

2022 & 2023 & 2024 stEm PEER Academy

Compiled from publications, resources, reports, websites cited by stEm PEER Academy leadership, participants, presenters and collaborators. A one-stop shop for all references (easy to copy and paste into Action Plans, proposals or presentations)! Formatted alphabetically by author(s) in APA 7th edition. ASEE papers use a different IEEE formatting style. See Purdue University's Online Writing Lab for more information https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html or go to Northeastern's Library for automatic citation formatting in ScholarOne <https://library.northeastern.edu>. Google Docs also has an embedded citation tool for APA 7th under Tools/Citations. *This reference list is a Work In Progress, feel free to add any citation you feel would be relevant to others in the Engineering PLUS & stEm PEER Academy community.*

3M Company. (2019). *Scientists as storytellers guide: Expert advice for STEM communicators on how to make science stories more relatable*. 3M State of Science Index.
<https://multimedia.3m.com/mws/media/1667242O/sosi-3-13-toolkit-pdf.pdf> *This resource recommended by the NSF INCLUDES National Network in 2023.*

American Society of Engineering Education & National Academy of Engineering, (2014). *Surmounting the Barriers: Ethnic Diversity in Engineering Education: Summary of a Workshop*. Washington, D.C.: National Academies Press,
<https://doi.org/10.17226/18847> *This resource was cited by Karl Reid in his Monday, June 6, 2022 National Landscape session.*

ASEE CDEI - Commission on Diversity, Equity and Inclusion Strategic Plan
<https://diversity.asee.org/deicommitee/vision-strategic-plan/> *This ASEE commission is very active and invites ASEE members to get involved in their divisions, regions and zones.*

Bevan, B., Barton, A.C., & Garibay, C. (2018). *Broadening perspectives on broadening participation in STEM*. Washington, DC: Center for Advancement of Informal Science Education.
<https://www.informalscience.org/sites/default/files/BPreport.pdf>

- Birkes, A. Y., DeMeester, K. M., Major, M. H., & Simmons, B. W. (2021). Georgia State University Perimeter College LSAMP Transfer Bridge Program: A Path Forward for Broadening Participation in STEM. *Frontiers in Education* (Lausanne), 6. <https://doi.org/10.3389/feduc.2021.684291> or <https://www.frontiersin.org/articles/10.3389/feduc.2021.684291/full> 2022 stEm PEER Fellow Angela Birkes (first author of this paper) shared this paper at our February 2023 stEm PEER Academy monthly virtual meeting when we were discussing bridge programs for transfer students. Thanks Angela! Great work! - Jen Love
- Blum, S. D. (Ed.). (2020). *Ungrading : why rating students undermines learning (and what to do instead)*. West Virginia University Press.
- Brighenti, A. (2007). Visibility: A Category for the Social Sciences. *Current Sociology*, 55(3), 323–342. <https://doi.org/10.1177/0011392107076079> This reference was cited by Richard Harris, co-PI Engineering PLUS INCLUDES Alliance at his May 30, 2023 panel/presentation at the 2023 stEm PEER Academy.
- Burt, B. A., McKen, A., Burkhart, J., Hormell, J., & Knight, A. (2019). Black Men in Engineering Graduate Education: Experiencing Racial Microaggressions within the Advisor–Advisee Relationship. *The Journal of Negro Education*, 88(4), 493–508. <https://doi.org/10.7709/jnegroeducation.88.4.0493> This reference was cited by Richard Harris, co-PI Engineering PLUS INCLUDES Alliance at his May 30, 2023 panel/presentation at the 2023 stEm PEER Academy.
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- Cheville, RA.. (2019). Pipeline, Pathway, or Ecosystem – Do Our Metaphors Matter? Distinguished Lecture, *American Society for Engineering Education Annual Conference*, Tampa.
- Chrysochoou, M., Zaghi, A.E., **Syharat, C.M.**, Motaref, S., Jang, S., Bagtzoglou, A., & Wakeman, C.A. (2021). Redesigning engineering education for neurodiversity: New standards for inclusive courses. *American Society for Engineering Education Annual Conference Proceedings*. July 2021. <https://peer.asee.org/redesigning-engineering-education-for-neurodiversity-new-standards-for-inclusive-courses> This reference about neurodiversity in engineering

education was cited by Connie Syharat (UCONN) during the 2022 stEm PEER Academy.

