

References

- Ahmed, S. (2006). *Queer phenomenology: Orientations, objects, others*. Duke University Press. <https://doi.org/10.1215/9780822388074>
- angetworld. (2014, April 21). *Neil Degrasse Tyson on being black, and women in science*. YouTube. Retrieved September 26, 2022, from <https://www.youtube.com/watch?v=z7ihNLEDiuM>
- Arana, R., Castañeda-Sound, C., Blanchard, S., & Aguilar, T. E. (2011). Indicators of persistence for Hispanic undergraduate achievement: Toward an ecological model. *Journal of Hispanic Higher Education, 10*(3), 237–251. <https://doi.org/10.1177/1538192711405058>
- Armstrong, J. (2020, March 11). Don't believe the myth that black people can't get coronavirus. *The Philadelphia Inquirer*. <https://www.inquirer.com/health/coronavirus/coronavirus-blacks-african-americans-myths-philly-jenice-armstrong-20200310.html>
- Austin, J. L. (1975). *How to do things with words* (2nd ed.). Harvard University Press.
- Baber, L. D. (2019). Color-blind liberalism in postsecondary STEM education. In E. O. McGee & W. H. Robinson (Eds.), *Diversifying STEM: Multidisciplinary perspectives on race and gender* (pp. 19–36). Rutgers University Press.
- Baker, V. L., Pifer, M. J., & Griffin, K. A. (2014). Mentor-protégé fit: Identifying and developing effective mentorship across identities in doctoral education. *International Journal for Researcher Development, 5*(2), 83–98. <https://doi.org/10.1108/IJRD-04-2014-0003>
- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge. <https://doi.org/10.4324/9781315147383>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Barth, J. M., Dunlap, S., & Chappetta, K. (2016). The influence of romantic partners on women in STEM majors. *Sex Roles, 75*, 110–125. <https://doi.org/10.1007/s11199-016-0596-z>
- Barton, A. C. (2001). Science education in urban settings: Seeking new ways of praxis through critical ethnography. *Journal of Research in Science Teaching, 38*(8), 899–917. <https://doi.org/10.1002/tea.1038>
- Beaufort, A. (2007). *College writing and beyond: A new framework for university writing instruction*. Utah State University Press.
- Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. Basic Books.
- Bhabha, H. K. (1994). *The location of culture*. Routledge.
- Bird, S. R. (2011). Unsettling universities' incongruous, gendered bureaucratic structures: A case-study approach. *Gender, Work and Organization, 18*(2), 202–30. <https://doi.org/10.1111/j.1468-0432.2009.00510.x>
- Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about Blacks without sounding “racist.” *Critical Sociology, 28*(1–2), 41–64. <https://doi.org/10.1177/08969205020280010501>

- Bonilla-Silva, E. (2018). *Racism without racists: Color-blind racism and racial inequality in contemporary America* (5th ed.). Rowman and Littlefield.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. SAGE Publications.
- Brandt, A. M. (1978). Racism and research: The case of the Tuskegee Syphilis study. *The Hastings Center Report*, 8(6), 21–29. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:3372911>
- Brandt, D. (1998). Sponsors of literacy. *College Composition and Communication*, 49(2), 165–185. <https://library.ncte.org/journals/CCC/issues/v49-2/3181>
- Brandt, D. (2015). *The rise of writing: Redefining mass literacy*. Cambridge University Press. <https://doi.org/10.1017/CBO9781316106372>
- Britton, D. M. (2010). Engendering the university through policy and practice: Barriers to promotion to full professor for women in the science, engineering, and math disciplines. In B. Riegraf, B. Aulenbacher, E. Kirsch-Auwärter, & U. Müller (Eds.), *Gender change in academia: Re-mapping the fields of work, knowledge, and politics from a gender perspective* (pp. 15–26). VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-531-92501-1_2
- Brown, B. A., Reveles, J. M., & Kelly, G. J. (2005). Scientific literacy and discursive identity: A theoretical framework for understanding science learning. *Science Education*, 89(5), 779–802. <https://doi.org/10.1002/sce.20069>
- Burchard, E. G., Oh, S. S., Foreman, M. G., & Celedón, J. C. (2015). Moving toward true inclusion of racial/ethnic minorities in federally funded studies. A key step for achieving respiratory health equality in the United States. *American Journal of Respiratory and Critical Care Medicine*, 191(5), 514–521. <https://doi.org/10.1164/rccm.201410-1944PP>
- Burgess, A., & Ivanič, R. (2010). Writing and being written: Issues of identity across timescales. *Written Communication*, 27(2), 228–255. <https://doi.org/10.1177/0741088310363447>
- Butler, J. (1997). *Excitable speech: A politics of the performative*. Routledge.
- Carlone, H. B., & Johnson, A. (2007). Understanding the science experiences of successful women of color: Science identity as an analytic lens. *Journal of Research in Science Teaching*, 44(8), 1187–1218. <https://doi.org/10.1002/tea.20237>
- Carpi, A., Ronan, D. M., Falconer, H. M., & Lents, N. H. (2013a). *I would have never thought this was possible for me: Creating a community of scientists at a Minority-serving institution through mentored undergraduate research*. Unpublished article.
- Carpi, A., Ronan, D. M., Falconer, H. M., Boyd, H. H., & Lents, N. H. (2013b). Development and implementation of targeted STEM retention strategies at a Hispanic-serving institution. *Journal of Hispanic Higher Education*, 12(3), 280–299. <https://doi.org/10.1177/1538192713486279>
- Carpi, A., Ronan, D. M., Falconer, H. M., & Lents, N. H. (2017). Cultivating minority scientists: Undergraduate research increases self-efficacy and career ambitions for underrepresented students in STEM. *Journal of Research in Science Teaching*, 54(2), 169–194. <https://doi.org/10.1002/tea.21341>
- Carroll, L. A. (2002). *Rehearsing new roles: How college students develop as writers*. Southern Illinois University Press. <https://wac.colostate.edu/books/ncte/carroll/>

