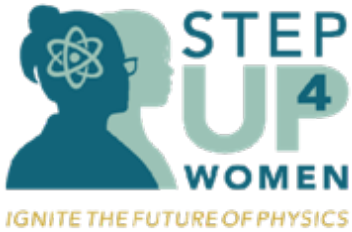


*IGNITE THE FUTURE OF PHYSICS*

Learn more at  
[STEPUP4WOMEN.ORG](http://STEPUP4WOMEN.ORG)

# Program Introduction





# Presenter Introduction

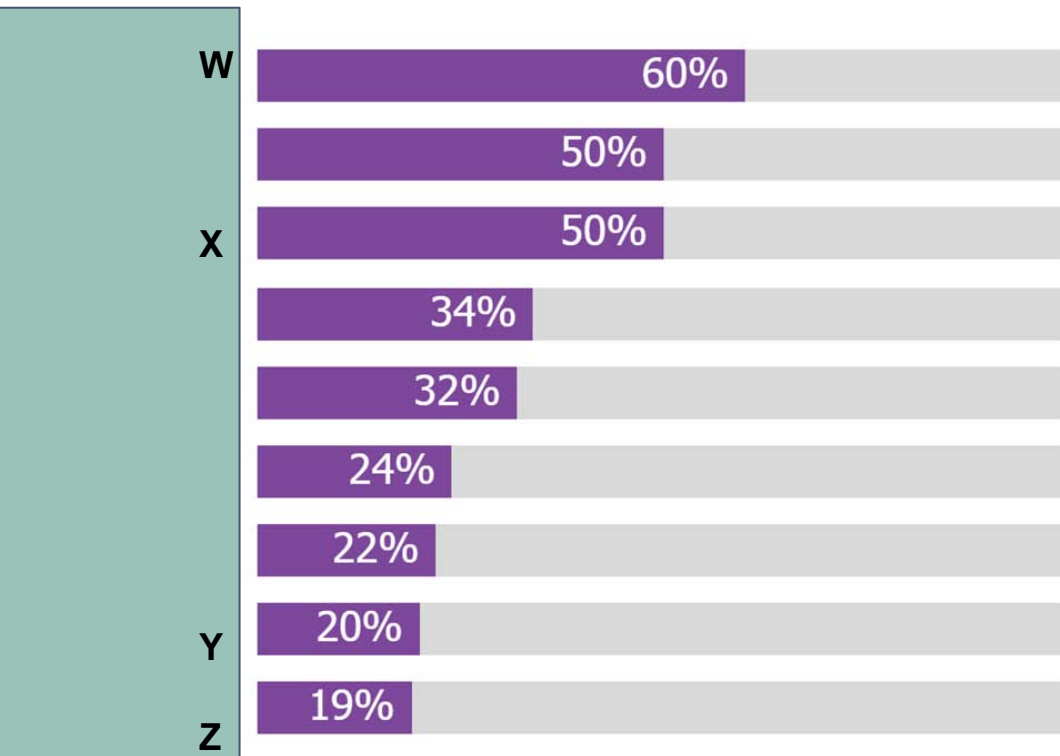
---

[STEPUP4WOMEN.ORG](http://STEPUP4WOMEN.ORG)

Justin Fournier

A Physics Teacher at Cypress High School

Percentage undergraduate physics degrees awarded to women



Talk to neighbor,  
then show of fingers:

- Which is country W?  
(highest percentage)
- Which is country Z?  
(lowest percentage)
- Which is country X?
- Which is country Y?

