FINDINGS FROM THE SURVEY OF PARTICIPANTS OF THE 2003 ANNUAL CONFERENCE OF THE NATIONAL SOCIETY OF BLACK PHYSICISTS AND BLACK PHYSICS STUDENTS

Report prepared by:
Julius Dollison
and
Michael Neuschatz

Statistical Research Center
American Institute of Physics
College Park, MD

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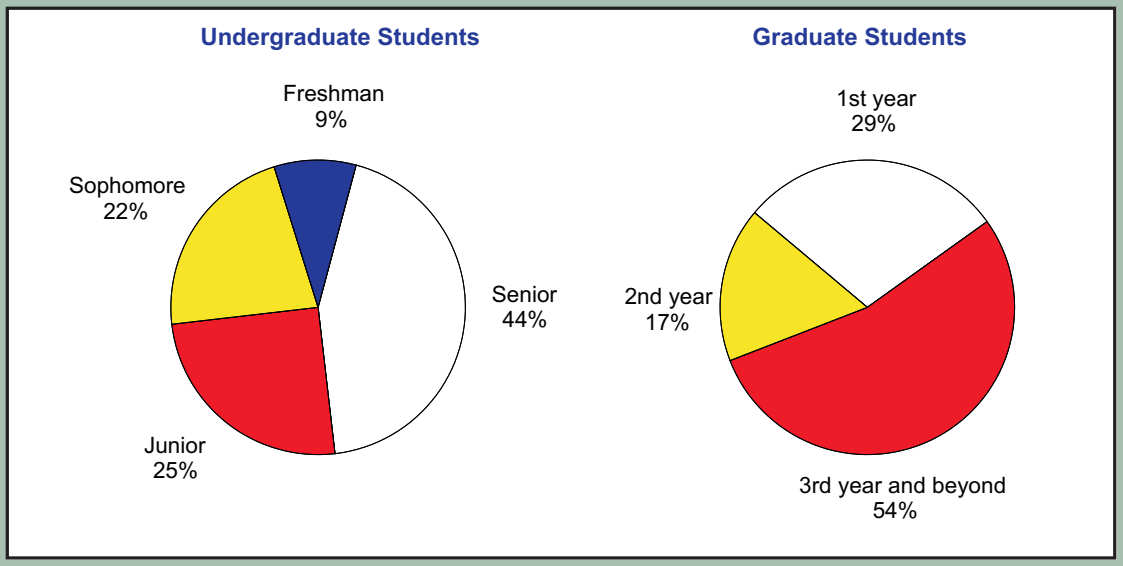
INTRODUCTION

The first meeting of African American physicists was held in 1973 at Fisk University in Nashville, Tennessee, with around 50 Black physicists in attendance. In 1977, this organization was formally established as the National Society of Black Physicists (**NSBP**) out of a need to address many concerns of African American physicists. During the ensuing years the Conference began to grow and was hosted by different institutions at various geographic locations.

This year, the 2003 Annual Conference of the National Society of Black Physicists and Black Physics Students was hosted by Spelman College in Atlanta, Georgia during the weekend of February 12th-15th, 2003. This Conference brought together over 500 African American physics students and working physicists. Also attending were corporate and graduate school recruiters, administrators, professional society representatives and others concerned with the small representation of minorities in the field of physics. The organizers of the Conference contracted with the Statistical Research Center of the American Institute of Physics to conduct a formal evaluative study of the meeting, resulting in this report.

The evaluation questionnaire was designed by the organizers of the NSBP conference with input from the Statistical Research Center's staff. It included questions on the students' backgrounds and demographic characteristics, physics research experience, career goals, challenges faced in their academic pursuits,

Figure 1. Class standing of the NSBP student attendees, 2003.



and ratings of various aspects of the conference. The questionnaire was distributed at the conference when the students signed in. Of the 330 students who were registered, roughly 304 attended and were given the four-page questionnaire to complete. Responses were collected on the last night of the conference, with 172 (approximately 57%) returning completed questionnaires. This low response rate could be attributed in part to the fact that respondents were asked to provide possibly sensitive personal information.

Student participants at the conference were asked to provide data on various aspects of their backgrounds and demographic characteristics. We found that there were significantly more undergraduate participants than graduate participants present at the conference (65% versus 35%). More than two-thirds of the undergraduate student attendees were upperclassmen. On the other hand, close to half of the graduate student attendees were still in the early stages of their graduate career (**Figure 1**).

The overall median age was 23 years. The median age for undergraduates was 21, while for graduate students it was 29 years. We found no age difference between undergraduate males and females. However, there was an age difference between graduate male and female students (**Figure 2**). While among females the median age was 27, for graduate males the median age was 30 years.

As shown in **Figure 3**, we see that women were well represented at this year's conference. The overall proportion of female student respondents was 41%. Among undergraduates, the proportion of females was 48%. While comparable data on all Black physics students nationwide are not available, this number matches closely the 46% share of physics

Figure 2. Age by sex of the NSBP student attendees, 2003.