- Casanave, C. P. (2002). *Writing games: Multicultural case studies of academic literacy practices in higher education*. Lawrence Erlbaum Associates.
- Case, A. D., & Hunter, C. D. (2012). Counterspaces: A unit of analysis for understanding the role of settings in marginalized individuals' adaptive responses to oppression. *American Journal of Community Psychology, 50*(1-2), 257-270. <https://doi.org/10.1007/s10464-012-9497-7>
- Cedillo, C. V., & Bratta, P. (2019). Relating our experiences: The practice of positionality stories in student-centered pedagogy. *College Composition and Communication, 71*(2), 215-240. <https://library.ncte.org/journals/CCC/issues/v71-2/30421>
- Chambers, D. W. (1983). Stereotypic images of the scientist: The draw-a-scientist test. *Science Education, 67*(2), 255-265. <https://doi.org/10.1002/sce.3730670213>
- Clavero, M. (2011). Unfortunately, linguistic injustice matters. *Trends in Ecology and Evolution, 26*(4), 156-157. <https://doi.org/10.1016/j.tree.2011.01.011>
- Cobb, J. P. (1976). Foreword. In S. M. Malcom, P. Q. Hall, & J.W. Brown (Eds.), *The double bind: The price of being a minority woman in science: Report of a conference of minority women scientists* (AAAS Report No. 76-R-3) (pp. ix-x). ERIC. <http://files.eric.ed.gov/fulltext/ED130851.pdf>
- Coil, D., Wenderoth, M. P., Cunningham, M., & Dirks, C. (2010). Teaching the process of science: Faculty perceptions and an effective methodology. *CBE Life Sciences Education, 9*(4), 524-535. <https://doi.org/10.1187/cbe.10-01-0005>
- Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203900055>
- Cooper, J. E., He, Y., & Levin, B. B. (2011). *Developing critical cultural competence: A guide for 21st-century educators*. Corwin.
- Cooperative Institutional Research Program. (2010). *Degrees of success: Bachelor's degree completion rates among initial STEM majors*. University of California, Higher Education Research Institute. <https://heri.ucla.edu/nih/downloads/2010-Degrees-of-Success.pdf>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *The University of Chicago Legal Forum, 1989*, Article 8. <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43*(6), 1241-1299. <https://doi.org/10.2307/1229039>
- Cresswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Cudd, A. E. (2001). Objectivity and ethno-feminist critiques of science. In K. M. Ashman & P. S. Baringer (Eds.), *After the science wars: Science and the study of science* (pp. 79-96). Routledge.
- Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behavior, 20*(1), 43-63. <https://doi.org/10.1111/j.1468-5914.1990.tb00174.x>

