FROM THE DIRECTOR

This annual report is a reflection on another excellent year in the Women in Engineering Program. Our program supporters are a big reason why we are as successful as we are! In this message, I’d like to talk about how we are trying to stay connected to all of you who support what we do.

First, we reorganized our communications with our alums and our supporters. We will continue to send out our annual report each year, in late fall/early winter. This will continue to be a print piece, though an electronic version will also be posted to our website. The annual report is intended to be a summative recap of the most recently concluded academic year, where we can also recognize our financial sponsors (Thank You!), and highlight a few of our current students.

In addition, we will send out two email newsletters (WiE Connect), one each in the spring and late summer. These newsletters are intended to recognize our speakers who are so important to our programming (Thank You!), highlight a few of our amazing alums, and talk about how you can help us “change the conversation” about engineering and the engineering profession.

Finally, we are introducing a new way for you to be connected to our students – online! This new platform, “WiE CoNEXTions,” has been in beta testing, and is almost ready to be launched. It will be a way that you can mentor/coach/advise students, ask and answer questions from students and/or fellow alums, form discussion groups, post jobs, and share resources. And through this platform we will be sharing our own outreach resources. Watch for more on how to create a profile.

We are hoping that these connection points will allow all of you to be as connected to the Women in Engineering Program and our students as you’d like to be. As always, I’m eager to hear your comments and feedback.

As I hope you will see in these pages, we are continuing to gain momentum and we look forward to continuing our partnerships with those who make it possible. We have seen tremendous growth over the past decade, and as we reflect on our successes, we can’t help but recognize Dean Leah H. Jamieson as one of our biggest advocates. Many of you have heard that this will be her last year as the Dean of the College of Engineering. There is so much to celebrate from her career. Honoring her by establishing an endowed fund in her name seemed like one way we could continue her legacy as a true pioneer for women in engineering. We will be raising gifts for this fund throughout the year and would be glad to have you participate in this effort as a way to honor her impact on the College and our profession!
Since 1969, Purdue’s Women in Engineering Program has been committed to increasing the recruitment, retention, and graduation of women engineering students. Each year, we reach out to support and inform more than 4,000 girls and young women — from elementary school through graduate school.

Following is a brief review of our individual programs for 2015-16, with a spotlight on three of our programs: Mother/Daughter Engineering Event; Innovation to Reality; and ENGR 494, Gender in the Workplace.
**MISSION:**

The Women in Engineering Program at Purdue University is dedicated to enriching the profession of engineering through the full participation of women. We develop and direct activities that provide:

↗ encouragement for girls and young women to study engineering.
↗ information about careers and companies.
↗ an environment conducive to the successful completion of students’ studies.

We also strive to maintain strong relationships with alumnae, friends, and employers who generously support our program.

**OBJECTIVES:**

↗ To provide career information and encouragement to pre-college girls and young women to continue achievement in math and science and consider engineering as an appropriate career choice.
↗ Encourage women to matriculate at Purdue University in the College of Engineering.
↗ Ensure a climate in the College of Engineering that allows young women to reach their full potential.
↗ Provide opportunities for women engineering students to develop leadership skills that can be utilized in their future lives.
↗ Encourage women to consider graduate education and academia among their options upon graduation.
↗ Maintain open communication with alumnae and their employers to encourage their continued participation in and support of the Women in Engineering Program.

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**ENROLLMENT OF WOMEN IN ENGINEERING FALL 2015**

**UNDERGRADUATE**

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**GRADUATE**

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The Women in Engineering Program could not achieve its mission to enrich the profession of engineering through the full participation of women without the generous support of our donors. We are taking part in Ever True: The Campaign for Purdue University capital campaign. The campaign is an exciting endeavor with transformative potential and is made possible both by the generosity of our alumni and friends and by the commitment of our faculty, staff, and students. If you would like to make a contribution, please go to giving.purdue.edu or contact Hilary Butler at 765.494.6383 or habutler@prf.org.
OUTREACH ACTIVITIES

ACCESS ENGINEERING
Access Engineering is a new initiative within WIEP, partnering with local programs which host students in K-8th grade summer residential or day camps. Current undergraduate and graduate students bring hands-on engineering activities to campers, discuss engineering in an engaging and relevant way, facilitate the activities, and serve as role models. Approximately 1400 pre-college students participated in these activities; 59 percent were girls, and 26 percent were minorities underrepresented in engineering.