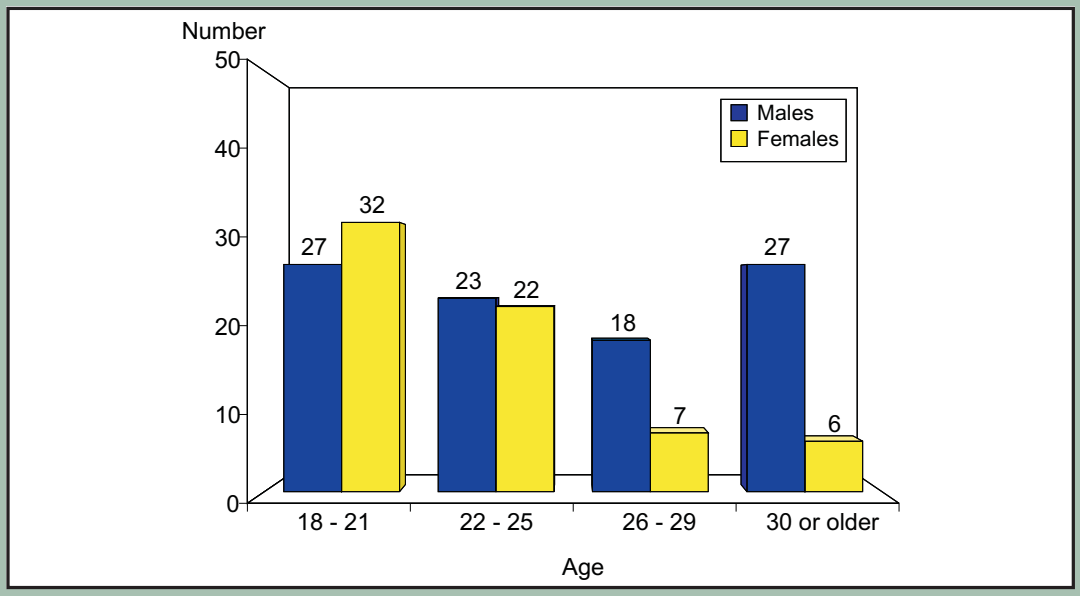
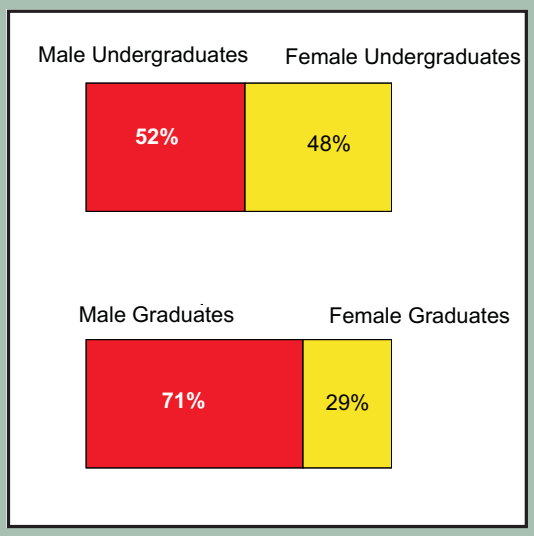


Figure 3. Sex by student status of NSBP participants, 2003.



bachelors recipients going to women, as reported by Historically Black Colleges and Universities (HBCUs) on AIP's most recent *Enrollments and Degrees Study*. HBCUs confer more than half of all physics degrees by African-Americans in the US. The proportion of females among graduate student participants at the NSBP conference was 29%.

Student participants were also asked about the minority composition at the high school they attended, at their undergraduate institution, and where applicable, at their graduate institution (**Figure 4**). Students for the most part came from minority-majority schools. Almost two-thirds (62%) reported that they had attended minority-majority high schools, while 64% of the students reported going, or having gone, to a minority-majority undergraduate institution. Interestingly, undergraduate

Figure 4. Minority composition at respondents' high school, undergraduate, and graduate institution, 2003.