 :Germany

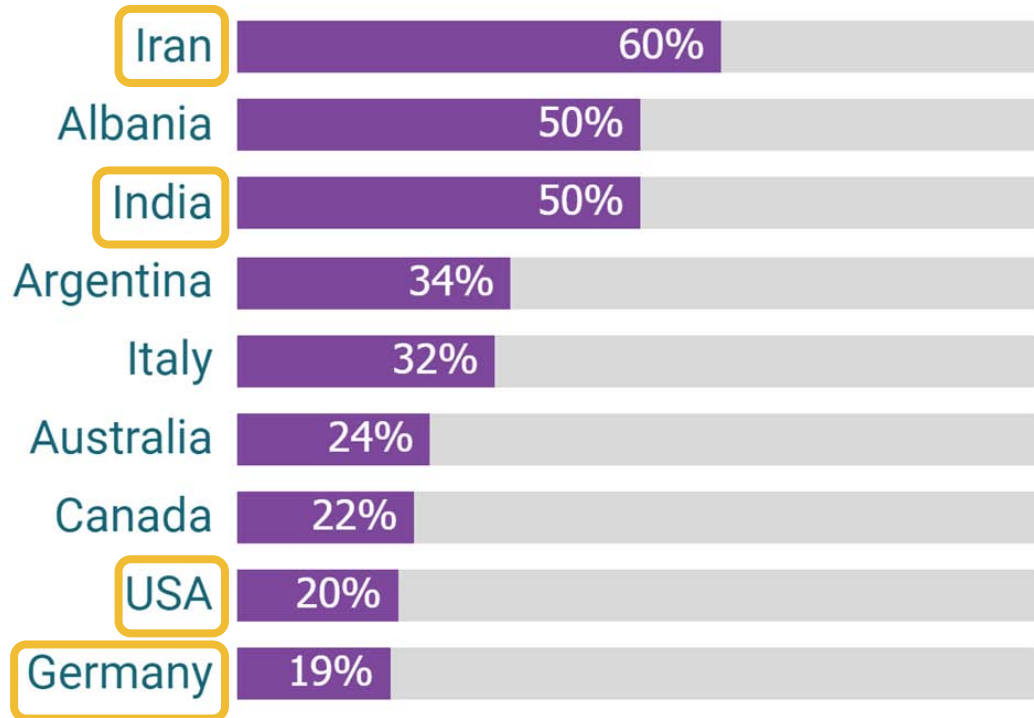
 :India

 :Iran

 :USA

# Comparing Across Countries

Percentage undergraduate physics degrees awarded to women



Check your predictions

Source: IUPAP International Conference on Women in Physics Proceedings

 :Germany

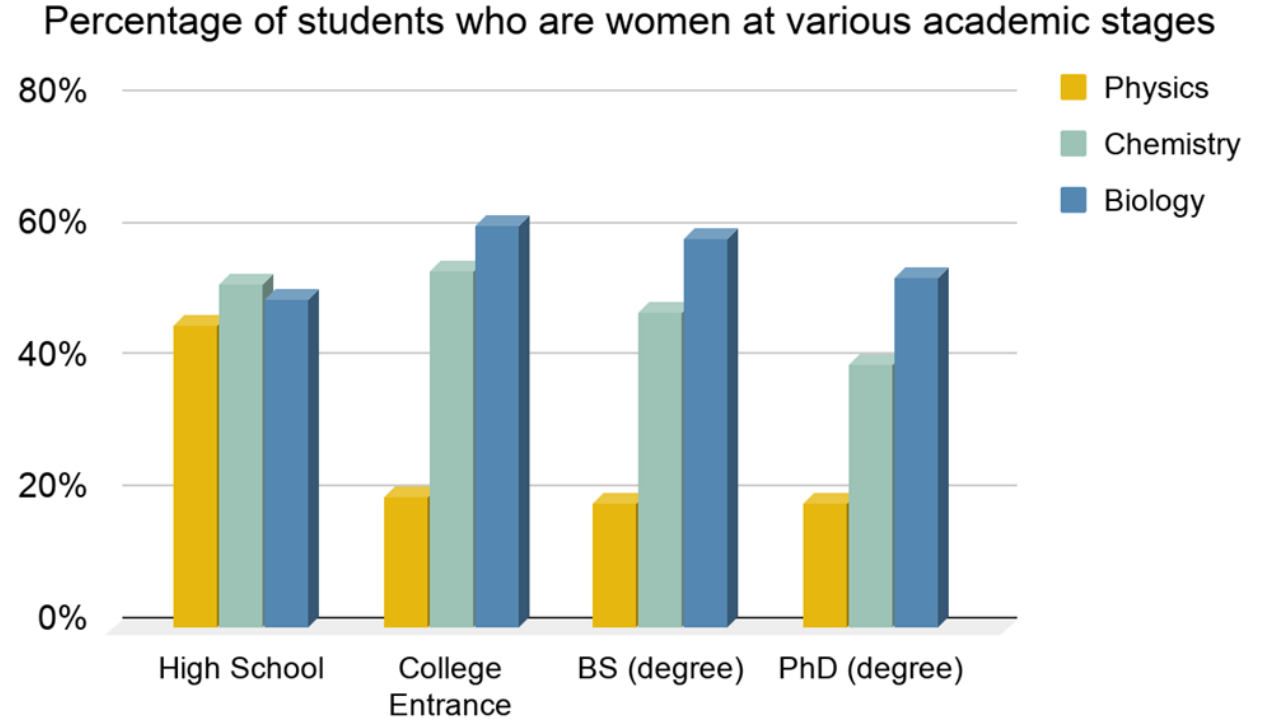
 :India

 :Iran

 :USA

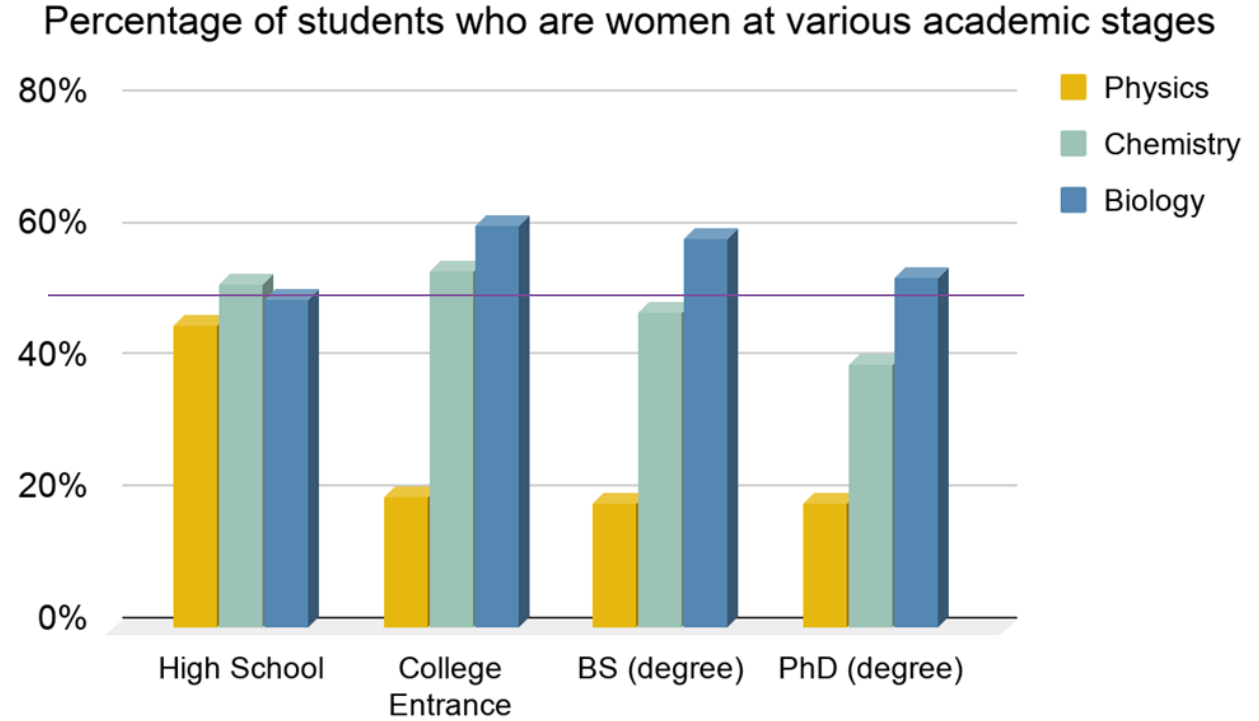
# Why STEP UP 4 Women?

## Examine: What trends do you see?



## Examine: What trends do you see?

Although women make up nearly 50% of enrollments in high school physics, less than 20% of post-secondary physics majors are women.



# Why intervene in high school?

---

- Most women physicists become interested at this time

# Why intervene in high school?

- Most women physicists become interested at this time
- Compared to elementary school
  - teachers have greater content knowledge and are more vested in physics
  - students are closer to decision-making time for majors



# Why intervene in high school?

- Most women physicists become interested at this time
- Compared to elementary school
  - teachers have greater content knowledge and are more vested in physics
  - students are closer to decision-making time for majors
- Compared to college
  - classes are smaller and there is more time to build relationships

# What is STEP UP 4 Women?

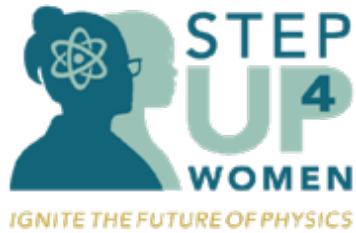
- Supporting Teachers to Encourage the Pursuit of Undergraduate Physics *for Women*

# What is STEP UP 4 Women?

- Supporting Teachers to Encourage the Pursuit of Undergraduate Physics *for Women*
- **Goals**
  - Dramatically increase number of young women pursuing a bachelor's degree in physics in the U.S.
  - Shift deep-seated cultural views about who does physics

# What is STEP UP 4 Women?

- Supporting Teachers to Encourage the Pursuit of Undergraduate Physics *for Women*
- **Goals**
  - Dramatically increase number of young women pursuing a bachelor's degree in physics in the U.S.
  - Shift deep-seated cultural views about who does physics
- Cooperative effort between multiple institutions



# What is STEP UP 4 Women?

[STEPUP4WOMEN.ORG](http://STEPUP4WOMEN.ORG)

## Guidelines and Lessons available for educators

## Guidelines and Lessons available for educators

- **Everyday  
Actions Guide**

**EVERYDAY ACTIONS SELF-REFLECTION**  
*On a scale of 1-5, how would you rate your use of the everyday actions?*


When you... Talk to students individually	NOT AT ALL	1	2	3	4	VERY MUCH
Discuss with students why they would be a good fit for physics	0	1	2	3	4	5
Direct other students to female students for help	0	1	2	3	4	5
Direct students toward clubs, camps, internships, or other programs	0	1	2	3	4	5
Encourage students to take advantage of academic opportunities in physics	0	1	2	3	4	5
Connect with students about what they value and are interested in	0	1	2	3	4	5
Provide for students' different needs with support and feedback	0	1	2	3	4	5
When you... Facilitate group work/labs	NOT AT ALL	1	2	3	4	VERY MUCH
Avoid isolating women in a group of mostly men	0	1	2	3	4	5
Ensure women are taking active roles	0	1	2	3	4	5
Bolster confidence around lab equipment	0	1	2	3	4	5
Teach collaboration skills during or before initial group activities	0	1	2	3	4	5
When you... Address the whole class	NOT AT ALL	1	2	3	4	VERY MUCH
Set expectations for success	0	1	2	3	4	5
Promote a sense of community	0	1	2	3	4	5
Promote a growth mindset	0	1	2	3	4	5
Value many different types of skills, such as communication and teamwork	0	1	2	3	4	5
Distribute attention during class discussions	0	1	2	3	4	5
When you... Plan and assess	NOT AT ALL	1	2	3	4	VERY MUCH
Incorporate real world physics examples	0	1	2	3	4	5
Connect physics to other disciplines	0	1	2	3	4	5
Establish clear grading rules	0	1	2	3	4	5
When you're... Outside the classroom	NOT AT ALL	1	2	3	4	VERY MUCH
Find out which teachers have the students who feed into physics	0	1	2	3	4	5
Talk to school counselors	0	1	2	3	4	5
Have open doors of communication with parents	0	1	2	3	4	5
Support students who want to start a physics club, or take part in physics/science organizations and competitions	0	1	2	3	4	5
Find out about outreach and community activities for student engagement	0	1	2	3	4	5

