

MAGNETIC STATEMENTS: 1

According to the United States Department of Commerce, “Although women fill close to half of all jobs in the U.S. economy, they hold fewer than 25 percent of STEM jobs. This has been the case throughout the past decade, even as college-educated women have increased their share of the overall workforce.”

Beede, D. N., Julian, T. A., Langdon, D., McKittrick, G., Khan, B., & Doms, M. E. (2011). Women in STEM: A gender gap to innovation. SSRN Electronic Journal.
<https://doi.org/10.2139/ssrn.1964782>

MAGNETIC STATEMENTS: 2

Between 2008-2015, women earned 35.1% and 34.5% of undergraduate and Ph.D. STEM degrees, respectively.

U.S. Department of Education. (2016, October). Digest of Education Statistics, 2016. National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. Retrieved December 8, 2022, from https://nces.ed.gov/programs/digest/d16/tables/dt16_318.45.asp

MAGNETIC STATEMENTS: 3

Women are 30% less likely to be called to interview for a job than an equally qualified male counterpart.

González, M. J., Cortina, C., & Rodríguez, J. (2019). The role of gender stereotypes in hiring: A field experiment. *European Sociological Review*, 35(2), 187–204.
<https://doi.org/10.1093/esr/jcy055>

MAGNETIC STATEMENTS: 4

*Once hired, men are promoted
at a 30% higher rate than women.*

Kong, S., Carroll, K., Lundberg, D., Omura, P., & Lepe, B. (2020). Reducing gender bias in STEM. *MIT Science Policy Review*, 1, 55–63. <https://doi.org/10.38105/spr.11kp6lqr0a>

MAGNETIC STATEMENTS: 5

Women experience less sense of belonging, positive attitudes, and aspirations in STEM careers.

Moss-Racusin, C. A., Sanzari, C., Caluori, N., & Rabasco, H. (2018). Gender bias produces gender gaps in STEM engagement. *Sex Roles, 79*(11-12), 651–670.
<https://doi.org/10.1007/s11199-018-0902-z>

MAGNETIC STATEMENTS: 6

Women and girls need to see female role models in the workplace that look like them - over and over again.

Milgram, D. (2011). How to recruit women and girls to the science, technology, engineering, and math (STEM) classroom. *Technology and Engineering Teacher*, 71(3), 4-11.

MAGNETIC STATEMENTS: 7

They need to receive the message that women can work in STEM, be successful and fulfilled in their work life, while still have a personal life.

Milgram, D. (2011). How to recruit women and girls to the science, technology, engineering, and math (STEM) classroom. *Technology and Engineering Teacher*, 71(3), 4-11.

MAGNETIC STATEMENTS: 8

It is critical that biographies of female role models used in outreach materials emphasize not only the path these women took to arrive at their chosen careers, but also the joy they found in their work, as well as their personal interests and family stories.”

Milgram, D. (2011). How to recruit women and girls to the science, technology, engineering, and math (STEM) classroom. *Technology and Engineering Teacher*, 71(3), 4-11.

MAGNETIC STATEMENTS: 9

A recent study found that female 9th and 10th grade students performed better in science when the images in their textbooks included counter-stereotypical images of female scientists.

Good, J. J., Woodzicka, J. A., & Wingfield, L. C. (2010). The effects of gender stereotypic and counter-stereotypic textbook images on science performance. *The Journal of Social Psychology, 150*(2), 132–147. <https://doi.org/10.1080/00224540903366552>

MAGNETIC STATEMENTS: 10

Girls Who Code, an extracurricular program with a computer science focus for girls in programming, reports that interest reduces from 66% to merely 4% in girls between the ages of six to eighteen.

Ware, R. (2017). *Closing the Tech Gender Divide*. *Connected*, 2, 34–37. Retrieved 2022, from https://merchants.fiserv.com/content/dam/firstdata/us/en/documents/pdf/Connected-Magazine_Vol2_2017_online.pdf

MAGNETIC STATEMENTS: 11

By offering year-long clubs, after-school activities, and summer immersion programs, participants of Girls Who Code study computer science in college at “15 to 16 times the national average.”

Girls Who Code Annual Report 2019. Girls Who Code. (n.d.). Retrieved December 8, 2022, from <https://girlswhocode.com/2019report/#numbers>