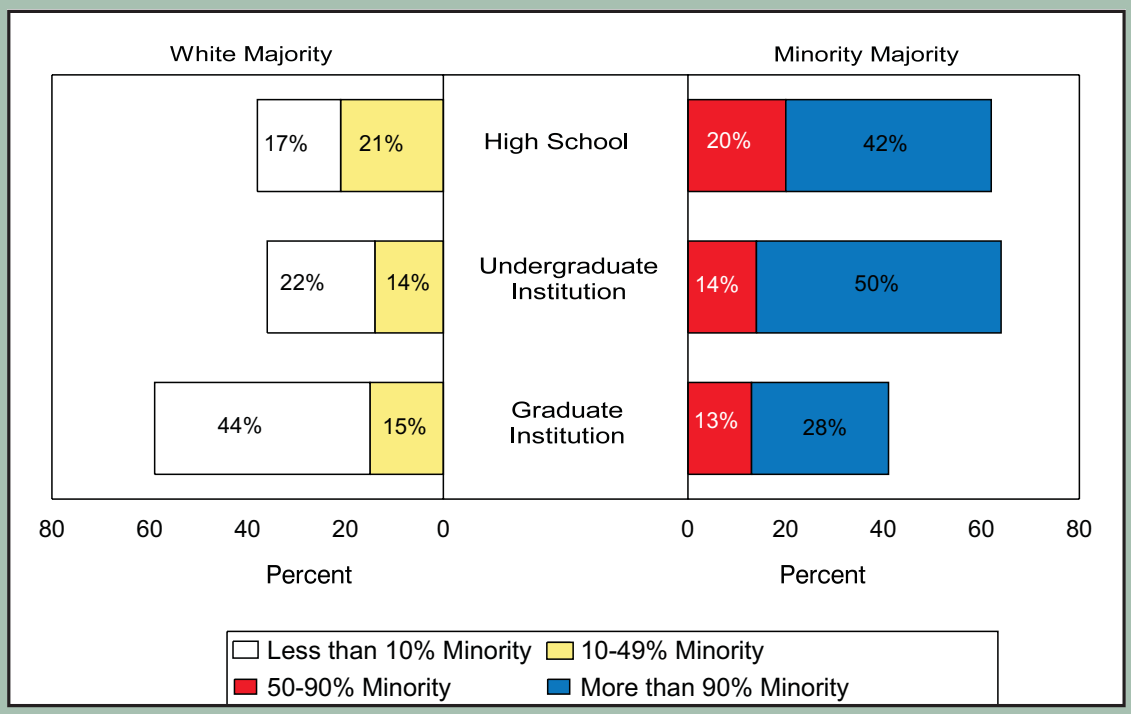


Table 1. Minority composition at NSBP respondents' high school and college, 2003.				
	Undergrad Males %	**Undergrad Females %**	**Grad Males %**	**Grad Females %**
White majority high school	31	44	46	29
Minority majority high school	69	56	54	71
White majority college	33	30	51	30
Minority majority college	67	70	49	70

participants were more likely to have attended (or be attending) minority-majority high schools and colleges, while current graduate students were somewhat more likely to have gone to white majority colleges. Currently, almost 60% of the graduate student participants indicated that they were attending predominantly white schools.

Curiously, as shown in **Table 1**, we discovered that female graduate attendees were more likely than males to have come from minority-majority high schools and colleges. Now, however, they were more likely to be attending a predominantly white graduate institution. In contrast, we found that male graduate students were evenly split with half reporting that they were attending a minority-majority graduate school.

Student attendees were asked if they had any contact with the National Science Foundation (**NSF**) or one of the government-run national laboratories, and if they were aware of any fellowships or scholarships available through either of the aforementioned groups (**Table 2**).

Table 2. Percent of NSBP respondents' who have interacted with and are aware of scholarships & fellowships with NSF or government-run laboratory, 2003.				
	Undergrad Males %	**Undergrad Females %**	**Grad Males %**	**Grad Females %**
I have had contact with the NSF or government-run labs	37	33	46	71
I am aware of scholarships & fellowships through the NSF and government-run labs	42	69	68	83

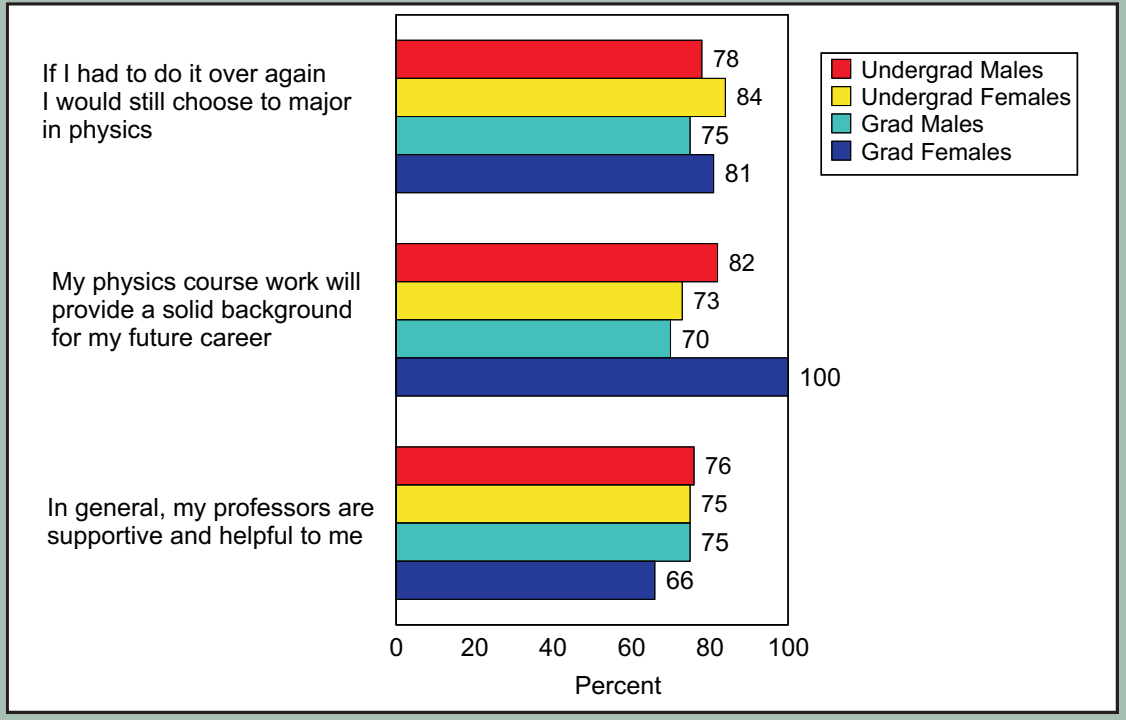
Around half of the graduate students, and around one-third of the undergraduate students, reported that they had some contact with the NSF or a government-run national laboratory. Female graduate participants reported having had more such contact than their male counterparts (71% versus 48%). Similarly, graduate students were better informed about the availability of fellowships or scholarships through the NSF or government-run laboratories (72% versus 55% for undergraduates). This suggests that a more concerted effort to get the information out to more undergraduate students would help them take advantage of the opportunities earlier in their academic career.