## Guidelines and Lessons available for educators


- Everyday Actions Guide
- Careers in Physics Lesson

**EVERYDAY ACTIONS SELF-REFLECTION**  
*On a scale of 1-5, how would you rate your use of the everyday actions?*

When you... Talk to students individually	NOT	VERY
Discuss with students why they would be a good fit for		
Direct other students to female students for help		
Direct students toward clubs, camps, internships, or other		
Encourage students to take advantage of academic oppo		
Connect with students about what they value and are int		
Provide for students' different needs with support and f		
When you... Facilitate group work/labs		
Avoid isolating women in a group of mostly men		
Ensure women are taking active roles		
Bolster confidence around lab equipment		
Teach collaboration skills during or before initial group		
When you... Address the whole class		
Set expectations for success		
Promote a sense of community		
Promote a growth mindset		
Value many different types of skills, such as communica		
Distribute attention during class discussions		
When you... Plan and assess		
Incorporate real world physics examples		
Connect physics to other disciplines		
Establish clear grading rules		
When you're... Outside the classroom		
Find out which teachers have the students who feed int		
Talk to school counselors		
Have open doors of communication with parents		
Support students who want to start a physics club, or to		
science organizations and competitions		
Find out about outreach and community activities for st		



**CAREERS IN PHYSICS**  
Lesson Plan





## Guidelines and Lessons available for educators

- Everyday Actions Guide
- Careers in Physics Lesson
- Women in Physics Lesson

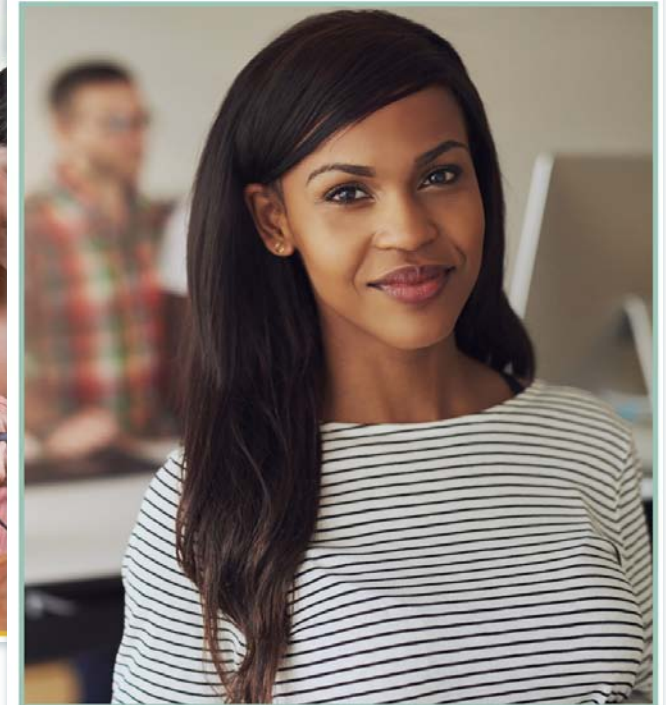
**EVERYDAY ACTIONS SELF-REFLECTION**  
On a scale of 1-5, how would you rate your use of the everyday actions?

When you... Talk to students individually	NOT	VERY
Discuss with students why they would be a good fit for		
Direct other students to female students for help		
Direct students toward clubs, camps, internships, or other		
Encourage students to take advantage of academic oppo		
Connect with students about what they value and are in		
Provide for students' different needs with support and f		
When you... Facilitate group work/labs		
Avoid isolating women in a group of mostly men		
Ensure women are taking active roles		
Bolster confidence around lab equipment		
Teach collaboration skills during or before initial group		
When you... Address the whole class		
Set expectations for success		
Promote a sense of community		
Promote a growth mindset		
Value many different types of skills, such as communica		
Distribute attention during class discussions		
When you... Plan and assess		
Incorporate real world physics examples		
Connect physics to other disciplines		
Establish clear grading rules		
When you're... Outside the classroom		
Find out which teachers have the students who feed in		
Talk to school counselors		
Have open doors of communication with parents		
Support students who want to start a physics club, or to		
science organizations and competitions		
Find out about outreach and community activities for st		



**CAREERS IN PHYSICS**  
Lesson Plan

**WOMEN IN PHYSICS**  
Lesson Plan





## Guidelines and Lessons available for educators

- **Everyday Actions Guide**

EVERYDAY ACTIONS SELF-REFLECTION							
On a scale of 1-5, how would you rate your use of the everyday actions?							
When you... Talk to students individually	NOT AT ALL						VERY MUCH
Discuss with students why they would be a good fit for physics	0	1	2	3	4	5	
Direct other students to female students for help	0	1	2	3	4	5	
Direct students toward clubs, camps, internships, or other programs	0	1	2	3	4	5	
Encourage students to take advantage of academic opportunities in physics	0	1	2	3	4	5	
Connect with students about what they value and are interested in	0	1	2	3	4	5	
Provide for students' different needs with support and feedback	0	1	2	3	4	5	
When you... Facilitate group work/labs	NOT AT ALL						VERY MUCH
Avoid isolating women in a group of mostly men	0	1	2	3	4	5	
Ensure women are taking active roles	0	1	2	3	4	5	
Bolster confidence around lab equipment	0	1	2	3	4	5	
Teach collaboration skills during or before initial group activities	0	1	2	3	4	5	
When you... Address the whole class	NOT AT ALL						VERY MUCH
Set expectations for success	0	1	2	3	4	5	
Promote a sense of community	0	1	2	3	4	5	
Promote a growth mindset	0	1	2	3	4	5	
Value many different types of skills, such as communication and teamwork	0	1	2	3	4	5	
Distribute attention during class discussions	0	1	2	3	4	5	
When you... Plan and assess	NOT AT ALL						VERY MUCH
Incorporate real world physics examples	0	1	2	3	4	5	
Connect physics to other disciplines	0	1	2	3	4	5	
Establish clear grading rules	0	1	2	3	4	5	
When you're... Outside the classroom	NOT AT ALL						VERY MUCH
Find out which teachers have the students who feed into physics	0	1	2	3	4	5	
Talk to school counselors	0	1	2	3	4	5	
Have open doors of communication with parents	0	1	2	3	4	5	
Support students who want to start a physics club, or take part in physics/science organizations and competitions	0	1	2	3	4	5	
Find out about outreach and community activities for student engagement	0	1	2	3	4	5	

# Everyday Actions

...to inspire future physicists

## Classroom practices that promote the pursuit of physics

- Research-based and usable everyday in every classroom

# Everyday Actions

...to inspire future physicists

## Classroom practices that promote the pursuit of physics

- Research-based and usable everyday in every classroom
- Compiled into *Everyday Actions Guide*

## Classroom practices that promote the pursuit of physics

- Research-based and usable everyday in every classroom
- Compiled into *Everyday Actions Guide*
- How to...
  - talk to students individually
  - facilitate group work/labs
  - address the whole class
  - plan and assess
  - promote physics outside the classroom

# Everyday Actions

...to inspire future physicists

## Everyday Actions to *INSPIRE THE FUTURE OF PHYSICS*

WHEN YOU

### Talk to Students Individually

Encourage students individually, especially young women. Promote self-confidence through explicit reinforcement of student abilities – female students tend to have less self-confidence in physics.

WHEN YOU

### Facilitate Group Work/Labs

Ensure all students have equal opportunity to assume active roles and contribute to discussions. Female students are often marginalized in group work.

# Everyday Actions

...to inspire future physicists

WHEN YOU

## Address the Whole Class

Promote a positive attitude towards physics. Set expectations for success, distribute attention during discussion, and encourage a growth mindset. Students often have a fixed mindset about their abilities in physics.

