How can I introduce the science of geology to a group of fifth graders? How can I get students excited about my career and help inspire the next generation of geologists? The notion of outreach may sound appealing, but speaking to a group of elementary school students can seem daunting. We would like to share our experience and resources to help you plan successful classroom and worksite visits. Whether you have years of experience or are just starting out, we hope that this article will have helpful ideas for your outreach.

What do today’s youth know about careers in geology? Likely, not much. Without role models in their families or on their favorite TV shows, most youth know little about the rewards of careers in geology and engineering. As a role model you can help inform and inspire students and have an impact on their career paths.

Techbridge, a program of Chabot Space & Science Center, is designed to encourage girls in technology, engineering, and science, through after-school and summer programs. Techbridge hopes to inspire the next generation by introducing hands-on projects like designing green studios, taking apart lawn mower engines, and building solar night lights. With a proven track record backed by evaluation results, Techbridge has served over 2,500 girls in grades 5-12 since 2000 and trained over 2,000 role models. Evaluation results demonstrate the program’s success. This year’s findings showed that 95% of participating students knew more about how things work, 93% felt more confident trying new things, and 95% believed that engineering is a good career for women.

Techbridge works with partners in universities and industry to introduce role models who can transform excitement from a hands-on project into a career interest in science and engineering. This year, 85% of Techbridge girls cited a greater interest in a career in technology, science or engineering because of a role model or field trip introduced by the program.

Chevron supports education programs to help children and adults acquire the skills needed to compete in a more global economy. By making community investments through partnerships, Chevron brings together organizations with one common goal: to produce sustainable results.

Techbridge and Chevron have partnered on several events to introduce girls to careers in geology and engineering. Chevron hosts field trips to its corporate headquarters and supports its employees’ participation in Techbridge’s after-school programs. We would like to share our recipe for success for outreach and showcase an example of a visit to a Techbridge after-school program by Chevron role models.

In this issue:

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The summer is in full swing with vacations, outdoor sports, and having fun with family and friends. However, even during this busy time, I still find a peaceful moment of down time to enjoy the different science magazines I receive in the mail. In GSA Today (July, 2010), I read the names of the 2010 Medal & Award Recipients, just to see if I could recognize any of the awardees. Two names caught my eye because they are longstanding AWG members. The first awardee is Marilyn J. Suiter, with the National Science Foundation. Marilyn received GSA's Randolph W. "Bill" and Cecile T. Bromery Award for the Minorities. Our second award recipient is Vicki Cowart, with Planned Parenthood of the Rocky Mountains and formerly with the Colorado Geological Survey. Vicki was awarded the AGI Medal in Memory of Ian Campbell. Congratulations to both of these outstanding AWG women for receiving these prestigious awards!

For the very first time, AWG is working with AIPG to host a breakfast at their annual meeting in Orlando, Florida on Monday, September 13, 2010. We will have a panel set up to discuss emerging environmental issues due to the Gulf Coast Oil Spill. We are still working on our line up of panelists, but the focus will be on the environmental impacts to marine and coastal life as a direct result of the spill, and what base-line studies are currently under way. Please check out AIPG’s website (http://www.aipg.org/) for more details on this meeting. If you are in the area, please come join us at the breakfast.

It’s that time again for AWG elections! We need to select new board members from various regions. There are many familiar names, as well as new names, on the ballot this year. I want to thank each and every member who has volunteered to stand for election. The positions to be filled include; President-Elect, Treasurer, Secretary and delegates for the Northeast, North Central and Pacific Regions, as well as our Student Representative. Watch for the results on your new delegates in upcoming E-News and Gaea articles!
**AWG Member/Chapter/National News**

**Two AWG Past Presidents Win Prestigious Awards!**

Congratulations to AWG past presidents, Marilyn J. Suiter and Vicki Cowart, for winning GSA's Randolph W. "Bill" and Cecile T. Bromery Award for the Minorities and the AGI Medal in Memory of Ian Campbell, respectively. AWG is proud of our members' achievements and wishes to thank these two remarkable ladies for their continued service to the geoscience community!

