

## **Introduce a Girl to Engineering Day January 19, 2006, Teleconference**

### **A Corporate Perspective from ExxonMobil**

#### *Making the Business Case*

- Crawford B. Bunkley III, Public Affairs Department, Global Community Relations COE

#### *Planning, Implementation & Evaluation*

- Mary Studlick, P.E. ExxonMobil Production Company, SHE Operations Integrity Advisor
- Sujata Bhatia, Regional Lead, Facilities Engineering

### **A University Perspective from The University of Texas at Austin**

#### *Organization, Implementation, Promotion and Growth*

- Katie Kizziar, Pre-College Program Coordinator, WEP

#### *Budgeting and Funding*

- Tricia Berry, Director, Women in Engineering Program (WEP)

### **Moderator: Patti Garland**

Good afternoon, my name is Patti Garland. I'm the E-week 2006 chair. I'm a member of SWE. We are co-chairing E-Week with Northrop Grumman. And welcome to our Introduce a Girl to Engineering Day informational telecon. I want to thank our speakers from ExxonMobil and from the University of Texas at Austin who have put together some great presentations which you will be hearing about shortly.

I also want to mention that if you haven't been hearing about them or working on them, that E-week activities are rolling out quickly. We've been working with Cyberchase, the Future City competition and the E-week newsletter. New for 2006 we have connecting education to engineering projects being launched by SWE and Northrop Grumman. I'd like to give you the web address. It's at [eweek2006.org](http://eweek2006.org). And on the home page you'll see we just announced out webinars, which will be presenting in late January/early February and a link to register for the webinars will be coming up soon.

As I mentioned earlier, - it's exciting - we have over 60 people that signed up for this call. We have Leslie Collins, executive director for E-week and Anne Squire E-week staff. Anne has uploaded the presentation on the [eweek.org](http://eweek.org) website, which she sent out to those folks who registered, so hopefully you'll be able to download those as we go through the presentation and you can use those. And some of my SWE colleagues are on the line including Elaine Borrelli, who's our director of programs at SWE headquarters; Marie Laplante who is our Girl Day rep; and we have several other SWE members including members of our E-week committee. Also signed up are E-week society and industry partners and sponsors as well as other interested parties from government, industry, and academia. So I'm excited to move forward.

I'll go over the agenda briefly with you. First we have our speakers from ExxonMobil, then our speakers from the University of Texas at Austin, who will each have about 10 minutes to go over their programs. Then we'll do a 15 minute Q&A that will cover both of the presentations, then we'll do another 15 minute segment to let those on the call have

a chance to talk about programs, successes and lessons learned from their areas. I've been asked to let you know we are taping this telecon so that other people may use it and Leslie will let you know how to get that call in number and the presentation at some point. Leslie, I'd also like you to keep track of time with me, and then the other thing is why don't you all mute your phone 'til we get to the Q&A just in case there are other folks walking into your office or there are some interruptions.

Then let's get started. Crawford Bunkley from the public affairs department, global community relations COE at ExxonMobil will be leading us off, and Crawford, if you would, please introduce your co-workers when it's time to do the 2<sup>nd</sup> presentation.

**Crawford Bunkley:** Thank you very much. Good afternoon everyone.

As was mentioned, I'm Crawford Bunkley, in the public affairs department with ExxonMobil in our global community relations center of expertise, which is what the COE means. My function is to provide public affairs coordination for all of ExxonMobil. Introduce a Girl to Engineering Day activities nation wide. We'll have 11 location in the US where we're conducting girl day activities, 6 of them in the Houston area, and we'll talk about some of those things later.

Let me quickly get into the business case for Introduce a Girl to Engineering Day. The number one aspect of the business case is getting your senior management support. Because of our high level of interest and support for science, engineering and math education for girls and underrepresented minorities, ExxonMobil is very much involved and supportive of activities like Introduce a Girl to Engineering Day, so really we have no problem getting management support for this activity. Support is growing every year and hopefully we'll be able to take this to an international level, so it's really key for us to get that kind of management support outside of the US border.

