

MICHAEL EURE SHOW – Episode 64: Women in STEM

INTRODUCTION: Hello, this is Michael Eure, and I'd like to invite you to the Michael Eure Show, featuring student hosts and very special guests talking about a variety of interesting topics. You can find us on the Eagle Stream YouTube channel.

TAJ HEWITT: Hi everyone, and welcome to this week's episode of the Michael Eure Show. Today, we are going to be having an interactive discussion with women in STEM, but before we go any further, I'd like to show a video by the Care Center at Wake Tech.

[Video plays describing the services provided by the Care Center.]

HEWITT: All right. Thank you. That was a video by the Care Center. For any of you students out there watching, if you ever need any help with anything at all, feel free to stop by the Care Center.

OK, so today I have with me Miss Muffy Vestal, Jenny Aguilera and a new face, Marjorie. And yeah, like I said, today we'll be having an interactive discussion featuring certain woman in STEM, including Jenny, Muffy and Marjorie. But before we go into that, I'm gonna ask Jerry, who is backstage, to put some web pages in the, in the, in the chat, and that's gonna be the websites for Wake Tech's Associate in Science, the Associate in Engineering and Career Services. So, if you guys wanna check those out, they're gonna be in the description below, and then we are gonna play some videos by the Associate in Science and Associate in Engineering, respectively.

[Video describing the benefits of Wake Tech's Associate in Science program]

[Video describing the benefits of Wake Tech's Associate in Engineering program]

[Video providing five tips for a better job interview]

HEWITT: OK, and we are back. And so, just so you guys know at home, apart from the panel that you see up here, we also do have Garla Smith from Career Services and Cocoa Dixon from Life Sciences in the audience. And I'm sure they'll be asking some very good questions as the show goes on.

So, let's have some quick introductions, and then we can get into some questions. So, I'll start with you, Muffy. You're muted.

MUFFY VESTAL: That was practice. My name is Muffy Vestal, and I'm the department head for Design and Construction Technologies right here at Wake Tech. Had to read it right off my business card.

HEWITT: Jenny?

JENNY AGUILERA: I'm Jenny. I'm involved in student government, DEI and I'm currently studying teacher preparation through an Associate in Science.

HEWITT: And then, finally, Marjorie.

MARJORIE CHANAKIRA: All right, I am Marjorie, and I am a student in Associate in Engineering. I am part of the National Black Society of Engineering, NSBE, and I am also a recent Honors Program student. This is my second semester at Wake Tech.

HEWITT: Right. Excellent. Excellent. So, that's good to hear a quick instruction from you all. And first and foremost, what I'm gonna ask to both Jenny and Muffy is, could you just tell us a little bit more about yourself and how you became familiar with STEM? You could start with either one, whichever one you want.

VESTAL: Go ahead, Jenny.

AGUILERA: Yeah, I've always been a fan of experiments, especially physical sciences. I like the social sciences, but to study. It was my physics teacher in high school who really got me into pursuing a more serious career in that. I started with IT. I realized that wasn't really my speed, so I decided to move into a life science, but taking an educational route so that I can teach and inspire other younger folks to like science, especially Latina people because we do need more representation in the field.

HEWITT: Right. Absolutely.

VESTAL: I would say that STEM, the acronym STEM, didn't come along till 2001, but as far as math and science went, I was just a wee little, a wee little person when I got involved in a math loving math, loving science. I wanted my own chemistry set, and I think my sixth-grade teacher said it best. I kept that paper for I don't want to tell you how many decades. She wrote at the top of it, "Muffy, keep that keen, inquisitive mind, and you will go far." And I just held on to that. That was my, that was, that was what gave me the courage to push where other people might not wanna push.

HEWITT: Right. Yeah. And in light of Women's History Month, I mean, I, that's just excellent because it's great to see two women like yourselves that are just preparing themselves in the STEM field. All right, Marjorie is gonna ask you another question. So, Marjorie?