- Davila, B. (2017). Standard English and colorblindness in composition studies: Rhetorical constructions of racial and linguistic neutrality. *WPA: Writing Program Administration*, 40(2), 154–173. <http://associationdatabase.co/archives/40n2/40n2davila.pdf>
- Davis, P. C. (1989). Law as microaggression. *Yale Law Journal*, 98(8), 1559–1577. <http://hdl.handle.net/20.500.13051/16630>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
- DeCuir-Gunby, J. T., Chapman, T. K., & Schutz, P. A. (2019). Critical race theory, racial justice, and education. In J. T. DeCuir-Gunby, T. K. Chapman, & P. A. Schutz (Eds.), *Understanding critical race research methods and methodologies: Lessons from the field* (pp. 3–10). Routledge.
- Dee, T., & Penner, E. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal*, 54(1), 127–166. <https://doi.org/10.3102/0002831216677002>
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (rev. ed.). The New Press.
- Delpit, L. & Dowdy, J. K. (Eds.). (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. The New Press.
- DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
- Diekmann, S., & Peterson, M. (2013). The role of non-epistemic values in engineering models. *Science and Engineering Ethics*, 19(1), 207–218. <https://doi.org/10.1007/s11948-011-9300-4>
- Economou, James S., MD, PhD. (2014). Gender bias in biomedical research. *Surgery*, 156(5), 1061–1065. <https://doi.org/10.1016/j.surg.2014.07.005>
- Fairclough, N. (1992). Discourse and text: Linguistic and intertextual analysis within discourse analysis. *Discourse and Society*, 3(2), 193–217. <https://doi.org/10.1177/0957926592003002004>
- Falconer, H. M. (2019a). “I think when I speak, I don’t sound like that”: The influence of social positioning on rhetorical skill development in science. *Written Communication*, 36(1), 9–37. <https://doi.org/10.1177/0741088318804819>
- Falconer, H. M. (2019b). Mentored writing at a Hispanic-serving institution: Improving student facility with scientific discourse. In I. Baca, Y. I. Hinojosa, & S. W. Murphy (Eds.), *Bordered writers: Latinx identities and literacy practices at Hispanic-serving institutions* (pp. 213–230). State University of New York Press.
- Falconer, H. M. (in press). Playing the expectation game: Negotiating disciplinary discourse in undergraduate research. In K. Ritter (Ed.), *Beyond fitting in: Rethinking first-generation writing and literacy education*. Modern Language Association.
- Faulkner, W. (2007). ‘Nuts and bolts and people’: Gender-troubled engineering identities. *Social Studies of Science*, 37(3), 331–356. <https://doi.org/10.1177/0306312706072175>
- Faulkner, W. (2008). The gender(s) of ‘real’ engineers: Journey around the technical/social dualism. In P. Lucht & T. Pualitz (Eds.), *Recodierungen des wissens: Stand*

- und perspektiven der geschlechterforschung in naturwissenschaften un technik* [Recodings of knowledge: State and perspectives of gender studies in the natural sciences and technology]. Campus.
- Faulkner, W. (2011). Gender (in)authenticity, belonging and identity work in engineering. *Brussels Economic Review/Cahiers Economiques de Bruxelles*, 54(2/3), p. 277–293. <https://dipot.ulb.ac.be/dspace/bitstream/2013/108954/1/ARTICLE%20FAULKNER.pdf>
- Flores, L. A. (1996). Creating discursive space through a rhetoric of difference: Chicana feminists craft a homeland. *Quarterly Journal of Speech*, 82(2), 142–156. <https://doi.org/10.1080/00335639609384147>
- Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2021). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. *Teaching of Psychology*, 48(1), 69–79. <https://doi.org/10.1177/0098628320959979>
- García de Müller, G., & Ruiz, I. (2017). Race, silence, and writing program administration: A qualitative study of US college writing programs. *WPA: Writing Program Administration*, 40(2), 19–39. http://associationdatabase.co/archives/40n2/40n2mueller_ruiz.pdf
- Gawthrop, E. (2022, August 16). *The color of coronavirus: COVID-19 deaths by race and ethnicity in the U.S.* APM Research Lab. <https://www.apmresearchlab.org/covid/deaths-by-race>
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, 25(1), 99–125. <https://doi.org/10.3102%2F0091732X025001099>
- Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714–725. <http://www.jstor.org/stable/40018744>
- Gilbert, A.-F. (2009). Disciplinary cultures in mechanical engineering and materials science: Gendered/gendering practices? *Equal Opportunities International*, 28(1), 24–35. <https://doi.org/10.1108/02610150910933613>
- Gillborn, D. (2006). Critical race theory and education: Racism and anti-racism in educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27(1), 11–32. <https://doi.org/10.1080/01596300500510229>
- Gilyard, K. (1991). *Voices of the self: A study of language competence*. Wayne State University Press.
- Giroux, H. A. (1988). *Schooling and the struggle for public life: Critical pedagogy in the modern age*. University of Minnesota Press.
- Guess, T. J. (2006). The social construction of whiteness: Racism by intent, racism by consequence. *Critical Sociology*, 32(4), 649–673. <https://doi.org/10.1163/156916306779155199>
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511611834>
- Gusa, D. L. (2010). White institutional presence: The impact of whiteness on campus climate. *Harvard Educational Review*, 80(4), 464–489. <https://doi.org/10.17763/haer.80.4.p5j483825u110002>