Sponsored this year by the Motorola Solutions Foundation, the Halliburton Foundation, and the Martinson Family Foundation.

IMAGINATION, INNOVATION, DISCOVERY AND DESIGN
The Imagination, Innovation, Discovery and Design (I2D2) program is an after-school academic year program for students in 1st-6th grade. This exposure to engineering disciplines at a formative age helps to increase the potential of students to consider engineering. WIEP partners with several existing afterschool programs in the Greater Lafayette community to bring our role models and activities to 15 afterschool program sites. We have expanded to include weekend events as well as evening events at the invitation of area schools, Purdue Convocations, and other state-wide events which engage both parents and their children. The activities give 1st-6th grade students the opportunity to work together, solve problems, test prototypes and redesign for better solutions. These activities allow the students to explore every field of engineering and to determine where their interests lie. Each year, trained female engineering student role models in I2D2 engage over 1000 participants in hands-on activities designed to show the creativity, teamwork, and social relevance of an engineering career.

Sponsored this year by the Motorola Solutions Foundation and the Halliburton Foundation.

ENGINEERING: FOR YOUR IMAGINATION (FYI)
FYI is a one-day, on-campus summer program to inspire rising 7th-9th grade students to consider engineering, showing the positive impact that engineers have on people and the world. More than 75 participants rotated through three hands-on engineering activities facilitated by Purdue Engineering faculty. Current engineering students acted as mentors and role models, facilitating small group interaction, guiding the participants throughout the day, eating lunch with the participants, and exchanging contact information to stay in touch after the event. Simultaneous programming was offered for parents of FYI participants to assist them in encouraging their students' interest in and preparation for engineering. These sessions introduced appropriate messages and resources, provided the opportunity for parents to meet current engineering students running the hands-on activities, and to participate in the activities themselves.

Sponsored this year by Caterpillar Foundation.

INTRODUCE A GIRL TO ENGINEERING DAY
Introduce a Girl to Engineering Day is a one-day, on-campus event hosted by the Women in Engineering Program and held in February each year in conjunction with National Engineers Week. The early high school-age participants learn about engineering through exciting hands-on activities and interactions with current female engineering students and faculty. Each current undergraduate volunteer hosted two or three participants for the day. Together they attended “What is Engineering?” and “Engineers Making a Difference” sessions, took part in three hands-on engineering activity sessions (chosen by the participant and led by engineering students and faculty) and enjoyed lunch in a residence hall dining court. There were 197 participants in the program this year.

Sponsored this year by the Motorola Solutions Foundation, the Halliburton Foundation.

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Sponsored this year by the Motorola Solutions Foundation, the Halliburton Foundation.
ABOUT THE PROGRAM
An additional event built into the Access Engineering calendar is the Mother-Daughter Engineering Event in partnership with the Greater Lafayette YWCA. This free, hands-on engineering event is for mothers and their 4th-6th grade daughters. This program teaches leadership and academic skills, shows how engineers make a difference and includes hands-on engineering/science projects. A free reception with dads and siblings is also held. One part of this event is a separate session with mothers which focuses on empowering their daughters. There were 20 pairs of mothers and daughters who attended this summer.

Sponsored this year by the Motorola Solutions Foundation, the Halliburton Foundation, and the Martinson Family Foundation.

OUTREACH ACTIVITIES

MOTHER/DAUGHTER ENGINEERING EVENT

“...The presentation made me aware of how parents can promote the unconscious bias. It really starts in early childhood. - Parent of Participant, Spring 2016”

“The session helped me think differently about how I talk about engineering and to better be able to encourage my daughter and other girls to become engineers. - Parent of Participant, Spring 2016”
OUTREACH ACTIVITIES

INNOVATION TO REALITY

My children have gained love and respect for Purdue’s engineering history. They are so excited about future activities that will lead them to learn more about engineering. This program helped them realize how engineering furthers medicine, and technology. - Parent of Participant, Spring 2016

> ABOUT THE PROGRAM

I2R is an after-school program for 6th-8th graders. Two themed five-week sessions met once a week on-campus and culminated in a team-based presentation to parents. Themes were chosen to reflect the Grand Challenges of Engineering and were based on Purdue research. The 2015-16 themes were Energized Engineering for the Environment and Engineering Life Solutions for those with Differing Abilities. We were also able to engage 37 middle school girls in the world of creative coding, using 20 Raspberry Pi microcomputers obtained through a Google partnership Grant with Science Buddies, as we piloted an additional I2R session that met off-campus at Klondike Middle School. The theme of this third session was “Capture the Creativity of Code”. For all three themes, graduate students, undergraduate students and faculty served as content designers, facilitators and role models. There were over 100 students who participated in at least one of the themes.