Respondents were asked about previous conference attendance. We found that 43% indicated that they had attended previous conferences for Black physicists or physics students. However, more than two-thirds of the undergraduates and around a third of the graduate students this year were new to such conferences.

PHYSICS BACKGROUND

Participants of the Conference were asked to provide data on their current scholastic experience as well as their evaluation of the courses they had taken and the professors they had come in contact with. The majority (77%) of the students reported that they were majoring in physics, with another 9% majoring in engineering. The level of satisfaction with their chosen field is evidenced further by the

Figure 5. Extent to which NSBP student participants agree with the following statements, 2003.

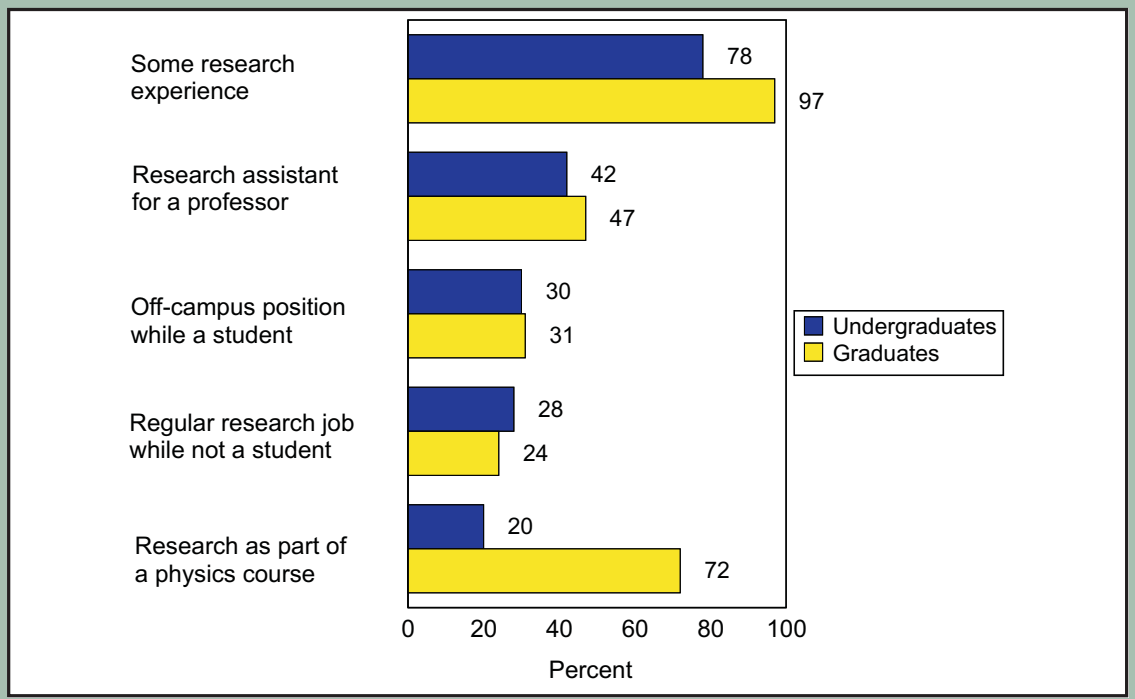


proportion of physics students (80%) who indicated that they would major in physics again if they had it to do over. Over three-quarters of the student attendees believed that their course work would provide a solid background for their future careers, and 75% of them felt that the professors they had encountered were generally supportive and helpful.

Upon closer inspection, we found few differences by degree level and gender (**Figure 5**). The majority of both undergraduate and graduate students indicated that they would major in physics again if they had it to do over. Interestingly, we found that female graduate students unanimously felt that their coursework would provide a solid background for their future careers. They were also least likely to feel that the professors they had come in contact with were supportive or helpful (66% versus 75% male graduate students and 76% undergraduate students of both sexes).

The majority of the participants, both undergraduate and graduate students, indicated that they had some type of research experience (**Figure 6**). As to be expected, almost three-quarters of the graduate students reported having had experience as part of a physics course, while for undergraduates the proportion was 20%. Interestingly, it seems that female graduate students were more likely to have had a physics-related position off-campus (41% versus 17% for male graduate students and 28% for undergraduates).

Figure 6. Proportion of undergraduate and graduate attendees reporting different types of physics research, 2003.



GOALS & ASPIRATIONS

Student participants at the NSBP conference, regardless of their current level of study, overwhelmingly indicated a desire to obtain a graduate degree, with 79% of them hoping to attain a PhD. It is worth noting that in spite of the great number of participants who want to earn a PhD, the data on actual degree recipients indicate that far fewer achieve this goal. In recent years, less than 10% of black bachelors recipients in physics actually went on to earn a physics PhD.