**Happenings in the AWG Minnesota Chapter.**

The AWG Minnesota Chapter has had a very active summer. In addition to a fossil-hunting field trip held in June at the Lilydale Brick Yard in St. Paul, the chapter also hosted a geo-caching excursion in July at the William O'Brien State Park. Please visit the chapter’s website (www.awgmn.org) for information on future activities.

Many thanks too go out to the Minnesota Chapter for welcoming the AWG Board of Directors to St. Paul for our 2010 Spring Meeting and for sponsoring part of the Board’s dinner/get together at the Downtowner Woodfire Grill. A fun time was had by all!

**AWG Breakfast at AIPG Annual Meeting in Orlando!**

Panel Discussion on Issues Relating to the Gulf Oil Spill Monday, September 13, 2010 at 7:30 am to 9:00 am.

The AWG Breakfast is being held at the AIPG/AGWT/FAPG 2010 Conference in Orlando, Florida September 11-15, 2010.

Registration Form - http://www.aipg.org/Meetings/2010%20Annual%20Meeting/Orlando_Registration_Form.pdf


**New Northeast 2 Alternate Delegate Voted onto AWG Board of Directors!**

A warm welcome to Sara Pruss, our newest BOD member! Sara will represent the northeast section of AWG as NE 2 Alternate Delegate. Thank you Sara for giving AWG your time and energy!

**AWG Associated Society News**

**American Geophysical Union: 2010 Annual Meeting in San Francisco, CA**

**Session Announcement:** Session ED21: Value of a Diverse Workplace

**Convenors:** Ann Given Lasko, Margaret Brewer-LaPorta, Christine Williams and Denise Cox

http://www.agu.org/meetings

**Geological Society of America Annual Meeting**

**Reaching New Peaks in Geoscience**

31 October - 3 November, 2010 Denver, Colorado

Colorado Convention Center

http://www.geosociety.org/meetings/2010

Registration Deadline: Standard 1 June through 27 September, 2010.

Submit contributions for the September/October Gaea to editor@awg.org by September 1.
### AWG Foundation Officers 2009-2010

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## From the AWG Foundation President
### Louise Pellerin

**New Proposal and Reporting Forms**

I had planned on unveiling updated forms to streamline the AWGF proposal and reporting process, but I have run out of time for this edition of *Gaea*. Summer field camp was great, but all consuming. I had an excellent group of budding young geophysicists! Then, of course, too much work was waiting for me when I returned.

For the time being, please use the old forms for submitting an AWGF proposal and hopefully new forms will be out soon. Charlene Sundermann and Sara Welna have put together a ten-step proposal process checklist that will be most helpful in guiding a program through the process.

I hope you are all having a good summer and hopefully doing fieldwork in some interesting place on the Earth.

**Support AWG through the AWGF. Donations are always welcome!**

### AWG and AWGF Working Together:
#### A Call for Proposals
**Proposal Deadline: September 15, 2010**

The AWG Foundation supports worthy proposals to advance the common goals of AWG and AWGF, and to promote geoscience education for the public good. Due to the continuing generosity of AWG members, employers, friends and benefactors, AWGF has resources to sponsor projects that encourage women to pursue degrees and careers in the geosciences, mentor young scientists in leadership, promote outreach and networking within the AWG membership and the public.

Examples of funded projects include: 1) awards for science-fair winners, with AWG members as the special awards judges; 2) the AWG Distinguished Lecturer Program; 3) Girl Scout events that include field trips and the development of mapping and observation skills; and 4) many scholarships that support women at all levels of their studies.

Whether renewing a project or proposing a new one, this summer is the time to prepare your proposal and submit to the AWG Foundation. The process is outlined in this issue of *Gaea*, and forms and details can be found on the AWGF web page, www.awg.org/AWGFoundation. The proposal deadline is **Wednesday, September 15, 2010**. Proposals with coversheets should be sent to awgf@awg.org.