The next area you'll see on the handout is to determine how Girl Day fits into your community relations activities. We have a number of programs here at ExxonMobil that show what I mentioned earlier - our support for these programs. We have strong community activities in this area and other areas such as United Way and things that have a direct connection with what our company is doing overall from a community relations standpoint and also from an educational perspective. Girl Day fits very well into those initiatives; you will need to identify how it will fit well into what your company's community focus and goals are.

Next is being willing to start at the grass roots level. You have to recognize that even with management support sometimes you're unable to gear this up to make it a nation wide or even a region wide effort for your business and corporation so you have to start small. As they say, take the small steps before you can take the large steps before you can start to run and that's how we did it here at ExxonMobil. We started at the grass roots with an effort by a small group of our women engineers who saw the need to interact with girls to let them know the importance of pursuing a career in engineering. From that initial start we have now expanded to the level I mentioned earlier.

We have to convince management with statistics. The E-week page is full of statistics, and there are other research areas and access points for information that you can share with your management. I know with a company like ExxonMobil where we are engineers and technically oriented, statistics and numbers are very important, and they have been a focus for getting our management to understand the need to reach out to girls and young ladies to encourage them to consider a course of study in engineering. I'm sure you all recognize that young ladies are not moving toward a field of education and careers in engineering like boys and young men are, and that kind of data is really critical in getting your management to understand the importance of an engineering day for girls.

As for retention of volunteers in the Girl Day program, Mary Studlick who is here is an engineer who will talk about that a little later, and Sujata Bhatia, who will talk also as an engineer. They will, I think, attest to the fact that volunteering by the female engineers within ExxonMobil has done a lot to heighten the level of awareness within the company among the population of engineers. The company is supportive of it. And if the company is supportive of it, then these engineers are more willing to get involved and more willing to talk positively about what the company is doing with this kind of effort.

Lastly, I just wanted to point out ExxonMobil's participation this year. As I mentioned earlier, we have 11 sites this year. That has grown from 2004 when we had three sites and 40 volunteers and 125 girls; we're anticipating this year to have 11 sites, with about 2700 students. This program has grown tremendously for us but it could not have reached this point without two things. One, senior management support which I mentioned earlier, and, two, the volunteer participation of our engineers who have really stepped up and taken a leadership role in making this kind of event happen. If nothing else I'd like to leave those two messages with you, that senior management support and volunteer participation are very critical ingredients to making this happen. With that, I'd like to turn it over to Mary Studlick and then to Sujata Bhatia who will discuss the rest of our presentation.

**Mary Studlick:**

Thanks, Crawford. This is Mary Studlick. I have Sujata Bhatia with me here; she's going to help me with the Q&A. I have four areas I want to cover and I want to keep us on schedule so I'll just hit the highlights because hopefully you have the slides. If you don't you can get the slides from E-week. There are four areas that we looked at and thought we'd have some advice to share. Those are tips for planning your day, tips for actually conducting it, tips for doing the follow up from what you've learned, and then lastly just a few things that didn't work for us that we didn't see coming and wanted to make sure nobody else falls into any of those traps.

First on the planning: you almost can't start too early in terms of getting your facilities reserved and canvassing for volunteers. December is definitely not too early to start. You probably don't want to contact the schools until about January because they don't always know their schedules that far ahead of time. But you can't start planning too early. It's also important to coordinate if you're doing it at multiple sites. For example

in Houston we have numerous sites so we coordinate with them to try to spread it out so our public affairs folks don't get inundated when we're doing it at five different sites in one day, because they wouldn't be able to support that. It'd be almost impossible for them to run around and help us, so coordinate that way. It's also good to talk to local universities. The girl scouts here in Houston have a number of wonderful programs going on. Fortunately those are mostly on the weekend here so it doesn't interfere with our programs. If you're in a smaller city you should definitely think about coordinating with other companies. Houston is almost the Mecca for engineers. There's just zillions of them here, so this is not a big deal for us but you might be able to get more bang for your buck if you partner up with another company, especially if you're in a smaller town. And then another thing to think about is getting together some of your other partners and some of your local engineering societies such as ASCE, SPE, IEEE, etc.

