strongly agree that they obtained tools to be successful in their career as a technologist at GHC 2010.
- b) Network ties:
- 67% of survey respondents agree or strongly agree that attending GHC 2010 has increased their network of technical women.
 - 80% of survey respondents agree or strongly agree that they intend to stay in touch with people they met at GHC 2010.

Mobilizing to Action

While historically not a central goal of the Grace Hopper Celebration, inspiration can spur participants to act as change agents themselves. The survey included questions about community actions that participants would take “as a result” of attending the conference. Respondents’ intentions were as follows:⁸

- 37% of survey respondents report that they intend to reach out to high schools and other groups to recruit more girls in computing and engineering.
- 10% of survey respondents report that they intend to start a technical women’s network at their company or university, and 37% report that they intend to participate in an existing network.
- 18% of survey respondents report that they intend to investigate issues facing technical women in their organizations, and 13% intend to investigate issues facing technical women in their countries.

⁸ Follow-up work with the 2009 scholarship recipients will assess participants’ implementation of action items over a 2-3 year period.

Overall, these findings suggest that the conference plays a positive role in attendees' technical career development. Nearly all respondents were inspired by role models at GHC, more than three-quarters feel more confident and energized about their technology career as a result of attending the conference, and more than half obtained specific tools to be successful in their technologist positions.

Since the Grace Hopper Celebration serves various audiences – students, industry, faculty – we now turn to an examination of impact by these major constituency groups.

Conference Impact and Evaluation: Students

(n=426)

Data indicate that student participants had positive experiences at the 2010 Grace Hopper Celebration. They feel less isolated, more committed to a technology career, and more aware of career options and opportunities as a result of attending the conference.

Degree Characteristics and Career Plans

Current degree program:

Ph.D.	35%
Other professional degree program	1%
Master's	18%
Bachelor's	46%

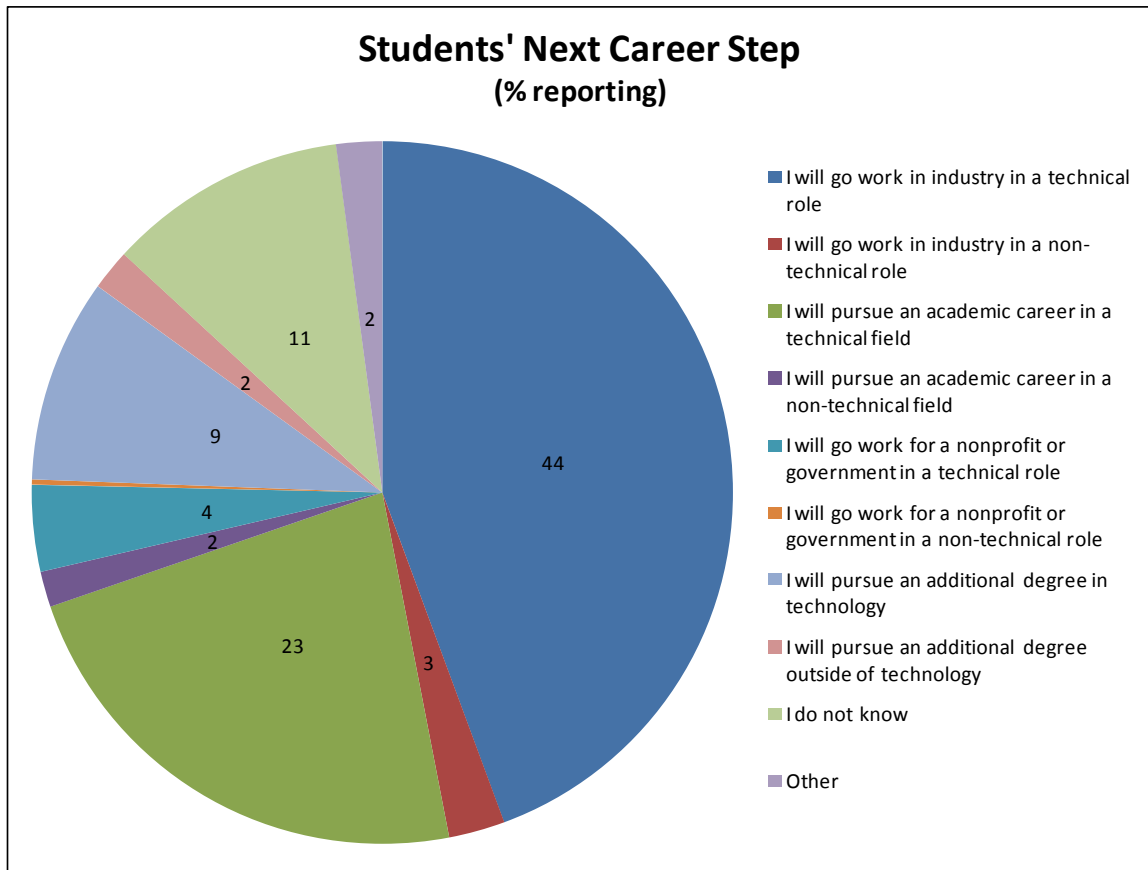
Field of study:

Computer Science/Informatics	69%
Human Computer Interaction	7%
Computer Engineering	6%
Information Systems/Science	5%
Electrical Engineering	3%
Other Engineering	2%
Mathematics/Applied Mathematics	2%
Environmental Science(s) or Geoscience(s)	<1%
Other	6%

Students in HCI fields comprise 7% of this respondent group, compared with 3% in 2009. Indeed, in response to last year's evaluation, where respondents indicated that they would be interested in more HCI content at the Grace Hopper Celebration, the 2010 conference partnered with the volunteer committee of CHI, the Association for Computing Machinery Conference on Human Computer Interaction, to create an HCI track at the conference. This has resulted in a significant increase in the participation of students studying human computer interaction.

Just under half of student respondents are in undergraduate degree programs, and over one-third are in doctoral programs.

44% of students report that their next step will be working in industry in a technical role. About one-quarter of students report that they will pursue an academic career in a technical field. 7% report that their next step will involve a position or degree program *outside* of technology. For GHC 2011, the evaluation team plans to pilot a pre/post assessment with a subset of student participants in order to examine change on this and other measures over the course of the conference.



Recruitment and Retention

- a) Career and degree commitment:
 - 80% of student respondents agree or strongly agree that attending GHC 2010 has increased their commitment to a technology career.
 - 73% of student respondents agree or strongly agree that attending GHC 2010 has increased their commitment to complete their current degree program.
 - 64% of student respondents agree or strongly agree that attending GHC 2010 has increased their intention to pursue a graduate degree in a technology field.

- b) Breaking feelings of isolation and increasing confidence:
 - 77% of female student respondents agree or strongly agree that they feel less isolated as a technical woman as a result of attending GHC 2010.
 - 87% of student respondents agree or strongly agree that attending GHC 2010 has led them to feel more confident and energetic about their technology career.
- c) Inspiration:
 - 92% of student respondents agree or strongly agree that they felt inspired by the role models they saw at GHC 2010.
 - 80% of student respondents report that the celebration component of GHC 2010 is very or extremely valuable.

Advancement

- a) Professional development:
 - 93% of student respondents who have attended GHC in the past report that their previous attendance had a positive impact on their professional advancement.
 - 29% of student respondents report that they intend to mentor others, and 31% intend to find a mentor as a result of attending GHC 2010.
 - 61% of student respondents report that they intend to evaluate their next career step as a result of attending GHC 2010.
 - 27% of student respondents report that they intend to investigate new research or business collaborations as a result of attending GHC 2010.
 - 85% of student respondents agree or strongly agree that they found out about job and career opportunities at GHC 2010.
 - 61% of student respondents agree or strongly agree that they obtained tools to be successful in their career as a technologist at GHC 2010.
- b) Network ties:
 - 69% of student respondents agree or strongly agree that attending GHC 2010 has increased their network of technical women.
 - 76% of student respondents agree or strongly agree that they intend to stay in touch with people they met at GHC 2010.

Mobilizing to Action

- 33% of student respondents report that they intend to reach out to high schools and other groups to recruit more girls in computing and engineering.
- 11% of student respondents report that they intend to start a technical women's network at their campus as a result of their attendance at GHC 2010, and 43% report that they intend to participate in an existing network.

Conference Impact & Evaluation: Faculty

(n=90)

Of 237 total faculty attendees, 90 faculty members responded to the survey. Data indicate that they feel energized by the conference and engaged in the GHC community. They report gains in their networks as a result of attending the conference, as well as gains in their commitment to their technology career. More than half report plans to conduct outreach to high schools and other groups to get more girls involved in computing.

Recruitment and Retention

- a) Career commitment:
 - 71% of faculty respondents agree or strongly agree that attending GHC 2010 has increased their commitment to a technology career.

- b) Breaking feelings of isolation and increasing confidence:
 - 66% of female faculty respondents agree or strongly agree that they feel less isolated as a technical woman as a result of attending GHC 2010.
 - 80% of faculty respondents agree or strongly agree that attending GHC 2010 has led them to feel more confident and energetic about their technology career.

- c) Inspiration:
 - 92% of faculty respondents agree or strongly agree that they felt inspired by the role models they saw at GHC 2010.
 - 77% of faculty respondents report that the celebration component of GHC 2010 is very or extremely valuable.

Advancement

- a) Professional development:
 - 88% of faculty respondents who have attended GHC in the past report that their previous attendance had a positive impact on their professional advancement.
 - 41% of faculty respondents report that they intend to evaluate their next career step as a result of attending GHC 2010.
 - 26% of faculty respondents report that they intend to investigate new research or business collaborations as a result of attending GHC 2010.
 - 47% of faculty respondents agree or strongly agree that they obtained tools to be successful in their career as a technologist at GHC 2010.

- b) Network ties:
 - 63% of faculty respondents agree or strongly agree that attending GHC 2010 has increased their network of technical women.
 - 86% of faculty respondents agree or strongly agree that they intend to stay in touch with people they met at GHC 2010.

Mobilizing to Action

Mentorship is critical in academic settings—this is where women and men are trained to think like, act like, see themselves as, and become technologists. For faculty, to mentor *is* to take action. Here is what faculty respondents told us about their mentoring and related action plans as a result of their GHC attendance:

- 57% of faculty respondents report that they intend to reach out to high schools and other groups to recruit more girls in computing and engineering.
- 50% of faculty respondents report that they intend to mentor others.
- 17% of faculty respondents report that they intend to start a technical women's network at their campus, and 19% report that they intend to participate in an existing network.
- 22% of faculty respondents report that they intend to investigate issues facing technical women in their organizations, and 21% intend to investigate issues facing technical women in their countries.

When asked about other actions they will take, nine faculty wrote:

Continue providing services for women in computing.

Host a regional WIC conference.

I plan to continue the involvement with Women in Computing that I am already involved in.

Organize a cohort of students from my institution to attend GHC-11.

Present my own findings while teaching women in engineering.

Put on a mini Grace Hopper conference.

Share information with my students.

Use ideas I gained from the conference to continue/strengthen my efforts in broadening the pipeline.

Work to establish an endowed scholarship for undergraduate woman at my university.

Conference Impact & Evaluation: Industry Technical Professionals

(n=175)

Industry technical professionals (in this section, referred to as “ITP”) comprise 20% of respondents to the survey. These respondents report renewed commitment to their careers as a result of attending the conference, and plans to take action on technical women’s issues. The conference encourages them to think about and evaluate their next career steps, and gives them tools to be successful.