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<https://doi.org/10.1002/jee.20518>

Community College Research Center, Columbia University Teachers College. *The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges*.
<https://ccrc.tc.columbia.edu/publications/transfer-playbook-essential-practices.html>

Community College Research Center, Columbia University Teachers College.
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Confessore, N. (2024). ‘America Is Under Attack’: Inside the Anti-DEI Crusade. *The New York Times*. January 20, 2024.
https://www.nytimes.com/interactive/2024/01/20/us/dei-woke-claremont-institute.html?unlocked_article_code=1.YE0.3PZ2.HfhMZY6t2g81&smid=url-share *This reference was cited by Dr. Karl Reid at our stEm PEER Academy convening at the CoNECD conference in February 2024.*

Delgado, N., **Contreras Aguirre, H.C.**, & Garcia Carrillo, L.R. (2023). Latinx Undergraduate Students: Finding a Place of Belonging in Engineering. 2023 *Proceedings of Annual ASEE Conference & Exposition*, June 25 - 28, 2023. Baltimore, MD. Paper ID#38107. <https://peer.asee.org/43374> *Dr. Hilda Cecilia Contreras Aguirre is a 2024 stEm PEER Fellow and a researcher at New Mexico State University.*

Edmunds, A. and Smith, M.. (2024). An Ecosystem of Support for BIPOC, Women, and Domestic Graduate Students in STEM. *2024 Proceedings of Annual ASEE CoNECD Conference*, February 25 – 27, 2024. Crystal City, VA. Paper ID#40727. DOI 10.18260/1-2--45432.
<https://peer.asee.org/an-ecosystem-of-support-initiatives-for-bipoc-women-and-domestic-graduate-students-in-stem>. *Andrew Edmunds is a 2023 stEm PEER Fellow at Clemson University.*

Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, vol. 44, no. 2, pp. 350–383, Jun. 1999, doi:

10.2307/2666999 *This reference is often cited when addressing student belonging.*

Education Counsel with the College Board. (2019). *The Playbook: Understanding the role of race neutral strategies in advancing higher education diversity goals.* (2nd ed.).

<https://professionals.collegeboard.org/pdf/playbook-understanding-race-neutral-strategies.pdf> *Dr. Carmen Sidbury cited this reference during her presentation at stEm PEER Academy on May 24, 2023.*

El-Amin, A. (editor). (2023). *Implementing diversity, equity, inclusion, and belonging in educational management practices.* IGI Global, Information Science Reference. *Dr. Amy Freeman et al. Chapter 5 Diversity Professionals' Perspectives on Building Belonging in STEM Education - 50 Years of Lessons Learned". Available through the Northeastern University library (use your Northeastern sponsored credentials to access and download the ebook) or contact Jen Love j.love@northeastern.edu for the .pdf.*

<https://link.ezproxy.neu.edu/login?url=http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-6684-4803-8>

Fletcher, C.L. & Warner, J.R. (2021). CAPE: A framework for assessing equity throughout the computer science education ecosystem. *Communications of the Association for Computing Machinery*, 64(2), 23–25.

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This resource was cited by Karl Reid in his Monday, June 6, 2022 National Landscape session.

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<https://peer.asee.org/first-year-engineering-student-expectations-and-experiences-community-college-and-curriculum>

This resource was cited in Jennifer Love's Tuesday, June 7, 2022 session on First Year Engineering Programs.

Gewin, V. (2020). The time tax put on scientists of colour. *Nature*, 583(7816), 479–481. <https://doi.org/10.1038/d41586-020-01920-6> *This reference was cited by Richard Harris, co-PI Engineering PLUS INCLUDES Alliance at his May 30, 2023 panel/presentation at the 2023 stEm PEER Academy.*

Gillen-O'Neel, C. (2021). Sense of belonging and student engagement: A daily study of first-and continuing-generation college students. *Research in Higher Education*, 62(1), 45-71. *Sense of belonging reference recommended by 2022 stEm PEER Fellow Talia Capozzoli.*

Goldberg, D.E. & Somerville, M. (2014). *A Whole New Engineer*. ThreeJoy Associates. *This book was cited by Karl Reid during the March 23, 2023 Eng PLUS collaborators' meeting.*

Goldberg, D. E., & Somerville, M. (2015). The Making of A Whole New Engineer : Four Unexpected Lessons for Engineering Educators and Education Researchers: Making of A Whole New Engineer. *Journal of Engineering Education (Washington, D.C.)*, 104(1), 2–6. <https://doi.org/10.1002/jee.20064> *Accompanies resource above.*

Griffin, H., Saldivar, C., and Baland, M. (2023). Enhancing a Multi-Disciplinary Introduction to Engineering Course Through Course-Based Undergraduate Research, Proceedings of the 13th IEEE Integrated STEM Education Conference, Laurel, Maryland.