As Crawford mentioned, we really want to work closely with our public affairs folks for media contacts. They're the experts in that and you want to rely on them to make those contacts. They're also very in-tune with other relationships going on in your community; you might have a school that you've been doing a lot of United Way work with and this does help nicely with the relationship that has already been established. One of the things we have in the Houston area is a network of science ambassadors who are out there routinely in the schools. We coordinate with them and encourage them during E-week to go visit their schools, since we can't invite every single school to come into our program.

You need to decide pretty early on what kind of program you want to do. Do you want to do it on your site or do you want to make school visits? Then you can use that decision to develop your budget so you can get some funding to buy your give-aways and have some thank-you gifts for your volunteers. It's important to talk to your teachers and get your program age-appropriate and find out if there are any special accommodations you're going to need; for example, if you'll have any special needs students or if they have any special safety or security policies. With your volunteers, it's important to get a commitment from them and give them some written expectations so they understand that they need to show up that day. They need to try to arrange a replacement if something comes up that day at the last minute. And I always try to recruit one or two volunteers just to be my emergency back up. Keep in mind that some of your women engineers are also mothers and sometimes your kids get sick and your kids come first. Try to have one or two folks as emergency backups in case one of your volunteers can't show up.

Another important thing we learned during the last several years: whatever experiments or demonstrations you want to do, test them out on some volunteer students. Some of your volunteers' kids make great guinea pigs. Make sure it really works; make sure that they like it, that it's not too long, not too short.

And then lastly in terms of planning, map out a detailed agenda with some cushion time in case there are some traffic issues or lunch isn't quite ready on time.

Take a look at the next slide, which is on execution tips. If you have the slides, at the top it says K I S S – keep it simple, stupid or keep it simple, silly head as my daughter says.

It's important as you try to execute your day to not get too complex. Certainly start out with safety information so they know where to go if there's a fire drill, where the restrooms are, etc. We try to provide a mix of activities – an icebreaker and some experiments, maybe a tour, panel discussions. On the note page for this slide there are all kinds of resources that you can go to for some ideas on things to do. You want to keep each of your segments pretty short. They need to be interactive and lively, especially speeches; these kids are not interested in being lectured to. If you're doing a "how I became an engineer" type session, photos go over really well as do any props they can pass around. Keep your lunch nice and simple and allow time for the girls to have conversations with the women engineers. That's been a big plus in the days that we've done that.

The next point I have relates back to something that Crawford said earlier about helping with your volunteer female engineer retention. If you can, try to have senior management drop in just to say hello. This is more for your volunteers than for the students. Students don't really care that this is the vice-president or the president of the company, but your volunteers will really appreciate getting a little bit of recognition, face-time with that exec and it will really drive home the point that management supports your program.

When you're answering questions from the girls, especially things about how much money will they make, or what's it like to be an engineer, try to put it in terms they'll understand. For example, you can say your starting salary is usually ample enough for you to have a pretty nice apartment, maybe buy a new car, and be able to go out to dinner once a week. That's what they can understand, things like you can afford to shop at a local store that's real hot with the girls.

We also felt it was pretty important when you're doing a program, as you get towards the end tell them what's next. You tease them with this one-day intro, so give them information about summer engineering camps, or other local opportunities. It's always important to give them a goody bag. That's one of the highest ranked things that we get rated on – "oh they like the hand-outs" -- because at this middle school age, they still like trinkets and goodies and give-aways. One of our sites did pink t-shirts that said 'just us girls' and that was hugely popular. Don't forget your teachers and guidance counselors; give them some brochures and documents. Lastly, on executing the event, try to breathe and relax with it and have a little bit of fun with it. You want to make these girls feel like engineering is an interesting and fun career.