Recruitment and Retention

- a) Career commitment:
 - 75% of ITP respondents agree or strongly agree that attending the conference has increased their commitment to their technology career.

- b) Breaking feelings of isolation and increasing confidence:
 - 75% of female ITP respondents agree or strongly agree that they feel less isolated as a technical woman as a result of attending GHC 2010.
 - 84% of ITP respondents agree or strongly agree that attending GHC 2010 has led them to feel more confident and energetic about their technology career.

- c) Inspiration:
 - 92% of ITP respondents agree or strongly agree that they felt inspired by the role models they saw at GHC 2010.
 - 70% of ITP respondents report that the celebration component of GHC 2010 is very or extremely valuable.

Advancement

- a) Professional development:
 - 84% of ITP respondents who have attended GHC in the past report that their previous attendance had a positive impact on their professional advancement.
 - 40% of ITP respondents report that they intend to mentor others, and 33% intend to find a mentor as a result of attending GHC 2010.
 - 66% of ITP respondents report that they intend to evaluate their next career step as a result of attending GHC 2010.
 - 20% of ITP respondents report that they intend to investigate new research or business collaborations as a result of attending GHC 2010.
 - 50% of ITP respondents agree or strongly agree that they obtained tools to be successful in their career as a technologist at GHC 2010.

- b) Network ties:

- 63% of ITP respondents agree or strongly agree that attending GHC 2010 has increased their network of technical women.
- 83% of ITP respondents agree or strongly agree that they intend to stay in touch with people they met at GHC 2010.

Mobilizing to Action

- 27% of ITP respondents report that they intend to reach out to high schools and other groups to recruit more girls in computing and engineering.
- 9% of ITP respondents report that they intend to start a technical women's network at their company as a result of their attendance at GHC 2010, and 44% report that they intend to participate in an existing network.
- 29% of ITP respondents report that they intend to investigate issues facing technical women at their company as a result of their attendance at GHC 2010.

Reflecting on other action plans, 17 ITP respondents wrote:

Be more entrepreneurial. Work with or start non-profit organizations.

Consider how to tie computers/math/engineering with organizations I'm already involved with (e.g. Girl Scouts).

Continue and increase activities related to Technical Women in my company and ecosystem.

Continue my involvement with the women's network at work.

Convince my company to have a greater presence at next year's conference.

Encourage my company to participate and to recruit at GHC.

Encourage my company to participate in future GHCs.

Hire some of the people we talked to.

Increase outreach to technical women about open source.

Look to create more sponsorship/advocacy for women - they feel mentored enough.

Participate in Systems.

Put more emphasis in my D&I exec sponsor role.

Share my experiences with others in my organization.

Start a mentoring circle in IT, but not limited to women.

Start documenting and submitting ideas to the company.

[I plan to] attend more technical college classes to improve my skill and knowledge.

Will continue to do what I've been doing (most of them in the above list [on the survey]).

Overview and Impact: Scholarship Recipients

(n=176)

The Grace Hopper Scholarship Program provides support to participants who 1) are in technical fields, 2) are presenters at the conference, and 3) necessitate financial assistance to participate.⁹ Scholars are selected based on a rigorous review process that considers academic merit, participation in the program, isolation, and being underrepresented in their current community (for example, being a woman in a majority male computer science department, being Latino/a in a majority white environment, etc.). The program is a critical vehicle to increase the participation of underrepresented minority students in the conference and in the field of computing. This year, a total of 321 scholarships were awarded. Of these recipients, 176 responded to the evaluation survey.¹⁰

Overall Scholarship Reach

Scholarship Type	2010	2009	2008	2007	2006	2004
NSF	109	100	85	75	79	84
Corporate	93	96	68	111 ¹¹	79	0
Academic Underwriter	119	115	102	98	88	80
Total	321	311	255	284	246	164

Racial/ethnic background of scholarship recipient respondents (n=176):

White/Caucasian	42%
Asian	30%
Latino/a	11%
Black/African American	11%
Alaska Native/American Indian/Native	1%
Hawaiian/Pacific Islander	
Middle Eastern	4%
Other URM	1%
Other Non-URM	1%

⁹ The 2010 GHC Scholarship Committee included: Nancy Amato, Jenny Walters and Lydia Tapia.

¹⁰ This excludes 36 scholarship respondents who are K-12 teachers/administrators receiving funds to attend through the CSTA-ABI partnership. Evaluated separately through CSTA, more information about the K-12 workshop program can be found at: <http://gracehopper.org/2010/k-12-computing-teachers-workshop/program-overview/>

¹¹ Includes 50 one-day scholarships to attend “Bridge Day” with the Tapia Celebration of Diversity in Computing.

- **Individuals from underrepresented racial/ethnic minority backgrounds (URMs) comprise 24% of scholarship recipients who responded to the survey** (as compared with 17% of all respondents). Among the population of GHC scholarship recipients for whom race/ethnicity data are available, URMs comprise 29%. [Information about race/ethnicity is not available for the population of students who are awarded scholarships through the academic underwriter program—these scholarship applications are reviewed by universities separately.] This indicates that URMs may be underrepresented in the survey sample of scholarship recipients—and points to the role of the scholarship program in increasing racial/ethnic diversity at the conference.
- Among Asian scholarship respondents: 50% are South Asian, 37% are East Asian, 12% are Southeast Asian, and the balance marked a combination of these categories.
- Among Latino/a scholarship respondents: 39% are South/Central American, 33% are Other Latino/Puerto Rican, 22% are Mexican/Mexican American/Chicana/o, and 6% marked a combination of these categories.

Professional affiliation:

93% of scholarship respondents are students (undergraduate and graduate), with the remaining 7% distributed across other sectors and positions, including 3% who are faculty members.

Among students:

42% are in doctoral programs;
 1% are in other professional degree programs;
 16% are in master's programs;
 40% are in undergraduate programs;

68% are studying Computer Science/Informatics;
 9% are studying Human Computer Interaction;
 8% are studying Computer Engineering;
 3% are studying Electrical Engineering;
 3% are studying Information Systems/Science;
 3% are studying Mathematics/Applied Mathematics; and
 6% are in other fields.

Previous attendance:

The ratio of new attendees to repeat attendees among scholarship recipients has been fairly stable over a three-year period. 71% of 2010 scholarship recipients who responded to the survey were new to GHC; 29% had attended the conference in previous years.

Recruitment and Retention (student scholarship respondents only)

- Among undergraduate student respondents, 78% agree or strongly agree that attending the conference has increased their commitment to complete their current degree program.
- Among undergraduate student respondents, 74% agree or strongly agree that attending the conference has increased their intention to pursue a graduate degree in a technology field.
- Among graduate student respondents, 77% agree or strongly agree that attending the conference has increased their commitment to complete their current degree program.

Recruitment and Retention (all scholarship respondents)

- 81% agree or strongly agree that attending the conference has increased their commitment to a technology career.
- 80% of female respondents agree or strongly agree that they feel less isolated as a woman in technology as a result of attending GHC 2010.
- 88% agree or strongly agree that they feel more energized and confident about their career in technology as a result of attending GHC 2010.
- 94% agree or strongly agree that they felt inspired by the role models they saw at GHC 2010.
- 83% report that the celebration component of the conference is very or extremely valuable.

Advancement (all scholarship respondents)

- 37% report that they intend to mentor others, and 28% intend to find a mentor as a result of attending GHC 2010.
- 66% report that they intend to evaluate the next step in their careers as a result of attending GHC 2010.
- 30% report that they intend to initiate new research/business collaborations as a result of attending GHC 2010.
- 85% agree or strongly agree that they found out about job and career opportunities at GHC 2010.
- 63% agree or strongly agree that they obtained tools to be successful in their career as a technologist at GHC 2010.
- 75% agree or strongly agree that attending GHC 2010 has increased their network of technical women.
- 81% agree or strongly agree that they intend to stay in touch with other participants.

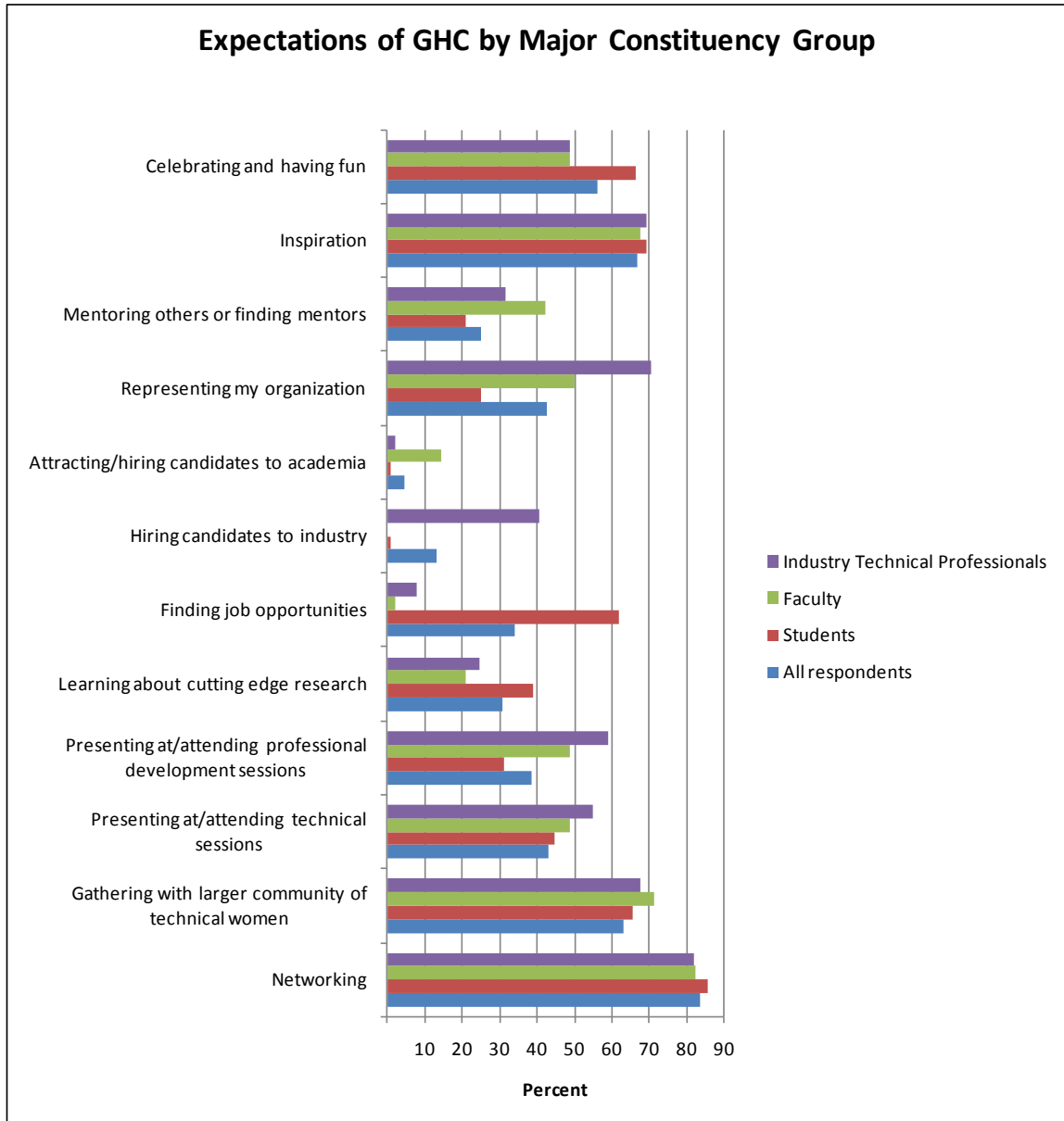
Mobilizing to Action (all scholarship respondents)

- 39% report that they intend to reach out to high schools and other groups to recruit more girls in computing and engineering.
- 15% report that they intend to start a technical women's network in their organization as a result of their attendance at GHC 2010, and 44% report that they intend to participate in an existing network.
- 13% report that they intend to investigate issues facing technical women at their organization as a result of their attendance at GHC 2010.