Almost two-thirds of the respondents reported that they wanted to pursue careers in physics (in academe, industry, or government), with another 13% indicating that they were interested in a physics career as well but were unsure of the employment sector. An idea of the types of physics careers students aspired to can be seen in **Table 3**. One of the biggest differences was that graduate students were more likely to favor careers in academe. Male students were more eager, by almost 3 to 1, to work in an industrial setting. We also found that female graduate students and undergraduates, regardless of sex, were more open to careers in other, albeit related, fields. Male graduate students, on the other hand, were definite in their desire to work only in physics, as none of them chose any of the other non-physics related options.

Respondents were also queried on their interest in doing an internship, and in what setting they would most prefer to do one. Not surprisingly, the vast majority of the students were interested in doing an internship. Interestingly, we found that female graduate students were the least likely to want to do an internship (65% versus around 90% for the other three groups). Although respondents, for the most part, were of one mind when it came to doing an internship, they differed greatly in terms of what setting they most preferred, with almost half favoring National Labs compared to around one-quarter each for academia, and corporate labs.

Table 3. NSBP student participants' anticipated career goals, 2003.

	Undergraduates %	Graduates %
Academic teaching or research in physics	24	49
Physics research in industry	18	16
Physics research in government / national labs	16	12
Physics research in unspecified employment sector	10	18
Military service	2	-
Other types of physics-related positions	7	2
Careers in other sciences	12	3
Careers outside of physics altogether	11	-

Table 4. Setting where participants would prefer to do an internship, 2003.				
	Undergrad Males %	Undergrad Females %	Grad Males %	Grad Females %
Academic	30	30	25	60
National Laboratory	40	42	59	20
Corporate Laboratory	30	28	16	20

Controlling for level of study and gender (**Table 4**), we found that undergraduate respondents were more likely to gravitate towards an internship in a corporate setting. Female graduate students were twice as likely than the other three groups to favor an internship in an academic setting. Male graduate students, on the other hand, were more open to internships at National labs.

NSBP student participants were further asked to indicate the motivation underlying their choice of career goals (**Table 5**). The most common reason, ranked number one by almost half of the respondents, was the chance to give something back to the community. The intrinsic challenge of the work came in second, while only 14% indicated that salary and benefits were the most important factors for them.

Graduate students were more concerned with giving something back to the community than their undergraduate counterparts (48% versus 38%). Male undergraduate students, on the other hand, were more focused on the salary and benefits than the other 3 groups at the meeting. And another noteworthy point was

Table 5. Main factor that led NSBP participants to their choice of career goal, 2003.					
	Overall %	Undergrad Males %	Undergrad Females %	Grad Males %	Grad Females %
Chance to give something back to the community	41	39	37	49	47
Challenging or interesting work	34	25	39	39	41
Salary and benefits	14	23	10	7	6
Respect people have for this type of work	7	7	10	5	0
Other	4	6	4	0	6

the fact that they were also the least likely to point to the intrinsic challenge of the work as the main impetus for choosing their career goals (25% for male undergraduate students versus around 39% for the other 3 groups).

Conference participants were asked to provide us with the most important factors that helped them to persist in their physics studies (**Table 6**). Love of the subject matter was ranked the number one reason by almost one-third of the attendees. Support from African-American faculty came in second, and peer support from other African-American students was tied with family support for third place. These feelings were not evenly distributed among the conference attendees. In general, female conference attendees were more likely to stress support from key individuals, such as professors and family, while male conference attendees stressed subject-related factors, such as love of the discipline and career prospects. Undergraduates were more likely to emphasize family support, while their graduate counterpart cited support from Black professors and love of the discipline.

Respondents were also asked to name the most important factors that have challenged them in their academic pursuits (**Table 7**). We found that the ability to finance their undergraduate education was ranked the number one challenge by almost one-third of the participants. Compatibility with the people or culture of physics was the number two challenge, and concern about the job market for physics degree holders was ranked number three by 15% of all the respondents.

Table 6. Factors that have helped NSBP student participants persist in their studies, 2003.

	Top Factor %	Among Top 3 %
Love of subject matter	32	64
Support from Black faculty members	17	46
Family support	15	46
Support from other Black students	15	41
Career prospects	9	40
Support from non-Black faculty members	5	22
Support from Black professional societies	3	20
Support from other non-Black students	2	11
Support from non-Black professional societies	1	4
Other	2	5

Undergraduates seemed, in general, more concerned over the compatibility with people or culture of physics (22% versus 12% for graduate students). Interestingly, male students were more likely to cite concerns over financing their undergraduate and graduate studies as a major challenge than did their female counterparts (37% and 16% for undergraduate and graduate males versus 26% and 5% for female students). Male students were also more concerned about finding a job after getting a degree than were female students (18% versus 9% for females).

Consistent with the earlier findings on the importance of support from key individuals, female graduate students were most concerned with their ability to find a research advisor or group (29% versus 5% for male graduate students). Male graduate students, on the other hand, were the least likely to emphasize compatibility with the people and culture of physics compared to the other 3 groups (8% for male graduate students, 21% for female graduate students, 18% male undergraduates, and 25% female undergraduates).