Follow up tips: you want to get information from your students and the teachers, but keep it really simple. Make sure you ask your volunteers what worked. If you're doing something at multiple sites, then coordinate between your sites and share information. We learned some great stuff from some of our other sites that we're going to use in our downtown Houston location. Make sure you thank your volunteers. They're probably not so much interested in give-aways, and little knick-knacks, but a letter from management or a letter copied to management can really go a long way. Women engineers in general do not promote themselves as much as their male counterparts. We generally feel that if we're doing a good job, then gee, it's going to get noticed. We don't

blow our own horns as much, so something like this that promotes your volunteers is going to be very, very welcome. And where it's appropriate, provide some thank you gifts.

I'll wrap up with just some "Oops" things – some things that didn't work. Don't assume visitors know exactly how long it's going to take to get to your site, and where to park and check in and get through security. We had a problem one year where a school was very late to the site – it threw our whole day off. Swivel chairs are out. It's like a toy for students; they'll just sit there and spin around in 'em. Even up to the 8<sup>th</sup> grade level it's kind of a toy for them. Heavy lunches are out, everyone feels like a nap. If you're going into a classroom if you have fairly short demos, have some back-ups just in case you finish and have some extra time or just in case the teacher doesn't come back and you're stuck with the students for an extra five or ten minutes. Have some extra stuff with you to do. If you're doing classroom visits and you're going to have a whole army of presenters going out, give them a presentation that doesn't require or invite them to customize it too much, because you'll find being engineers we'll want to tinker with it. And you don't want someone spending hours and hours crafting a presentation that they may just give once. Try not to use demos or experiments where only one or two or three students get to participate; you don't want this syndrome of 500 kids at the assembly and here's Mr. Wizard down front. You want to get them involved and give each kid an opportunity to try it out.

One of the things we've had happen is that some of our employees confuse this with take your child to work day and that's not what this is, for us. Try to be clear on that unless that's really your intent. You get employees calling to say, "well my school didn't get invited so can my child come that day anyway, can't you just squeeze her in," and then before you know it word gets around and you have many more kids than you can handle. And as a matter of fact we try to target some of the more disadvantaged schools, and those are generally not where our employees' children are going. Our employees' children usually get some sort of exposure through their parents to engineering as a career, and so we try to reach out to schools that might not otherwise get this.

And lastly, regarding the media, you want to make sure they don't get too intrusive. If they come in with big cameras, sometimes the girls get real distracted and they forget what they're there for.

That concludes our part of the presentation and I'll hand it over to the University of Texas.

**Katie Kizziar:**

This is Katie Kizziar. I'm the pre college program coordinator, WEP, at The University of Texas at Austin and I am going to start off. I am just going to give a quick overview of what our program looks like, and if you can access the PowerPoint presentation, it'd be a good idea. We have lots of charts and graphs for you engineers and also lots of pretty pictures so you can see what fun our event is. I will talk about our organization,

implementation, and promotion, and some lessons we've learned, and then I will let Tricia cover budgeting and funding.

We started off by taking advice from E-week, actually, and doing the program of Girl Day itself on the Thursday of E-week and using the ZOOM into Engineering activities that were promoted on the E-week site. ZOOM is a television show run by PBS and they've got a website with downloadable printable activity handouts, including Spanish versions, so it's a great resource. In our first year we hosted fewer than 100 students and had 51 volunteers and about 2 corporate sponsors, and no grant funding whatsoever and it was still a great program. Last year, 2005, we were up to about 750 students, 7 corporate sponsors and some funding from the Texas education agency, and we had over 200 volunteers. Our volunteers are college students as well as industry engineers who are coming in to volunteer on their Saturday. And that's a key point – in 2005 we had changed the day to a Saturday because we realized it's difficult for people to bring their students to campus after school in the middle of the week. A Saturday program made it a lot easier for people to participate; that was one of the things we learned along the way. We divide our program among buildings on campus, which is another great resource. Classrooms are empty and free on a Saturday.