WHEN YOU

## Plan and Assess

Connect lessons to topics that resonate with students' values and lower the anxiety related to grades. Female students' interests are less likely to be incorporated in physics classes



# Everyday Actions

...to inspire future physicists



## Outside the Classroom

Communicate with people who influence students outside of the classroom setting. Female students who persist in physics are strongly influenced by others but often have fewer experiences for building these relationships

# Everyday Actions

...to inspire future physicists



## Researcher Story

“Creating small groups with high proportions of women in otherwise male-dominated fields is one way to keep women engaged and aspiring toward related careers.” [5]



## Researcher Story

“Groups comprised of two males and one female tended to be dominated by the male students... even when the female member was articulate and the highest ability student in the group.” [8]



## Researcher Story

“[Women in the physics laboratory] complained of domineering partners, clashes in temperament, being subjected to ridicule, fears that their partners didn't respect them, and feelings that their partners understood far more than they.” [9]



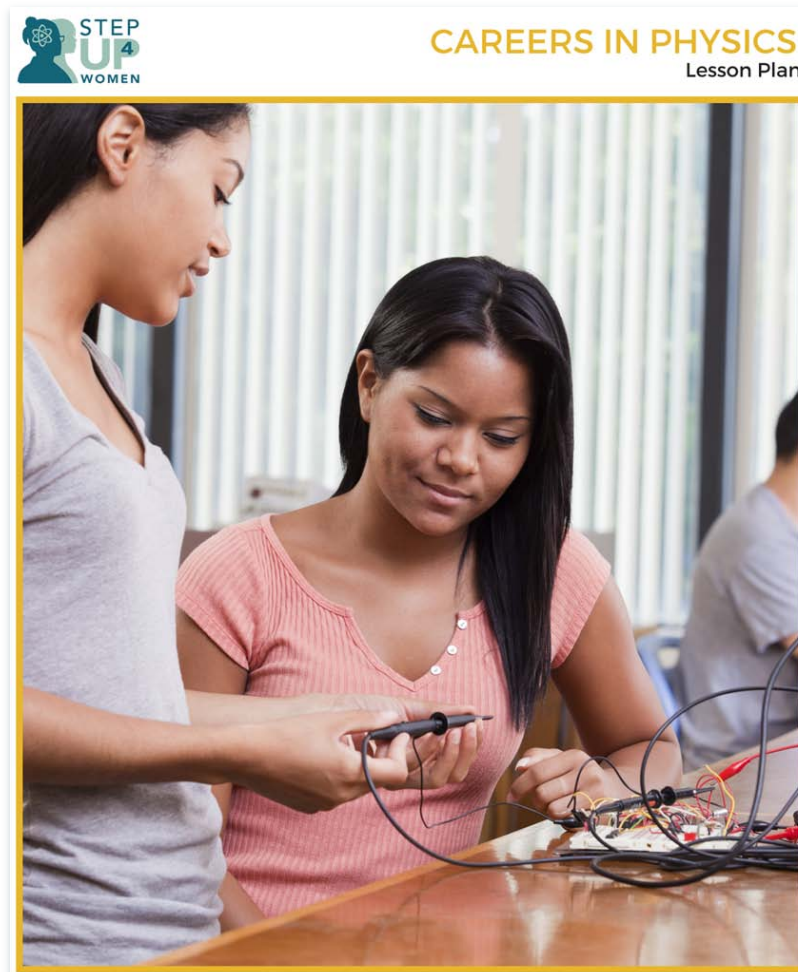
## Teacher Story

“I hand out 'what's your favorite color?' cards; then noting that many of the girls have green, I say "Okay, green is going to operate the equipment" rather than letting them choose, for example, note taker.”



## Guidelines and Lessons available for educators

- Careers in Physics Lesson



## Student Prompt

Name a career you can have with a physics bachelor's degree.

## Sample responses

Name a career you can have with a physics bachelor's degree.



# Careers in Physics Lesson

---

Students complete *Career Goals Pre-Survey*

- 2 questions

# Careers in Physics Lesson

Students complete *Career Goals Pre-Survey*

- 2 questions

Refer to *Profile Matching Matrix* (Appendix 2)

- Find the name of at least one matching physicist profile
- Retrieve this physicist's card, read, and reflect

# Careers in Physics Lesson

Students complete *Career Goals Pre-Survey*

- 2 questions

Refer to *Profile Matching Matrix* (Appendix 2)

- Find the name of at least one matching physicist profile
- Retrieve this physicist's card, read, and reflect

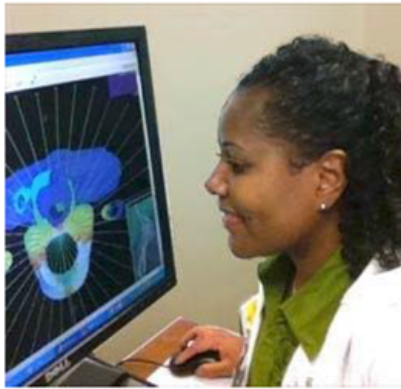
Share with nearest neighbors focusing on:

- What does your physicist **personally value** about their degree or career?
- Who **benefits** from their work?
- What did they **gain** from their physics degree?



## Physicists Career Profiles

### Christina Barrow - Medical Physicist



Christina Barrow was interested in math and science from an early age, entering her first science fair as a second grader. "I was always tinkering around the house as a child, trying to figure out how and why things worked the way they did," she says. After finishing her undergraduate degree, Christina worked in server development at Dell Computer Corporation for three years and then went on to accept a position in the biomedical engineering field. At this point in her career, Christina realized that she wanted to use her science background to make a contribution to the medical field and work in patient care. She pursued graduate school in Medical Physics, a field that combined her love for modern medicine, math, and physics.

<https://www.aps.org/careers/physicists/profiles/barrow.cfm>

### Urszula Tajchman - Pediatric cardiologist



In her job, Urszula Tajchman treats children with heart disease, as well as conducts research in molecular biology. Urszula received her medical training at the Johns Hopkins University. She then did her residency in Pediatrics at the University of Colorado, and a fellowship in Pediatric Cardiology at the University of Iowa. She worked as a pediatric cardiologist at the University of South Dakota before becoming the first pediatric cardiologist in Central Oregon in 2002. Urszula is board certified in pediatrics and pediatric cardiology. She says that the best things about her job are caring for patients, teaching children and parents about their health, and studying therapies for disease.

<http://www.careersinphysics.org/physicists/Detail.cfm?id=2321>

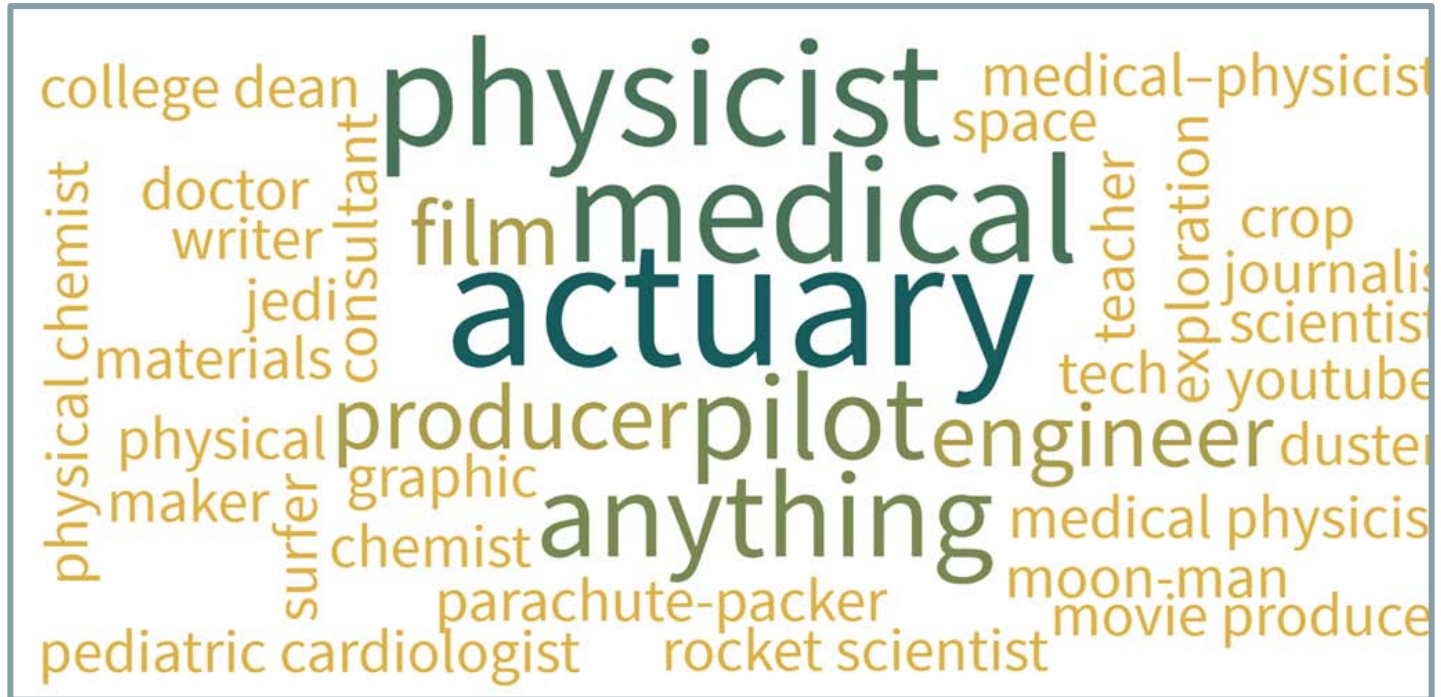
## Student Prompt-after discussion

What new careers emerged from researching the physicist's profiles?