CHANAKIRA: All right. My question is directed to Miss Muffy. Can you tell us a bit about your journey, how you became faculty and now administrator and the STEM programs?

VESTAL: I always had a desire to help other people learn, but I didn't want that, I didn't wanna be called a teacher because there were a lot of teachers in my family. I wanted to be a professor, but I never finished my Ph.D. in nuclear engineering, to tell you the truth. I, I didn't finish. I, I lacked my dissertation, and I took this fabulous job. And, right or wrong, but that's what I did. And I thought that I would have to have the title professor, full professor to actually teach at college.

So, when I went from industry to owning my own business and then to being an educator at a community college, that was just the most thrilling thing to find out that I had the credentials and the education to actually help other people into engineering.

CHANAKIRA: Amazing.

HEWITT: Right. And I know that you must have had some incredible experiences and a great journey coming up through the STEM system. So, could you just share a bit of memorable experiences that you've had over the years?

VESTAL: Well, I always looked at myself as, I looked at others, and let's say in the classrooms, I always thought they knew more, they, they were gonna succeed more. And, but I, I had to have that vision and that passion myself, and I had to know my strengths and my weaknesses, and I also had to find other people like me that, that wanted to work hard and wanted to succeed. You know, they say iron sharpens iron, so I had to find somebody that was a, I thought was a little smarter than me. They thought I was a little smarter than them, and together we made it. It takes a team.

HEWITT: Yeah, I agree. I agree. Yeah, that's a very valuable experience because it's something that I like to say all the time, that, by yourself, you can do certain things. But in a team, I mean, you know, you can build incredible structures and things like that. So ...

VESTAL: Yeah.

HEWITT: I find that very, very valuable. And so, next, what I want to ask to both Jenny and Muffy, actually, is a lot of students say that they want to go into STEM, but some of them aren't really sure that they actually want to go into STEM or sure that STEM is actually for them. So, what would you say to students that are thinking about exploring careers in STEM?

AGUILERA: I can say I'm a student. I really started with museums and talking to advisors. I know that there's so many careers in STEM now, so you're not limited to being a teacher or someone in the lab. So, I recommend folks go to open houses at different colleges and really network with people because sometimes it's not about what you know, it's about who you know. So, talk to department heads. Learn about the programs, if you know which type of STEM field you're specifically interested in. Seek out people who are smarter than you and figure out if that's something you would want to do long term. There's internships, apprenticeships. There's so many opportunities for young folks now – virtual, hybrid, in-person – so whatever way would work best for you, there's something there. It just takes you putting yourself out there and being willing to, you know, get out of your comfort zone because people in STEM have this way about them I've noticed. You know, very logical, but that's a good, it's, it's a good thing to get your personality out there because it's not just, like, cold people in labs. You know, it's fun, bubbly people that can really open doors for you.

HEWITT: Right. And I, I know this, you said, getting out of your comfort zone, so Muffy, do you have anything to share?

VESTAL: Yeah. I would say start at Wake Tech. We have dozens of programs that bring out, there's something for everyone here. And I don't say that just because I, because I work here, because I didn't always work here. I knew Wake Tech had it going on. We have wonderful programs, and I want you to know that engineering isn't just civil, mechanical and so forth.

One of my students came to me one time, apologetic, and said, "You might be disappointed in me, Dr. Vestal." He called me Dr. Vestal. "But I'm, I'm going into TV." And I was like, "What?" He said, "Yeah, I'm going to be some kind of video engineer, you know, and then I'm gonna be on TV." And he really did it. So, there, it's, it's not just that little, little square box of engineering. There's so much out there to explore. Start here at Wake Tech. Let me help you. I'll put my, my phone number in the chat.

HEWITT: Right, right. But, you know, speaking about starting somewhere, we do have a question in chat by Garla, Garla Glover Smith, actually. And she's asking, "Is STEM still a man-dominated field? And if so, how do you navigate that?"

