

I want to be\_\_\_\_when I grow up

*Parental influence on career development and preparation*



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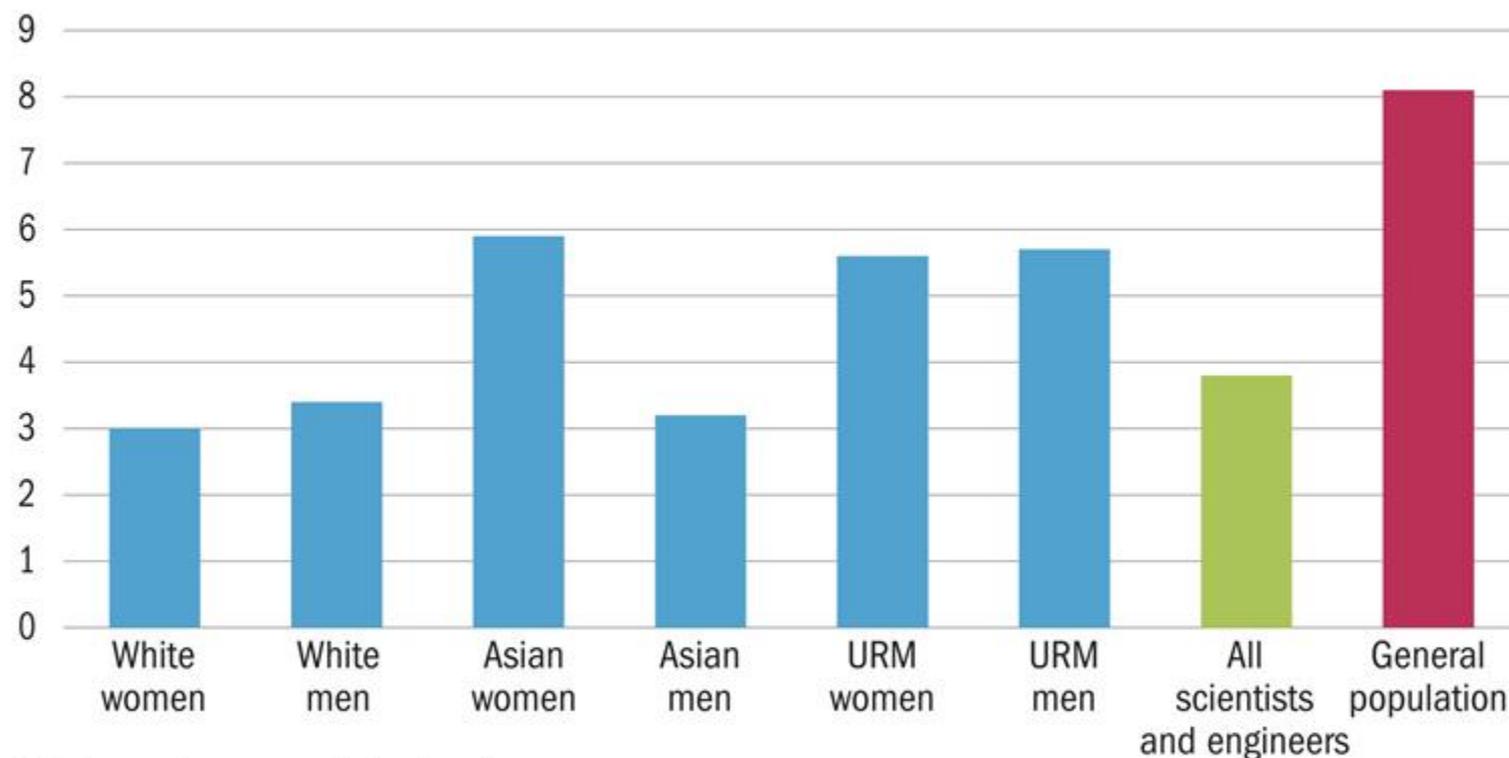
# Areas of focus:

- The need for women in STEM
- Parental steps
- Career Development
- Resources

**Why STEM careers?**

## Unemployment rates among scientists and engineers: 2013

Percent



URM = underrepresented minority.