## Sample responses-after discussion

What new careers emerged from  
researching the physicist's profiles?



## Students create their own Career

**Profile:** Identify/research a career that interests you.

### Profile elements-Part I

- I want to pursue a career in \_\_\_\_\_
- In this career I will focus on \_\_\_\_\_
- What do you hope to accomplish or contribute by pursuing this career?
- How can a degree in physics lead you into this career or support your growth in this career?

## Personal Profile (for display)

### Profile elements-Part II

- Name | Career Title | Picture
- Who I am
- Why physics
- Using physics
- Advice for students

## Share out of Personal Profiles

## Bachelor's Degrees in Physics: What you didn't know

## Bachelor's Degrees in Physics: What you didn't know

### Based on National Surveys

- High employment rates (95%)
- High job satisfaction (71% to 93%)
- Multiple job opportunities

# Careers in Physics Lesson

Physics majors get high scores on assessments for both medical and law school

Scores on MCAT by major	
Degree Field	Average
Economics	10.5
<b>Physics</b>	<b>10.4</b>
Biomedical Engr	10.4
Mathematics	10.1
Electrical Engr	10.1
Neuroscience	10.1
English	10.0
Biochemistry	9.8
Chemistry	9.5
Microbiology	9.4
Psychology	9.3
Biology	9.1
Premedical	9.5
All Majors	9.5

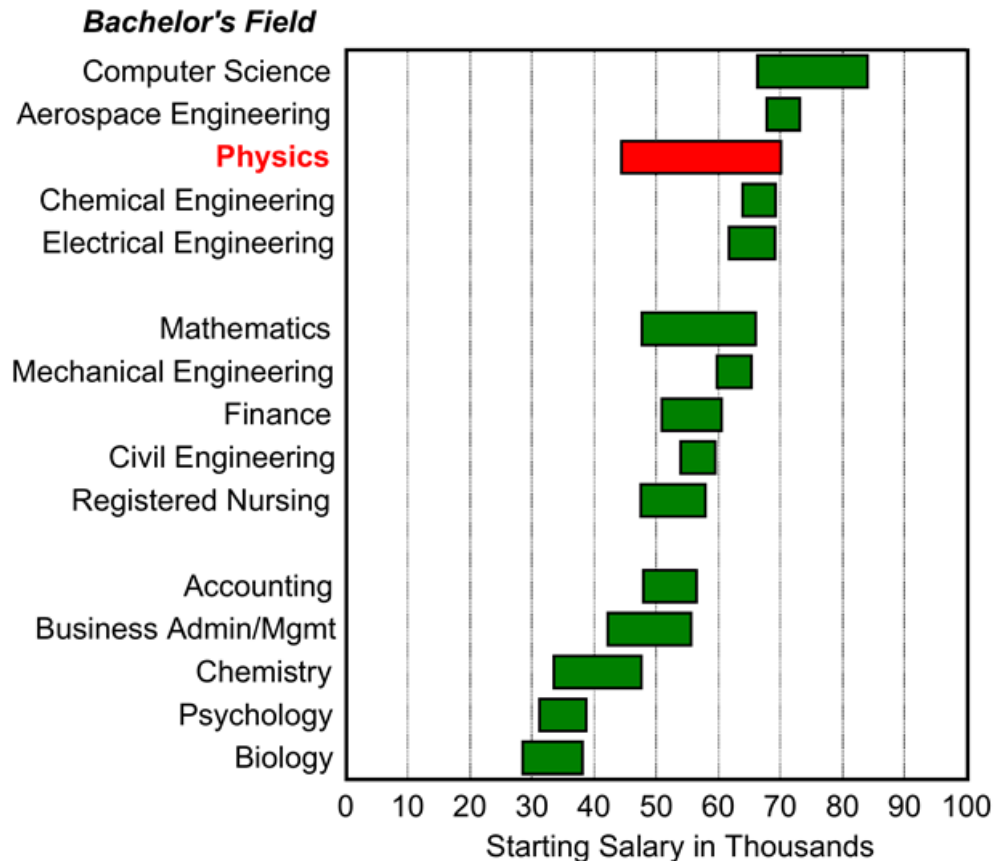
**Medical**

Scores on LSAT by major	
Degree Field	Average
Mathematics	162.2
<b>Physics</b>	<b>162.1</b>
Economics	159.1
Engineering	157.3
Chemistry	156.7
History	156.7
English	155.8
Biology	155.2
Political Science	154.3
Psychology	153.3
Computer Sci	152.3
Pre-Law	149.0
Criminal Justice	145.6
All Majors	153.6