- Gutiérrez, K. D., Baquedano-López, P., Alvarez, H. H., & Chiu, M. M. (1999). Building a culture of collaboration through hybrid language practices. *Theory into Practice*, 38(2), 87–93. <https://doi.org/10.1080/00405849909543837>
- Haas, M., Koeszegi, S. T., & Zedlacher, E. (2016). Breaking patterns? How female scientists negotiate their token role in their life stories. *Gender, Work and Organization*, 23(4), 397–413. <https://doi.org/10.1111/gwao.12124>
- Handelsman, J., and Smith, M. (2016, February 11). *STEM for All*. The White House: President Barack Obama. <https://obamawhitehouse.archives.gov/blog/2016/02/11/stem-all>
- Hansen, M., Schoonover, A., Skarica, B., Harrod, T., Bahr, N., & Guise J.-M. (2019). Implicit gender bias among US resident physicians. *BMC Medical Education*, 19, Article 396. <https://doi.org/10.1186/s12909-019-1818-1>
- Harré, R. (2004). Positioning theory. *Self-Care, Dependent-Care and Nursing*, 16(1), 28–32. <https://oreminternationalsociety.org/s/Vol16No1January2008.pdf>
- Harré, R. (2009). *Pavlov's dogs and Schrödinger's cat: Scenes from the living laboratory*. Oxford University Press.
- Harré, R. & Moghaddam, F. (2003). Introduction: The self and others in traditional psychology and in positioning theory. In R. Harre and F. Moghaddam (Eds.), *The self and others: Positioning individuals and groups in personal, political, and cultural contexts* (pp. 1–12). Praeger Publishers.
- Herrington, A. J., & Curtis, M. (2000). *Persons in process: Four stories of writing and personal development in college* (ED437670). ERIC. <http://files.eric.ed.gov/fulltext/ED437670.pdf>
- Holdcroft, A. (2007). Gender bias in research: How does it affect evidence based medicine? *Journal of the Royal Society of Medicine*, 100(1), 2–3. <https://doi.org/10.1177/014107680710000102>
- Holloway, W. (1984). Gender difference and the production of subjectivity. In J. Henriques, W. Holloway, C. Urwin, C. Venn, & V. Walkerdine (Eds.), *Changing the subject: Psychology, social regulation and subjectivity* (pp. 11–25). Methuen and Company.
- hooks, b. (1990). *Yearning: Race, gender, and cultural politics*. South End Press.
- Hyland, K. (2012). *Disciplinary identities: Individuality and community in academic discourse*. Cambridge University Press.
- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies*, 7(2), 173–192. <https://doi.org/10.1177/1461445605050365>
- Inoue, A. B. (2019). 2019 CCCC Chair's address: How do we language so people stop killing each other, or what do we do about White language supremacy? *College Composition and Communication*, 71(2), 352–369. <https://library.ncte.org/journals/CCC/issues/v71-2/30427>
- Inoue, A. B., & Poe, M. (Eds.). (2012). *Race and writing assessment*. Peter Lang.
- Inoue, A.B., & Poe, M. (2020). How to stop harming students: An ecological guide to antiracist writing assessment. *Composition Studies*, 48(3), 1–5. https://composition-studiesjournal.files.wordpress.com/2021/01/poeinoue_full.pdf
- Institutional Service. (2021, June 2). *Minority Science and Engineering Improvement*

- Program. U.S. Department of Education, Office of Postsecondary Education. <https://www2.ed.gov/programs/idadesmsi/index.html>
- Institutional Service. (2022, September 6). *Developing Hispanic-Serving Institutions Program—Title V*. U.S. Department of Education, Office of Postsecondary Education. <https://www2.ed.gov/programs/idadeshsi/index.html>
- Ivanič, R. (1998). *Writing and identity: The discursive construction of identity in academic writing*. John Benjamins.
- Jocson, K. M. (2006). “The best of both worlds”: Youth poetry as social critique and form of empowerment. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Resistance! Youth activism and community change: New democratic possibilities for practice and policy for America’s youth* (pp. 129–148). Routledge.
- John Jay College on the Move. (2006). *The Hispanic Outlook in Higher Education Magazine*, 17, 35–37.
- Jones, C. E., & Barco Medina, G. (2021). Teaching racial literacy through language, health, and the body: Introducing bio-racial rhetorics in the writing classroom. *College English*, 84(1), 58–77. <https://library.ncte.org/journals/CE/issues/v84-1/31452>
- Kachchaf, R., Ko, L., Hodari, A., & Ong, M. (2015). Career-life balance for women of color: Experiences in science and engineering academia. *Journal of Diversity in Higher Education*, 8(3), 175–191. <https://doi.org/10.1037/a0039068>
- Kahle, J. B. (1988). Gender and science education II. In P. Fensham (Ed.), *Development and dilemmas in science education* (pp. 249–265). Routledge.
- Keels, M. (2019). *Campus counterspaces: Black and Latinx students’ search for community at historically white universities*. Cornell University Press. <https://doi.org/10.7591/cornell/9781501746888.001.0001>
- Kelly, A. (1985). The construction of masculine science. *British Journal of Sociology of Education*, 6(2), 133–153. <https://doi.org/10.1080/0142569850060201>
- Kendi, I. X. (2019). *How to be an antiracist*. One World.
- Keville, T. D. (1994). The invisible woman: Gender bias in medical research. *Women’s Rights Law Reporter*, 15, 123–142.
- Konkel L. (2015). Racial and ethnic disparities in research studies: The challenge of creating more diverse cohorts. *Environmental Health Perspectives*, 123(12), A297–A302. <https://doi.org/10.1289/ehp.123-A297>
- Kreps, S. E., & Kriner, D. (2020). *Medical misinformation in the COVID-19 pandemic*. SSRN. <https://doi.org/10.2139/ssrn.3624510>
- Kynard, C. (2018). Stayin woke: Race-radical literacies in the makings of a higher education. *College Composition and Communication*, 69(3), 519–529. <https://library.ncte.org/journals/CCC/issues/v69-3/29491>
- Ladson-Billings, G., & Tate, W. F., IV. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47–68. <https://doi.org/10.1177/016146819509700104>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>
- Lederman, N. G. (1992). Students’ and teachers’ conceptions of the nature of science: A review of the research. *Journal of Research in Science Teaching*, 29(4), 331–359. <https://doi.org/10.1002/tea.3660290404>