Donations may be directed to the general fund, a specific project, or an endowment, and can be sent to:

Linda L. Davis, AWGF Treasurer  
Geology Department, PAD 118  
Grand Valley State University  
Allendale, MI  49401

Donations can also be made directly on the AWGF web site: www.awg.org/AWGFoundation
AWG and AWGF Working Together: How to Submit Proposals
A Ten-Step Process
Sara Welna and Charlene Sundermann

AWGF works very hard to provide funding for many of AWG’s projects; including our various scholarships, congressional programs, girl-scout programs and distinguished lecturer programs, just to name a few. Funding for these, and any new and wonderful programs to come in the future, need to have proposals sent to AWGF for consideration. Our easy-to-follow, ten-step process is listed below! Help us in our mission of encouraging and enhancing the participation of women in the geosciences. Apply for funding today to get those great ideas off the ground!

1. **Proposal:** Submit proposal or proposal renewal with cover sheet between:
   - Sept 1 – April 1 for Spring Meeting approval/funding
   - April 1 – Sept. 1 for Fall Meeting approval/funding

2. **Approval:** The Foundation will notify you if the proposal has been approved.

3. **Funded:** The Foundation will notify you if the proposal has been funded and the amount for which it has been funded.

4. **Choose Awardee:** Once proposal is approved and funded, choose awardee(s). If applicable, work with committee to do this.

5. **Notification:** Committee Chair or proposal organizer provides minimum of a two-week notice to Foundation Treasurer requesting disbursement of funds. Awardee(s) name and address(es) are provided with disbursement request. A congratulatory letter by Committee Chair to awardee(s) can be sent at this time. If applicable, Committee chair notifies AWG Office and Foundation Treasurer for the awarding of AWG Membership(s).

6. **Disbursement of Funds:** Foundation Treasurer disperses funds on the 15th of the month (if notification is received before the 15th) or the 30th/31st of the month (if request is received after the 15th of the month.) Congratulatory letter from Foundation to awardee(s) will accompany funds.

7. **Follow-up:** Committee Chair follows-up with awardee(s) to ensure they’ve received their award. If applicable, ensure awardee(s) and/or applicant(s) receive their 1-year membership, mentor, or any other pertinent item.

8. **Funding Report:** Submit Funding Report to AWGF Secretary no later than September 30th of each year. A funding report is required for each proposal and reoccurring proposal (ex. endowments) in order to satisfy IRS guidelines.

9. **Reimbursement:** If applicable, complete the AWGF Reimbursement Form and submit to AWGF Treasurer. If applicable, request should accompany Funding Report.

10. **Gaea:** Write an article for Gaea describing the program, what was accomplished and any future work.
**Tiffany Anderson**

A native of the rural Hawaiian island of Kauai, Tiffany studied mathematics and computer science at the University of Hawaii at Hilo. In addition to taking care of her newborn daughter, Ke’alohi, and working as a math tutor, Tiffany excelled academically and was awarded the Outstanding First Year Computer Science Student award. She continued at the top of her class until a tragic motorcycle accident involving her husband spurred her to withdraw from school at the beginning of her final year to care for him. Despite these setbacks, Tiffany’s determination to support her family compelled her to graduate soon afterwards, and she was named the Outstanding Graduating Senior in Mathematics. Tiffany joined Science Applications International Corporation as a software engineer where she worked for two years until realizing that routine programming was not enough of a challenge, and she became determined to become a research scientist.

In 2005, Tiffany entered the MSc. Program in the Department of Geology and Geophysics (GG) at the University of Hawaii at Manoa as a single mother. Without any undergraduate training in geology, she worked hard to retool herself as a geologist. To support herself and her daughter, Tiffany worked as a Research Assistant in the Coastal Studies group, and as a Teaching Assistant. In the last stages of her MSc she was invited to enter the PhD program where she is now, and where her mathematical skills and computer programming background have come together in support of her research.

Tiffany’s PhD research problem is to understand how sea level rise is affecting shoreline position and to develop computer algorithms for predicting future shoreline position. Tiffany finds her research especially fulfilling because her work will affect people’s lives for good, especially in rural coastal communities where activities surrounding the shoreline are not only recreational, but deeply rooted in culture and tradition. Her research on storms and shoreline change has appeared in two recent papers in the journal *Geophysical Research Letters*. She is now developing a computer model to estimate alongshore sediment transport from historical shoreline data. Most of all, Tiffany enjoys spending time outdoors with her daughter, Ke’alohi.