**Law**

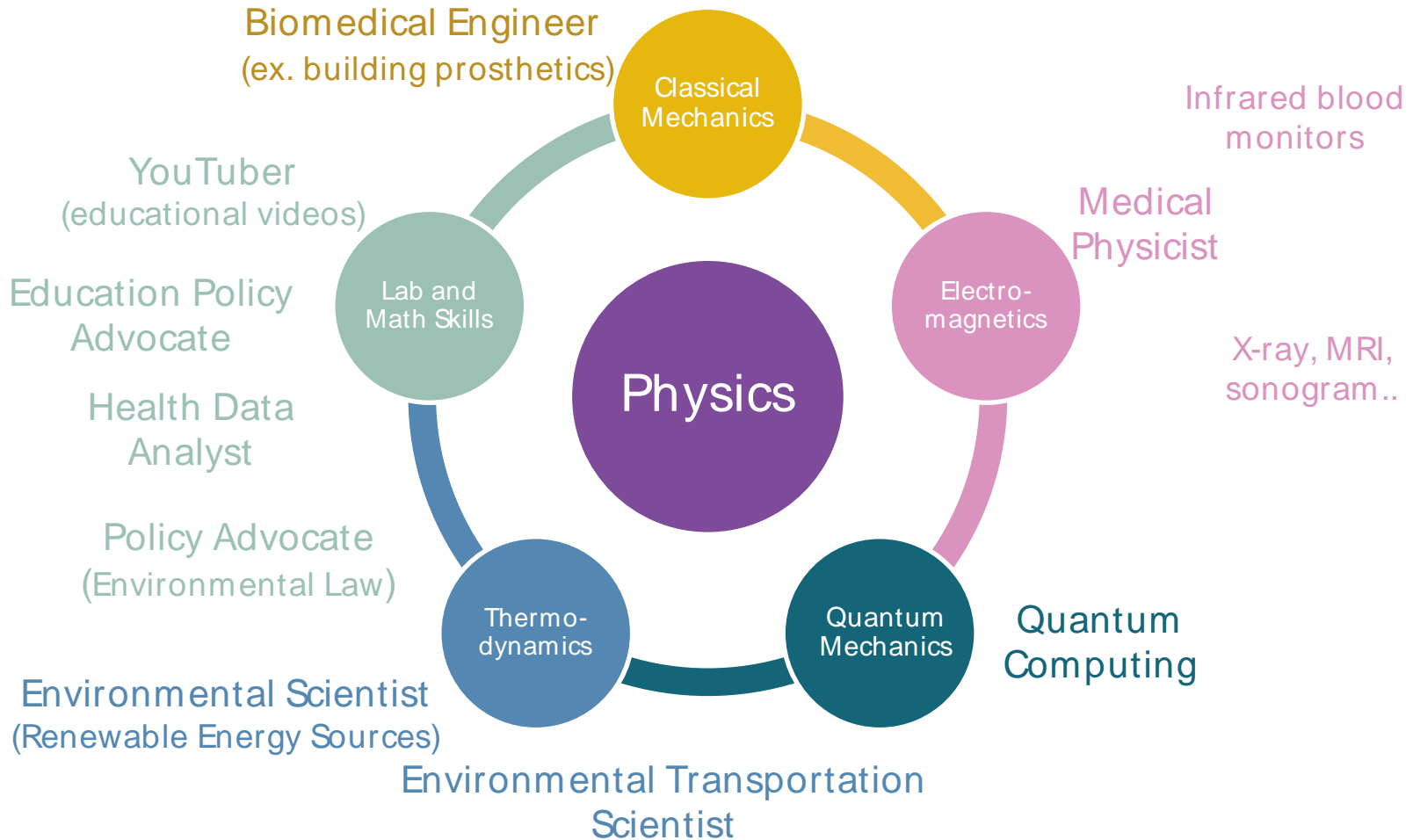
# Careers in Physics Lesson

## Physics majors earn comparatively higher salaries than other fields



# Careers in Physics Lesson

## Careers that use physics help society



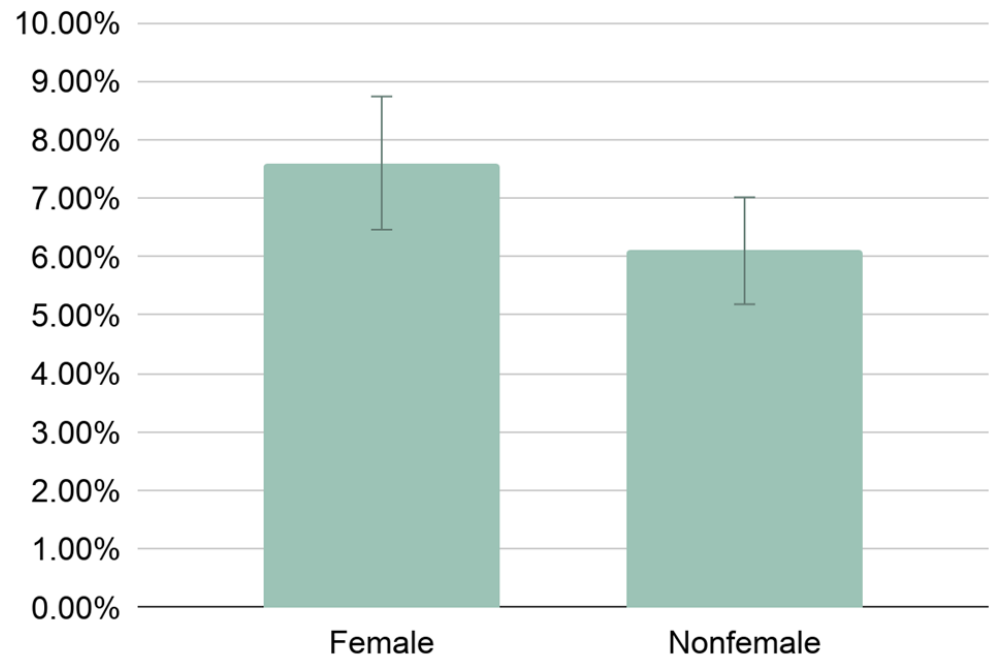


## What is the effect of this lesson on students?

Shown to improve  
students' future physics  
intentions

- majoring in physics in college
- intention to pursue physics-related careers

Future Gains--Careers in Physics



N = 823

Source: Cheng et al., 2018

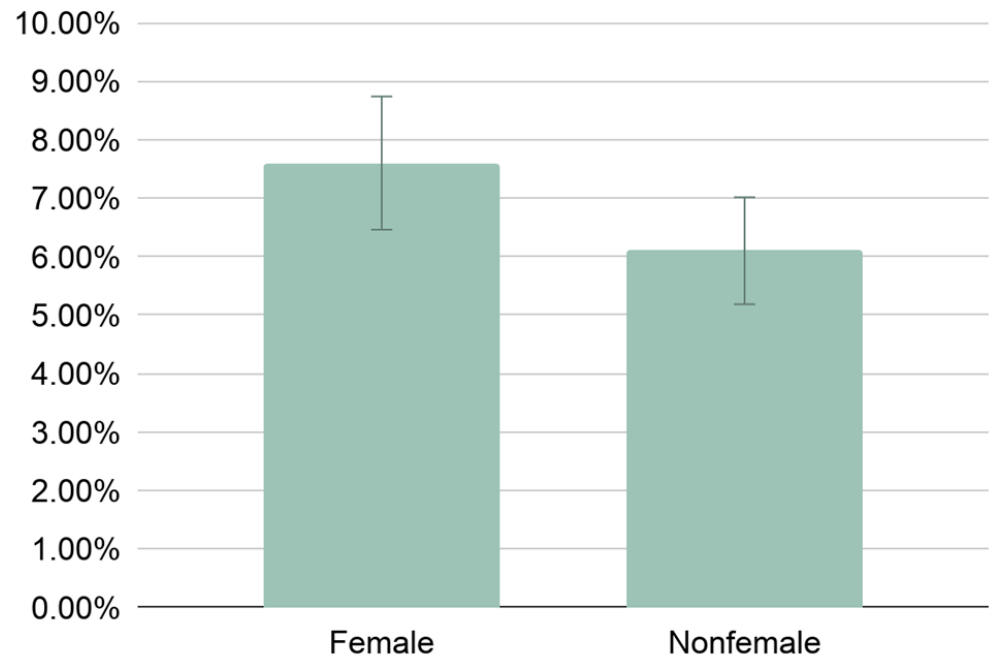
## What is the effect of this lesson on students?

Shown to improve  
students' future physics  
intentions

- majoring in physics in college
- intention to pursue physics-related careers

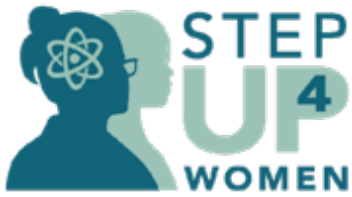
Overall gains from the  
lesson across all  
students are positive

Future Gains--Careers in Physics



N = 823

Source: Cheng et al., 2018



IGNITE THE FUTURE OF PHYSICS

# Lesson Evidence

## Careers in Physics

---

STEPUP4WOMEN.ORG

## Quotes from teachers who used the lesson

## Quotes from teachers who used the lesson



“Students don’t realize all the things they can do with a physics degree.”



“It helps students see that physicists can help the world and work with others.”



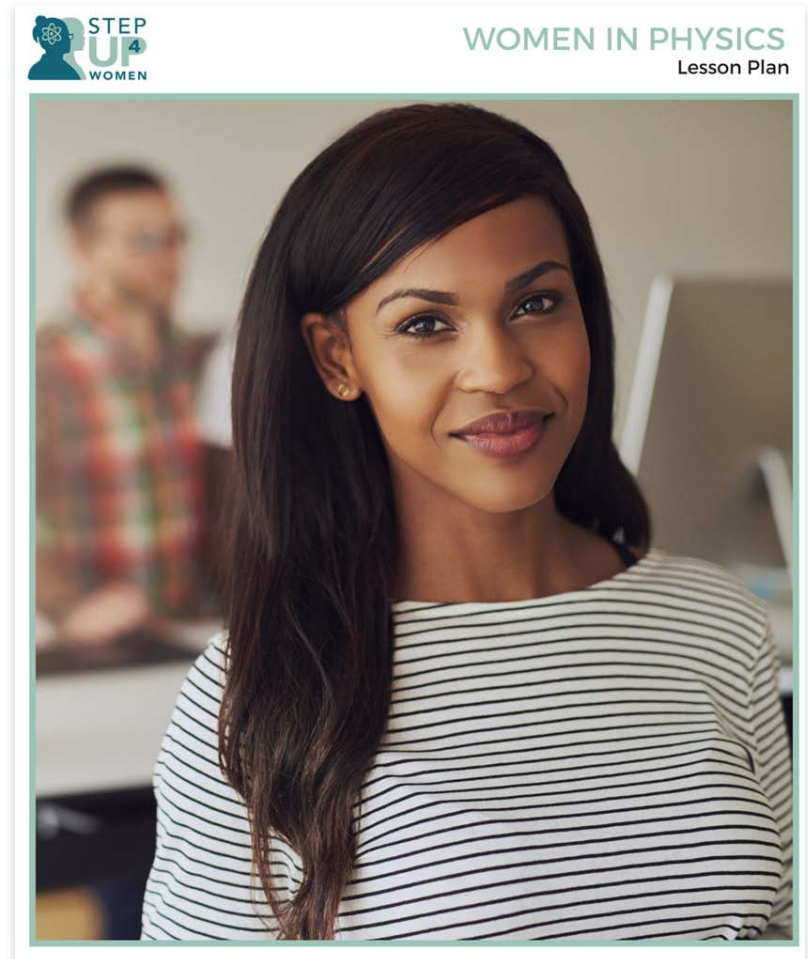
“The posters students make as part of the lesson help recognize students and who they are.”