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Inclusive STEM Teaching Project. (2023). <https://www.inclusivestemteaching.org> *Jennifer Love and other stEm PEER Fellows and Northeastern staff/faculty have completed the online, self-paced Inclusive STEM Teaching Project course with high accolades. Focuses on inclusive teaching & learning strategies in the*

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classroom (or research lab or project) and recommended for anyone in higher education, especially for stEm PEER change agents or Engineering PLUS regional hub members.

- Jack, A.A. (2015). What the privileged poor can teach us. *New York Times OpEd*, September 12, 2015.
<https://www.nytimes.com/2015/09/13/opinion/sunday/what-the-privileged-poor-can-teach-us.html> *This resource recommended by Jennifer Love. stEm PEERs with a sponsored Northeastern account can access the NYTimes for free with their Northeastern credentials (username and password that you've used at the library website <https://library.northeastern.edu>).*
- Jack, A. A. (2019). *The privileged poor: How elite colleges are failing disadvantaged students*. Harvard University Press. *Recommended book reading for anyone in higher ed.*
- Jack, A.A. (2022) S-STEM Symposium Keynote - Anthony Abraham Jack
<https://youtu.be/frbpec9PGjw> (45 minutes + Q/A)
- Johansson, F. (2017). *The Medici effect: What elephants and epidemics can teach us about innovation*. Harvard Business Review Press: Boston, MA.
This resource was cited by Karl Reid in his Monday, June 6, 2022 National Landscape session.
- Laursen, S., & Austin, A. E. (2020). *Building gender equity in the academy: Institutional strategies for change*. Johns Hopkins University Press.
<https://doi.org/10.1353/book.78724> *Dr. Carmen Sidbury cited this reference during her presentation at stEm PEER Academy on May 24, 2023 in which she highlighted AAAS SEA Change Institute <https://seachange.aaas.org/>.*
- Lord, S.M., Ohland, M. W., Layton, R. A., & Camacho, M. M. (2019). Beyond pipeline and pathways: Ecosystem metrics. *Journal of Engineering Education* (Washington, D.C.), 108(1), 32–56. <https://doi.org/10.1002/jee.20250>
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<https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation>

This resource was cited during Karl Reid's Monday, June 6, 2022 National Landscape session.