**Margaret Compton**

Even as a small child Margaret had a passion for nature. In her late twenties she had her “ah-ha” moment — she realized that geology would be a perfect career to complement that passion. As an undergraduate, she developed a strong interest in volcanology and igneous petrology and was able to participate in the Field Methods in Volcanology course offered by the Center for the Study of Active Volcanoes, University of Hawaii at Hilo and the U.S. Geological Survey. The course is a prestigious program that is limited to 16 students annually.

Margaret worked full-time and part-time to get through undergraduate school while raising a family on her own. Her hard work paid off when she was offered a full Master’s degree package at California State University, Northridge. Margaret is currently finishing her Master’s degree research, which focuses on trachyte genesis on east and west Maui volcanoes. She is working on determining the conditions under which trachytes evolved on the island of Maui.

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Margaret’s five-year-old son, Ryan, was diagnosed with leukemia at the age of 22 months and completed 3.5 years of chemotherapy on July 3, 2010! To further cancer research, her family actively volunteers for pediatric cancer causes and is especially supportive of Camp Ronald McDonald for Good Times (a sleep-away camp for pediatric patients and their siblings) and the Los Angeles Police (where her husband is an officer) and Fire Department’s annual St. Baldrick’s Foundation Event. Margaret and her family love giving back to and supporting their community, just as the community has supported them through tough times. In her spare time Margaret enjoys spending time with her family, taking road trips to the local deserts and mountains, and exploring isolated areas, dirt roads and caves. She also enjoys reading and photography.

Margaret intends to pursue a Ph.D. when she has completed her Master’s degree. She hopes it will open up the door for greater opportunities and the freedom to ultimately teach geology and/or conduct research on a full-time basis.

Melissa Hage

Melissa grew up in Lawrenceville, NJ and graduated with honors with a B.A. in geology/biology from Franklin and Marshall College in Lancaster, PA. She moved to Knoxville, Tennessee and completed a M.Sc. in geology at the University of Tennessee. Her thesis project was entitled “Biomarker and stable isotope characterization of coastal pond organic matter, McMurdo Dry Valleys, Antarctica”. After the completion of her M.Sc., she opted to stay at the University of Tennessee to pursue a Ph.D. in geology. She switched her academic interests from organic geochemistry to the geochemistry of Archean chemical sediments and began working on a dissertation entitled “Examination of banded iron formation through time using petrographic, geochemical, and iron isotopic analyses”. Her research has allowed her to travel around the world, including Antarctica, New Zealand, Greenland, and Norway.

During her spare time Melissa enjoys an active lifestyle. Living in east Tennessee has provided the opportunity to pursue a variety of outdoor activities, including running, hiking, camping, and kayaking. She is also enjoys the opportunity to try new experiences, including fly fishing and bluegrass music!

Lisa Tutty

Lisa’s research involves mapping the relationship between substrates and aquatic ecosystems in Fathom Five National Marine Park operated by Parks Canada. Her M.Sc. examined the relationship between geology and fish habitat and is now being used as the basis for managing and conserving fish resources in Lake Huron. Her work led to a better understanding of whitefish populations and identified significant relationships between the lake floor and fish populations using multibeam bathymetry and backscatter data. Her current research involves some of the same techniques to better understand the benthic invertebrate populations in Lake Huron. Lisa says her passion is teaching. She has been lucky enough to instruct numerous courses in geology and environmental science over the past three years.

Lisa has been a single mom for over eight years. It was during her Ph.D. work that her son, Hayden (12), fell ill and has since been hospitalized for more than five months of the past two and a half years. Although Hayden goes to Sick Children’s Hospital in Toronto nearly every week, he is fighting really hard against his illness. Lisa’s daughter Cadence (13) is very excited to be going to high school in September.

Often asked why she didn’t give up on her Ph.D. during these difficult times, Lisa tells them that she couldn’t imagine giving up. She believes that the work that she and her family have put into her education is vital and she refuses to let her children think that adversity should cause you to give up on your dreams. In her spare time Lisa enjoys photography and rock/mineral collecting.
It Takes a Village to Inspire the Next Generation of Geologists: Lessons from Techbridge and Chevron

We understand that the idea of introducing geology and engineering to a group of elementary or middle school students might seem daunting. This is why Techbridge offers training and support to help role models develop a game plan that is fun and likely to inspire kids. At Chevron, Techbridge has offered lunchtime training sessions that help staff understand how to be effective role models. We also share tips for planning a classroom visit or field trip.