“As a student, I wish I had the opportunity of envisioning my future with physics.”

## Guidelines and Lessons available for educators

- Women in Physics Lesson



**Students examine the conditions for women in physics**

## Students examine the conditions for women in physics

- Research famous physicists and analyze trends and stereotypes
- Discuss gender issues with respect to famous physicists
- See data about women in physics around the world and consider the role of culture and society
- Leverage personal experiences to neutralize the effect of stereotypes and bias

## Guidelines for Conduct During Discussions





## Guidelines for Conduct During Discussion

Share air time  
equitably

Value  
differences

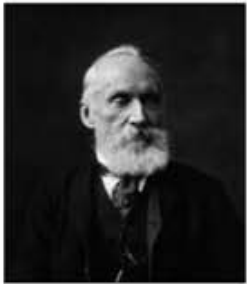
Own your  
impact

Make sure  
everyone feels  
safe

Discomfort is  
okay

Argue using  
evidence

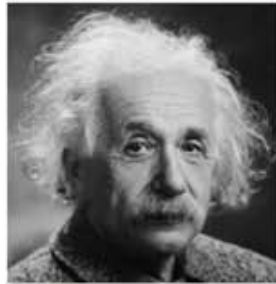
## Googled: “famous physicist”



Most Famous Physicists - L...  
totallyhistory.com



Famous Physicists from Ar...  
ranker.com



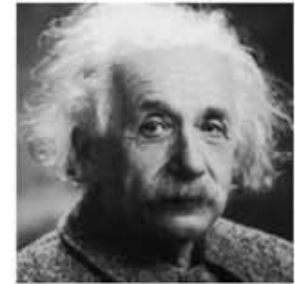
Famous Male Physicists | List o...  
ranker.com



famous physicists | famous physicists ...  
pinterest.com



Famous Physicists - The Gr...  
famousphysicists.org



Most famous physicist ever? Re...  
latimesblogs.latimes.com



Most Famous Physicists - List of...  
totallyhistory.com



Famous Physicists from Pol...  
ranker.com



Famous physicist aims to ma...  
columbiaspectator.com



Most famous physicist ever? Readers ...  
latimesblogs.latimes.com



Most Famous Physicists - List of ...  
totallyhistory.com



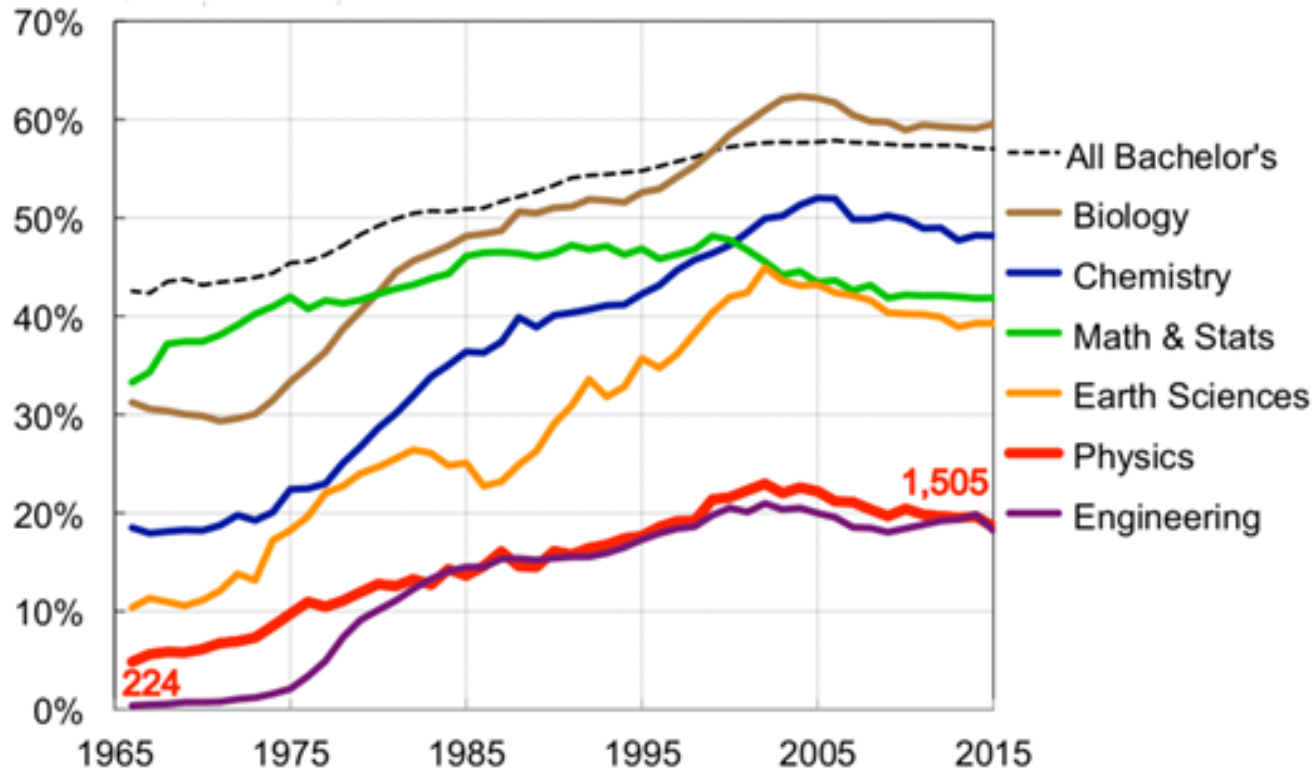
FAMOUS PHYSICISTS: GJ Ston...  
cbcphysics.wordpress.com

# Women in Physics Lesson



# Women in Physics Lesson

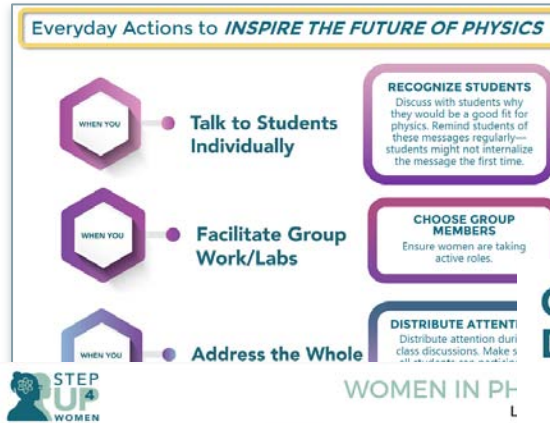
## Percentage of Bachelor's Degrees Earned by Women, by Major





- **Everyday actions guide**
- **Careers in Physics Lesson**
- **Women in Physics Lesson**
  - **Includes Classroom Guidelines Poster**

Everyday Actions to *INSPIRE THE FUTURE OF PHYSICS*



**WHEN YOU** Talk to Students Individually  
**RECOGNIZE STUDENTS**  
 Discuss with students why they would be a good fit for physics. Remind students of these messages regularly—students might not internalize the message the first time.

**WHEN YOU** Facilitate Group Work/Labs  
**CHOOSE GROUP MEMBERS**  
 Ensure women are taking active roles.

**WHEN YOU** Address the Whole  
**DISTRIBUTE ATTENTION**  
 Distribute attention during class discussions. Make sure everyone has a chance to speak.