Respondents were asked to supply some potential ways to interest other African American students to major in physics. Organizing presentations to demonstrate how interesting physics can be was ranked number one. Second place was a tie between fostering paid research assistantships and scholarships for undergraduates. And the third choice cited by respondents was forgiveness of student loans as a way to interest other Blacks to the field of physics.

ASSESSMENT OF THE CONFERENCE

Besides presenting a profile of the participants and their objectives for attending the meeting, we also wanted to obtain their assessment of the conference and evaluate how well it met their needs. To ascertain the latter, respondents were asked about their specific goals in attending the conference, and how successful the conference was in meeting each of these.

Table 7. Challenges NSBP participants facedin their academic pursuit., 2003.

	Top Challenge %	Among Top 3 %
Ability to finance undergraduate education	32	45
Compatibility with the people or culture of physics	18	57
Concern about the job market	15	51
Concern about passing Qualifying PhD exam	13	48
Ability to finance graduate education	11	34
Ability to find a research advisor	7	36
Other	4	17

Networking with Black professionals was the most important goal cited by almost a third of the respondents (**Table 8**). Networking with other Black physics students came in second, with more than one-quarter of the students reporting this as their main reason for attending the conference. Learning about further study in physics came in third with slightly less than one-fifth of the participants indicating this as their primary motivation.

Examining the data closer, we found that male students in general and female graduate students were much more interested in networking with other Black physics students than were female undergraduate students (32% and 35% versus 18%). This is not as surprising when we consider the fact that female undergraduate students were most likely to come from environments that already provided such opportunities, with three-quarters reporting that there were 3 or more Black students in their physics program.

Other intended objectives of the conference were to give the students opportunities to learn about further study in physics, meet with school and job recruiters, and hear about recent research topics. As we indicated above, few respondents reported that learning about further study in physics was their main objective for attending, although female undergraduate students seemed more focused on this than the other 3 groups (26%, versus 16% for male undergraduate students, 10% male graduate students and 12% for female graduate students).

Even fewer respondents reported that meeting with school and job recruiters was their main focus for attending the conference. We found that, among such students, undergraduates were more prevalent than their graduate counterparts (19% versus 7%). Hearing research talks was even less of a priority for respondents, with only 6% of them mentioning this as their main objective for attending the meeting.

The respondent's evaluation of the conference and its different aspects gives the clearest and most striking evidence of the event's success and its impact on the participants. The sessions were generally given positive ratings by more that half of the respondents **(Figure 7**). Not surprisingly, the session on passing the GRE was especially helpful to undergraduate participants. Two-thirds of the undergraduate

Table 8. Goals in attending NSBP conference, 2003.

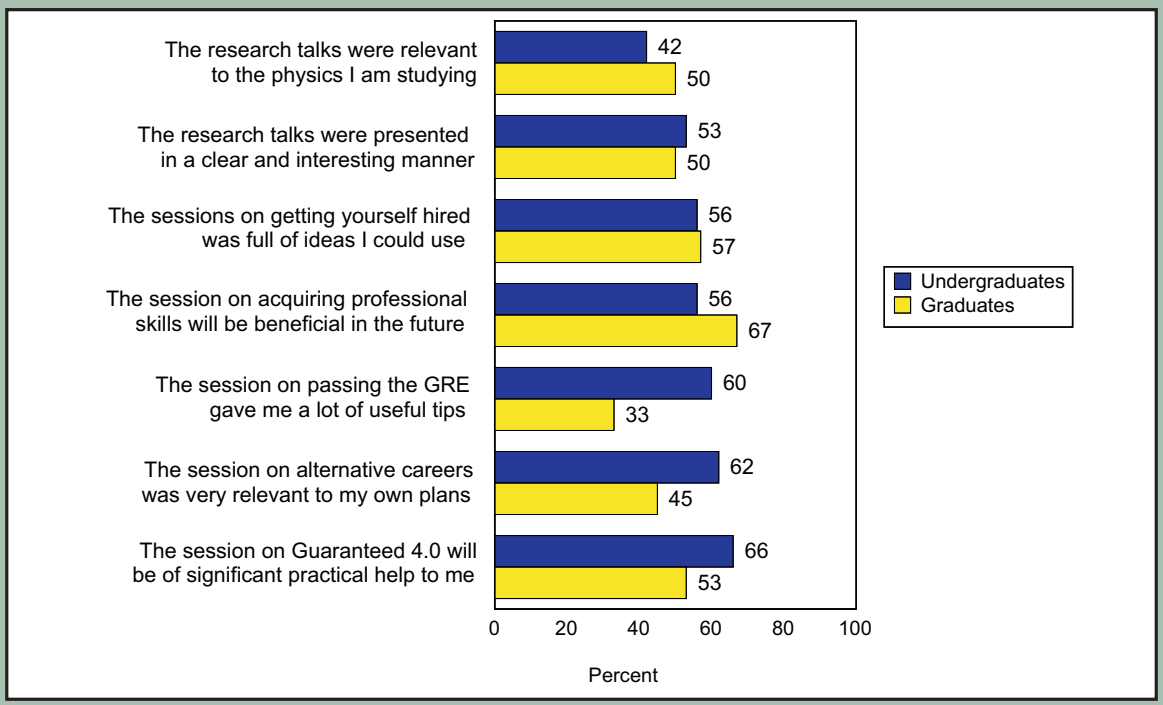
	Top Goal %	Among Top 3 %
Networking with Black professionals	32	83
Networking with other Black students	28	76
Learning about further physics study	18	58
Meeting with recruiters	15	46
Hearing research talks	6	30
Other	2	4

students (versus 53% of the graduate students) felt that the session on "Guaranteed 4.0" would be of practical help to them. In keeping with the graduate students' greater focus on academic jobs, undergrads where also more positive about the session on alternative careers (62% versus 45% for graduate students).