<music disturbance>

So, we divide the buildings on campus into different age groups. We have grades 1-3 in one building, 4-5 and 6-8 grades in other buildings. This really helps us because you can tailor your activities to a specific age group and make it age-appropriate. All the activities are self-paced – the students come into a room, work on an activity that's facilitated by a volunteer, complete it at their own pace, take all of their activity materials with them, and then move on to the next room. It's all at their own pace how they want to do it, if they want to spend their entire time on a tower that they're building, that's fine with us.

In addition to that, we have what we call discovery booths, and these are fair-like tables that are set up outside. They're open to everybody, and here, too, it's go at your own pace. These booths are hosted by organizations that have services for girls in Austin and are also hosted by our sponsoring companies, who talk about what engineers at their companies do. Some of our engineering student organizations also host booths and talk about projects they work on as engineering students. The discovery booths are a lot of fun and a great way to incorporate all of those community members into one venue....

<music disturbance>

That's an overview of what our program looks like: we have activity rooms being hosted in different buildings with volunteers facilitating those activities, the students are self-paced, doing their own thing, and we have the discovery booths that are also available for students to check out.

The way that we have really been able to increase our attendance is through partnership with the Lone Star Girl Scouts Council here in the central Texas area. They now promote our program in their Girl Scout Possibilities magazine, and as a result we have troops of students signing up to be in the program. They've even designed an Introduce a Girl to Engineering Day girl scout patch that participating Girl Scouts can purchase from the Lone Star council, so that's really fun and it has really increased our attendance.

Just finishing up with our lessons that we've learned and keys to our success, in past years our high school participation has been very low with this program. We think that maybe high school students are turned off by the idea of "girl" day. They don't really like to qualify themselves as girls. This year we've combined with our UT student SWE chapter, which has been running a program for high school girls in February and just put it on the same date so it's convenient for families. This is called Encounter with Engineering and it's specifically for high school students, tailored for them, and they get good turnout so we felt that was a better way to appeal to the older ages.

Key to our success is that we're using university resources, we're using our classroom buildings, which are empty on the weekends, instead of having to pay for a conference center. We have great UT student volunteers and great alumni volunteers who come back to help us out. And then the Zoom materials are so cheap. It's stuff that you might have at home; that's how it's designed, so it's easy for us to supply these materials.

With that, I will answer any questions you might have later and turn the program over now to Tricia Berry, the director of WEP, to talk about how we fund this program.

**Tricia Berry:**

Funding is definitely a significant issue with convincing the university to do an Introduce a Girl to Engineering Day program, and we're very fortunate in that (we have) local support for Girl Day. We have about 25-50% grant funding, depending on the year, and 50-75% corporate funding each year. The way that we really market this to our corporate partners is that they get the opportunity not only to be visible to the public and the community but they also get access to be visible in front of our current engineering students. And with 150 plus current engineering students participating in the program, and 15-20 student organizations participating in the program, they really do have access to some of our great volunteers and active student organizations.

The other thing that has been easy to sell to our corporate partners is that this program has great outreach and impact, and the way that we're able to show that is we survey the participants as well as request feedback from the parents who are participating. We do pre- and post-surveys for our current student volunteers, measuring the impact of how our students perceive the day and how they perceive their view of engineering and their major. Oftentimes students get very disgruntled, so to speak, with their engineering path and classes they may be in. This sort of reinvigorates them and gets them very excited when they've been able to explain the program to pre-college kids who are just wowed at some of the simplest engineering activities they may be doing. Collecting that data has

been able to help us continue to defend the program and to seek the grant support that we have out there.

Also, the publicity is a bonus because we definitely, over the past five years that we've been doing the program, have increased our publicity. The news channels come out on the day of the event and we get written up in the local newspaper, always the university newspaper covers us, but that has been able to help us continue to get that funding coming in. So with that I'm going to go ahead and stop and I think we're going to at this point head into some questions and answers.