Sponsored this year by the Motorola Solutions Foundation and the Halliburton Foundation.

I2R PARTICIPANTS

- 2013-2014
- 2014-2015
- 2015-2016

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<tr>
<th>Females</th>
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06
RECRUITING ACTIVITIES

EXPLORING ENGINEERING AT PURDUE

High school juniors and seniors and their parents and teachers are invited to Purdue for a day each fall and spring. The prospective students learn about two types of engineering from engineering professors and graduate students. They also participate in a question and answer session with current women engineering students and hear from a panel of Purdue women engineering alumnae. There are campus tours, lunch with a keynote speaker and sessions about residence halls and financial aid. The Purdue University section of the Society of Women Engineers assists with the planning of the program and provides the approximately 75 student volunteers needed to make each daylong program successful. There were 251 high school seniors who attended in the fall, and 284 high school juniors who attended the program in the spring.


WElink

The WElink Leadership Team, made up of undergraduate engineering students, aims to reach out to prospective female engineering students in high school and to serve as their connection to Purdue. WElink focuses on activities that help young women interested in engineering learn more about life as a female engineering student at Purdue by discussing dorm life, typical classes for engineering students, internships, co-ops, study abroad and other experiences Purdue students have. The team curates a blog for perspective students to learn more about the engineering experience at Purdue (www.purduewiep.blogspot.com), a Twitter account (@PurdueWIEP – follow us!), and an Instagram account (purdue_wiep). Admitted students also received a handwritten postcard from a current student once they’ve accepted their admission.

Sponsored this year by Deere & CO. and the General Motors Foundation.

RECRUITING DINNERS

Young women admitted to the College of Engineering from targeted regions are invited to dinner in their area. Purdue WIEP personnel and Engineering deans travel to the region to host dinner, introduce themselves to the students, encourage the students to meet each other, promote Purdue and the College of Engineering, and answer students’ questions. This year the Indianapolis region was targeted, and representatives from Marathon Petroleum Corp. also attended.

Sponsored this year by Marathon Petroleum Corp.

Meet the WElink Leadership Team Fall 2016-Spring 2017, left to right: Marisa, Ashley, Allison, LilyAnn (not pictured: Abby)
ACCESS ALUM
Access Alum is a new initiative in which we offer alums planning to come to campus an opportunity to have informal chats with our undergraduate and graduate women in engineering. These 1.5 – 2-hour sessions are intended for students to network with alums, ask questions, have a resume reviewed, and learn more about industry, government, and academic positions. Twenty-two alums and over 230 students took advantage of the opportunity this year.

Sponsored this year by the John Deere Foundation and the General Motors Foundation.

ENGR 194, WOMEN IN ENGINEERING SEMINAR
First year students can choose to take this one-credit course which utilizes dynamic alumnae to inspire, motivate, and reinforce the students’ career choices. Students hear presentations from a variety of engineering alumnae who talk about their career choices, their daily routines on the job, and their challenges and successes in their professions as well as in their personal lives. Speakers range from recent graduates to well established corporate executives. The seminar speakers act as energizing role models, and through a series of lunches with the speakers and small group discussions, students learn networking skills. There were 212 students in the Fall 2015 class.

Sponsored this year by Deere & Co, the General Motors Foundation, and the Halliburton Foundation.

M&M MENTORS & MENTEES, UNDERGRADUATE MENTORING PROGRAM
The program matches first- and second-year students with juniors and seniors, or groups of first-year students with several upperclass students for formal and informal mutual mentoring activities. The program is based upon eight monthly meetings that provide academic, personal development, and professional success strategies. The objectives of the program:

- enhance personal support of students through contacts with female role models and mentors.
- build confidence in students through affirmation of their skills and values.
- share effective strategies that lead to successful completion of their engineering education and prepare them for future careers as engineers.

For 2015-16, 324 undergraduates participated in the mentoring program.

Sponsored this year by ArcelorMittal USA Inc., Boeing, the Delphi Foundation, the Halliburton Foundation, Lockheed Martin Corp., the Martinson Family Foundation, Meritor, United Technologies.