Given the fact that they are for the most part beyond their second year and have already past the qualifying exam, male graduate students, by and large, felt that the "Guaranteed 4.0" session was not very beneficial to them. Similarly, they were not very enthusiastic about the session on alternative careers (37% versus 64% for female graduate students, 60% for female undergraduates and 64% for male undergraduates). The lack of enthusiasm for the session on alternative careers can be attributed to the fact that male graduate students overwhelmingly want to have traditional academic careers. Nothing in the data, however, gives us any clear indication why the other three groups were so positive about the session.

Another interesting, yet puzzling, finding was the fact that female graduate students gave the session on acquiring professional skills especially high ratings compared to the other 3 groups (78% versus 61% for male graduate students and 56% for undergraduates).

Figure 7. Extent to which NSBP participants agree with the following statements, 2003.



The conference was given excellent ratings by more than half of the students, and good or better by 90% of them (**Table 9**). The most highly rated aspects of the conference involved the opportunity to network, both with Black professionals and with other Black physics students. The overwhelming majority of the students rated the opportunity to network with Black professionals as good or excellent. The same was true for networking with other Black physics students. Learning about further study in physics and meeting with school or job recruiters were also given high ratings. And although the goal of hearing research talks was not one of the major objectives of attending the conference, it still got very high ratings.

CONCLUSIONS

The findings reported above and the comments that many of the student participants added to their questionnaires attest to the fact that the conference was quite successful in fulfilling its goals and meeting the expectations of those attending. Even though the students had an array of different goals and objectives for attending the conference, they gave the various aspects of the sessions glowing ratings.

As an addendum, we've included the verbatim comments from the students. We feel that these comments generally speak for themselves, filling out and adding depth to the quantitative findings in providing a clearer picture of the indispensable role the conference plays in the developing academic lives of its participants.

Table 9. Performance of the Conference in meeting goals, 2003.

	Excellent %	Good %	Fair %	Poor %
Networking with other Black students	59	32	9	0
Networking with Black professionals	57	35	8	0
Learning about further physics study	54	36	9	1
Meeting with recruiters	46	39	12	3
Hearing research talks	50	36	13	1

VERBATIM COMMENTS

Question 10c. What motivated you to attend this year's conference?

I wanted to connect with other Black physicists.

I wanted to know more about what and how I can do more as a physicist.

Sounded very interesting; wanted to network with various people and possibly find an internship.

To gain some experience.

A previous mentor I interned with.

I came to explore options and look for internships.

My mentor informed me of the conference and requested that I send in an abstract.

The chance to meet Black physicists.

The graduate coordinator; the conference was in the same city that I am currently attending school.

Getting ready to retire from the military. Want to start networking and looking at options.

Finally meet other Blacks in physics.

Networking.

I'll be graduating soon so I needed to get the experience.

Being the only Black physics undergrad, I am seeking a community of scholars.

The opportunity to network with business and organizations was motivating.

A keen interest in physics.

Networking with peers and fellow students & presentations.

I found it on the Internet and wanted to be around other physics majors.

It was the first time I was made aware of NSBP and it sounded like a good conference to attend. I was correct.

To get the experience on how to present a research paper.

I thought it would be a chance to understand some of the many fields of physics.

The possibility of meeting and connecting with the best minds. Finding ways to give back to the community.

Being able to network and present summer research.

Exposure to recent research.

I wanted inspiration from other minority physicists.

To meet people in my field.

Meeting black physicists.

Question 10b. What impact did that attendance have on you?

It encouraged me to continue with my dreams, no matter how difficult.

Inspired me to be better.

I met some friends and made contacts for future references.

Good learning experience.

Inspiring.

Motivation towards graduate school.

Networking was great. It was inspiring to see so many physicists.

Networking. Inspiration.

Motivated me to become a better physicists.

Inspired me to continue research and have confidence to continue striving.

Allowed me to meet other Black physicists; gave me encouragement and fortitude to continue on in the field of physics.

Enhanced my knowledge.

This conference has been very motivational. I am more focused and have more ideals to pursue. More encouragement to complete the PhD in physics.

It opened my eyes to various interesting topics in fields I would have never thought too intriguing.

Encouragement to pursue a PhD in physics.

Gave me more insight in physics and helped me understand the importance of the PhD in physics.

I am always challenged and inspired.

Support for physics students was immense.

Self confidence, networking.

Learnt about career fields in physics.

I had the chance to network. Got internship and graduate school information.

Got me an internship.

I definitely would not be in grad school, where I am right now, without the [NCBPS] conference.

Allowed contact with former students and interested me in PhD programs.

Great motivation and networking.

It helped me be motivated to continue my education.

It gave me assurance that I wanted to major in physics because as a freshman I was still uncertain if that's the field I wanted to go in.