**Caller 1:** I guess I have a comment, if we're ready to get started. This is for Katie and Tricia: this year National Engineers Week is allying with Cyberchase. We all love them. I love them. I did a Girl Scouts badge with them. I was curious if you have any thoughts on changing the activities (from ZOOM), or do you see that the student population that you get each year changes and so you can continue with those activities

**Katie:** We do rotate through the Zoom Into Engineering activities. I think last year ASCE worked with somebody, maybe worked with some PBS group, and came up with some, a little bit older-level kind of civil-engineering focused activities, so I add some into our collection every year that I can. I have to admit I haven't looked into Cyberchase too extensively but if we find great activities that work, we'll add them in. We also encourage companies or student organizations who want to volunteer as a group to come in and host an activity room themselves and make up their own activity. Last year we had a woman bring in an energy detective kit just for third graders and that was a big hit. So it varies enough and we do rotate the programs enough that we don't feel the kids have to repeat too much stuff.

**Caller 1:** Okay. I would recommend you do take a look at the Cyberchase activities. It's also a television show and name recognition, and it has a similar book with different hands-on activities that you could use.

**Katie:** I will definitely check that out. I did see part of the television stuff, and we do have a room in one of the buildings where we kind of have ongoing Zoom shows playing and other great media that we get that we have just a loop thing. I was planning on adding Cyberchase to that, but I will look into the other activities.

**Caller 1:** Okay. Thanks.

**Katie:** Thank you

**Leslie:** This is Leslie, and this is just a comment based on a big event we have here in Washington, DC. This is not specific to Girl Day, but we have an event at the National Building Museum here that will draw 6-7000 visitors in the one day and it's much like what you described, it's volunteer hands-on activities. One of the things that's been a big hit with parents who bring very young children who really aren't up to doing the activities; we have in a separate room basically a Lego Construction Zone. And we've

had Legos and blocks donated, so it's almost like a holding room for the really little ones so they're not going to get lost, they're in there and they can just do Legos to their hearts' content. So for those of you who find that you're in a setting with a lot of people and you know maybe mom and dad have a child with them who's of age to do some of the activities, but there's somebody little and you're going to have a lot of that, you might want to consider just the simple area. It's literally Legos in baskets and they go nuts for it, so that's a way to help with the babysitting and distraction of the really tiny ones.

**Katie:** That's a really good point. We just let our parents know it's kind of up to them; if they can handle it, do it. Another point, we had a slide in there about our male participation. We get a lot of questions about how do you keep guys from coming to Introduce a Girl to Engineering Day. And we just decided a while back that it's more important to us to have it easy for the families to be able to bring their students up to campus for Girl Day, and if little brother or big brother needs to come along or wants to come along, that that's just fine with us. And we've kept our participation at less than 5% as males. And we think the message still comes across great, and we think those guys should be hearing the message, too, so.

**Jason Kremar:** I have a question: how did you pick the activities such that they focus on women engineers versus others, or young women instead of young males? Was there a consideration in picking the activities?

**Katie:** I actually didn't give too much consideration as to if girls would prefer the activity over guys. We definitely, as I think it was mentioned by Mary, have some of our engineering students test out the activities first to let us know "this is cool, I like it," or "this was too hard for me to do." So I guess we get some sort of feed back there, but otherwise I just go through and if it looks neat to me, then it's something that can be done

**Donna Rudge:** Another question – this is Donna Rudge from Columbus, Ohio – I have two questions. One: what kind of suggestions do you have to get started? I am an individual who is also a member of ASME. I've always thought that the Columbus area should do something with this every week – every year. Any suggestions to get started besides just tapping into the professional organizations, corporate sponsors. I guess my question is simply, how do you get started, initially with trying to set up something?

**Katie:** You said you're on a campus?

**Donna:** I am not on a campus. I do work for Battelle, a large research organization, but I'm doing this on my own at this point. I decided to listen to this because I have a personal interest in this topic and I'm affiliated with the Mechanical Engineering society.

**Katie:** Okay. Well, I would say that would be a great starting point; finding an organization that has a volunteer base. Either ASME, or go the other route and if you need a volunteer base and a participant base, look for a Girl Scouts chapter or something like that and partner with them to see if they were interested in doing this and you kind of

have instantaneous helpers and audience. And then I think from there you can build funding by showing them this is what I want to do and everything else.