Quality of Conference: All Survey Respondents

Another way to assess the impact of the Grace Hopper Celebration is to examine participants' expectations for the conference, and the extent to which their expectations were met; their ratings of conference quality; and aspects of the conference that they deem most valuable.

Goals and Expectations



The majority of respondents, regardless of professional affiliation, expected to network at GHC. Other widespread expectations included gathering with a large community of technical women, inspiration, and celebrating. More than half of student respondents

expected to find job opportunities. Faculty respondents were particularly likely to mark “mentoring others or finding mentors”. Technical professionals in industry were most likely to mark that they would be presenting at and attending sessions (relative to other respondents).

How well were conference goals and expectations met?

81% of all respondents reported that their expectations for 2010 GHC were met to a “considerable” or “very great” extent (by group, 84% of students, 83% of faculty, and 79% of technical professionals in industry reported that their expectations were met).

Conference Quality and Valuable Aspects

Like last year, aspects of the conference that yielded the highest ratings were administration and overall quality. Location ratings dropped from 88% in 2009 to 70% in 2010. Food also dropped by a large margin, from 86% in 2009 to 36% in 2010.

Area	Percent rating good/excellent (all respondents)
Administration	85
Overall quality for someone in your position	80
Relevance of professional development topics	76
Location	70
Relevance of technical topics	65
Food	36

Mean responses for “overall quality for someone in your position” (5-point scale: 1= very poor, 5=excellent) among all respondents and by major constituency are as follows:

- All: 4.10 (SD=.82)
- Students: 4.20 (SD=.83)
- Faculty: 4.09 (SD=.71)
- Industry Technical Professionals: 3.97 (SD=.79)

These ratings are slightly lower than were those for the 2009 Grace Hopper Celebration (“overall quality” mean among all respondents=4.31).

Program aspect	Percent reporting very/extremely valuable (all respondents)
Sessions featuring the successes of technical women	84
Networking opportunities	80
Career and professional development sessions	76
Celebration events	76
Sessions on leadership	72
Sessions featuring the social impact of technology	72
Wireless accessibility	71
Sessions on work-life balance	67
Sessions about mentoring	65
Cyber Center	58
Technical sessions	58
Childcare	44
Note: "NA" responses are excluded.	
[Highest percentages of NA responses included childcare (82%), Cyber Center (64%), sessions on mentoring (32%), and sessions on work-life balance (30%).]	

Respondents found sessions on technical women’s successes to be the most valuable aspect of the conference, followed by networking opportunities. Qualitative data presented later in this report support these findings.

Future Conferences

- 92% of survey respondents indicated that they would “probably” or “definitely” recommend GHC to their colleagues.
- A majority (65%) indicated that they “probably” or “definitely” would attend GHC next year.
- A small number of respondents (4%) indicated that they would “definitely not” attend GHC next year. See pages 50-51 of this report for reasons why these participants indicated they would not attend.

Conference Experience of Scholarship Recipients

Zeroing in on the scholarship recipients, the expectations of respondents centered on networking, inspiration, and celebration.

Goals and expectations:

- 88% Networking
- 72% Inspiration
- 69% Celebration
- 67% Gathering with a larger community of technical women
- 58% Finding job opportunities
- 53% Presenting at/attending technical sessions
- 40% Learning about cutting-edge research
- 36% Presenting at/attending professional development sessions
- 24% Finding a mentor or mentoring others

86% report that the conference met their expectations to a “considerable” or “very great” extent. The conference may have even exceeded expectations on some measures, e.g. 58% expected to learn about job opportunities, and 85% actually did (an increase from 69% in 2009).

Conference quality and valuable aspects:

Scholarship respondents gave high marks to most every aspect of the conference, with the exception of food.

Area	Percent rating good/excellent (scholarship respondents)
Administration	87
Overall quality for someone in your position	85
Relevance of professional development topics	82
Location	76
Relevance of technical topics	69
Food	31

Program aspect	Percent reporting very/extremely valuable (scholarship recipients)
Sessions featuring the successes of technical women	89
Networking opportunities	85
Celebration events	83
Career and professional development sessions	81
Sessions featuring the social impact of technology	77
Sessions about mentoring	73
Sessions on work-life balance	72
Wireless accessibility	70
Sessions on leadership	70
Cyber Center	62
Technical sessions	61
Childcare	46
Note: "NA" responses are excluded.	

Upwards of 80% of scholarship recipient respondents found the sessions on technical women’s successes, networking opportunities, celebrations, and career and professional development sessions to be valuable.

96% of scholarship recipients who responded to the survey will “probably” or “definitely” recommend GHC to others in their field.

Open-Ended Comments: Learning from Qualitative Feedback

Overall Feedback

In one open-ended question on the survey, respondents were asked, "What was the highlight of the conference for you?" 722 individuals provided comments. General feedback suggests that the conference continues to hit the mark and meet its goals:

There are so many I can't really pick! The newcomer's session really brought it all home to me -- I was in tears at the "coming home" feeling and in appreciation of the mentoring for young women in technology present all through the conference that was especially evident in that welcome. Barbara Liskov was a huge highlight -- all the keynotes were. The Beluga whales were amazing. The "childbearing years" session was good as well. I took many, many notes away with me and will put all of them to some use.

The overall spirit of "you can and should do it"; the intelligence of the participants; the respect for brilliant women; the professionalism of the conference as a whole.

Fully one-third of respondents who provided comments cited the **keynote speakers** as a major highlight, echoing survey findings on the value of sessions about technical women's successes:

Hearing keynote speakers such as Carol Bartz share her wisdom. It was extremely inspiring to be around very powerful women in technology.

Keynote speakers. All were wonderfully inspirational.

Keynote speakers - all were great!

The highlight of this year's conference was the Thursday morning keynote speaker. Since I've been attending Grace Hopper, I have continued to be blown away by the keynotes (Megan Smith last year was phenomenal too). I truly enjoyed Duy-Loan Le's keynote. In addition to that, I had a presentation for the first time and truly enjoyed that.

The keynote speech by DUY-LOAN T. LE - she was amazing, inspirational, funny and thought provoking. Best keynote I've attended in years.

The speech of the CEO of Texas Instrument was the most powerful, inspiring and encouraging talk ever. It gave me a picture of the person I will become in the future. You should think about inviting her every GHC!!!!

It's a toss-up between the keynote by Duy-Loan Le, which was truly inspirational, and the one by Barbara Liskov which was a fascinating insight into the evolution of her thinking, as well as that of the industry.

One respondent cited Barbara Liskov's keynote and the **excellence of the ABI staff** as highlights:

Barbara Liskov's keynote. I was inspired by how something which was cutting edge at her time has become so common place in our time. It made me think that the challenges that I face in my research may one day really be worth it. Another highlight of my conference experience was an act of kindness by a member of ABI. I was working through breakfast at the registration table and she came to see if I needed her to get me some food. It is all well and good for us to celebrate women in computing, but it is our support of each other in the field -- even in the smallest of ways -- that speaks volumes of our real commitment to the advancement of women in computing. I will never forget this. Because of her thoughtfulness, I made sure that the Hoppers working outside of the Sponsor's night were served dinner.

Respondents also emphasized the **opportunities** inherent to GHC—**“getting to” do something, “being able to” talk to someone, “having” the chance to interview for jobs.** The active, kinetic, expansive dimensions of GHC were widely recognized:

Being exposed to all of the incredible opportunities that exist in Computer Science and meeting all sorts of incredible people, many of whom did not only Computer Science, but Arts as well.

Being able to talk to representatives from a number of different schools and industries to get a better idea of what I may want to do after graduation.

Getting great feedback on my PhD Forum talk, it really made me feel like my research and my ability to convey it is where it needs to be for me to graduate. Previously I was feeling a bit down trodden, but it really helped my self-esteem and belief that I am on the right path! I really needed that.

Getting to talk personally to so many successful women in computing.

Getting to do my presentations.

Having seven job interviews (thank you resume database!).

Having the opportunity to meet a great deal of people and also the visit to the GVU center at Georgia Tech.

Having lunch with Fran Allen!

Consistent with survey data, **meeting people, networking, and connecting** were key aspects of the conference for many participants:

It was a great opportunity for networking. Also it was a great motivation for women in computing. I learned many valuable things and I am highly inspired by it.

Meeting a mentor who I have never met before, making a close friend, and listen to the stories of the keynote speakers.

Meeting and talking with such motivated and accomplished women.

Meeting fabulous technical women who share my passions and values!

Meeting other women involved with video games, and learning how to use them to better the field of Computer Science.

Meeting so many women with talent from so many walks of life and of such diversity. As someone who works in industry it was a delight to meet with those from academic institutions.

Networking opportunities were fantastic. I was thrilled to meet successful women at Google, and Yahoo who have gone through what I'm going through now and I didn't realise, before GHC, that my challenges were not unique to me. It was empowering to hear their stories and how they overcame so now I believe I can do it too.

Networking! I've never (ever) been around so many technical women.

Talking with other people, both students and professionals, about their work and experiences, and being inspired by others to pursue technological fields beyond college.

The highlight was definitely interacting with other like minded, bright women and also learning more about the new buzz of HCI and the direction and impacts on the current technological trend.

The people -- I have never met so many smart, creative, successful, supportive technical women in my life. Just meeting these people (my fellow attendees) was inspirational.

Connecting with women whom I had admired from afar, or met via Social Media. Feeling a sense of community that I had never felt before.

Celebration and dancing were highly valued highlights for some:

Honestly, I love dancing the night away.

Dancing! And the HCI track.

Dance at the Aquarium.

Networking, reconnecting, celebrating!

The celebration at the aquarium.

The highlights were the great sessions (The Inner Critic, CRA-W Grad, and first keynote were amazing) and the celebration parties.

Duy-Loan's keynote speech, the other keynote/award winners speeches, and attending the celebration dance parties with my students.

Specific Sessions

Respondents also identified specific sessions and tracks as highlights. Commonly mentioned were:

- **HCI track** (18 comments)

The HCI track as a whole - lots of interesting things there. And the technical presentations in general.

The human computer interaction track on Friday. All sessions and field trips were relevant and important for my future career in HCI and really helped me to better understand HCI.

- **K-12 workshop and events** (15 comments)

Information gathered at K-12 workshop about new programs and funding opportunities.

- **Poster Session** (14 comments)

Presenting at the Poster Session and seeing that people were interested in my work. I was constantly swarmed!

- **Open Source Track** (11 comments)

Learning about Open Source for Good.

- **Imposter Plenary Panel** (8 comments)

The Imposter Panel! It was so inspiring to hear such accomplished women talk about how they overcome their doubts on a day-to-day basis.