WIEP RESIDENTIAL PROGRAM
First-year women majoring in engineering can choose to live on one of the designated engineering floors in Earhart Hall or Harrison Hall. The students that live on the engineering floors have access to female engineering mentors on an informal basis, who provide them with support and encouragement. Since engineering students share a common first-year curriculum, the women on the engineering floors are easily able to form study groups and social networks. Many of the resident assistants assigned to the engineering floors are engineering students themselves, and are able to relate to the residents academically as well as socially. In addition, the WIEP-WISP (Women in Science Program) tutoring center is located in Earhart Hall for the convenience of the students who live there. Participants in the WIEP Residential Program can also participate in other Purdue Engineering learning communities if the residency requirement is co-located or optional, and many of them do so. This year, 179 students lived in the WIEP Residential Program.
ABOUT THE PROGRAM

This course, developed and first offered by WIEP in the 2015 spring semester, provides junior and senior engineering students an opportunity to maximize their earning potential, promotion opportunities, and retention within engineering or related fields. Students hear powerful stories from alumni and other supporters of our programming, and have opportunities to continue networking over lunch or dinner. Students also practice professional development skills and learn about possible barriers (and tools to address these) to reaching their full leadership and promotion potential.

We believe that understanding and adapting to the workplace culture and environment early will improve our engineering graduates’ workforce experience. Enrolled students 1) become aware of and discuss solutions for internal and external barriers which can prevent women from reaching their greatest potential in the workforce; 2) enhance professional development and transition skills required to move successfully from an academic to professional environment; and 3) acquire skills and knowledge to serve as engineering role models/ambassadors for diverse populations. The table below shows how student knowledge in and awareness of these objectives increased over the course of the semester, as analyzed by pre- and post-course surveys on a scale of 1-5.

The class meets weekly in a small-group discussion format. Class interaction is augmented by reading assignments and journal reflections related to classroom discussion. Key course topics include imposter phenomenon, gendered communication, stereotype threat, implicit bias, networking and career management, comparing academic and corporate culture, and male allies/advocates. There were 13 students in the Spring 2016 class.

QUOTES FROM PARTICIPANTS

“ENGR 494 took me from being unsure that I wanted to work in STEM to having confidence that I can have a career I love.”

“I will look back on this course as one of my favorite and most influential courses in the long term. The course expanded my thinking horizons, increased my confidence, and made me embrace my singularities. I would recommend this course to anyone interested in furthering the impact of their college career for their future.”

“I feel more prepared for graduation after taking this course. If I were to enter the workforce now (even though that’s not my case for the moment), I would feel more competent and ready to exceed others’ expectations of me as a result from the tools presented in this class.”

“I have become a better listener and thinker based on multiple perspectives. I feel confident in myself to manage on my own after graduation. When I need help, I feel comfortable seeking the available resources. I have come to recognize my personal desires in life, and I’m not afraid to blaze a trail that’s never been taken before to get there.”

“As a result of this course I will start reflecting on my own values more as I enter the workforce. I will also be aware of how to present my best self in terms of speaking my mind, being flexible at work, and taking on responsibilities. I will try to use coaching skills and gender communication aspects when working with a diverse group of colleagues and clients.”

“This class exceeded my expectations. I made so many good friends and I loved learning about all of the different things that women face and how people combat these issues.”

Sponsored this year by the Martinson Family Foundation.

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<tr>
<td>empowered and in control of my transition to a professional environment</td>
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WHAT INSPIRED YOU TO STUDY ENGINEERING?
Coming from a family of non-engineers, I didn’t really know much about the field until high school. During my junior year, some engineers from industry came to my math class to talk about the work they did. Hearing about the types of problems they got to solve on a daily basis, and the impact they could have on others and on the world, is what made me realize that engineering would be a good fit for me.

IF YOU COULD USE THREE WORDS TO DESCRIBE ENGINEERING WHAT WOULD THEY BE?
Innovation ➤ engineers think in new ways.
Synergy ➤ engineers combine mathematics, science, and more to solve the world’s problems.
Progress ➤ engineers continue to make the world a better place.

WHAT STUDENT ORGANIZATIONS ARE YOU A PART OF? HOW HAVE THEY HELPED YOU?
Society of Women Engineers (SWE) – SWE has given me a solid network of other female engineers in various disciplines, as well as substantially contributed to my professional and leadership development. As SWE is a national organization, I plan to continue to be involved with it even after I graduate and enter the working world.