**Mary:** this is Mary Studlick. I'd also add that if you want to start real small and just figure out if this is for you and you enjoy doing it, you could consider just doing a presentation at a school. Just you and maybe one other person could go to a school. You know, hit a middle school age. You can ask around – if you don't have kids, maybe a friend's children. Just try it out once and see if you like it or if you don't like it. Some people find they really love it and others say it's not my thing. So that'd be a really low-risk way just during E-week to go to a school.

**Donna:** Are there any specifics that it's better to target the middle school versus the high school or any other age?

**Mary:** Yes, the studies say that for girls middle school is where they start feeling that peer pressure to not be the one to raise their hand in class and not be smart and to pretend to be dumber than they really are. So middle school is what we always target

**Katie:** They start making those higher math decisions in middle school as well, so you can wrap up your presentation by encouraging them to sign up for algebra early or continue with those math classes

**Leslie:** I'll comment on two things. First, isn't COSI – isn't that the science museum in Columbus? I think they'd be fairly open to talking with you about doing something if they're not already doing something for E-week.

**Donna:** It's possible. I haven't really checked into it. I know they do a COSI on wheels where they go out to the schools. I've helped with my daughter's school volunteering for that. And I know that's done throughout the year because I know they rotate whom they visit.

**Leslie:** And maybe through/with their outreach staff, they might get requests from educators for somebody like you to come in.

Another comment – you asked about the age group and what Mary and everyone said about middle school is important. However, we have research that will tell you that the high school girls, the academically tracked girls – meaning high school girls who are taking the upper level math and science -- are not getting the messages they want to hear about engineering. So while it may not even be a conscious decision not to go into engineering they just really don't know that much about it and are electing not to pursue engineering in college. And some of that has to do with lack of knowledge and some of it has to do with they just don't get the messages they want. And so, to make a generality, it used to be that they weren't taking the higher level math and science courses, that's not true anymore, and they're taking the courses and succeeding. So you still have a chance to influence their career choices.

Engineers tend to deliver messages on a path – here’s how you get to be an engineer, which is fine and certainly kids need to understand that, but they want to hear what Mary was talking about. For example, with answering the salary question: ‘can I make a comfortable living?’ And the big message for them is, how will I help people – that kind of thing. So if you have an opportunity to help some of those girls who are already taking the right classes, it sure helps them to have a role model to turn to and find out more about engineering and the kinds of things that engineers do.

**Patti:** We have a SWE section in Columbus, Ohio, as well, and I can forward you information on that section and you can see if they’re doing any outreach activities that might be of interest to you.

**Caller 2:** Do we have time for one more question? I have a question for Mary Studlick. Do you all do volunteer training for people who go out to these schools and give presentations?

**Mary:** Yes, we do. For example, our Fairfax office runs a school visit program and they do have a training session for the volunteers. They do more of what I would characterize as a demonstration versus an experiment. But the presenter demonstrates it and different kids get to try it out. You know, put the straw through the potato. They have a volunteer training and I believe that they ask their volunteers to clear it with their supervisors, just to make sure their workload will permit them to go out to the schools. For the on-site programs, depending on what the program is, we have some training as well. For example, when we’re doing a hands-on experiment that runs 45 minutes to an hour, our volunteers all have to come to the training and make sure they know how to do the experiment before we invite the kids on-site

**Katie:** We do the same. Our activity facilitators who are in the rooms helping with the actual activities are trained. Everybody else has kind of an on-site training of, here’s what you need to know to get this job done. But we do like to meet with them and explain how the activity works and what points they should be making while doing the activity. You know, tying it in to engineering, and dropping those other great hints and tips about engineering along the way. I thought that was an important thing to mention.

**Patti:** Okay, let’s then wrap up questions and answers, and thank you to Crawford, to Mary, to Katie and to Tricia for your time. Your presentations were excellent. I hope that others who haven’t been able to join us for this call take the time to look at them online Leslie, do we have time to brag?