VESTAL: Oh, I see. Is it still a man-dominated field? I will tell you from an educator's view, when I look out at the audience, and the people that identify as males do dominate. I will say, when I went through the university, I was often the only female. I will say, when I was in industry, I was often the only female, so yes.

HEWITT: And how would you, how did you, you know, cope with that? I mean, how did you, you know ...

VESTAL: I thought of myself as a student with a brain, an engineer with a brain.

HEWITT: Right.

VESTAL: And an educator that was educating all peoples.

HEWITT: Right. I mean, look at, look, look at this panel right now. We have, I mean, three excellent women up here right now. So, that just goes to show you that it just takes the effort, like you said. But next question is actually for Jenny. And Jenny, we're in the SGA together, so I know you love biology. I know you love animals. So, Marjorie does have a question for you regarding that.

CHANAKIRA: Yeah, I would like if Jenny could tell us her experience about how she's helped shape her desire when it comes to biology and working in an educational environment and for the future as well.

AGUILERA: Yeah. So, some of the best teachers that I had were in high school, and they were, they just so happened to be STEM teachers. I think the only non-STEM teacher that I really connected with with my art teacher. But it was them that kind of showed me how big the world was, even on the tiniest level, like in cells. So, that's really where my interest is in, in cells and taxonomy.

But through networking and connecting with different teachers and department heads, talking, you know, connecting on LinkedIn, attending city events. I know the North Carolina Museum of Art will sometimes have the Raleigh Astronomy Club out there with their telescopes and stuff like that. And they let, you know, people very carefully use their very expensive equipment to look at the sky and look at the stars

and the planets, you know, weather permitting. So, it's really about a lot of little experiences that kind of fuel my passion and desire to really understand the world that I live in.

But, you know, sometimes being the only woman in the space can be kind of intimidating, especially with how everyone else always thinks that they know, they know more, they know the most. But I know that's not always the case because I know sometimes I am right, and sometimes I do know about whatever we're talking about. So, those little experiences in high school really set me up to being confident in college spaces and higher education spaces.

And I think that made me want to give back to my community and give back to students who are, like me, other Latina women who are interested in science, life sciences. So, hopefully, I can be the representation for them, to inspire them to then, you know, keep repeating the cycle, because I think it's so important that we have all kinds of folks in all fields so that we can make developments that are equitable and inclusive.

HEWITT: Right. Yeah, that's excellent, Jenny. And, I mean, I've worked with you before, so I know how, how excellent you are at your job and what a good job you always, so I can attest to that: She's gonna be a great teacher.

AGUILERA: Thank you.

HEWITT: Well, the next question is to Muffy again, and I just wanna ask, are there any work experiences that have actually shaped your desire to work in an educational environment? Or have you just always known that that's where you wanted to be?

VESTAL: Like I said, I, I didn't know for dozens, decades, you know, when I was in industry that I had the qualification, qualifications to teach. But in industry, we worked on projects. I wasn't in the medical field, you know, I wasn't working with people. And to, I just want to say that it's the most satisfying work I've ever done. And I know, in my dozen years of teaching and seeing what my students, who they became, what kind of engineers they became, they're all over the world now. They keep in touch with me. Nothing could be more rewarding than to have those relationships that are all out there. It can be a really bad day, and I get a text. They say, "Miss Vestal, I need a letter of reference for this," and it just brightens my day. You know, they keep up with me.

So I, I'm, I'm not sure I'm answering your question, Taj, but I just had to say that it's just, it's just a wonderful, wonderful profession. And I think my industry experience and my experience in my business really helps me convey the realities of being an engineer and being a female engineer and what it's like and what's possible.

HEWITT: Yeah. It sounds like you're, you're just absolutely encaptured by engineering, and that's great for you.

VESTAL: And students.

HEWITT: Yeah.

VESTAL: Who, just like, they're great together.