For example, Chevron geologist, Julia Baggs, teamed up with Chevron IT coordinator, Kelby Thorton, for a visit to Holbrook Elementary School in Concord, CA. The visit worked well because the hands-on activities kept the students engaged and introduced them to the geology involved in Chevron’s work.

Preparation

In the weeks before a visit, our role models and girls exchange photos and personal stories. For the girls it was fun to learn that Kelby competes in triathlons, or that Julia, as a child, wondered about things like “What is the earth made of? How did it get here? Is the moon really made of cheese?” Personal information about the girls helps role models identify topics to discuss, for instance; hobbies, family and interests outside of school and work. For example, they learned that Holbrook student, Alanis, enjoys science and jumping rope and that she loves doing fun projects in Techbridge where she learns about how to help the environment and build circuits. The role models and students connect through these conversations and they are helpful in reminding a student that she too can become a geologist or engineer.

Make it a Team Effort

For school visits, the buddy system works well. You may have been good in math and science classes and known from an early age that you wanted to be a geologist. Your partner may have a different story and found her passion for work after trying out a variety of pursuits. Each path will resonate with different students. Also, for hands-on activities in a classroom or worksite the more helping hands the better. Talk with your colleagues at work and recruit volunteers to come with you to a science class or after-school program or help plan a visit to your company or campus.

Icebreaker

It’s always a good idea to begin a classroom visit with an icebreaker. It helps set the tone for the visit and gets students and role models acquainted. In one classroom visit, Julia and Kelby wore blindfolds while the middle schoolers gave instructions on how to draw a particular picture. The girls learned about the importance of giving computer specific and accurate commands, and the activity helped to burn off energy and put the girls at ease.

Introductions

We keep onsite introductions short and sweet. Julia and Kelby began with short introductions that helped the girls relate to them and also dispelled stereotypes that the girls might have had about who works in geology and technology. Julia talked about attending boarding school and working at a toy company. She described her cats and travels with her family. Kelby talked about training for a triathlon and having a Snuggie blanket. Each talked about her work at Chevron and how geoscientists, engineers, and technology professionals work together to find newer, smarter and cleaner ways to power the world.

Keeping it Hands-on and Real

It’s one thing to talk about what you do at work, but much better to let kids experience your job firsthand. In another classroom visit, Julia and Kelby planned two hands-on activities that maintained the attention of the fifth graders and also helped the group understand their work better. Julia brought a collection of rocks containing raw materials and a collection of common household objects (like wallboard, makeup, and glass). The goal of the activity was for the girls to match up the objects with the raw materials. This game was fun for the girls and also related to what they had learned in fourth grade about practical uses for geology.

The second activity was all about finding raw materials inside the earth, in this case, drilling for oil in cupcakes! Kelby and Julia baked cupcakes with source rock, reservoir rock and other layers. Some even had “oil” in the reservoir rock. The girls looked at “seismic” data and then drilled exploration wells using straws in order to “map” the inside of the cupcake. It wasn’t just a fun game but also an educational experience. Through this activity the Holbrook students learned how rocks can tell a story and how geologists decide where to drill for hydrocarbons.

While the girls worked on their cupcakes, Julia and Kelby moved around the group, sharing observations and inviting questions. In this informal setting, it was easier for some girls to ask questions they might not otherwise ask in front of a large group.
Girls, Cupcakes, and Geology: Outreach that Inspires
continued from page 8

Holbrook teacher, Steve Slater, reflected, “As a teacher I strive to find ways to inspire confidence in my students and to help them realize the world holds something for their special talents. The visit by Julia Baggs and Kelby Thornton allowed our students to imagine a future in which they could aspire to be something great. What a fabulous way to teach the girls about our layered earth by having them experiment with a delicious dessert. What an innovative lesson! Our students went home thinking what a wonderful career I can have if I get started and do whatever it takes to make it happen.”