The Imposter Plenary Panel...wow these amazing woman have felt the same way I do at times!!

Imposter panel-- however, I've heard that the big ballroom feel and structured slides took away from the personal, powerful effect of the panel in years past.

- **Managing Your Inner Critic** session (6 comments)

I enjoyed the “Managing Your Inner Critic” session a lot. Especially listening to other graduate students describing their worries and solutions to them.

Thirty-three respondents cited the **Career Fair** as a major highlight:

I really enjoyed the career fair. It was nice seeing all of the different opportunities for full time jobs and interships in the field.

Meeting attendees during career fair. I was very impressed at the caliber of the attendees (higher GPA, more experience, etc) as compared to what I've seen in other career fairs. I was really impressed by some of the college freshmen who already have stacked resumes.

The career fair and the sessions in which technical women leaders in industry presented their experience on how to promote our career.

The career fair was the highlight. It allowed me to network with other companies and gain insight on what those companies do.

The conversations I had with people during the research lunch and during the career fair were the best parts of the conference. The keynote speakers were also very good.

Comments on **other sessions and events** merit mention:

The unexpected highlight for me was the LGBT luncheon. I found it the most inspiring because of the powerful women that held the luncheon and because of their amazing stories against difficulties. It was also amazing to hear Mary Czerwinski speak!

Listening to Dr. Sandra Johnson give practical, supportive advice in response to audience questions in the "Women of Color: Strategies for Excelling and Thriving" session. Rather than repeat the refrain of "just do it", she sympathized, encouraged, and made specific recommendations.

Learning about Microsoft's Imagine Cup and attending the workshop for it.

Session ratings

In addition to providing open-ended comments, survey respondents were asked to rate the quality of each of the presentations they attended on a scale of 1 to 5 (“very poor” to “excellent”). The following table lists mean scores, organized by program order (“NA” responses are excluded).

GHC session-by-session ratings

	n	Mean	Standard deviation
<i>Keynotes and plenaries</i>			
Keynote: Duy-Loan T. Le	533	4.81	.51
Keynote: Carol Bartz	516	4.47	.72
Keynote: Barbara Liskov	542	4.34	.80
Technical Executive Plenary Panel: Collaborative Leadership in Driving Innovation	339	4.11	.81
Imposter Plenary Panel: Addressing Unique Challenges	447	4.00	.91
<i>Luncheons, special events</i>			
Career Fair	513	4.34	.75
Sponsor Exhibits	655	4.28	.72
Resume Clinic	212	4.21	.94
Dee McCrorey Leadership Workshop - Collaborative RiskTaking	225	3.08	1.32
Latinas in Computing Reception	72	4.04	.93
For the Newcomer--Meeting for First-Time GHC Attendees and Scholarship Recipients	256	4.05	.89
Opening Reception and SRC/General Poster Competition	514	4.14	.74
Speaker Appreciation Breakfasts	142	4.03	1.04
LGBT Lunch	63	4.10	1.01
Research Labs Lunch	90	3.37	1.29
Systems Lunch	82	4.23	.97
Women of Color Lunch	84	4.10	1.03
Scholarship Reception	153	3.57	1.17
Awards Ceremony and Celebration, Thursday September 30	545	4.15	.80
Junior Faculty Lunch	29	3.69	1.28
Latinas in Computing Lunch	62	4.16	.89
Senior Faculty Lunch	41	3.85	1.11
Sponsor Night, Friday October 1	622	4.37	.83
<i>Ph.D. Forum and New Investigators</i>			
PhD Forum 1: Mentor, Deb Agarwal	72	4.14	.84
PhD Forum 2: Mentor, Patty Lopez	76	4.17	.82

PhD Forum 3: Mentor, Andrea Danyluk	66	4.18	.84
PhD Forum 4: Mentor, Elizabeth Mynatt	59	4.14	.86
New Investigators 1: Real World Applications; Mentor, Andrea Danyluk	91	4.05	.82
New Investigators 2: Data Management; Mentor, Nancy Cam-Winget	74	3.93	.91
New Investigators 3: Computing and Humans; Mentor, Ellen Walker	88	4.08	.90

Career Development Sessions

Job Search Part 1: From Resume to Getting the Interview	121	4.26	.75
Exploring New Careers: Choices in Finance, Online Information Services, and Small Business Technology	56	4.07	.78
Job Search Part 2: From the Interview to Negotiating Your Salary	96	4.29	.77
Exploring New Careers: Choices in US Defense and Cyber Security	55	4.18	1.00

Session 1

Invited Technical Speaker: Managing Scientific Data: Coping with a Multidisciplinary World, Claudia Bauzer Medeiros	68	4.09	.77
Multicultural Awareness Training: Collaborating Across Higher Education	52	4.00	.97
Digital Healthcare	80	3.98	.89
The Role of Usability in Security	73	3.99	.94
Enabling a Next Generation of Science Breakthroughs Via Computer Science	50	4.10	.89
10 Things I Wish I Knew Before I Started My Career	189	4.12	.89
Moving Up the Ladder – to Full Professor or Senior Scientist	46	4.11	.88
An Introduction to Community-Developed and Open Source Software	94	4.06	.83
Managing Your Inner Critic: Learning to Transform Criticism to Coaching	125	4.58	.69

Session 2

Invited Technical Speaker: E-commerce Intelligence: The Art of Mining Semi-Structured Marketplaces, Catherine Baudin	56	4.04	.95
Minimum Motion with Maximum Effect: Strategically Recruiting and Retaining Undergraduate Women	63	4.30	.73
Cloudy with a Chance of Security – Addressing Security and Privacy Risk at Scale in Cloud-Based Delivery Systems	100	3.81	.93
Anger Management: Using Sentiment Analysis to Manage Online Communities	60	4.17	.85
Faceted Identity, Faceted Lives: Social and Technical Issues in Being Yourself Online	82	4.05	.77
Geographical Characterization of the Web	48	3.67	.95

Experts in Collaboration: How Today's Engineers Collaborate Across Boundaries	58	3.43	1.30
Health Informatics – Making a Difference Through Technology	88	4.05	.93
Women of Color: Strategies for Excelling and Thriving	54	4.35	.78
Career and Economic Opportunity in Open Source Software	82	4.13	.95
Advancing Your Career Through Awards	52	4.12	.86

Session 3

Creating Mobile Phone Applications and Motivating Females in CS with Google's App Inventor for Android	88	4.17	.76
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Session 4

Invited Technical Speaker: Using Information Technology for Health and Healthcare – A Look at Research Challenges, Susan Graham	65	4.20	.85
GHC to Go: How to Bring a Mini Celebration of Women in Computing to Your Local Community	56	4.45	.66
Enlisting Male Advocates in the Workplace	79	4.03	1.00
EmailTime: Visualization of the Temporal Email	51	3.51	1.21
Integrating Multiple Computational Techniques for Improving Image Access: Applications to Digital Collections	43	4.14	.97
Visualizing Search Results: Evaluating an Iconic Visualization	62	3.69	1.08
Going Global	49	3.96	.96
Beyond Your Technical Skills - The Power of Words	94	4.03	.85
SRC Competition - Round 2	32	4.13	.98
Open Source for Good	90	4.38	.66
Elevating the Role of Women: Insight from Women Who Hold Board Positions in the Technology Industry	82	4.17	.78

Session 5

Mobile Computing: The Internet is in Your Hand	82	3.96	1.00
Girls, Games, and Getting to the First Day	74	4.26	.86
Are You a Salmon Too?	59	4.02	1.03
Barbie Has a Pink Laptop: Redefining How the World Views a Computer Scientist	96	3.70	1.26
Running an Outreach Program to High School Girls	55	4.27	.80
Conference Networking Across Boundaries	49	4.27	.81
SRC Competition (Second Round)	32	4.25	.98
Getting Started in Free and Open Source Software	79	4.14	.90
E-Textiles: The Softer Side of Computing	37	4.24	1.01

Session 6

Open Source Codeathon for Humanity	79	3.91	1.02
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Session 7

Invited Technical Speaker: Healthcare Information Technology: Opportunities for Computer Scientists to Make a Real Difference, Lucila Ohno-Machado	49	4.27	.84
Building Bridges and Breaking Barriers: Panel on Diversity and Inclusion in Computer Science Education	69	4.46	.70
High Impact! No Regret. 5 High Leverage Strategies to Proactively Plan Your Career for Maximum Impact, Without Losing Your SELF In The Process.	72	3.36	1.26
TGRID: Grid Computing For Computational Problem Solving in a Liberal Arts Environment	39	4.10	.91
Working Across Global Boundaries: Improving Education Opportunities and Lives of East-African Women	37	4.19	.97
Use Your Facebook Addiction for Good: How Facebook, Twitter, and Other Social Media Can Help You Find a Job, Improve Your Business, Collaborate Across Boundaries, and Make a Difference	98	4.06	.99
The Latest and Greatest in Assistive Technology	35	4.26	.95
Unlocking Human Potential: A Vision for Human-Centered Computing	71	4.17	.86
Integrating People and Information: My Career in Industrial Research	24	4.42	.83
Twitter Integrated Science Pilot Program: Positively Impacting the Attitudes of Adolescent Girls Towards Technology in Middle/High School	42	3.95	1.10
Managing a Career Through the Childbearing Years	73	4.55	.73

Session 8

Invited Technical Speaker: Computational Sustainability: Computational Methods for a Sustainable Environment, Economy, and Society, Carla Gomes	63	4.40	.75
For the Love of Teaching: Experiences of Undergraduate Liberal Arts College Faculty	42	4.50	.71
The Social Networking Revolution	96	4.14	.79
Motivating Teenagers' Physical Activity Through Mobile Games	43	4.00	1.02
Senior Citizens Barriers' to Computing	37	4.41	.93
The MBA Gateway to Business Careers	39	4.05	1.02
Why Investing in Women Founders and Entrepreneurs Makes Business Sense	34	4.18	1.14
Career Stories of Women Working in Human Computer Interaction	68	4.19	.97
Change Agent Awards Panel	34	4.44	.75
Why More Women in Technology?	26	4.27	.83
How to Influence the Careers of Other Women in Technology	21	4.38	.80

Role Model in ICT in Under Developed Countries	23	4.09	1.00
Education e-Village: Creating an Online Community to Enhance Technology Education in Underserved Communities	29	3.83	1.07
Cracking the Fellow Ceiling: What Does it Take to Advance as an Individual Contributor?	46	4.09	1.05

Session 9

Invited Technical Speaker: Take Back The Tech: A Feminist and Techie Dialogue on Taking Control of Technology to End Violence Against Women, Jan Moolman	44	4.52	.76
Getting Off to a Great Start in Academia: Advice from the Other Side of the Tenure Track	44	4.50	.76
Cloud Computing – Architecting the Warehouse Behind the Cloud	80	4.03	1.01
The Revolution Driven by NAND Memory in Client & Enterprise Storage	14	4.57	.94
Fighting Cyber Crime: Technology that Fights Crime and Protects our Children	43	4.16	1.13
Mastering the Art of the Technical Interview	88	4.35	.90
Do You Have What it Takes to Process Huge Amounts of Data?	36	3.92	.97
Real World Agile Software Development – A ScrumMaster’s Retrospective	46	4.26	.95
From Politics to Art: Visualization as a Medium	62	4.52	.88
Roads Forged and the Roads Ahead	15	4.13	.83
Town Hall Meeting: Bridging Boundaries and Creating Capacity: Engaging Stakeholders to Address Equity in K12 Computing	55	4.27	.87
Successfully Navigating Boundaries to Success	43	4.23	.84