- Love, J.O., Duggan, C.J., Blume, E.. (2024). stEm PEER Academy: The Power of Human Capital. *2024 Proceedings of Annual ASEE CoNECD Conference*, February 25 – 27, 2024. Crystal City, VA. Paper ID# 40759. <https://peer.asee.org/45478>. *This is our second CoNECD publication about stEm PEER Academy. Claire, Jen & Elizabeth led a pre-conference Sunday workshop for 20 stEm PEER Fellows from the 2022 and 2023 cohorts. This presentation focused on the achievements of the Academy and the Fellows' projects to date, featuring 4 stEm PEER Fellow panelists along with the rest of the group participating from the audience.*
- Love, J.O., Duggan, C.J., Xavier, J., Slater, A., & Rath, K. (2023). Engineering PLUS Alliance stEm PEER Academy for Faculty and Administrators: Transforming the National Engineering Education Landscape for Women and BIPOC Students, *2023 Proceedings of Annual ASEE National Conference*, June 25 – 28, 2023. Baltimore, MD. Paper ID# 38484. <https://peer.asee.org/43343> *This resource is our ASEE national conference publication (with technical session presentation) that was based on evaluation report data. We brought several stEm PEER Fellows to this conference in the first year of the grant.*
- Love, J.O., Duggan, C.J., Isaacs, J.A., Parker, J.M., & Norris, K.M. (2023). stEm PEER Academy: Building a Community of Practice, *2023 Proceedings of Annual ASEE CoNECD Conference*, February 26 – 28, 2023. New Orleans, LA. Paper ID# 36437. <https://peer.asee.org/44807> *This resource is our first ASEE CoNECD conference publication. We brought several stEm PEER Fellows to our first-every conference experience in the 1st year of the grant.*
- Love, J.O., Freeman, S.F., Jaeger-Helton, B.K., & Whalen, R. (2015). No lab? No shop? No problem: Intentional design of a First Year Engineering Learning Center with enlightening outcomes. *American Society for Engineering Education Conference Proceedings*, Seattle, WA. June 14 - 17. Paper ID #13479. <https://peer.asee.org/no-lab-no-shop-no-problem-intentional-design-of-a-first-year-engineering-learning-center-with-enlightening-outcomes>. *This resource about Northeastern's First Year Engineering's makerspace was cited in Jennifer Love's Tuesday, June 7, 2022 session on First Year Engineering Programs.*
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- STEM Educators in the Post-Michigan Era. American Association for the Advancement of Science. National Action Council for Minorities in Engineering. https://www.aaas.org/sites/default/files/s3fs-public/Capacity_Center/Standing_Our_Ground.pdf *Dr. Carmen Sidbury cited this document during her presentation at stEm PEER Academy on May 23, 2023.*
- Mattjik, M.,** Sanders, M., Nave, A. H., Gur, W., & Lubis, M. H. M. (2022). Studies on Teaming Experience through Embedding Psychological Safety, Motivational Driver, and Cognitive Diversity into Pedagogy. *2022 ASEE Zone IV Conference Proceedings*, Vancouver, Canada. <https://peer.asee.org/44753> *Mirna Mattjik is a 2023 stEm PEER Fellow and a teaching professor at the Colorado School of Mines.*
- Meyers, K, L, Ohland, M, W, Pawley, A, L, Silliman, S, E, and Smith, K, A. (2012). "Factors relating to engineering identity", *Global Journal of Engineering Education*, 14, 1, 119-131. *This reference is often cited when addressing student belonging.*
- Meyerson, D.E. (2003). *Tempered radicals: How everyday leaders inspire change at work*. Harvard Business School Press.
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- National Academies of Sciences, Engineering, and Medicine. (2024). *Supporting Black Students Through Their Science, Engineering, and Medicine Career Journeys: Proceedings of a Workshop*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/27339> *This very recent publication was identified by the stEm PEER Academy leadership team.*
- National Academies of Sciences, Engineering, and Medicine. (2023). *Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations: Beyond Broadening Participation*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26803> This very recent publication was identified by many members of the Engineering PLUS leadership team. Special website: <https://nap.nationalacademies.org/resource/26803/interactive/>**
- National Academies of Sciences, Engineering, and Medicine. (2022). *Imagining the future of undergraduate STEM education: Proceedings of a virtual symposium*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26314>

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- National Academies of Sciences, Engineering, and Medicine. (2020). *Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine: Opening Doors*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25585> *PEERs were invited to read Chapter 1 for stEm PEER Academy Day 3 May 30, 2023 to prepare for the Women in Engineering panel.*
- National Academies of Sciences, Engineering, and Medicine. (2019). *The science of effective mentorship in STEMM*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25568>
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https://www.nationalacademies.org/event/42584_05-2024_revisiting-the-barriers-and-opportunities-study-continued-efforts-to-improve-pathways-to-undergraduate-stem-degrees-with-the-roundtable-on-systemic-change-in-undergraduate-stem-education
- National Academy of Engineering, & Olson, S. (2017). *Engineering Societies and Undergraduate Engineering Education: Proceedings of a Workshop*. National Academies Press. <https://doi.org/10.17226/24878> *Referenced at each stEm PEER Academy virtual summer institute.*
- National Mentoring Resource Center is a great resource with online resources. <https://nationalmentoringresourcecenter.org/> *Recommended by Angela Birkes at February 15, 2023 stEm PEER monthly networking meeting.*
- National Research Council (US) Committee on a Conceptual Framework for New K-12 Science, Education Standards. (2012). *A framework for K-12 science education practices, crosscutting concepts, and core ideas*. Washington, D.C.: National Academies Press. <https://doi.org/10.17226/13165>

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- National Science Foundation. (2022). *Leading the world in discovery and innovation, STEM talent development and the delivery of benefits from research: Strategic plan for fiscal years 2022 - 2026*.
https://www.nsf.gov/news/special_reports/strategic_plan or
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- National Society of Black Engineers. (2017). *Student retention toolkit*. Scotts Valley, California, CreateSpace Independent Publishing Platform.** *This resource was cited in Karl Reid's Monday, June 6 2022 National Landscape session and outlines key evidence-based practices. The Northeastern library in Boston purchased a printed book copy which is available through Engineering PLUS.*
- Page, S. (2007). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton University Press.