NOTE: The general population consists of the U.S. civilian noninstitutional population 16 years and over.



# Highest-paying STEM occupations

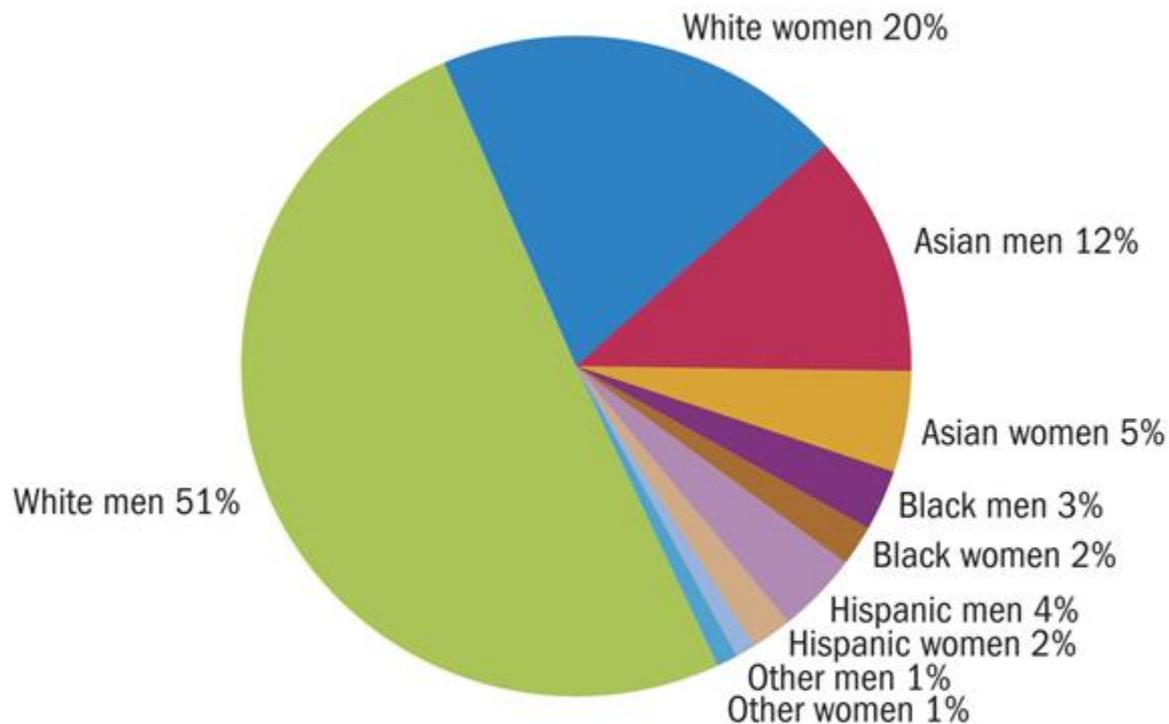


Annual mean wage, May 2014

Source: U.S. Bureau of Labor Statistics

**Where are the women?**

## Scientists and engineers working in science and engineering occupations: 2013

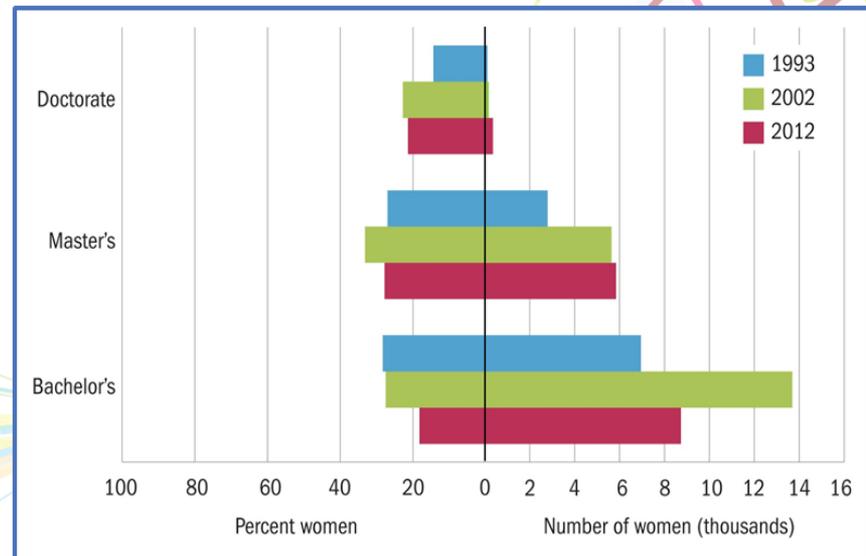


NOTE: Hispanic may be any race. Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and multiple race.



- **57 Percent** of 2014 bachelor's degree recipients were women
- **17 Percent** of 2014 Computer and Information Sciences bachelor's degree recipients were women
- **15 Percent** of 2014 Computer Science bachelor's degree recipients at major research universities were women
- **37 Percent** of 1985 Computer Science bachelor's degree recipients were women
- **21 Percent increase** in the number of first-year undergraduate women interested in majoring in Computer Science between 2000 and 2015
- [www.ncwit.org](http://www.ncwit.org)

**Low participation field for women:  
Computer sciences, 1993, 2002, 2012**

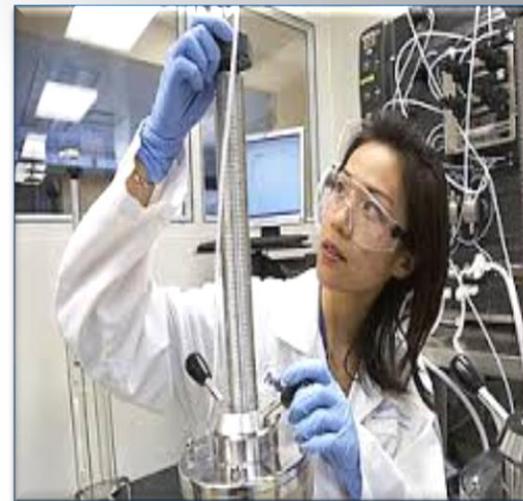


**What can we do as parents to  
increase the number of women in  
STEM careers?**

There is no engineering/science gene!



# You don't wake up like this





- Engineers/scientists are not necessarily born.
- Our students may not like science and math but they can grow into it.
- Science aptitude can be developed and nurtured.

How to  
do it?

# Build a good foundation

- Help your student build positive attitudes and beliefs toward STEM.
- Practice what you preach: have a positive attitude yourself.
- Exposure to a variety of hands-on afterschool, vacation, or summer STEM program.