Session 10

Women in Computing in India: Experiences with Boundaries	30	3.90	1.12
Mentoring: Negotiating Geographical and Disciplinary Boundaries	18	4.22	1.06
The Power of the Purse: Making Our Collective Voices Heard	34	4.12	.91
Crossing Boundaries to Build and Sustain a Massive Web Mail Service	30	4.47	.78
Oblivious Context Sensitive Communications	20	4.40	.82
User Identification on Smart Phones	17	4.29	1.10
Take Back The Tech: A Feminist and Techie Dialogue on Taking Control of Technology to End Violence Against Women	35	4.06	1.14
Imagine Cup Workshop: Students Building Technology for Social Good	45	4.42	.75
Adventures of Academic Leaders	28	4.57	.79
New Voices in Human Computer Interaction	75	4.23	.86
Building Cooperative Teams to Foster Student Success	20	4.50	.83

Supervisors, Stereotype Threat, and Supportive Men: Three Key Ingredients for Gender Reform in Computing Organizations	32	3.81	1.20
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Session 11

Mommies Know Best: Pregnancy, Graduate School, & Beyond	32	4.09	1.15
Minorities without Borders: Giving Back to Developing Countries	37	4.24	.95
Confidential Advice Session on How to Succeed as a Junior Faculty Member	17	4.47	.80
Women Thriving in Leadership	48	4.29	.82
Speed Mentoring for Latinas in Computing	24	4.79	.66
Education Across International Borders: The Simon Fraser University/Zhejiang University Dual Degree Program	13	4.46	1.05
Women in Tech Employee Resource Groups: Challenges and Success Stories	32	4.25	.84
Influencing Without Authority: Collaboration from Idea to Implementation	34	3.76	1.21
HCI Field Trip	136	4.62	.72
Activities That Attract 4th-12th Grade Girls and Women to Computing	59	4.37	.95

All sessions rated on a five-point scale, from 1=very poor to 5=excellent.

"NA" responses are excluded from calculations.

Respondents attending the CRA-W workshop were asked to provide an overall workshop rating on the same five-point scale. Mean rating was 4.06, SD=.70, n=138.

Looking at all presentations, Duy-Loan T. Le’s keynote received the highest rating (4.81, rated by 533 respondents)—much as the open-ended feedback suggests. Keynotes were a true home run for GHC this year. The next highest rating goes to “Speed Mentoring for Latinas” (4.79, rated by 24 respondents)—which was the highest-rated session in 2009.

Rounding out the “top six” (two sessions tied for fifth):

- HCI Field Trip (4.62, rated by 136 respondents)
- Managing Your Inner Critic: Learning to Transform Criticism to Coaching (4.58, rated by 125 respondents)
- The Revolution Driven by NAND Memory in Client & Enterprise Storage (4.57, rated by 14 respondents) and Adventures of Academic Leaders (4.57, rated by 28 respondents)

The range of these highly-rated sessions in terms of content and size indicates that GHC’s investment in a diversity of offerings is a worthwhile one.

Suggestions for Improvement

Towards the end of the survey, respondents were asked “What suggestions do you have to improve the conference?” About 25% of respondents provided comments. A good number of comments related to food (consistent with survey findings). Respondents also talked about the facilities, types of sessions, and the organization, scheduling, and focus of the conference. A few comments on POKEN are listed at the end of this section, as are comments relating to GHC attendance next year.

Food

I heard that last year there was coffee available everywhere, and everyone was "pumped full of caffeine", and that's a direct quote. It would have been nice if that had been available this year, too.

Feed us...In particular students can't easily get out of the conference to go get real food. We were really frustrated by the fact the we couldn't eat much for the days we were at Grace Hopper. It interfered with us getting everything we could out of the conference because we were hungry and tired because we hadn't eaten.

Communicate with attendees about meals. Lunch was on the schedule, but dinner was just a big mystery.

Be clearer about when and what kind of food will be provided. E.g. a plated lunch vs. a box lunch. Dinner vs. appetizers (there was some conflicting info about this).

Better food - with so little time between sessions, I didn't have time to go buy my own food. The food provided by the conference was not satisfactory, to say the least. Hors d'oeuvres are not dinner, and seems to send an insulting message about the eating habits of women.

Facilities

Certainly make sure the accommodations have adequate internet access.

I enjoyed this year a lot less than last year, but I think most of the problems were caused by the hotel/location. I was pretty unhappy for the food selections for those of us with dietary restrictions (e.g. vegans), especially when combined with the lack of snacks during breaks. Also, not having a central meeting area in the hotel layout (i.e. the vertical stacking) had a significant negative impact on networking. Plus, the child care was significantly not as good as last year.

I understand that organizing a conference of this scale is an enormously complex task, and I want to thank all you who worked so hard to put everything together. I think the only feedback I would give would be about the actual physical set up of the host hotel and the location of some of the rooms. I thought that navigating the maze of spaces to find

some of the sessions was not easy and sent us far afield at times. I also think it would be helpful to place tables and chairs everywhere so that we can sit and talk and meet at all times. Finding places to hang out together with friends and new friends was generally not easy.

Types of Sessions

- Adding a session about how to start a small business with the idea you have.*
- Limiting the student technical presentations to posters (research presentations from various fields without proper reviews will lead to presentation of very poor papers in the GHC - This will hurt women in the field more than it could possibly help)*

As someone in a peripheral field (information and library science), many of the sessions seemed interesting (for instance, the codeathon or the e-textiles session) but intimidating for someone without a CS or engineering background. I would love to see sessions like that have a way to be more inviting / receptive to those of us with no experience but with enthusiasm.

I would like to see a K-12 teacher track added for the entire conference: K-12 is the pipeline to Women in Computing, and many universities are outreaching to K-12 anyway.

I'd like to see more sessions that are useful for mid-level and senior faculty. It seems like mid-level and senior faculty attend only to present and mentor others, but for the rest of the time, there's not much they get out of attending the conference themselves. Also, the workshops for students on Wednesday look fantastic, but it is simply too difficult for most undergrads to attend on a Wednesday because it means missing 3 days of classes (at least). I'd love to see the undergraduate workshops scheduled on Saturday instead.

More interdisciplinary speakers/sponsors.

More on just masters degrees. Most grad school info was about getting your Ph.D.

More technical sessions. Demonstrations should be more about the technology behind the products, rather than sales pitches.

There seemed to be a lot of sessions for students and academics and less for mid-career professionals. I would also like to see more non-profit and open source opportunities represented.

Unfortunately, in spite of several coordination sessions ahead of time for the Dee McCrory Collaborative Risk Taking Workshop table mentors, Dee's instructions were totally unclear...The large size of the workshop was not a significant factor.

Conference Organization, Scheduling, and Focus

Make it more technical and less about career. Encourage more men to attend...we should have 10-20% male participation as a way of increasing advocacy and awareness in the technical male population. Found the hotel somewhat claustrophobic. Consider inserting 5 or 10 minute breaks between sessions. This may make it easier to continue networking with people you meet during a session

Don't put the schools down a separate hallway! The last two years this has happened and many people commented "I didn't even know you were there" when they turned the corner to see our tables. I think you should mix the schools in with the companies so that we can get more traffic. The minimum amount of money for a table for us is a lot of money for an academic institution and I feel like for the past two years we have gotten a bad placement.

Continue having the codeathon, but have a bigger chunk of time available for the codeathon and have food available for participants during the codeathon. The codeathon was too far away from the food (10+ minutes) for people to easily go back and forth.

Don't schedule a codeathon right before dinner. I missed the free coffee between sessions like previous years, though I know there may have not been funding for that this year.

I find it overwhelmingly large. I would like it better if it were internally divided. Like, it could be divided into several individual (but co-located) "conferences" with their own topics. Attendees choose a conference to stick to. The smaller conferences could have their own lunches and put their talks in the same sets of rooms. That way people would actually repeatedly run into each other, and wouldn't have to wade through pages of content to find the talks they are interested in. Then all of the groups could be united for major events like the award ceremony.

I found some of the free items in the bags a little insulting. Just because it's a women's conference doesn't mean they need to put dental floss and mirrors in there or usb drives in the shape of a women.

I found the schedule information on the website and in the catalog to be confusing. I also found it difficult to navigate to some of the conference rooms in the hotel.

*I hope this doesn't sound odd, but try and get more men to attend. As a male, I was *very* enlightened at the event...again and again...on many dimensions. I realize there is a risk, and I think that it's key the conference attendance ratio f:m be very very high.*

I thought walking back from the sponsor night was a little unnerving. Also, they seemed very slow on food at the Aquarium.

Sponsor booths weren't open very long this year, I think that was probably an issue of logistics, but more time with sponsors would be good. LOVED the "tables of interest" in the first lunch. Please do that again - and you need more security tables (the one filled up immediately, many were turned away).

One respondent provided this thoughtful, extensive comment:

I would really like to see a better set up and more effort behind the exhibition space for university sponsors. Our university has been a Silver Sponsor for several years, and I'm in my third year of attendance as a recruiter from the admissions staff of our program. Each year the university space has felt like an afterthought. This year we were separated from the Industry Exhibitors so what is usually a great recruiting opportunity for our university ended up being of little value this year. The exhibit days were shortened by one day without the consent of all the exhibitors and because most of the attendees spent their time on the level below the Ballroom Level with the industry exhibitors I got less than half the leads I've gotten in previous years... There should be some signage or clear indication who we are at these conference. Many of the young women at the event looking for jobs are going to need the education to get the jobs they want, so I think it would be at good idea to mix the company sponsors with the education sponsors... Educational Silver Sponsors support the GHC, I think as much effort should be put out to make us feel welcome and insure this is a beneficial recruiting event.

POKEN

Survey data show that 64% of respondents used POKEN, and 63% were “very” or “extremely” satisfied with POKEN (“not applicable” responses excluded). Suggestions for improvement included:

Poken was great. I'd like to see sponsors use their products during the conference to see real-world technology in use.

POKENS didn't work as expected. Many of the speakers, and panelists didn't have POKENS, and students didn't have business cards. I overheard several of the speakers say, that they didn't want to spend 15\$ on a "POKEN" that no one else besides people at this conference have.

It is also worth noting the reasons respondents gave for **“definitely not” planning to attend GHC next year** (in Portland, OR). Among the few respondents who provided comments (n=29), “funding” was mentioned six times¹²; others indicated that the “fit” was not quite right for someone in their position, and/or the location was not ideal:

A lot of the content doesn't seem to apply to me -- I pretty much just want post-PhD career advice from successful women. Also, I find the size of the conference extremely overwhelming. I was unable to find people from past conferences because there were just so many people there. I would befriend someone at lunch but never run into her again. I ended up feeling very lonely in a huge crowd.

¹² Among all 861 respondents, 60% were funded by their company or university to attend; 25% by scholarship; 7% by their own funds; and 9% by other means.

As a corporate sponsor we were expecting to see closer to 40% professional hire candidates, but only saw about 10%. Although our College recruiters gained a lot, our ROI model is aligned with the 5+ year experienced candidates. We have a college recruiting program that would have covered 90% of the candidates attending.

I felt as if the conference would be more valuable if I were a student. I got some value out of it, but not the value I expected.