HEWITT: Yeah, that's great. OK, so, right now, we are going to show a quick slideshow of showcasing some universities' homepages just to give you guys an idea of what you guys can get into. So, Jerry, if you could put on that slideshow. Yeah, and in the light of the slideshow, well, here it is, never mind.

So, this is, you know, some pictures from ECU just showing you guys a quick rundown of things that they do. No more, Jerry? That's it? OK. Well, I guess, if it comes back up, to talk about it some more, but in the meantime, what we're going to do is I'm gonna ask Muffy again, can you explain the Engineering Pathways Initiative? Because I know that, you know, there's this ...

VESTAL: Yeah. Bring up my slides. That'll be great.

HEWITT: We want the slides, right.

VESTAL: Yeah. Yeah. OK, there you go. North Carolina Engineering Pathways is a partnership with the N.C. Community College System and the University of North Carolina. And that would include all the public universities in North Carolina that have the, have the engineering degree. So, next.

So, I, if, like I said, it's a joint project, but we want to build pathways for students to begin their studies at a college just like Wake Tech and then transfer as seamlessly as possible. So, all your classes that you take here will transfer into those universities. OK, next.

Our vision, we want to clarify the pathways and courses that articulation agreements, that's like the contract between the community colleges and the universities, and we want to build those partnerships. OK, next.

And the idea behind the Engineering Pathways that we started 2008, 2009 with Golden LEAF money, is to create that firm foundation for minorities, females and first-generation college students to launch their engineering dreams, careers, whatever you want to call it, from. OK, next.

Here are our partners. We've got ECU. We've got A&T. We've got N.C. State. We've got UNC at Charlotte and Western Carolina University. Five, five engineering universities with programs with, for engineers.

OK, these are the people behind it. We've been working for, for years. There're 35 community colleges, and they're in, in that picture, there are university partners. So, we work with the deans, we work with the engineering, you know, faculty and so forth. They're the ones that are helping us to grow engineering in North Carolina. We need our engineers to stay home and, and make the world a better place in North Carolina. Next.

HEWITT: Could I just comments about that slide, Muffy? That's a lot of women I see in the picture.

VESTAL: Uh-huh. Yeah, you got it. You got it, Taj. You got it. So, once again, we wanna, we wanna strengthen that engineering degree, you know, creating the associate's, the two-year degree, make it easy for folks to get into that university. And next.

And there we are, Engineering Pathways. So, I happen to be president of the, the community college and university eng, organization right now, the N.C. Engineering Pathways. So, I'm happy to answer any questions. Again, just give me a call, come by and see me, Building J, North campus.

HEWITT: Right. And as you bring up questions, we do have a couple of questions in the chat, two from Patricia, actually, and I do like this first one. It says, "What resources do you believe maximize benefits concerning underserved and isolated groups who feel overwhelmed and behind at the beginning of the academic journey?"

VESTAL: What resources?

HEWITT: And I'm assuming that's at Wake Tech.

VESTAL: Oh, there it is. Oh, they've gotta they've gotta reach out. They've gotta have somebody they can talk to. They gotta find somebody that knows that can help and gotta make those connections. You can't do it alone. That's what I, that's what I keep preaching and saying. You gotta find somebody, and, again, if you can't find anybody, you come see one of us, and we'll help you find somebody.

HEWITT: I agree, definitely. Yeah. She does have another question that says, "What have you seen that brightens students' confidence concerning their outlook on their education and future in STEM?"

VESTAL: I think oftentimes it comes right back to those mentors that they have, those instructors that they have, because an instructor can make or break you. They gotta care about you. You gotta know, you know, we gotta make, we've gotta make our students know that we care. We care about their success. That's what we're, that's what we're putting all of our efforts into. That's why we're here.

HEWITT: Yeah, I can definitely attest for that. I know you guys do the best job that you can. But speaking about networking, because I know that's very important, Jenny, I know that you're in the DEI and you're in student government like myself. So, could you tell us about some network opportunities provided for students in STEM?