- Look to see how STEM is used in everyday life and discuss it.

# Career Planning- Young Adult style



# Sample of how choices are made by students

- Students follow their peers
- Accept the choices made by their parents
- Influenced by the media
- Current trends

# What is career planning?

- Career decision-making is a process.
  - *Assessment, exploration and planning*
- Career decision-making is a skill that can and should be taught.
- The goal of career decision-making is to help participants organize their thinking about topics important in choosing a career
  - *Values, interests, skills*
- The goal of career planning is to link academic knowledge and real-world experience to determine the path of one's future professional life

# Share your path

- Tell your story of how you arrived in your career
- Find role models and arrange informational interviews- exposure – leads to networking
- Research, research, research
  - Companies, leaders, organizations, etc

# Know your student

- Not every student is made to be a scientist.
- Pay close attention to preferences.
- We should introduce new ideas and concepts but we must listen and accept their choices.

# How to bring it all together

- Expose your student STEM content
- Gauge their interest
- Fill in the gaps (outside school instruction)
- Allow students to make choices
- Push them to take risks
- Anticipate the struggle
- Introduce the concept of researching opportunities
- Let go: know that you have done all you can

# Resources

- Society of Women Engineers
- National Center for Women in Technology
- Association for Women in Science
- American Association of University Women
- National Girls Collaborative Project
- Girls Who Code