I find the conference discouraging as a woman in mid-career. When we look for advice and support from more senior women, what I hear is "Just work twice as hard as men," "It's not them, it's you," "Be one of the boys." For women earlier in their careers, simply meeting and being in the presence of so many like-minded women is powerfully supportive and I don't want to detract from that. And certainly many senior women have helpful and encouraging things to say. But another powerful vocal set of senior women who often appear in the top speaking spots continue to send quelling, discouraging messages to women struggling their way up behind them. I liked Katie Siek's comment, "It's almost as though these women broke through the glass ceiling so they could throw shards down at you."

I would like to go to a more technically focused conference (we are allowed 1 conf. per year within our company).

I would wait until I'm a graduate student to attend another Grace Hopper.

It felt like a recruiting event and I didn't really learn much from the technical sessions. It was a lot of time spent there with not much take away for me.

It is too far away for me to afford to go next year.

It was enough with once for me. It was a very interesting experience, but not that valuable neither technically or for networking. I will definitely prioritize conferences in my own field in the future.

It was nice but I can't justify the cost with other conferences that are much more relevant to my field.

It's far and I may not get funding. There also wasn't as much value for a faculty member as I had hoped. If I can bring students or there is a really good incentive for me to attend I might change my mind.

Too far! There's nothing in Oregon.

Although these suggestions for improvement and reasons for not attending should be weighed and incorporated into planning for next year, it is worth highlighting a comment from one participant who intimates the importance of GHC for women across all sectors and fields, and sees the future of GHC in global terms:

Excellent conference, I wish it was for all professional women at large and I'm looking forward to seeing it scale in the future to become a much more prominent global conference.

Suggestions for Future Speakers

Respondents provided the following suggestions for future speakers:

Andrea Goldsmith
Ann Tardy
Barbara Ryder
Bernice Sandler
Brenda Brathwaite
Brenda Laurel
Carly Fiorina
Carol Jones
Chieko Asakawa
Cindy Cohn
Cordelia Fine
Corinna Cortes
Danah Boyd
Danica McKellar
Deborah A. Wallach
Dina Katabi
Dulce Ponceleon
Ellen Spertus
Fernanda Viegas
Freeman Hrabowski
Gabrielle Allen
Genevieve Bell
Gita Sukthankar
Hillary Clinton
Indra Nooyi
Jade Redmond
Jaime Teevan
Jane Margolis
Jeannette Wing
Jennifer Chayes
Jennifer Rexford
Jessica K. Hodgins
Joyce Little Currie
Justine Cassell
Karen Sanders
Kathleen Harness
Kristen Lovejoy
Leysia Palen
Lili Qiu
Lilly Irani
Linda Babcock and Sara Laschever
Mae Jemison

Manuela M. Veloso
Margo Seltzer
Maria Klawe
Marianne Budni
Marissa Mayer
Martha Pollack
Mary Czerwinski
MC Schraefel
Michelle Obama
Oprah Winfrey
Padmasree Warrior
Patricia Teller
Radia Perlman
Robin Chase
Robin Jeffries
Safra Catz
Sally Ride
Sandra Johnson
Selena Deckelmann
Shafi Goldwasser
Sheri Graner-Ray
Steve Jobs
Sudha Murthy
Susan Graham
Theresa Senter
Valerie Taylor
Wendy Hall
Xiaowei Yang
Yoky Matsuoka

Suggestions for Future Professional Development Topics

Respondents would like to see the following professional development topics emphasized in future GHC conferences:

- Mid-career issues (advancement, challenges, etc.) (13 comments)
- Leadership (9 comments)
- Doctoral degrees in technical fields (value of a Ph.D., career options, etc.) (7 comments)
- Mentoring (7 comments)
- Changing careers (5 comments)
- Entrepreneurship (5 comments)
- Communication skills (4 comments)
- K-12 teaching and opportunities (3 comments)

One respondent's thoughtful and engaged response merits special mention:

Just a brainstorm, won't say any of these are especially brilliant yet.

Panels or Sessions:

- 1. Telling your story in animations.*
- 2. Out of the box week and how a cliché can boost creativity.*
- 3. The new normal – how households support themselves in the new economy – focus on small business jobs, husbands staying home, entrepreneurship, job sharing, working remotely, etc.*
- 4. Why does motherhood cost your career more than fatherhood? What can be done about it?*
- 5. Partnerships or customer content and how to manage those relationships or communities*
- 6. The dirty web – the challenges of not having a semantically arranged internet*
- 7. Personal relevance is the new metric for search – what do *I* want to know, not just your average user?*
- 8. Coming back from a leave, like maternity or job loss. Strategies, tips, how to set your expectations and prepare yourself for the best outcome.*
- 9. Hobbies and computing – knitting, gardening, cooking, sewing, others?*

Poster:

- 10. Mid-career attrition of women in technology (start researching using data like the article Bea shared)*
- 11. The OOTBW idea as a poster*
- 12. How to attract women beta software users*
- 13. Women as gamers*
- 14. Net neutrality and how to help it survive in the harsh capitalistic world*
- 15. Gender based coding differences – why do women favor code reviews more? Why do women need more convincing to try new tools? How does a balanced team take advantage of these facts and also build engineers to achieve balance?*
- 16. Timeline of women in computing (I think this would be a blast to write, inspired by Ms. Liskov)*
- 17. What is test and why is it awesome?*
- 18. Touch interfaces toddlers can use – can we get young girls computing very early?*

Suggestions for Future Technical Topics

Respondents indicated that they would like to see the following technical topics addressed at future GHC conferences:

- Security (13 comments)
- Artificial intelligence (10 comments)
- HCI (10 comments)
- Games (9 comments)
- Robotics (9 comments)
- Visual design/graphics (8 comments)
- Mobile computing/applications (6 comments)
- Computing and biomedical engineering/biotech (5 comments)
- Machine learning (5 comments)
- Bioinformatics (4 comments)
- Computational biology (3 comments)
- Emerging technologies (3 comments)
- Health care and computing (3 comments)
- High performance computing (3 comments)
- How technologies “work” (3 comments)
- Parallel programming (3 comments)
- Technology and social change (3 comments)
- Cloud computing (2 comments)
- Computer science (2 comments)
- Distributed/ubiquitous computing (2 comments)
- Hardware (2 comments)
- Music and computing (2 comments)
- Natural language processing (2 comments)
- Open Source (2 comments)
- Operating systems (2 comments)
- Social networks (2 comments)

Other suggestions:

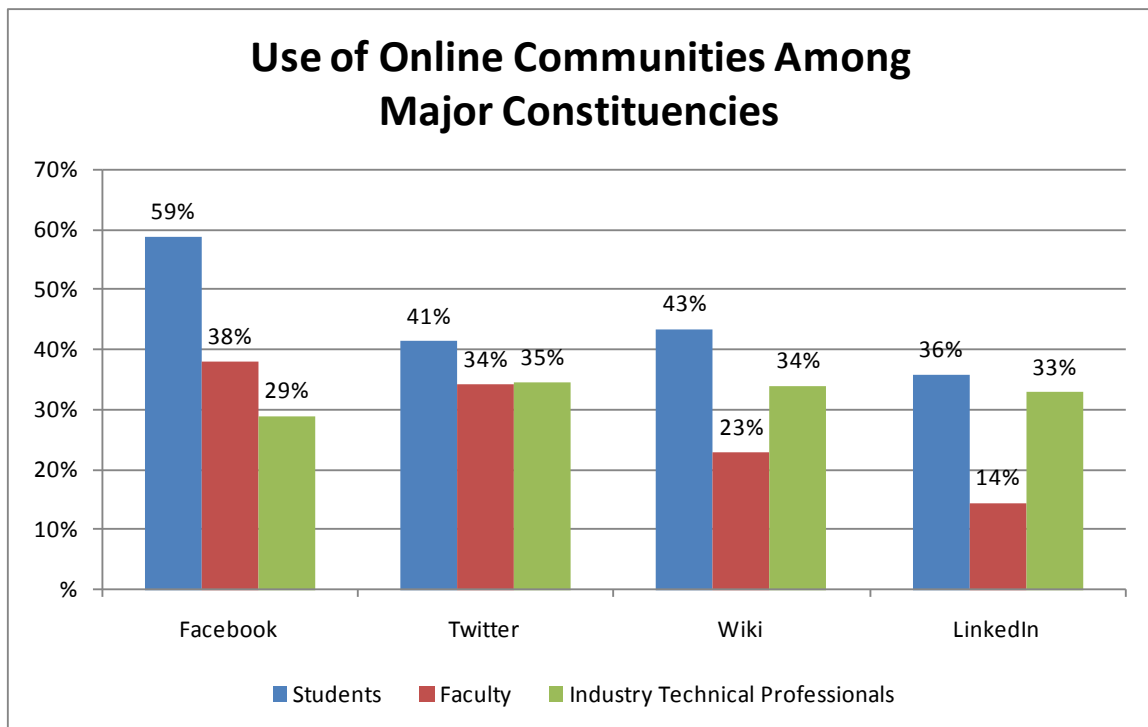
- Agile programming
- ALICE/SCRATCH
- Computer networking
- Computing and economics/game theory
- Data mining
- Ethics and computing
- FOSS
- Front-end development
- GPS
- GPU
- High school computer science

- Interdisciplinarity
- Mainframe
- Multicore
- Real-time computing
- Software development
- Statistical methods
- Technology change management
- Vector processing

Online Communities

GHC Tool Use

- Respondents were most likely to use Facebook for GHC (47%), followed by Twitter (37%), wiki (36%), LinkedIn (32%), blogs (30%), Flickr (21%), and YouTube (18%).
- Visits to the most popular GHC sites varied by professional affiliation. As observed last year, students were considerably more likely to use Facebook than were faculty and industry respondents.



- While Facebook was the most visited, other tools scored higher in terms of enhancing the conference experience for participants, the highest being Twitter. In response to “Please rate the extent to which your conference experience was enhanced by each of the online communities you visited” (response scale 1-5, from “not at all enhanced” to “extremely enhanced”; “didn’t use” excluded), mean scores for each tool are as follows:¹³

Twitter: 3.76

Wiki: 3.47

¹³ Standard deviations range from 1.10-1.40.

Blog: 3.36
 Facebook: 3.27
 Flickr: 3.25
 LinkedIn: 3.18
 You Tube: 3.06

- Among those who used the mediums, “enhancing the conference experience” ratings significantly varied by constituency on four: Facebook (p<.01, students highest at 3.4, faculty lowest at 2.8); blogs (p<.05, students highest at 3.5, faculty lowest at 2.7), Twitter (p<.05, industry technical professionals highest at 4.0, faculty lowest at 3.2), and LinkedIn (p<.01, students highest at 3.3, faculty lowest at 1.9).
- Ratings of each tool among international participants were not significantly different from those among U.S.-based participants.

