Compared to other fields, there are fewer women and people of color in most science, technology, engineering, and math (STEM) fields.

Percentage of bachelor’s degrees earned by female students:

- **62%** Biology
- **43%** Math & Statistics
- **39%** Physical Sciences
- **20%** Engineering
- **19%** Computer Science

**Messages**
Words can signal who does STEM: “Girls are just as good as boys” implies girls are not really as good. (Chasteen & Wertsch, 2018)

**Visuals**
Stereotypic images of who “should” do science are everywhere. (Chasteen, Master, & Meltzoff, 2015)

**Explanations**
Parents give boys more explanations about STEM subjects. (Crowley et al., 2001)

**Marketing**
STEM toys and experiences are heavily marketed to boys. (Sweet, 2014)

**Attitudes**
Teachers’ attitudes predict students’ later success and choices. (Baek & et al., 2010)

**Access**
From a young age, boys have more access to STEM toys and activities. (Jacobs et al., 2005)

**Language**
Pay attention to how you use language around STEM topics.

**Environment**
The people and things around us signal who belongs, and who doesn’t.

Set up classrooms to feel welcoming to all students. (Master, Cheryan, & Meltzoff, 2016)

Provide STEM toys for everyone to play with. (Levine et al., 2012)

**Activities**
Use experiences to broaden ideas about who does STEM.

Give all children positive STEM experiences, beginning in preschool. (Master, Cheryan, Moosaddali, & Meltzoff, 2017)

**Relationships**
Make it social! Relationships support STEM learning.

Feeling connected to others motivates children in STEM. (Master, Cheryan, & Meltzoff, 2017)

Seeing how STEM can be used to connect and help people makes women more interested. (Diekmann et al., 2011)

**Marketing**
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**STEM FOR ALL!**