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Ramsey, H., & Bartholomew, S. N. (2024, June), *Work in Progress: Leveraging Short, Curated Alumni Videos to Bridge the "Readiness Gap"* Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, Oregon. 10.18260/1-2--48503. <https://peer.asee.org/work-in-progress-leveraging-short-curated-alumni-videos-to-bridge-the-readiness-gap> or <https://peer.asee.org/48503>. *Harly Ramsey is a 2023 stEm PEER Fellow.*

Ramsey, H. (2024, April), *Fostering an inclusive and socially responsive classroom environment using 5-minute self-regulation strategies* Paper presented at 2024 ASEE PSW Conference, Las Vegas, Nevada. 10.18260/1-2--46043. <https://peer.asee.org/fostering-an-inclusive-and-socially-responsive-classroom-environment-using-5-minute-self-regulation-strategies> or <https://peer.asee.org/46043>. *Harly Ramsey is a 2023 stEm PEER Fellow.*

Ramsey, H. (2022, August), *Engineering Moment as a Pedagogical Approach: Using Narrative Theory to Promote Student Awareness of their Engineering Identities* Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. 10.18260/1-2--41354. <https://peer.asee.org/engineering-moment-as-a-pedagogical-approach-using-narrative-theory-to-promote-student-awareness-of-their-engineering-identities> or <https://peer.asee.org/41354>. *Harly Ramsey is a 2023 stEm PEER Fellow.*

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- Reinholz, D. L., White, I., & Andrews, T. (2021). Change theory in STEM higher education: a systematic review. *International Journal of STEM Education*, 8(1), 1-22. <https://doi.org/10.1186/s40594-021-00291-2>
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- Sauvé, R., & Evans, C., & Schneider-Bentley, L. (2023, June), Work in Progress: Peer Led Collaborative Courses Develop a Sense of Belonging and Community for All Undergraduate Engineering Students. *2023 Proceedings of Annual ASEE National Conference*, June 25 – 28, 2023. Baltimore, MD. DOI 10.18260/1-2--44324. <https://peer.asee.org/44324>
- Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized: (In)visibility and hypervisibility experiences of faculty of color. *Journal of Vocational Behavior*, 113, 62–74. <https://doi.org/10.1016/j.jvb.2018.06.003> *This reference was cited by Richard Harris, co-PI Engineering PLUS INCLUDES*

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<https://link.springer.com/book/10.1007/978-3-030-25304-2> *This reference was cited by Dr. Carmen Sidbury during her presentation for stEm PEER Academy on May 24, 2023 in which she highlighted AAAS SEA Change Institute*
<https://seachange.aaas.org/>. Available online or .pdf download from the Northeastern library with a NU sponsored account.

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Update Log

This Google Doc is a dynamic reference list. Initially compiled by Jennifer Love in summer 2022 at Northeastern University for stEm PEER Academy but open for edits and additions by anyone. Please add your recommended references in APA-style formatting please!

- Updated January 31, 2023 with Anthony Abraham Jack's *Privileged Poor* book and resources.
- Updated February 12, 2023 with resources cited during the 2022 summer stEm PEER Academy.
- Updated February 16, 2023 with Angela Birkes' paper about bridge programs for transfer students.

Scholarly Resources & References (APA 7th edition formatting)

- Updated March 23, 2023 with new references cited by Karl Reid during Eng PLUS collaborators meeting.
- Updated April 7, 2023 with new reference cited by Amy Freeman during Engineering PLUS New England Regional Hub meeting on March 31.
- Updated May 13, 2023 with new NASEM reports and 3M's scientists as storytellers guide.
- Updated May 22, 2023 with The Inclusive STEM Teaching Project and recent NASEM reports.
- Updated May 27, 2023 with Dr. Carmen Sidbury's references that she cited in her recent presentation.
- Updated March 11, 2024 with all ASEE 2023 and 2024 papers to date, including 2 papers by stEm PEER Fellows Andrew Edmunds & Ryan Sauvé.
- Updated March 19, 2024 with 2024 NASEM report "Supporting Black Students....".
- Updated March 29, 2024 with 2 neurodiversity references by Chrysochoou et al and Wakeman et al.
- Updated May 10, 2024 with STEMM Opportunity Alliance report and White House recording and with NASEM revisit of 2016 report Barriers and Opportunities for 2-Year and 4-Year STEM Degrees: Systemic Change to Support Students' Diverse Pathways.
- Updated July 10, 2024 with Vahidi, E et al.
- Updated July 16, 2024 with Theobald et al. active learning paper.
- Added August 21, 2024 with Center for the Improvement of Mentored Experiences in Research. <https://cimerproject.org/>, recommended by Rachel Burcin during the August 2024 stEm PEER Academy monthly meeting.