AGUILERA: Yeah. So, right now, I know that there's a START internship program that is through an application process. But honestly, applying for whatever you can handle and trying to meet some of these professors face-to-face, going to office hours with your professors that you have in your STEM courses, going to open houses and, you know, actually talking to the people at the tables for whatever program it is that you're looking to study – engineering, math, you know, whatever it is that you're interested in – talking to them, letting them put a face to your name, emailing, taking business cards, making sure that you have, you know, an identifying signature in your emails, going to local events outside of school.

But school is the best place to start, especially with your advisors, with career coaches and the Career Center. You know, academic advisors, of course, they can help you network if you go to, just talking to your professors and letting them know what you're interested in, going to the Museum of, of Natural Sciences. Those are all

really good and easy places to start, especially if you're already there, because they are free resources, so you don't have to pay to get your foot in the door.

But talking to anybody who's already been in the field is the best place to start, in my experience, because they already know what you're trying to know. So, might as well learn from somebody who's already lived it, experienced it and might have friends that they'd like to connect you with if you're reliable and organized and, you know, carry yourself as an academic professional.

HEWITT: Right. And you said school is the best place to start.

AGUILERA: Yes, it is. We're already here. We're already paying for all these amazing services and for the access to some of these amazing professors who've gone to, you know, accredited universities, are doctors or, you know, researchers and all of these things. So, they're more than just our teachers. They are, you know, usually really great in their fields and recognized by their field.

HEWITT: Exactly. Exactly. That's, that's what a lot of people fail to realize, you know, that, you know, teachers, they're really here to help, and, but, like you said, school is the first place to start. But before you can start anything, you have to pick a degree. So, I want to ask Muffy, could you talk about the AAS degrees that are STEM-related and how students can learn about those optional pathways provided for them?

VESTAL: Yes, we've got, we've got quite a few degrees. The AE will take you to civil engineer, Associate in Engineering will take you, like, to what most people think of as a civil engineer. Right? But we have a Civil Engineering Technologies degree. Two years. You're gonna learn amazing things from amazing instructors here that are engineers. Geomatics, that's surveying, that goes hand in hand with the civil engineering. We've got Architectural Technology. That's gonna, that's gonna help you. We've got, if you like that, you know, I could go on and on. Let me just name some. We've got, we've got also Construction Management Technology. We've got Welding Technology. We've got Air Conditioning, Heating & Refrigeration and Building Automation Technology. We've got, we've got Plumbing Technology. We've got Interior Design. We've got, the list just goes on and on. We've got Facilities Management. We've got Mechanical Engineering Technology. All of those, you're gonna learn some incredible, incredible careers that you can be a part of in two years. A two-year degree, if you choose to, you know, get your credits all in in those two years. That's sort of, did I hit the mark there or ...?

HEWITT: Yeah. No, you did.

VESTAL: Because, you know, I could go on for another half an hour.

HEWITT: I know you can. I know you can. But, no, you definitely answered it. But Marjorie, you had something to say.

CHANAKIRA: Yeah. Well, I think most of the people would like to know what the BEST is about, what it's all about and what it stands for.

VESTAL: Oh, you mean the acronym BEST?

CHANAKIRA: Yes.

VESTAL: Building, Engineering, S for ...

HEWITT: Science.

VESTAL: No, and then Skilled Technologies. So, that's our skilled technologies that we're talking about. These are, these are professions that take a lot of technology now. I mean, technology is, you know, do you all remember? You probably don't, but when the first toaster ovens came out, you know, that was, that was technology. That was, like, great. Pencil, paper, no, no, no. Now, now technology's like way up here, and we gotta stretch every three years. It's redoing itself. We gotta, you know, when I go to buy a new car, I don't even know how to get in and turn it on anymore. Right? And somebody's behind all that and you could get it right here.

HEWITT: Yeah. Yeah, exactly.

