

## Descriptions of Workshops

- **Creating Effective Resumes for Non-Academic Careers**

Physics students graduate with a huge array of transferable skills, which are extremely useful to employers (particularly in the private sector, which is the largest employment base of physicists at all degree levels). However, the key to successfully connecting with these opportunities lies in how well graduates are able to communicate their skills and abilities to potential employers. In this workshop we will focus on writing an effective resume for non-academic careers.

*Run by Crystal Bailey*

- **Stake Your Claim: Basic Intellectual Property Rights**

Intellectual property includes all different sorts of creations of the mind. For example, an idea you had in a research lab may become a new product or process, a publication in a science journal may contain a literary or artistic work, and a doodle or design may become a symbol of your brand. The purpose of a patent, copyright, and/or trademark is to provide you, as a scientist and, therefore, inventor, rights to your creations. Patents protect inventions, copyrights protect literary and artistic works, and trademarks protect brand identifiers. In this workshop, we will explain what these intellectual property rights are, how to obtain them, and the benefits they provide.

*Run by Melanie Chernoff and Jennifer Lin*

- **Graduate School in YOUR future**

Learn about how to prepare for PhD studies, identify letter of reference writers and develop a successful application. A checklist of what you need to do and when as well as a list of external fellowship opportunities will be distributed.

*Run by Jolie Cizewski*

- **So, You Want To Be a High School Physics Teacher?**

This workshop will engage participants in physics teaching activities to get a sense of what STEM instruction looks like in K-12 classrooms. Participants will also learn about resources and networks available to K-12 physics educators, including possible pathways to a career teaching high school physics.

*Run by Debbie Andres and Danielle Buggé*

- **Strategies to Help Women Succeed in Physics-Related Professions**

This workshop will explore strategies to help women understand and overcome barriers to their advancement in careers related to physics. A major focus of the workshop will be on strategies for navigating effectively in different situations in order to succeed despite the gender schema, stereotypes and subtle biases against women physicists. We will also examine case studies and learn effective strategies for negotiating resources to succeed by role playing.

*Run by Chandralekha Singh (remote speaker)*

- **Strategies to thrive: navigating mental health in graduate school while being underrepresented in your field**

Often, mental health in graduate school can be overlooked in favor of research and academic goals. However, in order to truly thrive, rather than just survive, and excel in your chosen field -- mental health should be a priority. Underrepresented individuals in physics also tend to experience bias that adds to the already many stressors associated with a graduate program in physics. Graduate students Charlotte Olsen, astrophysics, and Heather Garland, nuclear physics, share some of their experiences and divulge strategies they have used to achieve balance between their mental health and academic goals.

*Run by Charlotte Olsen and Heather Garland*

- **Applying to Summer Research Programs in Physics and Related Fields**

Are you interested in gaining research experience in an area of physics (or a related field) that is not represented at your home institution? If so, you should consider applying for a summer research opportunity like those provided through the National Science Foundation's Research Experiences for Undergraduates (REU) programs. This workshop will discuss what the benefits are of participating in an REU or a similar program, how to identify and apply to programs of interest, and how to assemble a strong application even if you are still new to research.

*Run by Andrew Baker*

- **Tips for International Students**

This workshop provide some regulatory information in the beginning to explain the process of changing their degree level. Address the differences between US students. And social impact regarding the interactions. Learning customs and understanding what is right and wrong in the US. Easier to overcome when they see others feel the same way. This addresses an issue across the board. At some point we all feel inadequate in the field. Each student has their own difficulties. And then open up the floor for more discussions.

*Run by Jinling Quan and Jacqueline Huang*

- **STEP Up for Physics**

Drawing on research, the STEP Up for Physics is a community of physics teachers, researchers, and professional societies. The STEP Up is a series of lessons to empower teachers, create cultural change and inspire young women to pursue physics in college. In this session we will discuss physics identity, implicit bias, careers in physics and everyday classroom practices that help women (and underrepresented populations) feel they belong in physics.

*Run by Colleen Epler-Ruths*

- **Here and queer – LGBTQ+ experiences in STEM**

At its heart, CUWiP is designed to share community and experiences between underrepresented members of the STEM community – one group being those that identify as LGBTQ+. In this workshop, a panel of speakers will be taking questions related to their successes, difficulties, and growth as members of the LGBTQ+ community in physics and related fields of STEM. Some topics that may be discussed include gender identity, sexual identity, late in life LGBTQ+, approaching oppression in the STEM community, and more. Attendees will also examine strategies for navigating difficult scenarios produced by STEM's majority cis heterosexual population.

*Run by Heather Garland, Yao-Yuan Mao and Liam McDermott*

- **Transitioning to a 4-year Institution**

The call to act to “improve” the climate for women in physics has struck a chord with the physics departments across the nation over the last several years. In many 4-year or predominantly undergraduate degree granting institutions, the physics departments are small, or the physics programs are combined with other disciplines. In such programs, physics identity issues and addressing gender stereotypes are even more complicated, as women in physics at those institutions may not have resources, role models, and support programs to rely on. This workshop on “Transitioning to a 4-year Institution” will present strategies to address the challenges of pursuing physics at predominantly undergraduate-degree granting schools (PUGS). The workshop will cover a range of topics from networking to research opportunities to mentoring to career pathways for women in physics at PUGS. This workshop will also be helpful for students planning to transfer from a 2-year program to a 4-year program in physics.

*Run by Dr. Rama 'Bala' Balasubramanian*