- Lee, E. Y., Lin, J., Noth, E. M., Hammond, S. K., Nadeau, K. C., Eisen, E. A., & Balmes, J. R. (2017). Traffic-Related Air Pollution and Telomere Length in Children and Adolescents Living in Fresno, CA: A Pilot Study. *Journal of Occupational and Environmental Medicine*, 59(5), 446–452. <https://doi.org/10.1097/JOM.0000000000000996>
- Lefebvre, H. (1991). *The production of space* (D. Nicholson-Smith, Trans.). Basil Blackwell. (Original work published 1974)
- Lemke, J. L. (1990). *Talking science: Language, learning, and values*. Ablex.
- Lerchenmueller, M. J., & Sorenson, O. (2018). The gender gap in early career transitions in the life sciences. *Research Policy*, 47(6), 1007–1017. <https://doi.org/10.1016/j.respol.2018.02.009>
- Lockett, A. L., Ruiz, I. D., Sanchez, J. C., & Carter, C. (2021). *Race, rhetoric, and research methods*. The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/PER-B.2021.1206>
- Loewenstein, G. (1996). Out of control: Visceral influences on behavior. *Organizational Behavior and Human Decision Processes*, 65(3), 272–292. <https://doi.org/10.1006/obhd.1996.0028>
- Lorde, A. (1983). “There is no hierarchy of oppressions.” *Bulletin: Homophobia and Education*. Council on Interracial Books for Children.
- Loxley, J. (2007). *Performativity*. Routledge. <https://doi.org/10.4324/9780203391280>
- Mack, K. M., Winter, K., & Soto, M. (Eds.). (2019). *Culturally responsive strategies for reforming STEM higher education: Turning the TIDES on inequity*. Emerald Publishing. <https://doi.org/10.1108/9781787434059>
- Man, J. P., Weinkauff, J. G., Tsang, M., & Sin, J. H. D. D. (2004). Why do some countries publish more than others? An international comparison of research funding, English proficiency and publication output in highly ranked general medical journals. *European Journal of Epidemiology*, 19(8), 811–817. <https://doi.org/10.1023/b:ejep.0000036571.00320.b8>
- Mason, C. L., Kahle, J. B., & Gardner, A. L. (1991). Draw-a-scientist test: Future implications. *School Science and Mathematics*, 91(5), 193–198. <https://doi.org/10.1111/j.1949-8594.1991.tb12078.x>
- McGee, E. O. (2020). *Black, Brown, bruised: How racialized STEM education stifles innovation*. Harvard Education Press.
- McGee E. O., & Robinson, W. H. (Eds.). *Diversifying STEM: Multidisciplinary perspectives on race and gender*. Rutgers University Press.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, July/August.
- McKibben, S. (2020). Turn and talk/“Antiracist” grading starts with you. *Educational leadership*, 78(1). <https://www.ascd.org/el/articles/turn-and-talk-antiracist-grading-starts-with-you>
- McMullin E. (1982). Values in science. *PSA: Proceedings of the biennial meeting of the philosophy of science association*, 1982(2), 3–28. <https://doi.org/10.1086/psaprocbienmeetp.1982.2.192409>
- Mead, M., & Métraux, R. (1957). The image of the scientist among high-school students: A pilot study. *Science*, 126(3270), 384–390. <https://doi.org/10.1126/science.126.3270.384>