Q & A

Who can tell me about oil? How do you know where it is? How do you get to it? What other energy sources do we have on earth? Don’t wait for the end of your visit to ask students if they have any questions. Instead, come prepared with questions to capture the attention of your group and to help keep them engaged in your lesson. Using questions, you can find out what your group already knows about the subject matter and let them make connections between geology and experiences in their lives.

It is also helpful to encourage teachers and staff who work with the students to help and engage in the discussion. They know their students and can help you by asking questions to clarify information that the group might not understand and to make connections with lessons their students learned in class.

Julia and Kelby made time at the end of their visit for further discussion. Since they had already engaged the girls in conversations, it didn’t take long for the girls to jump in and ask an interesting range of questions. What are you most proud of doing in your job? Did you always know what you wanted to do for a career? Do you ever have days when you don’t like your job? These conversations provide a chance to offer academic and career guidance, such as taking science programs to explore in the summer and share valuable life lessons like, “I ask a lot of questions and you should too. I’m having fun and enjoy what I do. You should too.”

Wrap up and Reflection

It is important to build in time for wrap up and reflection at the end of a visit with role models. We invite students to reflect on what they have learned. This information provides helpful feedback to the role models and partners and demonstrates the value of their investment of their time and resources. We also encourage feedback and suggestions for improvement. The exercise communicates to the girls that their opinions are valued and important to the process. Here is feedback about the visit by Julia and Kelby from Techbridge girls.

“They helped me think about my future by telling us how science made a difference in their lives and how it can impact ours.”

“I thought being a geologist is pretty fun! I like discovering and looking at the different rocks. My favorite thing about the rocks was learning how we use rocks in everyday items.”

“They inspired me to go to college and finish my studies so that I can achieve my goals. They were really good and I had so much fun working with them.”

Follow-up

The partnership between Chevron and Techbridge has been very successful. In part, this is because we make time after visits to talk about lessons learned. No matter how many times we do outreach, we always find new ideas to try at the next classroom or worksite visit.

Outreach Matters: Benefits Go Both Ways

Outreach takes time to carry out, but the benefits are well worth the effort. After the visit by Julia and Kelby, the Techbridge girls expressed interest in geology and in working at Chevron. It is personally rewarding to know that you can have that kind of impact on today’s youth. Outreach can also give you a chance to collaborate with colleagues you might not typically work with and develop leadership skills. In addition, students’ reactions to a classroom visit or field trip are so positive; they will help you rediscover the wonders of geology and remind you why you got into the field.

Ready to Get Started?

We hope that this article about the experiences of Chevron and Techbridge has inspired you to host a classroom visit or field trip of your own. You’ll discover how you can make a difference as a role model and ambassador for geology.

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The strategies presented in this article are based on activities that were developed for girls, but the same ideas also work well for mixed groups. If you are interested in getting involved and giving back we recommend checking with the Girl Scouts, Boys and Girls Club, or 4H. You can also contact public schools or after-school programs that offer science activities in your community.

For Additional Resources

With support from the National Science Foundation and Google, Techbridge developed a role-model outreach guide and CD toolkit, Get Involved. Make a Difference, which offer practical tips and suggestions, as well as successful case studies in outreach to K-12. These resources can be used for classroom visits by role models, field trips to worksites, job shadow programs and outreach activities at universities. These materials include sample icebreakers and hands-on activities, biographies of students and role models, questions to facilitate conversations between role models and students, scavenger hunts for tours, evaluations, and more. Please visit www.techbridgegirls.org to download these materials.

The Authors

Dr. Linda Kekelis is Director of the Techbridge program at Chabot Space & Science Center. She has a master’s degree in linguistics from the University of Southern California and a doctorate in special education from the University of California, Berkeley. With over 20 years of experience designing and leading girls’ programs, Dr. Kekelis participates in advisory boards, collaborates with girl-serving organizations, and works with professional groups and corporate partners to promote females’ participation in science, technology, and engineering. She conducts research, participates in national conferences, and writes extensively, translating research into practical applications for educators, professionals, and parents.

Julia Baggs specializes in managing geological and geophysical data for upstream exploration at Chevron. She holds a Bachelor’s degree in Earth Sciences from the University of Southern California and has studied computer engineering and geographical information systems. On her days off, she volunteers leading school groups at the Chabot Space & Science Center, judges science fairs, and looks for opportunities to engage and inspire young people in science and technology.