WHERE DO YOU THINK YOUR PURDUE ENGINEERING DEGREE WILL TAKE YOU?
I have no idea where my Purdue Engineering degree will take me — and that’s the best part about it! Graduating with an engineering degree from Purdue, I feel like I will have SO many options and different paths I can decide to take, which is a good problem to have. I plan to continue to explore the various areas and industries that I am interested in, and eventually find what suits me best.
What inspired you to study engineering?

I had read about bacteria that can consume oil as a food source used to help clean up oil spills. This inspired me to think about the power of biology and how we can use it or mimic it to address real-world issues.

If you could use three words to describe engineering, what would they be?

Creative > To navigate complex constraints and specifications, engineering requires thinking outside of the box.
Flexible > There's a lot of opportunity to apply what you know in various ways.
Social > Lots of engineering projects exist to try to make life better for all of us. You get to work in teams on projects that can make a positive difference.

What student organizations are you a part of? How have they helped you?

I am currently a member of the Agricultural and Biological (ABE) Graduate Student Association and the Purdue Hawaii Club. They help me stay connected with my engineering peers, as well as help me feel a little closer to home. I am also on the leadership team for WIEP Graduate Mentoring Program (GMP), which contributes in many ways to my professional development.

Where do you think your Purdue engineering degree will take you?

There's so much you can do with an engineering degree; I think it will take me whichever path I walk down. It's really up to you!
ALUMS & FRIENDS

TOTAL GIFT ABOVE $10,000
Anonymous
John and Polly La Duc
Manette L. Speas
Jim and Louise Voss

TOTAL GIFT OF $5,000-$9,999
Debbi Patrick

TOTAL GIFT OF $1,000-$4,999
Allison Bahnsen-Bolinger and Jeremy Bolinger
Lara G. Bartholomew
Abigail S. Brown
Christine L. Browning
Patricia Davies
Sara and Joseph Evans
Roger and Diana Fowee
David and Becky Gibson
In Honor of Karen Gibson and Kim Chapman
Roberta and John Gleiter
Janet and Scott Goings
Abbie Griffin and Ken Schreiner
Deb and Jim Grubbe
Beth and Eric Holloway
Jacqueline S. Hosford
Rosemary and Pierre LaFrance
Donna and Paul Marvel
Shirley and John McCarty
Doreen M. Mitchell
Kristin M. Peter
Sandy Postel
Ronna F. Robertson
Mark and Melanie Rubino
Nancy L. Sarkisian
Sonja A. Teran
Emy and Hank Wadsworth
Anne and Jim Wilson
Minerva Yeung and Boon Lock Yeo
Bob and Marcy Ziek
Mary Ann Zimmerman

TOTAL GIFT OF $500-$999
Jeff Ackerman
Linda and Keith Brennan
Theresa C. Carter
David and Joan Clifton
Sarah Corbin and Paul Steuer
Rhonda S. Crum
Cheryl and Chet Cunningham
Jane C. Daniels
Edward J. Delery
Mary Anna Feitler
Jennifer and George Graves
Dani and Eli Hestermann
Dana C. Hook
Inez Hua
Liz and Dave Klimes
Erin C. Lynch
Jacob and Kathleen Macke
Chris Maziar
Laura and Bob Mechalke
Heidi A. Peterson
Patti and Eric Poppe
Lois S. Raphael
Kathryn M. Rivera
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- Minerva Yeung & Boon-Lock Yeo Strategic Initiative Endowment-supported by Minerva Yeung & Boon-Lock Yeo
- Barbara Haney Strategic Initiative Endowment-supported by Barbara Haney
- Levine Isman Strategic Initiative Endowment-supported by Joan and Kenneth Isman
- Shirley McCarty Strategic Initiative Endowment-supported by Shirley McCarty
- Women in Engineering Leadership Scholarship-supported by Shirley McCarty
- Sandra Postel Strategic Initiative Endowment-supported by Sandra Postel
- Thomas and Judith Sly Head Scholarship Endowment-supported by Thomas Head
- Janice E. Voss Endowed Scholarship-supported by family and friends in honor of Janice Voss
- Gleiter Scholarship for Engineering Impact-supported by Roberta and John Gleiter
- Lisa A. Wichmann Scholarship – supported by Lisa A. Wichmann
- John T. and Polly L. La Duc Scholarship – supported by John & Polly La Duc
- Zimmerman Family Award – supported by the Zimmerman family, alums, and friends
- Arch E. DeMars BSME 1917 Memorial Fund – in memory of Arch DeMars
- Raytheon Endowed Scholarship – supported by Raytheon
- Women in Engineering Program Endowment - supported by alums/friends
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