- Medway, P. (2002). Fuzzy genres and community identities: The case of architecture students' sketchbooks. In R. Coe, L. Lingard, & T. Teslenko (Eds.), *The rhetoric and ideology of genre: Strategies for stability and change* (pp. 123–153). Hampton Press.
- Middendorf, J., & Pace, D. (2004). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, 98, 1–12. <https://doi.org/10.1002/tl.142>
- Miller, D. I., Nolla, K. M., Eagly, A. H., & Uttal, D. H. (2018). The development of children's gender-science stereotypes: A meta-analysis of 5 decades of U.S. draw-a-scientist studies. *Child Development*, 89(6), 1943–1955. <https://doi.org/10.1111/cdev.13039>
- Moghaddam, F. M., & Harré, R. (2010). Words, conflicts, and political processes. In F. M. Moghaddam, & R. Harré, (Eds.), *Words of conflict, words of war: How the language we use in political processes sparks fighting* (pp. 1–27). Praeger.
- Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and Discourse. *Reading Research Quarterly*, 39(1), 38–70. <https://doi.org/10.1598/RRQ.39.1.4>
- Moje, E. B., Collazo, T., Carrillo, R., & Marx, R. W. (2001). “Maestro, what is ‘quality’?”: Language, literacy, and discourse in project-based science. *Journal of Research in Science Teaching*, 38(4), 469–498. <https://doi.org/10.1002/tea.1014>
- Moll, L. C., & González, N. (1994). Lessons from research with language-minority children. *Journal of Literacy Research*, 26(4), 439–456. <https://doi.org/10.1080/10862969409547862>
- Morning, A. (2008). Reconstructing race in science and society: Biology textbooks, 1952–2002. *American Journal of Sociology*, 114(S1), S106–S137. <https://doi.org/10.1086/592206>
- Mountford, R. (2001). On gender and rhetorical space. *Rhetoric Society Quarterly*, 31(1), 41–71. <https://doi.org/10.1080/02773940109391194>
- Nathan, M. J., Alibali, M. W., & Koedinger, K. R. (n.d.). *Expert blind spot: When content knowledge and pedagogical content knowledge collide* (Technical report 00–05). University of Colorado, Boulder, Institute of Cognitive Science. <https://www.colorado.edu/ics/sites/default/files/attached-files/00-05.pdf>
- National Center for Science and Engineering Statistics. (n.d.). *Table 1. Federal obligations for science and engineering to universities and colleges, by type of activity: FY 1963–2009 (Dollars in thousands)*. National Science Foundation. Retrieved October 10, 2022, from <http://www.nsf.gov/statistics/nsf13303/pdf/tab01.pdf>
- National Center for Science and Engineering Statistics. (2015, June 29). *Scientific and engineering research facilities at college and universities: 1998*. National Science Foundation, Division of Science Resources Study. <https://wayback.archive-it.org/5902/20150629135329/http://www.nsf.gov/statistics/nsf01301/c7.htm>
- National Center for Science and Engineering Statistics. (2019, March 8). *Table 5-3: Bachelor's degrees awarded, by field, citizenship, ethnicity, and race: 2006–16*. National Science Foundation. <https://nces.nsf.gov/pubs/nsf19304/assets/data/tables/wmpd19-sr-tab05-004.pdf>

- National Research Council. (2000). *How people learn: Brain, mind, experience, and school* (expanded ed.). National Academy Press. <https://doi.org/10.17226/9853>
- Office of Institutional Research. (2015, March). *Fall 2014 fact book* (OIR 15-07). John Jay College of Criminal Justice. http://www.jjay.cuny.edu/sites/default/files/contentgroups/instu_research_assessment/FACT_BOOK_2014.pdf
- Oh, S. S., Galanter, J., Thakur, N., Pino-Yanes, M., Barcelo, N. E., White, M. J., de Bruin, D. M., Greenblatt, R. M., Bibbins-Domingo, K., Wu, A. H. B., Borrell, L. N., Gunter, C., Powe, N. R., & Burchard, E. G. (2015). Diversity in clinical and biomedical research: A promise yet to be fulfilled. *PLoS Medicine*, 12(12), Article e1001918. <https://doi.org/10.1371/journal.pmed.1001918>
- Ong, M. (2005). Body projects of young women of color in physics: Intersections of gender, race, and science. *Social Problems*, 52(4), 593–617. <https://doi.org/10.1525/sp.2005.52.4.593>
- Ong, M., Smith, J. M. and Ko, L. T. (2018). Counterspaces for women of color in STEM higher education: Marginal and central spaces for persistence and success. *Journal of Research in Science Teaching*, 55(2), 206–245. <https://doi.org/10.1002/tea.21417>
- Ong, M., Wright, C., Espinosa, L., & Orfield, G. (2011). Inside the double bind: A synthesis of empirical research on undergraduate and graduate women of color in science, technology, engineering, and mathematics. *Harvard Educational Review*, 81(2), 172–209. <https://doi.org/10.17763/haer.81.2.t022245n7x4752v2>
- Perryman-Clark, S. M., & Craig, C. L. (2019). *Black perspectives in writing program administration: From the margins to the center*. Conference on College Composition and Communication of the National Council of Teachers of English.
- Pierce, C. (1974). Psychiatric problems of the Black minority. In S. Arieti & K. H. Brodie (Eds.), *American Handbook of Psychiatry: Advances and New Directions* (2nd ed., vol. 7, pp. 512–523). Basic Books.
- Plevkova, J., Brozmanova, M., Harsanyiiova, J., Sterusky, M., Honetschlager, J., & Buday, T. (2020). Various aspects of sex and gender bias in biomedical research. *Physiological research*, 69(Suppl 3), S367–S378. <https://doi.org/10.33549/physiolres.934593>
- Poe, M. (2013). Re-framing race in teaching writing across the curriculum. *Across the Disciplines*, 10(3). <https://doi.org/10.37514/ATD-J.2013.10.3.06>
- Poe, M., Inoue, A. B., & Elliott, N. (Eds.). (2018). *Writing assessment, social justice, and the advancement of opportunity*. The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/PER-B.2018.0155>
- Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 33–40. <https://www.jstor.org/stable/25595469>
- Primack, R. B., Ellwood, E., Miller-Rushing, A. J., Marrs, R., & Mulligan, A. (2009). Do gender, nationality, or academic age affect review decisions? An analysis of submissions to the journal *Biological Conservation*. *Biological Conservation*, 142(11), 2415–2418. <https://doi.org/10.1016/j.biocon.2009.06.021>
- Program for Research Initiatives in Science and Math. (2016). *Admission Requirements*. Retrieved from <https://web.archive.org/web/20160327101547/http://prismatjjay.org/for-inquiring-minds/admission-requirements/>