Internship opportunities & learnt more about physics as a whole.

Inspired me to raise my grades.

Additional Comments

This conference has been a remarkable experience. Just what I needed to encourage me further.

The conference was overall a great experience. I would have liked to see more student participate in the poster presentation but that is not a reflection on NSBP.

This has been an incredible wonderful experience. When I began college I felt as though I lost some sense of how cool and exciting physics/the universe could be. I've struggled against that and for the most part succeeded. However, I feel as though this conference brought me home again. To have peers feels like a miracle. The talks have opened worlds for me. I only wish that we could have been given more time when we were all gathered in one room (i.e lunch and dinner) to socialize. It seemed every time I was beginning to have an interesting conversation with a professor, a meal-time speaker cut us off! While the speakers were somewhat interesting, I feel the inability to make connections was not worth it.

This was my first physics conference and I wish I'd come sooner. This was a great experience.

Although I do not major in physics, I see so many smart, down to earth grad students & professionals. It is good to know that scientists and science students are not arrogant or nerdy.

Thank you NSBP for a wonderful conference experience. Each time I attend a meeting, it reminds me of how much growth & development that's needed to continue my career as an educator in physics.

The conference was very inspirational.

Really learnt a lot from the conference. Thanks to all that made it happen.

I think it would be beneficial to provide computer and Internet access at the next conference.

I believe it is an honor to be the only Black physics major at my department. I must agree that I do compare myself to the other physics majors in my school. It's a challenge, but I know that I will overcome each challenge with victory.

Coming to the conference always invigorates my drive towards pursuing physics.

This questionnaire was designed not having foreign students in mind.

I really enjoyed the conference and I am happy that I attended.

I enjoyed the conference although my presentation was selected for only poster presentation and after word. My name is missing from my own abstract. I wish I could attend every other conference.

The best of all the conferences 2003. Great work!

I think this is the best thing we can do to get together and help each other in this field. That is so important.

I truly enjoyed the 4.0 program. I will take this method of studying with me as I further my physics education.

Interesting, nicely organized, educational conference. Thank you!

You should have a session that teaches you how to write proposals/grants.

It's so good to see so many intelligent Black people. I love this conference.

The conference was very good.

I wish the NSBP good luck, and hope the organization grows larger and is able to organize many such events where people come together and share their knowledge and culture.

I enjoyed the conference, but I think it is a very bad idea to disassociate the universities from involvement in the conference. Also a very bad idea to separate the student & professional conferences!

Enjoyed the program. Excellent!!!

Great opportunity to network with other serious students and learn of new research.

This conference was a great experience!

First, I think this year's conference was 50% better than last year's. Concerning the political/social agenda of NSBP. It greatly displeases me that we feel as if we have to take on the entire burden of all under-represented and non-white scientists/physicists. I am not a separatist, but I do feel as if we should focus on the problems that we have as Black physicists. I am fully aware that other racial and ethnical groups experience similar problems in the area of science as we do, but I do not think that we are big enough to include them in our struggle. I am not saying that I do not respect other ethnical/non-whites struggles and problems and to exclude them; I strongly believe that we need empowerment from within. Let us pull from our strong Black roots to force change within our community and our areas of concerns. I end with this analogy: In our history of pain in this country, when we began to sink, who threw us a life jacket? No one! We were forced to swim or die. Let us swim now.

Provide award(s) for best poster. Provide award(s) for best undergrad & graduate research. Provide clear abstract submission requirements (i.e. number of words etc.). Provide adequate board space for posters (or provide clear space requirements/restrictions). Start banquet program in timely fashion, even if people are still eating. Provide conference details (agenda, accommodations etc) in a timely fashion.

I enjoyed this conference. I hope that I will be able to attend more like this in the future.
I think that this was a wonderful experience for me. I learned a lot of things about physics and the numerous types of jobs in physics. I hope that this program continues to stay because it is really wonderful for the African American physics population.

I personally think that this year's NSBP conference was quite enlightening and motivational to me. Thus spurring me to remain steadfast in my major.

While I very much enjoyed the conference, I wish there had been a session directed at graduate students who have passed the qualifying exam, but are not near to writing their dissertation.

A collaborative conference with the National Society of Black Engineers.

When a student has to present their research, it should be broken down by undergrad & grad. Also, it should be made clear what materials a student needs to bring along for the presentation (i.e. laptop, cd rom, etc).

I truly enjoyed everything about the conference, except for the food. The networking, academia, and social atmosphere exposed me to a new and exciting side of physics. I was able to see that there are others with

interests just like mine. Thank you.

I think this society is unique and offers many opportunities for students and professionals to network.

Please continue to hold the professional and student conferences together.

More talks and Poster session.

I think the NSBP should be working on a grassroots level in predominantly African-American secondary schools to rouse interest in science as a solution to community & economic problems.

I thought the conference was very well put together. The conference afforded me the opportunity to connect and reconnect with many talented students and faculty. I eagerly await next year's event.

Please have alternate food for people that do not eat salmon, spinach and potatoes!!! Begin the sessions at 10 am rather than 7:30 am helps.

Conduct campus visits during the weekday.

I have really enjoyed the conference. I gained a lot of knowledge and friendship from this experience and I look forward to attending again next year.