**Leslie:** Definitely! If there are folks on the phone who are running outreach to girls – not necessarily even Girl Day programs -- but would like to share information on what they’re doing, that’d be great.

**Vesna:** Sorry. I was muted so I heard you but you couldn’t hear me. I have one last question if you can still take it. It’s about support from you to help us market the event. We participated last year in the 48 hours marathon. One of the things we tried to do was

market it ourselves and notify everybody. It would be a great help if you would offer a few templates like short, maybe one paragraph notice we could use for local newspapers, and an e-mail notification to all our contacts that would already be more or less describing the event with us needing just to customize a line or so. That way we can focus on the actual event and organizing activity rather than preparing this material which usually needs a special marketing person who would develop himself or herself for that. So if that's something we can get from you, for newspaper, schools, local chapters, organizations, that would be of tremendous help. So if we go to a school and we already have a letter or something – a template – that we can take with us to leave for them, rather than pulling bits and pieces from the website, it would help.

**Crawford:** That's an interesting point. Although we don't quite have a template of a letter to leave with teachers, we do have another process. We have taken advantage this year at ExxonMobil of using our intranet. We created a whole webpage for Introduce a Girl to Engineering Day and put on that information about how to conduct presentations both on site and in the schools, including templates for news releases, templates for media advisories, templates for demonstrations and experiments and that sort of thing. So I think what Vesna is talking about is a good point: preparing that information that's easily accessible that can be put out there for people to use and that can be downloaded and modified and used for whatever purpose. We have found that to be very helpful. This is the first year that we've tried that and we've gotten a lot of positive response and a lot of good use out of it. That kind of approach would be very helpful.

Ours is an internal intranet just for our employees and their information, but we do try to put things out on the main internet that the public can access as well, but for internal purposes it's very helpful.

**Vesna:** Is there a way to have a printout or, I don't know if you can share the content of this with us.

**Crawford:** Tell you what: I can forward to you just the front page with the table of contents which shows what's on there.

**Patti:** Anybody have some activities they're already doing that they'd like to share with this group?

**Elaine:** Hi. This is Elaine Borrelli from SWE, so it's a related discussion. As you well know, SWE heavily supports and promotes Introduce a Girl to Engineering Day and it's very important to us. I know Patti mentioned that we are the lead society for EWEEK this year and please visit our website because there are materials there that I think will be useful for any activity you're doing, not only during E-week but also throughout the year. The [www.eweek2006.org](http://www.eweek2006.org) website, not to be confused with the general E-week website, has some specialized materials for connecting educators to engineering and primarily what I want to push is we're doing webinar training for engineers to help them connect with educators. So you'll find all the details on our website. Thanks so much.

**Crawford:** Yes, I'd like to let you know we put a link to that on our intranet site as well.

**Elaine:** Excellent! Thank you.

**Crawford:** Thank you, Mary, for making us aware of that.

**Leslie:** For those of you who may have international chapters or facilities, mostly we've been talking about Girl Day programs that will occur here in the US, or in some cases, Canada. However, we have translations of some of the hands-on activities to be done with students – Zoom and others – which are available on [eweek.org](http://eweek.org) now in other languages: Portuguese, Spanish, German, Mandarin, French. There are also some other translations, some Indian dialects and Arabic and other things, so for those of you who work for organizations and companies who are looking for those kinds of materials - they're available for download from our site.

**Patti:** Thanks, Leslie. Time check – I have 2:00 p.m. Does anybody have anything they'd like to say that they haven't said yet? If not, I'd like to thank our speakers again. I'd like to thank everybody who signed in, and if you're still on the line and you haven't registered for this call, please send Anne Squire an email letting her know that you did join the call. She's at [asquire@nspe.org](mailto:asquire@nspe.org). Anne, Leslie or Elaine, any closing thoughts?

**Leslie:** These PowerPoints will be accessible on the Girl Day section of [www.eweek.org](http://www.eweek.org).

**Patti:** Okay, thank you very much, and ... we'll close.