National Fossil Day

October 13, 2010

Attention, geologists! Would you like to promote the work you do and explain why it is important? Would you like to teach students about fossils? If yes, then get ready to celebrate National Fossil Day, arriving this October.

The National Park Service and the American Geological Institute are partnering to host the first National Fossil Day on October 13, 2010 during Earth Science Week (www.earthsciwk.org). National Fossil Day is a celebration organized to promote public awareness and stewardship of fossils, as well as to foster a greater appreciation of their scientific and educational value.

More than 228 parks managed by the National Park Service contain fossil resources. Fossils discovered on the nation’s public lands preserve ancient life from all major eras of Earth’s history, and from every major group of animal or plant. In the national parks, for example, fossils range from primitive algae found high in the mountains of Glacier National Park, Montana, to the remains of ice-age animals found in caves at Grand Canyon National Park, Arizona. Public lands provide visitors with opportunities to stand where a fossil tree was rooted or where a fossil animal walked millions of years ago.

Learn more about outreach activities or becoming a National Fossil Day partner at: http://nature.nps.gov/geology/nationalfossilday/. Join in the celebration today!
AWG Congressional Visits Day
September 21 and 22, 2010

The AWG Foundation will provide funding for several AWG members to attend the third annual Geosciences Congressional Visits Day (Geo-CVD) in Washington, DC. AWG members will join members of other geosocieties in this two-day event on September 21 and 22 to raise visibility and support of the geosciences at the congressional level. Among the participating groups, AWG will be the only society to bring the unique issues of women geoscientists to the attention of Congress. The event is sponsored by the American Geological Institute (AGI) and several other geoscience societies. AGI’s Government Affairs Program (www.agiweb.org/gap) tracks geoscience legislation and geoscience funding and tries to facilitate communications between policy makers and geoscientists.

The first day will be devoted to teaching participants how Congress works, the current state of the budget process, and how to conduct a congressional visit. The second day will be spent visiting with members of Congress.

AWG’s specific goals in sponsoring member travel to Geo-CVD are to:

1. Deliver a unified AWG message to Congress regarding the needs of women in the geosciences;
2. Educate and involve AWG members in federal policy making;
3. Establish long-term relationships between AWG members and their members of Congress;
4. Establish AWG as a voice in Congress, and as an informational resource for Congressional staff;
5. Increase AWG’s visibility in government and with other professional scientific organizations; and
6. Increase or establish relationships with other geoscience societies, geoscientists with similar interests and with federal agency representatives who are involved in geoscience R&D and/or geoscience education

(The goal is NOT to lobby Congress for specific legislation. Participants may not discuss current or future legislation with members of Congress or aides.)

Geo-CVD is a perfect introduction to policy making for scientists, and can lead to positive, long-term working relationships with Congressional staff who may not have the expertise needed to understand science-based issues.

AWGF will cover travel and accommodations for selected AWG members to participate in Geo-CVD. Participants will be expected to share hotel rooms, to cover a portion of their expenses, and to contribute to a Gaea article describing the experience. Priority may be given to members who reside in Congressional districts represented by female Senators or Representatives who have leadership roles in Committees that address the status of women in the geosciences.

If you would like to attend Geo-CVD, please send an e-mail to Laurie Scheuing (lescheuing@aol.com) by August 27, 2010 explaining your interest. Please include a brief statement of your interest in Geo-CVD; a rough estimate of your travel costs; your contact information, including daytime, evening, and weekend phone numbers; and the names of your Senators and Representative, the committees on which they serve, and their relevance to the AWG mission.

Check out the AWG products at: www.awg.org/Products/index.html

NEW! Baby Onsies - $15
Fleece Pullover with AWG Logo - $50
30th Anniversary Convention Tote - $15
AWG Pens - $1.75
AWG Lapel Pins - $4

Orders can be placed on our website: www.awg.org/Products/index.html

Or by contacting the AWG office (office@awg.org or 303-412-6219).

Orders take approximately 2-3 weeks for delivery.

All proceeds go directly to sustain AWG programs.
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- Congressional Visit Days
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ENHANCE professional growth and advancement of women in the geosciences
- Free resume review service
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