How tools enhanced experience:

Respondents were asked to mark which benefits they derived from online community use. Getting information about the conference was the most commonly marked benefit:

Benefit	Percent Marking:
I gained valuable information about the conference and sessions	36%
I used the online communities to keep abreast of what was happening at GHC	25%
I followed other's comments/participation in the online communities while at the conference	18%
I shared insights from the sessions with others through online communities	10%
I used online communities to find and meet people while at the Conference	10%
I got a roommate or a ride through online communities	2%

In open-ended comments, respondents cited related and additional benefits to the online communities:

- *Broadened my technical and social horizons.*
- *Followed sessions that I could not attend.*
- *Got fired up about GHC.*
- *I followed other conference goers on identi.ca.*
- *I got connected to people before the conference via online communities.*
- *I got feedback on the sessions where I presented.*

- *I used them to connect and stay in contact with people I met at the conference.*
- *I used Twitter to follow what was going on in the other tracks when there was more than one talk per session that I wanted to attend!*
- *I used wiki to read session materials.*
- *Made new connections with people met at the conference.*
- *Networking.*
- *Pictures.*
- *Sharing photos.*
- *The conference was filling up and I couldn't find a roommate. @ghc retweeted me and I found someone fast and was able to register!*
- *They gave me a place to solidify my take-aways.*
- *To get notes and powerpoint slides from the sessions.*
- *Used to refresh and view sessions I missed.*

This information is particularly important to consider when thinking about how to extend the impact of the conference over time (i.e., not just in the weeks leading up to and days of the meeting).

Concluding Remarks and Ideas for Future GHCs

These evaluation data provide a comprehensive, insightful overview of the conference as it is experienced by a wide range of participants. The conference continues to receive high marks on many key measures—increased career commitment, gains in networks, and gains in confidence and energy are just a few of the conference outcomes that participants describe. Consistent with the mission of the conference, findings show that GHC promotes a sense of community among participants, bringing together individuals who share a passion for technology, who are eager to learn how to better face the challenges in technical career paths, and who want to make a difference. Future GHCs might take this last point and expand out: to what extent can the conference engage participants to become change agents themselves, to transform technical systems and structures? How can the conference inspire and equip every participant to take action and reach out in one or many ways?

Perhaps another area for reflection is the role of technical sessions in the celebration. Technological innovation is at the core of participants' identities and day-to-day activities; how can GHC continue to offer technical content to a diverse constituency that is intellectually engaging, community-building, and supports professional development? Perhaps such content-oriented tracks and sessions might be refined to focus on emergent technologies that have an interdisciplinary base, i.e., innovations that would not necessarily be highlighted in more traditional, discipline-based professional meetings?

More generally, because GHC addresses and supports so many different constituencies at different stages of their careers, it is important to continue to offer programming that is both deep and broad, and continue to provide that critical mix of technical and professional development topics speaking to students, entry- and mid-level technologists, and technical executives. Collaboration within and across these levels and positions is what will ultimately lead to transformation in technology, technical organizations, and technical cultures—perhaps this type of cross-level and cross-sector collaboration would be a good topic to explore in future conferences.

Turning to the evaluation itself: The diversity of GHC participants—racial/ethnic diversity, regional diversity, intellectual diversity, and so on—is among the conference's greatest assets, and continued thought about how to effectively expand and leverage this diversity is imperative going forward. To support these conversations, it may be important to conduct a “meta-analysis” of some type across all conference evaluation reports, and to trace trends among all attendees and among specific constituencies. What do the evaluation data tell us about the most effective practices over the past 10 events? How can we use this information to bolster the best of what's to come?

Appendix A: The 2010 GHC Evaluation and Impact Survey.

Evaluation and Impact Survey: Grace Hopper Celebration 2010

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Evaluation and Impact Survey: Grace Hopper Celebration 2010



Page 1 - Question 1 - Choice - One Answer (Bullets)

Please indicate your gender.

- Female
- Male
- Transgender

Page 1 - Question 2 - Choice - One Answer (Drop Down)

Please indicate your year of birth.

- 1925 or earlier
- 1926
- 1927
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- 1989
- 1990
- 1991
- 1992
- 1993
- 1994
- 1995 or after

Page 1 - Question 3 - Yes or No

Do you currently live in the United States?

- Yes [Skip to 3]
- No [Skip to 2]

Page 2 - Question 4 - Open Ended - One Line

In what country do you currently live?

Page 3 - Question 5 - Yes or No

Were you born in the United States?

- Yes [Skip to 5]
- No [Skip to 4]

Page 4 - Question 6 - Open Ended - One Line

In what country were you born?

Page 5 - Question 7 - Choice - Multiple Answers (Bullets)

What is your racial/ethnic background? (Select all that apply.)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- South Asian (Indian Subcontinent)/South Asian American
- Southeast Asian (Thailand, Philippines, Indonesia, Singapore, Vietnam)/Southeast Asian American
- East Asian (China, Japan, Korea, Mongolia)/East Asian American
- Other Asian/Asian American
- Mexican/Mexican American/Chicano
- Central/South American
- Other Latino/Puerto Rico
- Middle Eastern
- Other, please specify:

Page 5 - Question 8 - Choice - One Answer (Bullets)

[Mandatory]

Please indicate your primary professional affiliation.

- University/college: Undergraduate student [Skip to 6]
- University/college: Graduate student [Skip to 6]
- University/college: Postdoctoral Fellow [Skip to 7]
- University/college: Faculty [Skip to 7]
- University/college: Administration [Skip to 7]
- University/college: Other professional [Skip to 7]
- K-12 education: Teacher [Skip to 7]
- K-12 education: Administration/other professional [Skip to 7]

- Government or public sector (non-education): Technical professional [Skip to 7]
- Government or public sector (non-education): Administration/policy/other professional [Skip to 7]
- Non-profit sector (non-education): Technical professional [Skip to 7]
- Non-profit sector (non-education): Administration/policy/other professional [Skip to 7]
- Industry: Technical professional [Skip to 7]
- Industry: Human resource professional [Skip to 7]
- Industry: Other professional [Skip to 7]
- Independently employed [Skip to 7]
- Not currently employed [Skip to 7]

Page 6 - Question 9 - Choice - One Answer (Bullets)

Please indicate which degree you are currently working toward.

- Ph.D.
- Other professional degree: Ed.D., M.D., J.D., equivalent
- Master's (M.A., M.S., M.B.A., M.F.A., etc.)
- Bachelor's (B.A., B.S., etc.)
- Associate's degree
- High school diploma (or equivalent)
- Other degree

Page 6 - Question 10 - Choice - One Answer (Bullets)

Please indicate your major field of study.

- Computer Science/Informatics
- Symbolic Systems
- Human Computer Interaction
- Information Systems/Science
- Computer Engineering
- Electrical Engineering
- Chemical Engineering
- Other Engineering
- Mathematics/Applied Mathematics
- Chemistry
- Biological Science(s)
- Physics/Astronomy
- Environmental Science(s) or Geoscience(s)
- Other, please specify:

Page 6 - Question 11 - Choice - One Answer (Bullets)

What is the highest degree you intend to pursue?

- Ph.D.
- Other professional degree: Ed.D., M.D., J.D., equivalent
- Master's (M.A., M.S., M.B.A., M.F.A., etc.)
- Bachelor's (B.A., B.S., etc.)
- Associate's degree
- High school diploma (or equivalent)
- Other degree

Please indicate the extent to which you agree or disagree with the following statements about the 2010 Grace Hopper Celebration.

- | | | |
|---|--------------------------|-----------------------|
| | Strongly Disagree | |
| Attending the celebration has increased my commitment to complete my current degree program. | | <input type="radio"/> |
| Attending the celebration has increased my intention to pursue a graduate degree in a technology field. | | <input type="radio"/> |
| Attending the celebration has increased my commitment to a technology career. | | <input type="radio"/> |

What do you envision the next step of your career to be?

- I will go work in industry in a technical role
 - I will go work in industry in a non-technical role
 - I will pursue an academic career in a technical field
 - I will pursue an academic career in a non-technical field
 - I will go work for a nonprofit or government in a technical role
 - I will go work for a nonprofit or government in a non-technical role
 - I will pursue an additional degree in technology
 - I will pursue an additional degree outside of technology
 - I do not know
 - Other, please specify
-

[Skip Unconditionally to 8]

Please indicate your highest earned degree.

- Ph.D.
- Other professional degree: Ed.D., M.D., J.D., equivalent
- Master's (M.A., M.S., M.B.A., M.F.A., etc.)
- Bachelor's (B.A., B.S., etc.)
- Associate's degree
- High school diploma (or equivalent)
- Other degree

Please indicate the degree to which you agree or disagree with the following statement about the 2010 Grace Hopper Celebration.

- | | | | |
|--|--------------------------|-----------------------|-------------------|
| | Strongly Disagree | Disagree | Neither Ag |
| Attending the celebration has increased my commitment to my technology career. | <input type="radio"/> | <input type="radio"/> | |

Please briefly describe your field of technical expertise (e.g., software engineering, user interface design, hardware engineering).

.....

Have you attended the Grace Hopper Celebration prior to 2010?

- Yes
- No

Attending the Grace Hopper Celebration in the past has had a positive impact on my professional development.

- | | | | | | |
|--------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What were your expectations for the 2010 Grace Hopper Celebration? (Select all that apply.)

- Networking
- Gathering with a larger community of technical women
- Presenting at/attending technical sessions
- Presenting at/attending professional development sessions
- Learning about cutting-edge technical research
- Finding job opportunities
- Hiring candidates to industry
- Attracting or hiring candidates to academia
- Representing my organization
- Mentoring others or finding mentors
- Inspiration
- Celebrating and having fun
- Other, please specify:

.....

To what extent were your expectations met?

- | | | | | |
|-----------------------|---------------------------|-----------------------------|---------------------------------|-------------------------------|
| Not at all | To a slight extent | To a moderate extent | To a considerable extent | To a very great extent |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How did you find out about the 2010 Grace Hopper Celebration? (Select all that apply.)

- From my university or company
- From a mentor, advisor or professor
- Email from the Anita Borg Institute
- From one of the organizers or committee members
- From a friend or a colleague
- From having attended or volunteered in the past
- From a professional organization (e.g., ACM, IEEE)
- From an online community (e.g., Facebook, LinkedIn, Twitter)
- Other, please specify:

.....

[Mandatory]

How did you fund your attendance?

- My company or university [Skip to 11]
- I received a scholarship through the Grace Hopper Celebration scholarship program [Skip to 10]
- My own funds [Skip to 11]
- Other [Skip to 11]

Page 10 - Question 23 - Choice - One Answer (Bullets)

Which type of scholarship did you receive?

- Academic underwriter (school sponsor)
- National Science Foundation (NSF)
- Corporation
- I do not know

Page 11 - Question 24 - Open Ended - Comments Box

What was the highlight of the conference for you?

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Page 11 - Question 25 - Rating Scale - Matrix

Please indicate the extent to which you agree or disagree with the following statements regarding outcomes of your attendance at the 2010 Grace Hopper Celebration.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I feel less isolated as a woman in technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more energized and confident about my career in technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel inspired by the role models I saw at the conference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I significantly increased my network of technical women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to stay in touch with some of the people I met at the conference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I obtained tools to be successful in my career as a technologist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained valuable opportunities to be mentored or to mentor others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about career opportunities at sponsor companies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about academic programs from the academic underwriters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 11 - Question 26 - Choice - Multiple Answers (Bullets)

Please indicate the actions you intend to take as a result of attending the Grace Hopper Celebration. (Select all that apply.)

- Reach out to high schools and other groups to get more girls involved in computing or engineering
- Start a technical women's network in my company or university
- Participate in an existing technical women's network in my company or university
- Investigate new research or business collaborations
- Mentor others
- Seek a mentor
- Evaluate the next step in my career
- Investigate issues facing technical women in my organization
- Investigate issues facing technical women in my country
- Other, please specify

.....

Please rate the conference in each of the following areas.