VESTAL: Right here at Wake Tech. Those jobs are incredible. I get, as a department head, I get calls from industry partners all the time wanting our students, and they, they're, now, these are the ones not wanting the, the transfer students. They want our students after the two years. They know how, how skilled they are and what they've learned and how they can succeed. And they are begging for the students. We have more people that want the students than we do students.

HEWITT: Yeah. I'm glad that you're here to talk about it because many students don't even know that buildings K and J exist. I mean, they come to, you know, when they come to Scott Northern Campus, it's just the main same buildings over and over, but they don't know that building K and J ...

VESTAL: How would you like to learn to fly drones?

HEWITT: Yeah.

VESTAL: Who doesn't wanna know about drones? That's what we've got, you know, in our, in our Civil Engineering Technology and Geomatics. You know what drones are being used for now, right? We are on top of it. We are right on it. We've got it going on here. This is the place I, it's just so exciting to be here, to have something for everybody. It's like handing out Christmas packages. You got somebody, something for everybody. I don't care if you're short, tall, you know, what size, anything. You know, you, you can, you can be what you want.

HEWITT: Yeah.

VESTAL: Do what you want right here.

HEWITT: Yeah. And like you both said, it's just about, you know, putting your, putting your best self forward and getting out of your comfort zone. So, we do have a question in chat again from Garla Glover Smith. I really like this one, but, Marjorie, you could take it.

CHANAKIRA: All right. It says, "How important are soft skills, like communication, teamwork, time management, et cetera, in engineering and engineering technology and other STEM career paths?"

HEWITT: Either of you could answer.

VESTAL: I wanna, I wanna say that a lot of people think engineers, all they do is math. But 80%, oftentimes, depending on the job, 80% is writing.

AGUILERA: Yeah. I want to say that you have to have the soft skills to be able to build on your harder skills. If you can't communicate with your team members, you're going to struggle a lot. If you don't know how to work in a team, most STEM fields, you're gonna have to work in a team eventually. A lot of these assignments that you'll get, they are very time-sensitive, especially in, like, life sciences, when you're looking at living organisms. So, you have to know how to manage all of those things to be able to be successful in your field, and all of those soft skills will play in a role when you interview, on your resume and your internships and your apprenticeships and all of these pre-steps before you get to your dream job. So, if you can't communicate with the person sitting next to you in class, that's probably where

we're, where we should start practicing those skills, so that we can talk to our bosses in the future whenever we have our dream jobs.

CHANAKIRA: All right. Yeah, well, I was talking to someone from N.C. State recently, and they were telling me the exact same thing. That you have to, if you're an introvert, then you really need to learn how to talk to people, interact with them, because you might be able to channel energy from within. But when it comes to STEM things, you need to, like, have a group, have teamwork, so you need to work on that, mostly.

VESTAL: Yeah, teamwork is so important, and that's what we try to stress in our, in our engineering courses here, to work as teams because gone are the days when one person could do it all alone. It takes a team, and it takes a team of people. You're gonna be working with people from all over the world now because look at the communication. Look what we're doing right now. You know, I don't know where you are. I'm still in Building J, but who knows? You could be anywhere, and that's the way it is. There, there are engineering projects that, that take us all. There's something for everybody to do.

HEWITT: Right. Definitely. Sorry if I'm gonna make it sound like it's elementary school, but teamwork does make the dream work.

AGUILERA: Right.

CHANAKIRA: Yeah.

VESTAL: Yeah. Today is the first day of baseball season – opening day, y'all – that, that's some teamwork.

HEWITT: Yeah, teamwork for sure, 100%. But, unfortunately, we are coming to an end in today's show. But before we do our wrapping up, I'd like to play the Open House video, which is gonna be coming up later this month. So, Jerry?

[Video plays promoting Wake Tech's Open House]

HEWITT: OK. And right before we wrap up, we do have one last question in chat from Patricia again, and she is asking, "Concerning communication skills, what role do clubs play, and how important do you believe them to be in college socialization?"