- Rabelo, V. C., Robotham, K. J., & McCluney, C. L. (2021). "Against a sharp white background": How Black women experience the white gaze at work. *Gender, Work and Organization*, 28(5), 1840–1858. <https://doi.org/10.1111/gwao.12564>
- Ramírez, D. A. (2017). *Medical imagery and fragmentation: Modernism, scientific discourse, and the Mexican/Indigenous body, 1870-1940s*. Lexington Books.
- Reiff, M. J., & Bawarshi, A. (2011). Tracing discursive resources: How students use prior genre knowledge to negotiate new writing contexts in first-year composition. *Written Communication*, 28(3), 312–337. <https://doi.org/10.1177/0741088311410183>
- Royster, J. J., & Williams, J. C. (1999). History in the spaces left: African American presence and narratives of composition studies. *College Composition and Communication*, 50(4), 563–584. <https://library.ncte.org/journals/CCC/issues/v50-4/1348>
- Rudick, C. K., & Golsan, K. B. (2018). Civility and White institutional presence: An exploration of White students' understanding of race-talk at a traditionally White institution. *Howard Journal of Communication*, 29(4), 335–352. <https://doi.org/10.1080/10646175.2017.1392910>
- Ruiz, I. D. (2016). *Reclaiming composition for Chicano/as and other ethnic minorities: A critical history and pedagogy*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-53673-0>
- Ruiz, I., & Baca, D. (2017). Decolonial options and writing studies. *Composition Studies*, 45(2), 226–229. <https://www.jstor.org/stable/26402796>
- Ruttan, R. L., McDonnell, M.-H., & Nordgren, L. F. (2015). Having "been there" doesn't mean I care: When prior experience reduces compassion for emotional distress. *Journal of Personality and Social Psychology*, 108(4), 610–622. <https://doi.org/10.1037/pspio000012>
- Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). SAGE.
- Samayoa, A. C. (2018). "People around me here, they know the struggle": Students' experiences with faculty member's mentorship at three Hispanic serving institutions. *Education Sciences*, 8(2), Article 49. <https://doi.org/10.3390/educsci8020049>
- Saunders, M. & Serna, I. (2004). Making college happen: The college experiences of first-generation Latino students. *Journal of Hispanic Higher Education*, 3(2), 146–163. <https://doi.org/10.1177%2F1538192703262515>
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139173438>
- Seymour, E., & Hewitt, N. M. (1997). *Talking about leaving: Why undergraduates leave the sciences*. Westview Press.
- Shor, I. (1986). *Culture wars: School and society in the conservative restoration 1969-1984*. Routledge and Kegan Paul.
- Sims, J. J. (2018). *Revolutionary STEM education: Critical-reality pedagogy and social justice in STEM for Black males*. Peter Lang.
- Smit, D. W. (2004). *The end of composition studies*. Southern Illinois University Press.
- Smith, B. (Ed.). (2000). *Home girls: A Black feminist anthology*. Rutgers University Press.
- Smitherman, G. (1986). *Talkin and testifyin: The language of Black America*. Wayne State University Press.