	Very Poor	Poor	Fair	Good	Excellent
Overall quality for someone in your position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of technical topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of professional development topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration (registration, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How valuable was each of the following components of the conference?

	Not At All Valuable	Slightly Valuable	Moderately Valuable
Networking opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and professional development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions featuring the social impact of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions on leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions about work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions featuring the successes of technical women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions about mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebration: Awards Ceremony, Networking receptions, Friday night party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cyber Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend the Grace Hopper Celebration to others in your field?

Definitely Not	Probably Not	Maybe	Probably	Definitely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you plan to attend the Grace Hopper Celebration in Portland, Oregon, next year?

Definitely Not	Probably Not	Maybe	Probably	Definitely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you indicated that you will "Definitely Not" attend the conference next year, please tell us why.

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Did you participate in POKEN?

- Yes
- No

Overall, how satisfied are you with the support POKEN provided you with your networking goals?

Not Satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you attend the CRA-W Career Mentoring Workshop on Wednesday September 29?

- Yes
- No **[Skip to 14]**

What did you know about CRA-W and its programs before you attended this workshop?

- I heard of them for the first time when I learned about this workshop
 - I had heard of them but didn't know exactly what they did
 - I knew about some of their programs but didn't know anyone who had participated
 - I knew people (students or faculty) who had participated in CRA-W programs
 - I had participated in CRA-W programs myself
 - Other, please specify
-

Which track of the CRA-W Mentoring Workshop did you attend?

- Undergraduate Students
- Graduate Students
- Early Career Researchers

Please indicate the extent to which you agree or disagree with the following statements about the CRA-W career mentoring session.

	Strongly Disagree	Disagree	Neither Agree N
Was at the right level for me (not too simple or too complex)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covered information that will be useful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covered information that was new to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to others in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to continue in computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to continue in or consider a research/PhD career in computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the quality of the CRA-W workshop you attended?

- Very Poor
- Poor
- Fair
- Good
- Excellent

PhD Forum 3: Mentor, Andrea Danyluk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD Forum 4: Mentor, Elizabeth Mynatt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Investigators 1: Real World Applications; Mentor, Andrea Danyluk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Investigators 2: Data Management; Mentor, Nancy Cam-Winget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Investigators 3: Computing and Humans; Mentor, Ellen Walker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 14 - Question 43 - Rating Scale - Matrix

Please rate the overall quality of Career Development Sessions.

	Very Poor
Job Search Part 1: From Resume to Getting the Interview	<input type="radio"/>
Exploring New Careers: Choices in Finance, Online Information Services, and Small Business Technology	<input type="radio"/>
Job Search Part 2: From the Interview to Negotiating Your Salary	<input type="radio"/>
Exploring New Careers: Choices in US Defense and Cyber Security	<input type="radio"/>

Page 14 - Question 44 - Rating Scale - Matrix

Please rate the overall quality of the Session 1 segments.

- Invited Technical Speaker: Managing Scientific Data: Coping with a Multidisciplinary World, Claudia Bauzer Medeiros
- Multicultural Awareness Training: Collaborating Across Higher Education
- Digital Healthcare
- The Role of Usability in Security
- Enabling a Next Generation of Science Breakthroughs Via Computer Science
- 10 Things I Wish I Knew Before I Started My Career
- Moving Up the Ladder – to Full Professor or Senior Scientist
- An Introduction to Community-Developed and Open Source Software
- Managing Your Inner Critic: Learning to Transform Criticism to Coaching

Page 14 - Question 45 - Rating Scale - Matrix

Please rate the overall quality of the Session 2 segments.

- Invited Technical Speaker: E-commerce Intelligence: The Art of Mining Semi-Structured Marketplaces, Catherine Bau
- Minimum Motion with Maximum Effect: Strategically Recruiting and Retaining Undergraduate Women
- Cloudy with a Chance of Security – Addressing Security and Privacy Risk at Scale in Cloud-Based Delivery Systems
- Anger Management: Using Sentiment Analysis to Manage Online Communities
- Faceted Identity, Faceted Lives: Social and Technical Issues in Being Yourself Online
- Geographical Characterization of the Web
- Experts in Collaboration: How Today's Engineers Collaborate Across Boundaries
- Health Informatics – Making a Difference Through Technology
- Women of Color: Strategies for Excelling and Thriving
- Career and Economic Opportunity in Open Source Software
- Advancing Your Career Through Awards

Page 14 - Question 46 - Rating Scale - Matrix

Please rate the overall quality of the Session 3 segments.

	Very Poor
Creating Mobile Phone Applications and Motivating Females in CS with Google's App Inventor for Android	<input type="radio"/>

Please rate the overall quality of the Session 4 segments.

- Invited Technical Speaker: Using Information Technology for Health and Healthcare – A Look at Research Challenges, GHC to Go: How to Bring a Mini Celebration of Women in Computing to Your Local Community
- Enlisting Male Advocates in the Workplace
- EmailTime: Visualization of the Temporal Email
- Integrating Multiple Computational Techniques for Improving Image Access: Applications to Digital Collections
- Visualizing Search Results: Evaluating an Iconic Visualization
- Going Global
- Beyond Your Technical Skills - The Power of Words
- SRC Competition - Round 2
- Open Source for Good
- Elevating the Role of Women: Insight from Women Who Hold Board Positions in the Technology Industry

Please rate the overall quality of the Session 5 segments.

- Mobile Computing: The Internet is in Your Hand
- Girls, Games, and Getting to the First Day
- Are You a Salmon Too?
- Barbie Has a Pink Laptop: Redefining How the World Views a Computer Scientist
- Running an Outreach Program to High School Girls: Google joins with NYU’s Women in Computing and Princeton’s C
- Conference Networking Across Boundaries
- SRC Competition (Second Round)
- Getting Started in Free and Open Source Software
- E-Textiles: The Softer Side of Computing

Please rate the overall quality of the Session 6 segments.

	Very Poor	Poor	Fair	Good	Excellent	N/A
Open Source Codeathon for Humanity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the overall quality of the Session 7 segments.

- Invited Technical Speaker: Healthcare Information Technology: Opportunities for Computer Scientists to Make a Real I
- Building Bridges and Breaking Barriers: Panel on Diversity and Inclusion in Computer Science Education
- High Impact! No Regret. 5 High Leverage Strategies to Proactively Plan Your Career for Maximum Impact, Without LO
- TGRID: Grid Computing For Computational Problem Solving in a Liberal Arts Environment
- Working Across Global Boundaries: Improving Education Opportunities and Lives of East-African Women
- Use Your Facebook Addiction for Good: How Facebook, Twitter, and Other Social Media Can Help You Find a Job, Im
- The Latest and Greatest in Assistive Technology
- Unlocking Human Potential: A Vision for Human-Centered Computing
- Integrating People and Information: My Career in Industrial Research
- Twitter Integrated Science Pilot Program: Positively Impacting the Attitudes of Adolescent Girls Towards Technology i
- Managing a Career Through the Childbearing Years

Please rate the overall quality of the Session 8 segments.

Invited Technical Speaker: Computational Sustainability: Computational Methods for a Sustainable Environment, Economics
For the Love of Teaching: Experiences of Undergraduate Liberal Arts College Faculty
The Social Networking Revolution
Motivating Teenagers' Physical Activity Through Mobile Games
Senior Citizens' Barriers to Computing
The MBA Gateway to Business Careers
Why Investing in Women Founders and Entrepreneurs Makes Business Sense
Career Stories of Women Working in Human Computer Interaction
Change Agent Awards Panel
Why More Women in Technology?
How to Influence the Career of Other Women in Technology
Role Model in ICT in Under Developed Countries
Education e-Village: Creating an Online Community to Enhance Technology Education in Underserved Communities
Cracking the Fellow Ceiling: What Does it Take to Advance as an Individual Contributor?

Please rate the overall quality of the Session 9 segments.

Invited Technical Speaker: Take Back The Tech: Reclaiming Technology to End Violence Against Women, Jan Moolmoed
Getting Off to a Great Start in Academia: Advice from the Other Side of the Tenure Track
Cloud Computing – Architecting the Warehouse Behind the Cloud
The Revolution Driven by NAND Memory in Client & Enterprise Storage
Fighting Cyber Crime: Technology that Fights Crime and Protects our Children
Mastering the Art of the Technical Interview
Do You Have What it Takes to Process Huge Amounts of Data?
Real World Agile Software Development – A ScrumMaster's Retrospective
From Politics to Art: Visualization as a Medium
Roads Forged and the Roads Ahead
Town Hall Meeting: Bridging Boundaries and Creating Capacity: Engaging Stakeholders to Address Equity in K12 Computing
Successfully Navigating Boundaries to Success

Please rate the overall quality of the Session 10 segments.

Women in Computing in India: Experiences with Boundaries
Mentoring: Negotiating Geographical and Disciplinary Boundaries
The Power of the Purse: Making Our Collective Voices Heard
Crossing Boundaries to Build and Sustain a Massive Web Mail Service
Oblivious Context Sensitive Communications
User Identification on Smart Phones
Take Back The Tech: A Feminist and Techie Dialogue on Taking Control of Technology to End Violence Against Women
Imagine Cup Workshop: Students Building Technology for Social Good
Adventures of Academic Leaders
New Voices in Human Computer Interaction
Building Cooperative Teams to Foster Student Success
Supervisors, Stereotype Threat, and Supportive Men: Three Key Ingredients for Gender Reform in Computing Organizations

Please rate the overall quality of the Session 11 segments.

	Very
Mommies Know Best: Pregnancy, Graduate School, & Beyond	(
Minorities Without Borders: Giving Back to Developing Countries	(
Confidential Advice Session on How to Succeed as a Junior Faculty Member	(
Women Thriving in Leadership	(
Speed Mentoring for Latinas in Computing	(
Education Across International Borders: The Simon Fraser University/Zhejiang University Dual Degree Program	(
Women in Tech Employee Resource Groups: Challenges and Success Stories	(
Influencing Without Authority: Collaboration from Idea to Implementation	(
HCI Field Trip	(
Activities That Attract 4th-12th Grade Girls and Women to Computing	(

Do you have suggestions of future speakers you'd like to see at GHC?

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What professional development or technical topics would you like to see covered at the conference?

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Please rate the extent to which your conference experience was enhanced by each of the online communities you visited.

	Not At All Enhanced	Slightly Enhanced	Moderately Enhanced	Very Enhanced	Extremely Enhanced	didn't use
Facebook Group(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flickr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate what benefits participating in these online communities provided before and during the conference (select all that apply):

- I gained valuable information about the conference and sessions
- I used the online communities to keep abreast of what was happening at GHC
- I got a roommate or a ride through online communities
- I shared insights from the sessions with others through online communities

- I followed other's comments/participation in the online communities while at the conference
- I used online communities to find and meet people while at the Conference
- Other, please specify

Page 15 - Question 59 - Open Ended - Comments Box

What suggestions do you have to improve the conference?

Page 15 - Question 60 - Open Ended - Comments Box

Any additional comments or concerns?

Thank You Page

Thank you for completing the Evaluation and Impact Survey for the 2010 Grace Hopper Celebration.
We hope to see you in 2011! <<http://www.gracehopper.org/>>



Screen Out Page

(Standard - Zoomerang branding)

Over Quota Page

(Standard - Zoomerang branding)

Survey Closed Page

(Standard - Zoomerang branding)