Educating T-Shaped Computer Science Students

Hardware   Peopleware   Economics   Applications Disciplines

Software

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GSASW 2018, Feb. 28, 2018

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Personal USC Agenda

- Simon Ramo: Our best TRW engineers are T-shaped
  - Strong in at least one technical discipline
  - With working knowledge of other success-critical disciplines
- But most of our software new-hires were I-shaped CS grads
- Early retirement decision: try to create T-shaped SW-engineers
  - USC MS-CS with specialization in software engineering
  - Key courses include software architecture, user interaction, software test & analysis, software management & economics
  - And 2-semester real-client project course (2000 students to date)
    - Foundation-stone rather than capstone
    - Clients generally unfamiliar with software technology
    - Fall semester focused on software-intensive systems engineering
      - Operations concept, Winbook requirements negotiation, prototyping, architecture, life cycle plans, compatibility and feasibility evidence
Factors contributing to I-shaped software engineer problems

• An increasing number of new computer science (CS) degree programs fill up CS students’ schedules, leaving little room for non-CS courses providing skills outside of CS. CS “breadth courses” are more CS courses.

• Hardware-first system engineering practices often discourage software engineers to participate in system engineering activities.

• Narrow-focused Software-CMM (Capability Maturity Model) provided further discouragement. Here is KPA 1 (Rqts Engr), Activity 1:
  • Analysis and allocation of the system requirements is not the responsibility of the software engineering group but is a prerequisite for their work.
Example problems created by I-shaped software engineers

- **The Golden Rule:** Do unto others as you would have others do unto you, i.e., build programmer-friendly user interfaces for doctors,
  - **Platinum Rule:** Do unto others as they would be done unto.

- **Computer scientists prize abstraction**
  - **User name:** U1, U2 vs Jim, Tina
  - Inventing personas effectively helps students represent classes of stakeholders

- **Making programmer-convenient, but user-inconvenient decisions**
  - 10-day data buckets vs weekly, monthly reporting
T-shaped MSCS-SwEngr degree program

- Foundation-stone real-client project course
- Software Management and Economics
- User Interface Design and Development
- Hardware-Software Embedded Systems
- Systems and Software Architecting
  - Using Rechtin Systems Architecting approach
- Later courses in agile methods, software verification and validation, systems and software requirements
Foundation-Stone Course Practices (1/2)
Joint with Sue Mobasser while at USC

• Visit clients’ workplace and jointly develop a desired concept of operation
• Jointly negotiate prioritized stakeholder win-win requirements
• Jointly develop evaluation criteria for choices of non-developmental items
• Jointly determine and prioritize project risks, develop risk mitigation plans
• Develop clients’ business case linking investments to quantitative and qualitative benefits
Foundation-Stone Course Practices (2/2)

- Identify complementary client activities
- Participate in 4 major milestone reviews with clients and instructors
- Develop initial increment and hold a client Core Capability Drivethrough
- Jointly negotiate prioritized end-game revisions
- Transition software and support materials
Resulting Student Benefits
Hiring organizations come back for more

- CS students need more than CS skills to survive in an inter-disciplinary world
- With T-shaped curriculum, students can
  - Build up their job interview portfolio
  - Acquire non-outsourceable skills
  - Have a better understanding of hiring manager needs
  - Come up a rapid assimilation curve, and
  - Learn how to learn
- Rapid changes in technology make systems-oriented software engineers critical to the success of most future system developments