- Soja, E. W. (1996). *Thirdspace: Journeys to Los Angeles and other real-and-imagined places*. Blackwell.
- Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69(1/2), 60–73. <https://www.jstor.org/stable/2696265>
- Solorzano, D. G., & Delgado Bernal, D. (2001). Examining transformational resistance through a critical race and Latcrit theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36(3), 308–342. <https://doi.org/10.1177%2F0042085901363002>
- Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23–44. <https://doi.org/10.1177%2F107780040200800103>
- Sommers, N., & Saltz, L. (2004). The novice as expert: Writing the freshman year. *College Composition and Communication*, 56(1), 124–149. <https://library.ncte.org/journals/CCC/issues/v56-1/3993>
- Spellmeyer, K. (1998). “Too Little Care”: Language, politics, and embodiment in the life-world. In M. Bernard-Donals & R. R. Glejzer (Eds.), *Rhetoric in an antifoundational world: Language, culture, and pedagogy* (pp. 254–291). Yale University Press.
- Stake, R. E. (1981). Case study methodology: An epistemological advocacy. In W. W. Welsh (Ed.), *Case study methodology in educational evaluation. Proceedings of the 1981 Minnesota Evaluation Conference* (pp. 31–40). Minnesota Research and Evaluation Center.
- Street, B. (2001). The new literacy studies. In E. Cushman, E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), *Literacy: A critical sourcebook* (pp. 430–442). Bedford/St. Martin’s.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286. <https://doi.org/10.1037/0003-066x.62.4.271>
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–37). Brooks/Cole Publishing.
- Tate, W. F. (1997). Critical race theory and education: History, theory, and implications. *Review of Research in Education*, 22(1), 195–247. <https://doi.org/10.3102%2F0091732X022001195>
- Thomas, P. L. (2017, May 30). *Power, responsibility, and the white men of Academia*. HuffPost. https://www.huffpost.com/entry/power-responsibility-and-the-white-men-of-academia_b_592d58bce4b08861ed0ccbce
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.

- Torres, L. E. (2013). Lost in the numbers: Gender equity discourses and women of color in science, technology, engineering and mathematics (STEM). *The International Journal of Science in Society*, 3(4), 33–46. <https://doi.org/10.18848/1836-6236/CGP/v03i04/51352>
- United Nations University. (2015, July 13). *Rom Harré Positioning Theory Symposium Bruges 8 July 2105* [Video]. YouTube. <https://www.youtube.com/watch?v=Cxm-HTk7aYto>
- Anonymous High School (2017). Mission statement. Anonymous High School.
- van den Brink, M., & Benschop, Y. (2012). Gender practices in the construction of academic excellence: Sheep with five legs. *Organization*, 19(4), 507–524. <https://doi.org/10.1177%2F1350508411414293>
- van den Brink, M., & Benschop, Y. (2014). Gender in academic networking: The role of gatekeepers in professorial recruitment. *Journal of Management Studies*, 51(3), 460–492. <https://doi.org/10.1111/joms.12060>
- Vargas, N. (2018). Racial expropriation in higher education: Are Whiter Hispanic serving institutions more likely to receive minority serving institution funds? *Socius: Sociological Research for a Dynamic World*, 4. <https://doi.org/10.1177%2F2378023118794077>
- Vargas, N., & Villa-Palomino, J. (2019). Racing to serve or race-ing for money? Hispanic-serving institutions and the colorblind allocation of racialized federal funding. *Sociology of Race and Ethnicity*, 5(3), 401–415. <https://doi.org/10.1177%2F2332649218769409>
- Vasconcelos, S. M. R., Sorenson, M. M., Leta, J., Sant'Ana, M. C., & Batista, P. D. (2008). Researchers' writing competence: A bottleneck in the publication of Latin-American science? *EMBO Reports*, 9(8), 700–702. <https://doi.org/10.1038%2Fembor.2008.143>
- Vavrus, M. (2008). Culturally responsive teaching. In T. Good (Ed.), *21st century education: A reference handbook* (vol. 2), pp. 49–57. SAGE Publications.
- Villanueva, V., Jr. (1993). *Bootstraps: From an American academic of color*. National Council of Teachers of English.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Walton, R., Moore, K. R., and Jones, N. N. (2019). *Technical communication after the social justice turn: Building coalitions for action*. Routledge. <https://doi.org/10.4324/9780429198748>
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511803932>
- Whitcomb, K. M., Kalender, Z. Y., Nokes-Malach, T. J., Schunn, C. D., & Singh, C. (2020). Engineering students' performance in foundational courses as a predictor of future academic success. *The International Journal of Engineering Education*, 36(4), 1340–1355. https://www.ijee.ie/latestissues/Vol36-4/20_ijee3956.pdf
- Wilder, L. (2012). *Rhetorical strategies and genre conventions in literary studies: Teaching and writing in the disciplines*. Southern Illinois University Press.
- Winsor, D. A. (1996). *Writing like an engineer: A rhetorical education*. Lawrence Erlbaum Associates.

- Yager, R. E., & Yager, S. O. (1985). Changes in the perceptions of science for third, seventh, and eleventh grade students. *Journal of Research in Science Teaching*, 22(4), 347–358. <https://doi.org/10.1002/tea.3660220405>
- Young, V. A., Barret, R, Young-Rivera, Y, & Lovejoy, K. B. (2018). *Other people's English: Code-meshing, code-switching, and African American literacy*. Parlor Press.