AGUILERA: I think ...

VESTAL: The purpose of, go ahead, Jenny.

AGUILERA: Sorry, I was just gonna say I think they're essential. I try to be in as many things. I'm in Spanish honors, SGA with Taj. I'm with the DEI Council and their subgroups. And the only reason I'm not in a few more is because I work full time. But that's really the only chance we get as college students to really get to know each other outside of, "Hey, you know, what, what do we need to write for this discussion board?" Because a lot of us are on online classes or, you know, we work. We're, you know, doing all of these things. So, I do recommend everyone at least try to look for a club or a society to be a part of. I know Marjorie is a part of a few things as well, and so is Taj. So, you know, as students, we're involved, and even this livestream that we're doing is outside of, outside of our classes, and this is, this is social interaction. We're getting to know each other, and, and I think that's, that's very, very important, especially to get used to talking to people, like Miss Muffy said about talking to people from all over the world once we get to those big jobs.

HEWITT: Yeah. That's great.

VESTAL: I want to say as an advisor or former advisor of clubs. I thought I was gonna have to do all the work and tell them everything to do. Oh my goodness, the students just take over. They they know so much, and they're so capable, and sometimes we don't give them enough credit. And when I see what they do and the magnificent things that they accomplish and the competitions that they win and everything, it just makes me so proud to, to have had a little teeny bit of, you know, help in their, in their lives and their successes.

HEWITT: Yeah. Yeah, great answer from both of you because it goes back to teamwork. Teamwork is so important, and being in clubs can really help you to establish relationships with people. So, I think they're very important as well.

But, unfortunately, we are coming to the end of the show, and I just wanna say we're gonna do some closing comments now, if you guys have any. So, I'm going to start with Marjorie. You have anything to say?

CHANAKIRA: All right. OK, I'd like to say shout-out to my NSBE members, and I'd also like to thank everybody for being part of the show. And we have learned a lot, and we're definitely gonna be coming to learn more. So, I would like to say to all those girls out there who wanna be part of STEM, please move forward. Nothing is stopping you, and nothing is holding you back.

And also to thank Mr. Michael Eure. That man is a very great success coach, and he's helped me with everything. So, just like what everybody was saying, if you need help, reach out, and you definitely get it. Thank you.

HEWITT: Jenny?

AGUILERA: Yeah, I wanna thank the DEI for supporting the show. I saw their post on Instagram, so I'm super-excited for them to finally have an Instagram. I also want to encourage everyone to please come to the Open House on April 1st. It is this Saturday. I'm pretty sure there's a registration link, but it's so essential to go. You'll get to know different folks from Career Services, from clubs, from societies, from other departments, from the department that you're currently studying under. And it's a great place to meet other people who are interested and, you know, new students that are gonna be here next year. So, definitely come and stop by. And if you're interested in student government, that would be the time to get your flier to apply. We will be tabling there.

But yeah, exactly like Marjorie said, to all the women out there who want to be in STEM, please, please, please, please pursue STEM. There's nothing stopping you, and there's amazing people like Miss Muffy that will help you get to where you need to be.

HEWITT: OK. Thank you, Jenny. And Miss Muffy?

VESTAL: Absolutely. Thank you for having me here tonight. I'm, I'm a little intimidated because I can't see who I'm speaking to, but I'm loving who I'm speaking with. So, it's been so wonderful to meet the three of you all, and I have to thank Mr. Eure, and if I can ever do anything to have anybody, help anybody that's out there listening, look me up. Building J, Muffy Vestal.

HEWITT: And, for me, just to reiterate what everyone already said, thank you,
□ everyone, for tuning in to the show. Thank you, all you panelists, for being on here today, and thank you for all the sponsors that made this possible. And, of course, Michael Eure, he does a wonderful job coordinated these shows. And yeah, that should be a wrap, but we'll see you guys on the next show. Thank you.