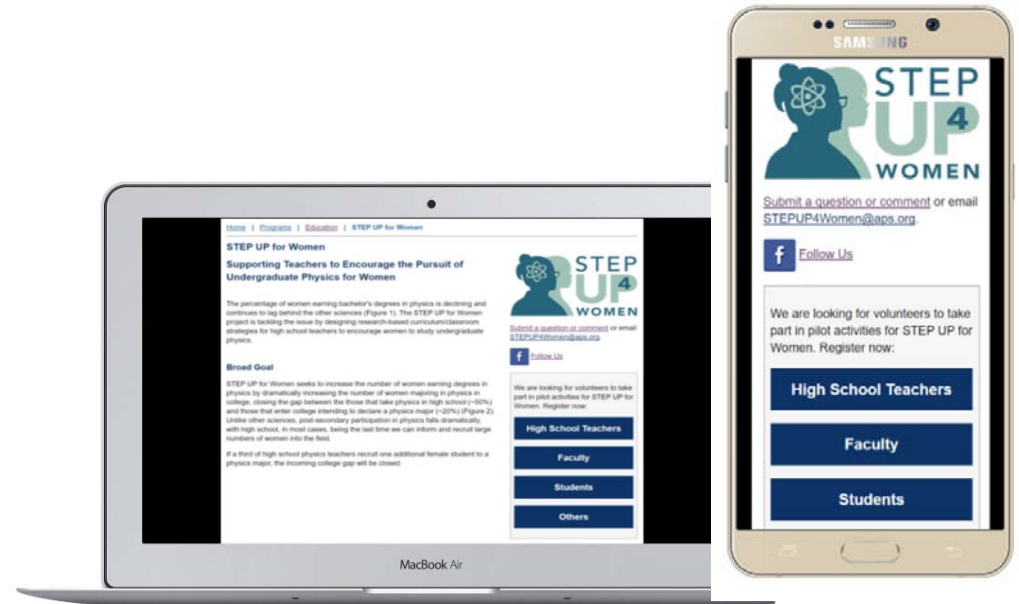
STEP UP 4 WOMEN WOMEN IN PHYSICS



## Guidelines for Conduct During Discussions



# How can you help?



# How can you help?

1. Register NOW at [STEPUP4WOMEN.org](https://STEPUP4WOMEN.org)



# How can you help?

1. Register NOW at [STEPUP4WOMEN.org](http://STEPUP4WOMEN.org)

2. Learn about and implement effective strategies using the EVERYDAY ACTIONS guide.



Everyday Actions to *INSPIRE THE FUTURE OF PHYSICS*

	• <b>Talk to Students Individually</b>	Encourage students individually, especially young women. Promote self-confidence through explicit reinforcement of student abilities – female students tend to have less self-confidence in physics.
	• <b>Facilitate Group Work/Labs</b>	Ensure all students have equal opportunity to assume activities and contribute to discussions. Female students are often marginalized in group work.
	• <b>Address the Whole Class</b>	Promote a positive attitude towards physics. Set expectations for success, distribute attention during discussions, and encourage a growth mindset. Students often have a fixed mindset about their abilities in physics.
	• <b>Plan and Assess</b>	Connect lessons to topics that resonate with students' values and lower the ability related to grades. Female students' interests are less likely to be incorporated in physics classes.
	• <b>Outside the Classroom</b>	Communicate with people who influence students outside of the classroom setting. Female students who excel in physics are strongly influenced by others but often have fewer experiences for building these relationships.



# How can you help?

1. Register NOW at [STEPUP4WOMEN.org](http://STEPUP4WOMEN.org)

2. Learn about and implement effective strategies using the EVERYDAY ACTIONS guide.

Everyday Actions to *INSPIRE THE FUTURE OF PHYSICS*

WHEN YOU	• Talk to Students Individually	Encourage students individually, especially young women. Promote self-confidence through explicit reinforcement of student abilities – female students tend to have less self-confidence in physics.
WHEN YOU	• Facilitate Group Work/Labs	Ensure all students have equal opportunity to assume activities and contribute to discussions. Female students are often marginalized in group work.
WHEN YOU	• Address the Whole Class	Promote a positive attitude towards physics. Set expectations for success, distribute attention during discussions, and encourage a growth mindset. Students often have a fixed mindset about their abilities in physics.
WHEN YOU	• Plan and Assess	Connect lessons to topics that resonate with students' values and lower the anxiety related to grades. Female students' interests are less likely to be incorporated in physics classes.
WHEN YOU	• Outside the Classroom	Communicate with people who influence students outside of the classroom setting. Female students who pursue in physics are strongly influenced by others but often have fewer experiences for building these relationships.



3. Inspire women! Teach lessons on careers and women in physics.

# How can you help?

1. Register NOW at [STEPUP4WOMEN.org](http://STEPUP4WOMEN.org)

2. Learn about and implement effective strategies using the EVERYDAY ACTIONS guide.

Everyday Actions to *INSPIRE THE FUTURE OF PHYSICS*

	• <b>Talk to Students Individually</b>	Encourage students individually, especially young women. Promote self-confidence through explicit reinforcement of student abilities – female students tend to have less self-confidence in physics.
	• <b>Facilitate Group Work/Labs</b>	Ensure all students have equal opportunity to assume activities and contribute to discussions. Female students are often marginalized in group work.
	• <b>Address the Whole Class</b>	Promote a positive attitude towards science. Set expectations for success, distribute attention during discussions, and encourage a growth mindset. Students often have a fixed mindset about their abilities in physics.
	• <b>Plan and Assess</b>	Connect lessons to topics that resonate with students' values and lower the anxiety related to grades. Female students' interests are less likely to be incorporated in physics classes.
	• <b>Outside the Classroom</b>	Communicate with people who influence students outside of the classroom setting. Female students who graduate to physics are strongly influenced by others but often have fewer experiences for building these relationships.



3. Inspire women! Teach lessons on careers and women in physics.

4. Provide feedback. Tell us how it went!

# How can you help?

---

## You could apply to be a STEP UP 4 Women Ambassador!

- Attend the Ambassador Summit at the Summer 2019 AAPT meeting

# How can you help?

---

## You could apply to be a STEP UP 4 Women Ambassador!

- Attend the Ambassador Summit at the Summer 2019 AAPT meeting
- Recruit and prepare other teachers to use STEP UP 4 Women workshop materials

# How can you help?

---

## You could apply to be a STEP UP 4 Women Ambassador!

- Attend the Ambassador Summit at the Summer 2019 AAPT meeting
- Recruit and prepare other teachers to use STEP UP 4 Women workshop materials
- Maintain contact with those you've trained

# How can you help?

---

## You could apply to be a STEP UP 4 Women Ambassador!

- Attend the Ambassador Summit at the Summer 2019 AAPT meeting
- Recruit and prepare other teachers to use STEP UP 4 Women workshop materials
- Maintain contact with those you've trained
- Reflect, plan, etc. without Ambassadors across the country

# How can you help?

## You could apply to be a STEP UP 4 Women Ambassador!

- Attend the Ambassador Summit at the Summer 2019 AAPT meeting
- Recruit and prepare other teachers to use STEP UP 4 Women workshop materials
- Maintain contact with those you've trained
- Reflect, plan, etc. without Ambassadors across the country
- Receive compensation and recognition

# How can you help?

---

## You could apply to be a STEP UP 4 Women Ambassador!

- Applications released in December 2018 and due in February 2019



# How can you help?

You could apply to be a **STEP UP 4 Women Ambassador!**

- Applications released in December 2018 and due in February 2019

Any questions? Ask Bree!

Bree Barnett Dreyfuss

*Ambassador Lead*

BreeBarnettDreyfuss@gmail.com

# Thank you!

Please follow the appropriate link below to give feedback on this workshop. Your comments will help us to improve our program!



Participant Evaluation link  
[bit.ly/su4wpdeval](https://bit.ly/su4wpdeval)



Feedback from PD leaders  
[bit.ly/su4wleadeval](https://bit.ly/su4wleadeval)

Justin Fournier  
[Fournier\\_j@auhsd.us](mailto:Fournier_j@auhsd.us)

# Thank you!

Justin Fournier  
[Fournier\\_j@auhsd.us](mailto:Fournier_j@auhsd.us)

[stepup4women@aps.org](mailto:stepup4women@aps.org)

This material is based upon work supported by the National Science Foundation under Grant Nos. 1720810, 1720869, 1720917, and 1721021. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.